



## Willingham Primary School RE Intent Statement



Pupils will learn about and learn from the different kinds of questions human beings can ask about religious origins, beliefs and practices that derive from **philosophy, theology, social sciences and history**.

Pupils' minds will be opened to a breadth of religious and spiritual content from the world's major religions. They will be able to compare similarities and differences between these and express their own feelings and beliefs in respectful and appropriate ways.

Substantive and disciplinary knowledge			Procedural knowledge		
<p>Pupils will understand key aspects of the Abrahamic religions of: Christianity Judaism Islam</p> <p>Pupils will understand key aspects of the Dharmic religions of: Sikhism Buddhism Hinduism</p>	<p>Pupils will understand how stories and festivals influence the lives of religious people</p> <p>Pupils will understand how ideas are expressed in other religious stories and practices across time and space</p>	<p>Pupils will understand how each religious tradition tackles the challenge of injustice</p> <p>Pupils recognise how each community's beliefs shape their approaches to the way that they live.</p> <p>Pupils will understand how religion helps to build a moral code for how society can function harmoniously</p>	<p>Pupils will: answer disciplinary questions about aspects of religious study</p>	<p>Pupils will: articulate their thoughts and curiosity about the world and religion</p>	<p>Pupils will: Have the vocabulary and knowledge to discuss and debate religious beliefs and practices in a respectful manner</p>

Year Grp	Term	Cycle A	Cycle B
EYFS	Autumn	<ul style="list-style-type: none"> <li>Christianity – an introduction to Christianity and the Christmas story.</li> </ul>	
	Spring	<ul style="list-style-type: none"> <li>Cultural celebrations – relating to Christmas.</li> </ul>	
	Summer	<ul style="list-style-type: none"> <li>Morals from fairytales - Relating the focus book back to individual fairy tales they have previously read. Talking about morals from stories they read.</li> </ul>	
1/2	Autumn 1	<p>Stories from the Prophets (Islam):</p> <ul style="list-style-type: none"> <li>The Greatest Stories from the Qur’an</li> <li>The Most Exciting Eid</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b></p>	<p>Stories from Religion</p> <ul style="list-style-type: none"> <li>The Temple Lamp (Judaism)</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b></p>
	Autumn 2	<p>Stories from Religion:</p> <ul style="list-style-type: none"> <li>The Rich Man and the Needle (Sikhism)</li> <li>The Milk and the Jasmine Flower (Sikhism)</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b></p>	<p>Stories from Religion</p> <ul style="list-style-type: none"> <li>The Sound the Hare Heard (Buddhism)</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b></p>
	Spring	<p>Stories from Religion (Christianity):</p> <ul style="list-style-type: none"> <li>Jonah and the Whale</li> <li>David and Goliath</li> <li><del>The Wisdom of Solomon</del></li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b></p>	<p>Stories from Religion (Christianity):</p> <ul style="list-style-type: none"> <li>Bible Stories and their teachings (Old Testament)</li> <li>Noah and The Ark</li> <li>Daniel In The Lion’s Den</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b></p>
Summer 1	<p>Humanism:</p> <ul style="list-style-type: none"> <li>Why do Humanists believe human beings are special?</li> </ul>		

		<ul style="list-style-type: none"> <li>How can we be happy?</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b></p>	
	Summer 2	<p>Humanism:</p> <ul style="list-style-type: none"> <li>What are the special ways humans celebrate in their lives?</li> <li>Why do Humanists think we should be good to each other?</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b></p>	<p>Christianity</p> <ul style="list-style-type: none"> <li>Bible Stories and their teachings (New Testament)</li> <li>Story of The Good Samaritan (parable)</li> <li>The Feeding Of the 5000 (Miracle of Jesus)</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b></p>
3/4	Autumn 1	<p>Hinduism: Rama and Sita Theology – what does the story of Rama and Sita mean for Hindu people?</p> <ul style="list-style-type: none"> <li>The Ramayana and context</li> <li>The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights)</li> <li>First reference to Vishnu</li> <li>The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light.</li> </ul> <p>Disciplinary focus: <b>theology</b> <i>What does the story of Rama and Sita mean to Hindu peoples?</i></p>	<p>Christianity – Family of Jesus</p> <ul style="list-style-type: none"> <li>New Testament stories: Jesus’s family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (the Christ)</li> <li>Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion)</li> <li>Joseph – a carpenter from the line of Jewish kings (David theme)</li> <li>Mary and the Angel (the Annunciation).</li> <li>Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music?</li> <li>Strong emphasis on diverse cultural depictions of Jesus in art. Jesus was not white, and each cultural</li> </ul>

			<p>setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European).</p> <p>Disciplinary focus: <b>history</b> and <b>theology</b>  <i>Why is the idea of 'Messiah' so important to Christians?</i></p>
Autumn 2	<p><b>Hinduism 2: More Hindu stories</b></p> <ul style="list-style-type: none"> <li>Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu’s symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita</li> </ul> <p>Disciplinary focus: <b>theology</b> What do Hindus learn from Vishnu’s stories and symbols?</p> <p><i>Disciplinary focus: <b>theology</b>  What do Hindus learn from Vishnu’s stories and symbols?</i></p>	<p><b>Christianity – Birth of Jesus</b></p> <ul style="list-style-type: none"> <li>New Testament stories: birth of Jesus (Matthew and Luke’s Gospels)</li> <li>The nativity story</li> <li>The shepherds’ story</li> <li>The Wise Men (the Epiphany)</li> <li>Herod and the killing of the infants</li> <li>Why are these stories important to Christians?</li> <li>How have Christians shown their importance in their drama, art and music?</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b>  <i>How do Christians express their beliefs about Jesus at Christmas time?</i></p>	
Spring 1	<p><b>Hinduism 3: Even more Hindu</b></p> <ul style="list-style-type: none"> <li>Ganesha stories and their meanings</li> <li>Parvati and Shiva - family in Mount Kailash</li> <li>The festival of Teej - women in Hinduism</li> <li>Puja ceremony Puja in Hindu stories</li> <li>Listening to Hindu people talk about their beliefs and practices.</li> <li>Optional visit to Hindu temple and/or people.</li> </ul>	<p><b>Christianity – Life and Teachings of Jesus</b></p> <ul style="list-style-type: none"> <li>New Testament stories: life of Jesus and its meaning for Christians</li> <li>Jesus in the Temple</li> <li>Jesus is baptised and tempted</li> <li>Disciples and Sermon on the Mount</li> <li>Miracles of Jesus</li> </ul>	

		<p><i>Disciplinary focus: social sciences</i>  <i>How can we learn about the lives and beliefs of Hindu people today?</i></p>	<ul style="list-style-type: none"> <li>• Parables of Jesus</li> <li>• Transfiguration of Jesus</li> <li>• Why are these stories important to Christians?</li> <li>• How have Christians shown their importance in their</li> <li>• drama, art and music?</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>social sciences</b>  <i>How does the life and teaching of Jesus affect the way in which Christians live?</i></p>
Spring 2	<p>Judaism: Abraham, Isaac Jacob</p> <ul style="list-style-type: none"> <li>• How have stories from the Hebrew Bible shaped Judaism</li> <li>• How did the Jews explain what they saw and experienced?</li> <li>• Including stories from the Hebrew Bible.</li> <li>• Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel</li> <li>• Contexts relating to land, kinship, war.</li> <li>• Links with history: ancient civilisations of the Middle East provide place and cultural context that makes these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations. Links via specific details, e.g. Ancient Egypt, but important differences in questions asked of them (theological and philosophical rather than historical and geographical).</li> </ul> <p><i>Disciplinary focus: theology</i>  <i>Why is the Promised Land so important in Judaism?</i></p>	<p>Christianity – Easter</p> <ul style="list-style-type: none"> <li>• New Testament stories:</li> <li>• Jesus rides into Jerusalem (Palm Sunday),</li> <li>• Jesus turning over the money changers’ tables in the</li> <li>• Temple,</li> <li>• Last Supper (Maundy Thursday),</li> <li>• crucifixion &amp; idea of sacrifice* (Good Friday),</li> <li>• resurrection (Easter Sunday).</li> <li>• *Link back to Exodus and the sacrifice of the</li> <li>• Passover Lamb, but keep distinction between Jewish</li> <li>• and Christian interpretations.</li> <li>• Why are these stories important to Christians?</li> </ul> <p>Disciplinary focus: <b>theology</b> and <b>history</b>  <i>What do the death and resurrection of Jesus mean in Christian traditions?</i></p>	
Summer 1	<p>Judaism: Joseph, Moses and the Exodus</p>	<p>Christianity – traditions and practices</p>	

		<ul style="list-style-type: none"> <li>• Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle)</li> <li>• Mount Sinai and 10 commandments</li> <li>• Promised Land Contexts relating to land, kinship, slavery, laws.</li> <li>• Everyday problems of justice arising.</li> </ul> <p>Disciplinary focus: <b>theology</b>.  <i>Why do Jews celebrate the festival of Passover?</i></p>	<ul style="list-style-type: none"> <li>• Christianity around the world: Britain (inc Wales – chapels and churches), Greek Orthodox Christianity</li> <li>• (link with work on Byzantine Empire, Constantinople</li> <li>• in history), Christianity in South America (preparing</li> <li>• for work on Brazil in Year 5, Autumn 1, geography).</li> </ul> <p>Disciplinary focus: <b>social sciences</b> (reinforcing <b>theology</b>)  <i>How are Christians around the world similar and different?</i></p>
Summer 2		<p>Judaism: Samuel, Saul, David and the Kingdom</p> <ul style="list-style-type: none"> <li>• Stories inc.: <ul style="list-style-type: none"> <li>○ David and Goliath and King David.</li> </ul> </li> <li>• Solomon and the building of the Temple in Jerusalem</li> <li>• Babylonian captivity and destruction of the Temple</li> <li>• Babylonian stories, e.g <ul style="list-style-type: none"> <li>○ Daniel in the lions’ den</li> <li>○ King Nebucadnezzar</li> </ul> </li> <li>• Jews return to Promised Land (link to Persian king Cyrus from Y3 History)</li> </ul> <p><i>Note on Judaism units: Stories will be framed through questions about Judaism, keeping a sense of it as the Hebrew Bible rather than a Christian (“Old Testament”) lens. Summer 1 and 2 introduce focus on practices, customs and rituals of Jewish people, linking practices and beliefs back to the stories (e.g. while studying Passover “this food represents bitterness of tears...” Link</i></p>	<p>Christianity – Christianity in Cambs</p> <ul style="list-style-type: none"> <li>• Visits to churches: how to ‘read’ a church</li> <li>• Interviews with Christians from various traditions (Anglican, Baptist, pentecostal, Catholic)</li> <li>• How do art, architecture and music in Cambridge reflect the experiences, quests and challenges of these diverse traditions?</li> </ul> <p>Disciplinary focus: <b>history</b> and <b>social sciences</b>  <i>Where do we see Christianity in Cambs?</i></p>

		<p><i>back to relevant parts of stories they already know very securely).</i></p> <p><i>Disciplinary focus: social sciences</i></p> <p><i>How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?</i></p>	
5/6	Autumn 1	<p>Islam</p> <ul style="list-style-type: none"> <li>• Muslim beliefs, claims about truth and worldviews.</li> <li>• Basics already laid in history (Islamic Civilisations 1),</li> <li>• RE builds directly on history unit so no need to rehearse life of Muhammad again, but recall it.</li> <li>• The Qur'an, hadith, traditions and how they arose.</li> <li>• Introduction to the Sira.</li> </ul> <p>Disciplinary focus: <i>theology</i></p> <p><i>What do stories and sayings mean to Muslims?</i></p>	<p>Sikhism – Origins and Stories</p> <ul style="list-style-type: none"> <li>• Hindu origins</li> <li>• Guru Nanak</li> <li>• The Guru Granth Sahib. Comparisons with other sacred texts.</li> <li>• stories incl The Milk and the Jasmine Flower, Duni Chand and the Silver Needle</li> <li>• The gurdwara</li> <li>• Sikhism today incl communities in Wolverhampton and Sandwell</li> </ul> <p><i>How do Sikhs use their stories and sayings in their everyday lives?</i></p>
	Autumn 2	<p>Islam 2</p> <ul style="list-style-type: none"> <li>• Festival of Eid: real personal stories from UK Muslim</li> <li>• families: 'What Eid means to me'.</li> <li>• Islam around the world</li> <li>• Two depth studies: North Africa and Pakistan</li> </ul> <p>Disciplinary focus: <i>social science</i></p> <p><i>How do Muslim practices vary round the world?</i></p>	<p>Changing Religion in England over time</p> <p>Christianity: Splits and Schisms</p> <ul style="list-style-type: none"> <li>• Henry VIII and the break with Rome</li> <li>• Protestant and Catholic</li> </ul>
	Spring 1	<p>Islam 3</p> <ul style="list-style-type: none"> <li>• Islam in Britain and London</li> <li>• Visits to mosques: how to 'read' a mosque</li> <li>• Interviews with Muslims from various traditions</li> </ul>	<p>Changing Religion in England over time</p> <p>Big Picture:</p> <p>Spread of religions linked to demographic change</p> <p>Then examine religious traditions in two British communities with strong links with two different</p>

		<ul style="list-style-type: none"> <li>celebrating and understanding diverse Muslim communities (e.g. Bangladeshi, Turkish and Kurdish community groups)</li> </ul> <p>Disciplinary focus: <b>theology</b></p> <p><i>What do art, architecture, prayers and practices tell us about Muslim views of God?</i></p>	<p>parts of the world (Turkey, North Africa and/or Pakistan). One London, one Liverpool or Peterborough. e.g. focus could be Islam and Hinduism, or Alevism and Christianity.</p> <p>Final chapters on worldviews beyond (though often Spring 2 connected with) the 6 great religious traditions eg humanism, secularism and atheism.</p> <p>Light, overview reference to religious traditions and worldviews existing <i>beyond</i> these two families and/or as <i>offshoots</i> of these two families</p>
	Spring 2	<p>Buddhism – Origins</p> <ul style="list-style-type: none"> <li>Geographical and historical setting incl story of Siddartha Gotama</li> <li>Suffering and human desire</li> <li>Hindu origins</li> <li>Enlightenment</li> <li>Siddartha, Devadatta and the swan</li> <li>Links to ancient civilisations</li> </ul> <p><i>How does the life and teaching of Siddartha Gotama affect the way in which Buddhists live?</i></p>	<p>Changing Religion in England over time: Judaism and Jewish traditions in England.</p> <ul style="list-style-type: none"> <li>How Jewish communities have interacted with other religious and secular communities compared with: Judaism and Jewish traditions in 12th century Norman Sicily.</li> <li>How and why did Jewish, Muslim and Christian art and architecture come together in the Royal Palace of the Kings of Sicily?</li> </ul>
	Summer 1	<p>Buddhism – Stories</p> <ul style="list-style-type: none"> <li>Stories of the spread of Buddhism</li> <li>More Buddhism stories incl King Banyan and the deer</li> <li>The god in the Banyan tree</li> <li>The monkey king and the water demon</li> <li>Buddhist practices including prayer beads, and attitudes towards alcohol, violence, and vegetarianism (link to Y3 Spring 2 Agriculture)</li> <li>Buddhism today in UK, Tibet, Thailand.</li> </ul> <p><i>What do Buddhist stories teach Buddhists about enlightenment?</i></p>	<p>Deepening understanding of religious art, music and literature</p> <ol style="list-style-type: none"> <li>1) traditions ancient and modern in Christian art, music and poetry</li> <li>2) traditions ancient and modern in Hindu art, music and poetry</li> <li>3) traditions in Muslim art, music and poetry</li> </ol> <p>How do the arts relate to worship in these traditions? Special depth focus on fusions in music: John Tavener's <i>Veil of the Temple</i>. Performed in London for the first time in 2003. Why did Tavener include Rumi and also Hindu chants in a Christian work? Who was this for? How was it received? How did this work musically? What were the influences on Tavener's Christianity? (Greek Orthodox; monastic traditions;</p>

			<p>mysticism).  Two other examples: art, drama, literature and/or music with interesting inter-faith dimensions.</p>
	<p>Summer 2</p>	<p>Two major families of religion – Abrahamic religions and Dharmic religions</p> <ul style="list-style-type: none"> <li>• Overview: on origins (comparisons of place, culture, stories, time, beliefs) plus one or two issues only (e.g. worship or justice).</li> </ul>	<p>Deepening understanding of religious art, music and literature</p> <ol style="list-style-type: none"> <li>1) traditions ancient and modern in Christian art, music and poetry</li> <li>2) traditions ancient and modern in Hindu art, music and poetry</li> <li>3) traditions in Muslim art, music and poetry</li> </ol> <p>How do the arts relate to worship in these traditions? Special depth focus on fusions in music: John Tavener's <i>Veil of the Temple</i>. Performed in London for the first time in 2003. Why did Tavener include Rumi and also Hindu chants in a Christian work? Who was this for? How was it received? How did this work musically? What were the influences on Tavener's Christianity? (Greek Orthodox; monastic traditions; mysticism).  Two other examples: art, drama, literature and/or music with interesting inter-faith dimensions.</p>