

# Religious Education (RE) Curriculum at Kings Heath Primary School

## RE Overview

Our RE curriculum follows the Birmingham Agreed Syllabus. This breaks down the syllabus and guides the teaching by twenty-four main dispositions which all major faiths consider important. This curriculum is based mostly around the Christian faith with links to all other major faiths ensuring the inclusion of the diverse community of the school. These dispositions are linked to a person's spiritual and moral character and are used to help depict a human ideal. Religious education is taught across all key stages through, discussion, debate, role play, drama and 'circle time' activities. They can also include written activities.

### Subject intent

Our RE curriculum offers opportunities in which the deepest values of human life are identified, shared and discussed. Religious traditions constitute a rich treasury of vision, practice and experience reflecting the diverse communities in which we live. With the adoption and delivery of the Birmingham Agreed Syllabus we aim that all of our children will receive a high-quality education in RE, developing individuals who are morally and spiritually well informed and with the confidence to meet the challenges ahead.

### Subject Goal

By the end of Key Stage 2 we aim to have developed a sound understanding within children of the diverse community of which they are part; a sense of their own value, belonging and inclusion within that community, and the confidence to become active members within it. We aim to have developed a respectful, curiosity about religious, spiritual and moral beliefs, their own and those of others, the ability to reflect upon these and the confidence to ask questions of themselves and others in relation to these beliefs.

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**Our curriculum aims are:**

- Children will develop their knowledge and understanding of the beliefs, values and traditions of major world faiths, particularly those represented in Birmingham.
- Children will develop an understanding of the ways in which knowledge of religions is formed.
- Children will develop a sense of identity, belonging and their own beliefs through self-awareness and reflection.
- Children will be well prepared for life in the diverse, multi-cultural society of modern Britain.

**Delivery of the Religious Education Curriculum:**

- Teachers will deliver units of work that focus on the 24 dispositions identified in the Birmingham Religious Education Agreed syllabus.
- Teachers will encourage children to ask questions about the world around them, reflecting on their own beliefs, values and experiences.
- Teachers will encourage children to consider the methods used to find out about religious beliefs and practices and give them the opportunity to use some of these methods themselves.
- Teachers will, where appropriate, use the wider curriculum (particularly OWL) to make links to the 24 dispositions identified in the Birmingham Religious Education Agreed syllabus.
- Children will be given opportunities to visit places of worship.

**By the end of Key Stage Two:**

- Children will demonstrate a positive attitude towards people of any religion and show an understanding of different cultural beliefs.
- Children will develop a religious vocabulary through their knowledge and understanding of different religions and beliefs.
- Children will develop respect and understanding of others and be aware of their rights and responsibilities.
- Children will become informed, reflective, and compassionate people who contribute positively towards creating a caring school and community

# Curriculum Map

## RE: Whole School Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><b>Half Term Word</b>  <b>Belonging</b>  <b>Children discuss the different groups they belong to including their family class and school.</b>  <b>Reading List</b>  <b>All families are Special – Norma Simon</b>  <b>The Great Big Book of Families – Mary Hoffman</b>  <b>Ros Aquith</b>  <b>What Makes us Special – Being Fair and Just- Creating inclusion, identity and belonging</b>  <b>Children discuss differences and the importance of equality.</b>  <b>Reading List</b>  <b>Our Skin -Megan Madison</b>  <b>Hair Love -Matthew Cherry</b>  <b>Hey You - Dapo Adelo</b>  <b>Little Leaders Bold Women in Black History – Vashti Harrison</b>  <b>Sharing and Being Generous- Discuss how others are less fortunate and how we can help Harvest Being Thankful</b></p>	<p><b>Half Term Word</b>  <b>Generous</b>  <b>Creating inclusion, identity and belonging</b>  <b>Celebrations Children explore different celebrations and the religion they are related to</b>  <b>Sharing and being generous</b>  <b>Have we ever given or received presents? Why do followers give presents on special occasions? Do I like to give or receive presents?</b>  <b>Reading List</b>  <b>Little Glow-Katie Sahota</b>  <b>Hats of Faith – Medeia Cohan</b>  <b>What do You Celebrate? – Whitney Stewart</b>  <b>The Best Diwali Ever- Shanali Shah</b>  <b>The Christmas Story - DK</b></p>	<p><b>Half Term Word</b>  <b>Fair</b>  <b>Creating inclusion, identity and belonging</b>  <b>Celebrations</b>  <b>Discuss Lunar New Year</b>  <b>Reading List</b>  <b>Eyes that kiss in the corners- Joanna Ho</b>  <b>Amy Wu and the Perfect Bao- Kat Zhang</b>  <b>Easter</b></p>	<p><b>Half Term</b>  <b>Kindness</b>  <b>Creating inclusion, identity and belonging</b>  <b>Celebrations</b>  <b>Discuss Ramadan and Eid</b>  <b>Reading List</b>  <b>Tell Me What is the Ramadan?- Maza Muslim</b>  <b>Tell Me More About Ramadan- Bachar Karroum</b>  <b>The Proudest Blue – Ibtihaj Mohammad</b></p>	<p><b>Half Term Word</b>  <b>Caring</b>  <b>Caring for Others, Animals and the Environment</b>  <b>Who or what do we care for? What would it be like if no one cared for me or my world? Children look at our local and wider environment and discuss the importance of looking after our planet as we reuse and recycle.</b>  <b>Caring for all creatures creating minibeast homes</b>  <b>Reading List</b>  <b>Clean Up! Nathan Bryon</b>  <b>Greta and the Giants- Zoe Tucker</b></p>	<p><b>Moving On</b>  <b>Reflect on Reception Year</b></p>
Y1	<p>Cultivating Inclusion, Identity and Belonging</p>	<p>Being Modest and Listening to Others</p>	<p>Being Fair and Just</p>	<p>Being Courageous and Confident</p>	<p>Remembering Roots</p>	<p>Being curious and Valuing Knowledge</p>
Y1	<p>Being Thankful</p>	<p>Expressing Joy</p>	<p>Being Accountable and Living with Integrity</p>	<p>Being Loyal and Steadfast</p>	<p>Being Hopeful and Visionary</p>	<p>Open Honest and Truthful</p>
Y2	<p>Living by the rules</p>	<p>Being Regardful of Suffering</p>	<p>Creating Unity and Harmony</p>	<p>Caring for Others, Animals and the Environment</p>	<p>Being Silent and Attentive to, and Cultivating a Sense for the Sacred and Transcendent</p>	<p>Being Imaginative and Explorative</p>

	Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment	Sharing and Being Generous	Participating and Willing to Lead	Being Merciful and Forgiving	Being Reflective and Self Critical	Appreciating Beauty
Y3	Sharing and being generous	Creating unity and harmony	Being fair and just	Remembering roots	Being open, honest and truthful	Being courageous and confident
	Caring for others, animals and the environment	Participating and willing to lead	Being accountable and living with integrity	Being loyal and steadfast	Being silent and attentive to, and cultivating a sense for the sacred and transcendent	Being hopeful and visionary
Y4	Expressing Joy	Being reflective and self-critical	Being modest and listening to others	Being merciful and forgiving	Living by the rules	Being Imaginative and Explorative (and Appreciating Beauty)
	Being thankful	Being curious and valuing knowledge	Cultivating inclusion, identity and belonging	Being regardful or suffering	Being Temperate and Exercising Self Discipline and Serene Contentment	Appreciating Beauty (and Being Imaginative and Explorative)
Y5	Caring for Others, Animals and the Environment	Being Loyal and Steadfast	Being Open, Honest and Truthful	Participating and Willing to Lead	Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment	Being Thankful
	Sharing and Being Generous	Being Hopeful and Visionary	Being Silent and Attentive to and Cultivating a Sense for the Sacred and Transcendent	Being Modest and Listening to Others	Being Accountable and Living with Integrity	Being Imaginative and Explorative
Y6	Living by the rules	Creating Unity and Harmony	Remembering roots	Being Regardful of suffering	Expressing Joy	Being curious and valuing knowledge
	Being fair and just	Cultivating Inclusion, Identity and Belonging	Being courageous and confident	Being merciful and forgiving	Appreciating Beauty	Being reflective and self-critical

## Curriculum Map RE: Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community.		Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.		Recognise some similarities and differences between life in this country and life in other countries. Understand that some places are special to members of their community.	
Y1	Develop concept of belonging for self – religious belonging – naming & belonging rituals – Christian, Islamic & Sikh faiths	Idea of society opposed to 'self' – everyone has a right to be heard – children can say important things – Jesus at the temple – Importance of listening – Christian story Solomon and the ants	Being fair is a practical issue encountered every day – wisdom & fairness – often things are not fair – Wisdom of Solomon – Islamic story of Qaswa	Explore meaning of courage – David and Goliath Christian story – Islamic story of Hamza	Things remembered are not necessarily within our own lifetime – Islamic period of Ramadan – Eid ul Fitr as celebration of remembering Allah's revelation	Explore the value of question words – introduce sources of information for questions about God – Holy books – Christian story Lost Sheep
	Importance of saying 'thank you' – Christian traditions re Harvest Festival – Feeding of the 5000 – thank you prayers	Happiness of Mary at annunciation – Nativity story – angels and shepherds	Cheating has wide repercussions – people can try to runaway from things done but cannot escape God – Christian story Jonah – saying sorry to God – Christian story Zacchaeus	Being a good friend & living up to promises – Christian story Last Supper, Good Friday, Easter Sunday – ability to change from being a bad friend to a good one – Christian story of Peter in prison – Christian belief Jesus allowed self to be put to death because he loves us.	Explore hopes for the future – need to treat each other fairly to create fair world in turn creating peaceful world – Islamic concept of Hajj -Hindu belief that death is not the end	Explore importance of truth – Christian story of Joseph – Hindu story of King Mahendra's successor
Y2	Understand need for rules in all parts of society to keep people safe and work well together – Christian story 10 Commandments – explore first 3 commandments to explore character of Christian God – 5 Pillars of Islam –	Suffering in terms of emotional and physical intensity – Jesus relieving suffering – Christian story of Jarius' daughter – how people of faith respond to suffering – Birmingham City Mission/ Islamic Relief	Seeing beyond stereotypes – understand common humanity – Christian principle of loving others no matter who they are – Christian story Good Samaritan – messages of unity and harmony through Sikh practice of	Explicit appreciation of natural world – vulnerability of the natural world – Sikh relationship with natural world through morning prayer	Encourage and practice listening – the importance of being quiet in a place of worship – experience quietness in a place of worship	Encourage use of imagination- explore different faiths' ideas of God - Christian, Hindu, Islamic and Sikh

	focus P1 &P2 re rules of prayer		langar			
	Begin to realise external controls on behaviour- people of faith draw inner contentment from relationship with God – begin to understand fasting as willingness to put God first – Christian period of Lent and Islamic period of Ramadan	Explore British traditions of giving Christmas gifts and how changed over time – concept that Jesus’ life planned before he was even born – consider why Christians give gifts at Christmas	Team memberships – Christian concept of individual roles in the church all being essential	Concept of mercy – concept of God’s mercy and forgiveness – Christian story Prodigal Son – responsibility of those forgiven to be forgiving – Christian Easter Story and the unmerciful servant	‘Perfection’ is not static – Christian belief that relationship with Jesus initiates changes in behaviour – Christian story of Zacchaeus – apply moral teaching of a parable to children’s life experiences – Christian story the speck and the plank	Responding to beauty in variety of forms – when believers appreciate beauty it leads to praising God
	Begin to understand presents are for giving as well as receiving – story of the Rainbow Fish – value of wealth kept and that given away – Sikh story Duni Chand and the Needle – Christian story the Rich Fool – explore sharing elements of Ramadan (Zakah) Pillars 3 & 4- Christian harvest Festival	Explore idea of similarity and difference – Christian story made in God’s image – community act of prayer for Muslims – develop understanding of Wudu, Adhan and Rakah for Muslims – explore Baha’I approach to the unity of humanity	Explore realities of prejudice – concept of fairness through Islamic story The Black Stone – concept of fairness through Sikh festival of Bandi Chhor	Memories are more than visual pictures – Jewish story of Passover – meaning and occasion of the Cedar meal for Jews	Explore injustices that can arise because lies are told – Christian story Naboth’s Vineyard – begin to understand Christian God knows everything about followers Christian story 10 Commandments – and that Muslim God (Allah) knows everything – Islamic story of the 3 Kings	Concept of courage – Sikh story of Baisakhi – Christian story of Gideon
Y3	Explore immediate school environment and take responsibility for it – special responsibility Christians are given by God re caring for animals – Buddhist and Jain practices to care for the world	Know that being a Christian means doing things together including praying – special ways in which Christians worship together – Christmas – the words Christians sing are as important as the words they say	Explore challenge of Iblis (Satan) – Islamic story Iblis – idea that God is omniscient – Christian story Adam and Eve – Islamic idea that Allah is all knowing – personal accountability	Explore qualities of friendship and characters of Jesus’ friends – explore one of the ways Christians show commitment to Jesus – Christian story Last Supper and links to Holy Communion – consider Jesus betrayal by Judas	Explore idea, reason and purpose for being quiet and reflective – Christian story of Elijah – Understand Christians value silence and times of reflection	Develop understanding of aspirations for society of committed Christian Martin Luther King Jr – explore own aspirations for the future of society
Y4	Understand difference between happiness and spiritual joy – Hindu festival of Diwali – expressing joy	The essence of a perfect life – Buddhist story of Siddhartha – how Buddha helped followers to change – experience the practice of meditation	Concept of mutual listening – experience equal participation in speaking and listening – significance of Jesus teaching is shown in actions of his followers – Christian story of Wise	Make connection between love and forgiveness – Bible teaches forgiveness – Christian story Joseph and his Brothers – God’s forgiveness - the crucifixion and the two thieves	Every aspect of society governed by rules – 10 Commandments as rules to live by – intention of rules in Islam	Explore uniqueness following Isaac Newton’s’ example – creativity and majesty of God through variety in creation – faith view of creation alongside ‘Big Bang’ theory

			and Foolish Builders – explore prayer as a way of listening to and speaking to Allah/God			
	Gods’ role as creator and provider – understand how celebrating Harvest Festival can meet the needs of people today – explore Islamic belief of parents as a gift from Allah	Think about process of gaining knowledge- Christians use the Bible to find answers about God and meaning of life – concept of a number of religious traditions each with their own holy book	Understand how belonging can be signified by outward appearances – Sikh Amrit ceremony – 5 Ks – Muslim Hajj	Explore empathy – basis of Muslim empathy - Hadith – Christian Gods’ response to human suffering – Easter Story	Understand the opinion of others is major influence on our behaviour – faith is a major influence on behaviour – John Newton/ Gandhi/ Yusuf Islam	Explore creation stories – Christian, Hindu, Muslim, Sikh
	Consider concept of marriage as fundamental basis for caring society – how Islam and Christianity protects and promotes caring in marriage -	Explore boundaries of friendship – Christian story Good Samaritan – link between belief and behaviour – Christian roots of Barnardo’s and the Salvation Army – life commitment of practicing Christians	Speaker has some responsibility for reactions of listeners, especially if speaking lies – the Christian Bible is their source of truth from God and written by people – discover that Jesus does not like hypocrisy and teachings encourage followers to be open, honest and truthful	Awareness of the need for social interaction and responsibility – how individuals influence the nature of society eg Christian social reform in England – from various backgrounds	Awareness of natural tendency to protect/defend selves, save selves, justify selves, be seen to belong to peer group – life of Jesus as behavioural model for Christians – recap 4 Noble Truths – Buddhist practice of meditation as means to secure contentment	Explore difference between spontaneous appreciation and trained dutiful responses – four ways Christians give thanks to God – four ways Muslims are thankful to Allah
Y5	Things of value don’t necessarily have intrinsic monetary worth – hospitality as a gift to be shared – Christian story of Mary and Martha – Concept of Sikh langar	Human hopes are often short term and fragile – Christian future hope of heaven and relationship to season of Advent – how peace can be experienced through unexpected circumstances Islamic story of Hudaybiyya	Listen in a discerning manner – consider value of reflection and meditation	Explore pride and humility – Christian story Jesus washing disciples feet/ last supper/ first holy communion -reflect on why people should be humble – explore concept of listening to other faiths Muslims beliefs about the first Easter and Isa	For some morality is an absolute , for others a social constraint – Christian life not slavish obedience but loving desire to please God – understand why Hindu’s believe cows to be special and how this affects their lives	Appreciate the uniqueness and complexity of imagination – be aware of different religious traditions attitude to human creativity – consider what Jesus would have looked like
Y6	Needs of society for civil order – UK law in context of Christian morality	Fundamental similarities amongst people who may look very different – difficulties of people with opposing views reaching unity and harmony – explore Baha’i beliefs relating to unity and harmony	Value of collective remembering – value of stories of what God has done in the past – Christian story of Noah – consider how the lessons of the past and the promises kept help us to move forward	The different kinds of hurt and suffering of Jesus on the cross – Christian view of mercy through Easter story – Christian story The Unforgiving Servant	Explore joy in religious festivals – Christmas/ Eid/Diwali/ Hannuka and others – joy during Ramadan and Eid for Muslims -	Consider sources of acquired knowledge and revealed knowledge – idea that wisdom is from God for people of faith – Islamic story of Musa (Moses) and Khidr – some knowledge comes at a price – Buddhist story of Siddartha becoming the

						Buddah
	Awareness of unfairness of prejudice and discrimination – religious persecutions of Christians/ Muslims/ Jews	Explore ways in which we can show our character/ belonging to others – meaning of names – religious reasons for names given at birth and at joining ceremonies – Christian/ Muslim/ Sikh	Idea of moral courage – moral courage involved in undertaking religious commitment – Sikh Amrit ceremony – Buddhist story of Angulimala and the Buddha		Explore beauty of words and variety of expression possible using poetry and expressive prose – meaning, significance and intrinsic beauty of the Lord's Prayer for Christians	Reflect on the nature of a spiritually balanced life – 24 dispositions – concept for Christians of growing more like Jesus – Christian teachings John and Galatians – explore concept of learning lessons about perfect living over a number of lifetimes in the Hindu faith.