



Boyne Hill Infant and Nursery School - Curriculum Outline Plans

Excite - Inform - Engage - Challenge - Inspire



RELIGIOUS EDUCATION

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<ul style="list-style-type: none"> Harvest The Lost Sheep (<i>I am special</i>) Sukkot (<i>with FS2</i>) Diwali (<i>special times, clothes, food, etc.</i>) Christmas (<i>special times, special baby</i>) 		<ul style="list-style-type: none"> Lunar New Year (<i>special times, clothes, food, etc.</i>) Crescent Moon (<i>special symbol</i>) Easter (<i>special times</i>) 		<ul style="list-style-type: none"> Noah's Ark The Story Candle The Gurdwara Flag (<i>special symbol</i>) 	
Key Vocabulary	Harvest food farm shop factories transport celebrate thank you special story Jesus shepherd	shelter desert God Diwali pray prayer Christmas Christian Hindu, Sikh Jewish family	Lunar moon celebrate China crescent shape star flag symbol, Muslim Islam	Allah God new life happy sad die birth born, cross Jesus	Ark God anger flood peace rainbow promise Christian Sikh Guru	
Additional for 5 Term Children or to use as appropriate.						
	<ul style="list-style-type: none"> Visit from Father Jeremy The Ten Silver Coins 			<ul style="list-style-type: none"> Muhammad [PBUH] caring for animals Saying prayers 		
Key Vocabulary	occupation job Vicar Church God	coins lost persevere precious		Prophet Muhammad (PBUH) teacher Holy Book care choice	symbol share prayer Christian Islam	




Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2	<ul style="list-style-type: none"> • The Good Samaritan • Creation (UC - see knowledge building blocks) • Harvest/Sukkot • Zacchaeus • People who help us (Jesus, Mohammad [PBUH]) • Diwali (special symbol – light/diva) • Christmas (UC - see knowledge building blocks) • Hanukkah (special times, special symbol) 		<ul style="list-style-type: none"> • Epiphany (special gifts) • Lunar New Year (special times, fair and unfair) • Candlemas • Prayer mat • Purim • Religious music • Easter (UC - see knowledge building blocks) 		<ul style="list-style-type: none"> • David and Goliath • The Prodigal Son • The Crying Camel • Baptism visit from Fr Jeremy • The Ganges • The house on the rock • Noah’s Ark • Hajj (pilgrimage and journey (transition)) • Special books 	
Key Vocabulary	Samaritan kindness God good evil Jesus parable diva Diwali Muhammad(PBUH) Prophet Hanukkah Menorah Jewish Christian Sikh Hindu celebrate		worship prayer meditation Incarnation, sacrifice courage journey crucifixion cleanse repent Bible Torah Qur’an new life bad choices (sin) Easter Christian, Epiphany Islam Jewish		power forgiveness belief God Jesus Muhammad (PBUH) values beliefs River Ganges India Hajj pilgrimage journey Mecca Saudi Arabia Christian Hindu Islam	

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR1	<ul style="list-style-type: none"> • New beginnings • Harvest/Creation (UC - see knowledge building blocks) • Belonging • Diwali (celebrations, customs, story, good against evil) • Christmas/Incarnation (UC - see knowledge building blocks) 		<ul style="list-style-type: none"> • Moses • Ways of living • Bible • Forgiveness Visit from Fr Jeremy (UC - see knowledge building blocks) • Easter/Salvation (UC - see knowledge building blocks) 		<ul style="list-style-type: none"> • Being Sikh • Visit to the Gurdwara • The Gurdwara flag • Jesus as a friend (UC - see knowledge building blocks) (Gospel) • Prayer beads • Religious music and pictures 	
Key Vocabulary	change resilience anxiety support creation God sustainability stewardship belief equality poverty hunger homeless	local national global Diwali customs Hindu Sikh	Moses commandment rules refugee Jewish Christian love Priest	Vicar Minister forgiveness Bible Easter Salvation crucifixion	Sikh Gurdwara Langar service hospitality Guru Guru Granth Sahib Jesus friend Gospel	parable forgiveness help Old Testament New Testament prayer beads meditation worship prayer
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR2	<ul style="list-style-type: none"> • Harvest/Feeding the 5000 • Creation (UC - see knowledge building blocks) • Eid* • Being Muslim* • Hajj* • Christmas/Incarnation (UC - see knowledge building blocks) <p>* Term as applicable</p>		<ul style="list-style-type: none"> • The Trinity • The Liturgical calendar • Visit from Father Jeremy • Visit to the Church • Easter/Salvation (UC - see knowledge building blocks) 		<ul style="list-style-type: none"> • Pentecost • Being Christian • Ways of praying (UC - see knowledge building blocks) (God) • Jonah and the Whale (UC - see knowledge building blocks) (Gospel) 	

Key Vocabulary	Harvest food distribution fair Fairtrade production sustainability equal inequality poverty God the Creator God the Sustainer stewardship endangered Eid Muslim pillar	Islam fasting prayer service charity Allah Muhammad (PBUH) Hajj pilgrimage journey Mecca Kaaba Advent Incarnation symbol worship refugee	Trinity triune three Father Son Holy Spirit/Ghost Creator Redeemer Sustainer liturgical (public worship, sacred words and activities) Church organ font stained glass windows	Eucharist Holy Communion baptism/christening wedding funeral Salvation Saviour forgiveness sacrifice resurrection hope crucifixion cross	Pentecost Holy Spirit Trinity Sustainer icon baptism Holy Communion, Eucharist Bible prayer forgiveness whale Nineveh Lord

Supporting Information

Using the building blocks from 'Understanding Christianity' RE Today

	KNOWING IT... Making sense of the text/picture/artefact. How do people of faith make use of/interpret the variety of material.	Recognise the core beliefs of the religions studied, e.g., Creation, Salvation, Incarnation, belief in one God). Recall a variety of religious stories used for different purposes.
	LINKING IT... Making connections between what they are investigating and their own lives and experiences.	Talk about their own experiences in light of the religious knowledge. Explore their own opinions appropriately. Talk about the differences that beliefs make to the way believers live. Make simple comparisons to their own lives. Ask questions about the beliefs and practices of others.
	LIVING IT... Understanding the impact of how religious faith, beliefs and actions are lived out within different diverse communities.	Give simple examples of how stories and beliefs influence the behaviour of believers, referring to the local area. Identify some elements of practice that arise from these beliefs.

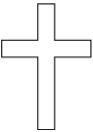


All 6 key questions below must be explored in the study of Christianity by the end of KS1. For each other religions studied, at least 2 questions should be addressed.



1	How do some religions demonstrate that everyone is special?	(Believing/Belonging)
2	Why are religious celebrations important to some people but not to others?	(Believing/Belonging/Behaving)
3	Does everyone believe the same things about God?	(Believing)
4	Why do symbols and stories play important roles in religion?	(Believing/Belonging/Behaving)
5	Why do some people follow religious leaders and teaching?	(Believing/Behaving)
6	How do some people's religious beliefs encourage them to care for the world?	(Believing/Behaving)

Understanding Christianity – knowledge building blocks

Pupils will know that...

FS2	KS1
God:	<ul style="list-style-type: none"> Christians believe in God and they find out about God in the Bible. Christians believe God is loving, kind fair and also Lord and King; and there are some stories which show this. Christians worship God and try to live in ways that please God.
Creation: <ul style="list-style-type: none"> The word God is a name. Christians believe God is the creator of the universe. Christians believe God made our wonderful world and so we should look after it. 	<ul style="list-style-type: none"> God created the universe. The Earth and everything in it are important to God. God has a unique relationship with the human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.
Incarnation: <ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. 	<ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth shows he was extraordinary (e.g. he is worshipped as King in Matthew) and that he came to bring good news (e.g. to the poor in Luke).
Gospel:	<ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians this good news includes being loved by God and being forgiven for bad things. Christians believe Jesus is a friend of the poor and friendless.

	<ul style="list-style-type: none"> • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
<p>Salvation:</p> <ul style="list-style-type: none"> • Christians remember Jesus' last week at Easter. • Jesus' name means 'He saves'. • Christians believe Jesus came to show God's love. • Christians try to show love to one another. 	<ul style="list-style-type: none"> • Easter is very important in the 'Big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on a cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.
Background concepts (ODBE)	
	<p><u>Core Christian beliefs</u></p> <ul style="list-style-type: none"> ➤ Jesus Christ is the Son of God (Incarnation). ➤ God is Father, Son and Holy Spirit (The Trinity). ➤ God is Creator and Sustainer of the Universe. ➤ Jesus Christ fulfilled the Law of Moses and established a new covenant relationship based on the Law of Love. ➤ Jesus showed how great God's love is for everyone, in his life, death and resurrection (Salvation). ➤ Most Christians believe that Jesus is their personal Saviour (Redeemer). ➤ Entry into Heaven is via the grace of God.
	<p><u>Core Jewish beliefs</u></p> <ul style="list-style-type: none"> ➤ There is One Creator G-d (not named by Jews as so profound). ➤ There is a covenant relationship between G-d and His people. ➤ The Torah, which includes the Law of Moses, contains 613 Mitzvot (commandments) which are life rules to follow. ➤ There is a Holy Land given by G-d to the Jews. ➤ There is a coming Messiah who will restore all things. ➤ The Jewish family expresses and passes on Jewish tradition. ➤ Most Jews believe that after death comes the judgement - heaven or hell.
	<p><u>Core Hindu beliefs</u></p> <ul style="list-style-type: none"> ➤ There is one God manifested through many Gods. ➤ There are 3 main roles: called the Trimurti – Creator (Brahma), Sustainer (Vishnu), Destroyer (Shiva). ➤ Belief in re-incarnation. ➤ Belief in non-violence (Ahimsa). ➤ Religious duties to the family and community (Dharma). ➤ Karma - the law of cause and effect determines your next life.

	<p><u>Core Islamic beliefs</u></p> <ul style="list-style-type: none"> ➤ Allah is the one and only God. ➤ Allah created and rules everything. ➤ Allah has no children or partner. ➤ Muhammad (PBUH Peace Be Upon Him [mark of respect]) is the final prophet. ➤ The Holy Qur'an is the final version from Allah given through the prophet Muhammad (PBUH). ➤ Muslims believe in submission to the will of Allah and in peace. ➤ Muslims believe that after death comes judgement - heaven or hell.
	<p><u>Core Sikh beliefs</u></p> <ul style="list-style-type: none"> ➤ There is one God who is Truth, Eternal and Creator. ➤ Everyone is equal. ➤ Honest work is good. ➤ Selfless service and hospitality within the community (Sewa). ➤ Reincarnation - the cycle of birth, life, death and re-birth (Karma). ➤ Sikhs have a personal choice to commit to the 5Ks.