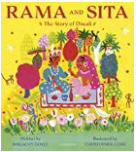


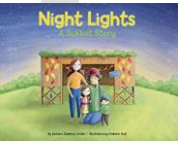
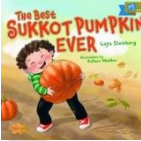



## Key Stage 1 Religious Education Curriculum – The Brooke Weston Trust

The Key Stage 1 curriculum introduces pupils to the world around us and allowing them to explore how different faiths, beliefs and worldviews are celebrated within a family and local community setting. The curriculum draws on what is taught in EYFS and allows the pupils to develop their knowledge and vocabulary further. The KS1 curriculum gives the pupils the key vocabulary and knowledge then allowing them to look at all the religions, beliefs and worldviews again in KS2 but in greater depth.

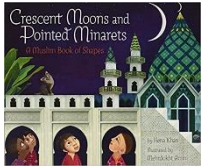

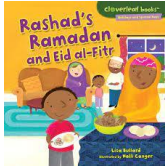
Year 2	
Autumn 1 Topic	Harvest – Judaism, Diwali, Christianity
Learning objective	To begin to understand what Harvest means to people of different faiths. <b>Substantive knowledge: What the children must know:</b> <b>To know Harvest is a time when people reflect and on and appreciate the food they eat and some people give thanks.</b> <b>To know Harvest is celebrated in different ways by different faiths.</b>
Vocab	Harvest, Sukkot, Diwali, giving, food cycle
Key Text	<div style="display: flex; justify-content: space-between;"> <div style="width: 20%;"> <p>Rama and Sita</p>  <p>None religious view – Read ‘The Farm that feeds us – Nancy Castaldo</p>  </div> <div style="width: 20%;"> <p>Eric Says Thanks – Dai Hankey</p>  </div> <div style="width: 20%;"> <p>Judaism -Book – Story of Sukkot</p>  </div> <div style="width: 20%;"> <p>The Best ever Sukkot Pumpkin</p>  <p>Eric says Thanks – Bing Video (see link below)</p> </div> </div>
Suggested Activities	<ul style="list-style-type: none"> <li>• (Church visit for Harvest usually)</li> <li>• Why do we give to others?</li> <li>• Look at each of the books and discuss what they mean</li> <li>• Food cycle – where does our food come from</li> <li>• Link with dinner ladies and school cooks</li> </ul>

	<ul style="list-style-type: none"> <li>Thank you letters for the food to who they want.</li> </ul>	
Assessment		
End of year progress statements	<b>AT1 - Learning about religion and belief</b>	<b>AT2 - Learning from religion and belief</b>
	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
	Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
	Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.
Useful links and trips/visitors	<a href="https://www.bing.com/videos/search?q=eric+says+thanks+you+tube&amp;docid=608034216650308218&amp;mid=24DB3EF591C1CAE4B8FB24DB3EF591C1CAE4B8FB&amp;view=detail&amp;FORM=VIRE">Jumpin' Jerusalem! Sukkot Video for Kids - YouTube</a> <a href="https://www.bing.com/videos/search?q=eric+says+thanks+you+tube&amp;docid=608034216650308218&amp;mid=24DB3EF591C1CAE4B8FB24DB3EF591C1CAE4B8FB&amp;view=detail&amp;FORM=VIRE">https://www.bing.com/videos/search?q=eric+says+thanks+you+tube&amp;docid=608034216650308218&amp;mid=24DB3EF591C1CAE4B8FB24DB3EF591C1CAE4B8FB&amp;view=detail&amp;FORM=VIRE</a> <a href="#">KS1 Religious Education - England - BBC Bitesize</a>	

Year 2	
Autumn 2 Topic	What happens at Christmas?
Learning objective	To begin to understand the story of the Nativity.
Key Vocabulary	Christmas, nativity, Jesus, Frankincense, Myrrh, Gold, Census, Donkey, Angels, Shepherds
Substantive knowledge	<ul style="list-style-type: none"> <li>Christians celebrate Christmas to remember the time Jesus was born.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mary was Jesus' mother and Joseph his father.</li> <li>• They travelled to Bethlehem with Mary on a donkey, to take part in a census, but there was no room in any inn, so Jesus was born in an animals' stable</li> <li>• Shepherds and wise men came to see Jesus, because he was a very special baby, he was the son of god. The wise men gave gifts of gold, frankincense and myrrh</li> </ul>	
Key Text	<p>The Foxes Tail Nick Butterworth and Mick Inkpen</p> 	
Suggested Activities	<ul style="list-style-type: none"> <li>• Read the – The Foxes Tail – Nick Butterworth and Mick Inkpen. You can cover up the front and begin to read the story and ask the children do they recognise the story.</li> <li>• Look at traditional advent calendars that depict the Stable scene and pick out what some of the story of Christmas.</li> <li>• Use the BBC Teach Class Clips website to explore the story further and use the activities suggested on the site. <a href="#">Religious Studies KS1: The Christian Story of the First Christmas - BBC Teach</a></li> </ul>	
Assessment	<p>To make a Christmas card showing the important parts of the Christmas Story. 3 big questions</p>	
End of year progress statements	<b>AT1 - Learning about religion and belief</b>	<b>AT2 - Learning from religion and belief</b>
	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
	Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
	Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.

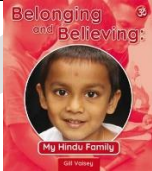
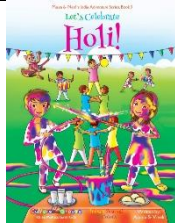
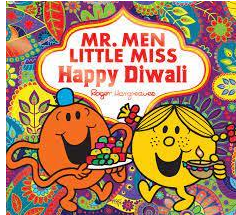
Useful links and trips/visitors	<a href="#">Religious Studies KS1: The Christian Story of the First Christmas - BBC Teach</a>
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Year 2	
Spring 1	A Muslim Family
Learning objective	Begin to understand how a Muslim family celebrates their faith
Key Vocabulary	Allah, Islam, Mosque, Muslim, Prophet, Quran, daily prayers, Eid Ramadan, Muhammad (pbuh)
Substantive knowledge	<ul style="list-style-type: none"> <li>• Explore the features of a Muslim family: Mosque, Qur'an, daily prayers.</li> <li>• Muslims celebrate special times e.g. welcoming new babies</li> <li>• There are special festival: Ramadan and Eid ul Fitr. What can you give up?</li> <li>• The Qur'an is a special book for Muslims.</li> <li>• Muhammad is a Prophet in Islam and the messenger from Allah. Muslims who try to follow his teaching and example.</li> <li>• What happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.</li> <li>• Understand the main features of the building: Dome, Minaret, prayer room, washing area for prayers.</li> </ul>
Key Texts	<p>Crescent Moons and Pointed Minarets – Henna Khan  Golden Domes and Silver Lanterns – A Muslim Book of Colours. – Henna Khan  Rashad's Ramadan – Lisa Bullard</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>
Suggested Activities	<ul style="list-style-type: none"> <li>• Use the books as basis for the substantive knowledge above. A vehicle for understanding.</li> <li>• What is a Crescent Moon and look for it at night</li> <li>• Look at the book Golden Domes and Silver Lanterns/alternative – study each page a week.</li> </ul>

	<ul style="list-style-type: none"> <li>• Visit a local mosque to become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers.</li> <li>• After mosque visit learn about what happens in the mosque. Drama task.</li> <li>• BBC website link and virtual tours RE online have tours of mosques virtually.</li> <li>• Through the book, Rashad's Ramadan, understand the festival of Ramadan.</li> </ul>
Assessment	<b>3 big questions (these may come as you teach the unit).</b> <ul style="list-style-type: none"> <li>• <b>Why</b></li> <li>• <b>What</b></li> <li>• <b>How</b></li> </ul>
End of year progress statements	<b>AT1 - Learning about religion and belief</b>
	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.
	Retell some of the religious and moral stories from the bible and at least one other religious text or special books.
	Begin to understand what it looks like to be a person of faith.
	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.
Useful links and trips/visitors	<a href="#">KS1 Religious Education - England - BBC Bitesize</a>

Year 2	
Spring 2	A Sikh family
Learning objective	Begin to understand how a Sikh family celebrates their faith
Key Vocabulary	Acceptance, Equality, Family life, Five K's Forgiveness, Gurdwara, Kaur, Meditation, Nishan Sahib, One Creator (Ek Oankar), Respect, Sharing, Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Truth, Turban.
Substantive knowledge	<ul style="list-style-type: none"> <li>• The Sikh way of life includes being good to each other: Respect, Equality and Forgiveness.</li> <li>• Meditation, honest living and serving humanity help us become better people? Discuss.</li> <li>• The 5ks help a Sikh to always remember God is with them. How do these help Sikhs? Why?</li> </ul>

	<ul style="list-style-type: none"> <li>• Sikhs go to the Gurdwara and this brings people together. (Turban is first tied on a child).</li> <li>• The Sikh Community comes together to clean the Nishan Sahib. Explore significance behind this.</li> <li>• Sikhs believe that we are all Gifts from that One Creator.</li> <li>• Acceptance: males and females are treated equal and all race, religions and nationalities are treated equally (through stories).</li> </ul>	
Suggested Activities	<ul style="list-style-type: none"> <li>• Explore the concepts of respect, equality and forgiveness through discussion.</li> <li>• Begin to introduce the 5 K's</li> <li>• Introduce the Gurdwara and Guru Granth Sahib</li> <li>• Introduce Guru Nanak</li> <li>• Introduce some Sikh stories with the idea of respect and equality</li> <li>• Tie a turban on a child as it would happen in a Gurdwara.</li> <li>• Through stories explore the concept of acceptance. <ul style="list-style-type: none"> <li>• Discuss how does KESH (the keeping of uncut hair) teaches a Sikh child to accept that we are all gifts from that One Creator.</li> </ul> </li> </ul>	
Assessment	<p><b>3 big questions</b>  <b>3 big questions (these may come as you teach the unit).</b></p> <ul style="list-style-type: none"> <li>• Why</li> <li>• What</li> <li>• How</li> </ul>	
	<b>AT1 - Learning about religion and belief</b>	<b>AT2 - Learning from religion and belief</b>
	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
	Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
	Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.
Useful links and trips/visitors	<a href="#">KS1 Religious Education - England - BBC Bitesize</a> Invite a member of the Sikh community to talk to the children	

Year 2	
Summer 1	A Hindu Family
Learning objective	Begin to understand how a Hindu family celebrates their faith
Key Vocabulary	Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu, Worship
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Hindu families have a family festival of Raksha Bandan.-Understand its meaning and customs.</li> <li>• Hindus worship (puja) in their homes at home shrines.</li> <li>• Hindus also visit mandirs ( temples) for puja.</li> <li>• Hindu deities are the focus of major festivals: e.g. Rama and Sita story.</li> <li>• Diwali is a Hindu festival. Related celebrations.</li> <li>• How do they celebrate Holi? Celebrate New Year.</li> <li>• Use of books to teach about the festivals. Lets celebrate Holi, Let's celebrate a wedding. Little men and little miss Diwali</li> </ul>
Key Text	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p><b>Belonging and Believing</b> <b>My Hindu Family - Gill Vaisey</b></p> </div> <div style="text-align: center;">  <p><b>Let's Celebrate Holi by Ajanta Chakraborty.</b></p> </div> <div style="text-align: center;">  </div> </div>
Suggested Activities	<ul style="list-style-type: none"> <li>• What is a Hindu temple?</li> <li>• What happens in a Hindu Wedding?</li> <li>• Holi – linked to a new year of Harvest and the agricultural year.</li> <li>• Brief introduction to the Gods (Ganesha, the Elephant God)</li> <li>• How does a Hindu worship at home?</li> </ul>

Assessment	Holi or Ganesha using colours (paints) and retelling story.	
3 big questions	<b>3 big questions (these may come as you teach the unit).</b> <b>Why</b> <b>1</b> <b>2</b> <b>3</b>	
End of year progression statements	<b>AT1 - Learning about religion and belief</b>	<b>AT2 - Learning from religion and belief</b>
	Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.	Talk about and find meanings behind different beliefs and practices.
	Retell some of the religious and moral stories from the bible and at least one other religious text or special books.	Suggest meanings of some religious and moral stories.
	Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.
	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.
Useful links and trips/visitors	Trip to a Hindu temple. Have a Hindu visitor explain what happens in a Hindu house. <a href="#">KS1 Religious Education - England - BBC Bitesize</a>	

Year 2	
Summer 2	Who is in our community?
Learning objective	Beginning to understand make links with all religions within our community.
Key Vocabulary	Community, Cathedral, Gurdwara, Mosque, denominations



Key Text	<p>Welcome to Our World: A Celebration of Children Everywhere! Moira Butterfield (Author), Harriet Lynas (Illustrator)</p> <p>What Do You Celebrate?: Holidays and Festivals Around the World: Exploring the World through Holidays</p> <p>by Whitney Stewart (Author), Christiane Engel (Illustrator)</p>	
Suggested Activities	<ul style="list-style-type: none"> <li>• Who is religious in our school?</li> <li>• Begin to introduce Humanism because not everyone has to believe.</li> <li>• Looking at a map and finding what's in Cambridge/Peterborough/ Corby/Northampton/Wisbech/Kettering (Churches, Mosques, Synagogue, Gurdwara, Temples)</li> <li>• Is there a multi-faith can all religions mix together?</li> </ul>	
Assessment		
End of year progression statements	<b>AT1 - Learning about religion and belief</b>	<b>AT2 - Learning from religion and belief</b>
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	Begin to understand what it looks like to be a person of faith.	Ask and respond to questions about what individuals and faith communities do.

	Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.	Express their own ideas, opinions and talk about their work creatively using a range of different medium.
Useful links and trips/visitors	Trip to the local area and to a major centre of faith to do a faith trail	

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