



RE Whole School Curriculum - Bowerham Primary and Nursery School



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Religious education in English schools: Non-statutory guidance 20 10	YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World – People and Communities, The World	R	Harvesting fruit and veg around school. <i>People and Communities focus- Sukkot, Rosh Hashanah celebrations (Jewish)</i>	People and Communities focus- Diwali (Hindu, Sikh), Christmas (Christian) and Hanukkah (Jewish) celebrations	People and Communities - Chinese New Year (Chinese), Pancake Day (Christian), Valentines, Tu B'Shevat (Jewish)	Dependent on the interest of the children. Possible interests are: • Mother's Day • St. George's Day • Holi	People and Communities - celebrating Ramadan (Islamic) and Shavuot (Jewish), what these celebrations look like and how they are celebrated in different countries. Easter (Christian)	People and Communities - Eid (Islamic), celebrations in different cultures
Breadth and depth in RE for all pupils can be achieved if the following are taken into account: • Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age. • RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. • Building on the statutory requirements, it is	1	Christianity (God) Key Question: Why do Christians say that God is a 'Father'? Coverage: • God the Father • Prayer <i>* talk about the ways in which they are cared for and supported by family members</i>	Christianity (Jesus) Key Question: Why is Jesus special to Christians? Coverage: • The Nativity Story • Beliefs about Jesus as God incarnate • Christmas <i>* Consider how and why babies might be special - and why they need love and care. * Talk about the importance of looking after those who cannot help themselves</i>	Islam Key Question: How might beliefs about creation affect the way people treat the world? Coverage: • God as creator • Care for the planet <i>* Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</i>	Judaism Key Question: Why might some people put their trust in God? Coverage: • God's promise • Noah • Abraham • Trusting in God <i>• Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals - thinking about the fact that people celebrate different celebrations in very different ways - eg. Sukkot) • Notice that for many people, trust is an important part of human life</i>	Hindu dharma Key Question: What do Hindus believe about God? Coverage: • One god in many forms • God in all things • Expressing ideas about God <i>• talk about the different ways that people can be seen and described • consider how people might have multiple roles</i>	Christianity (Church) Key Question: How might some people show that they 'belong' to God? Coverage: • Baptism • Belonging <i>• talk about what is means to belong to a family • talk about the role of families in raising children</i>
		<i>* talk about how and why Christians might want to talk to God * suggest symbolic meanings of rituals and items used in Christian prayer</i>	<i>* know a simple version of the nativity story. * Talk about why Christians would say that Jesus is a special baby. * Talk about how different characters in the nativity welcome the baby Jesus</i>	<i>* know that Muslims believe in one God (Allah) * know that Muslims believe the world was created by God * Talk about why Muslims might value the natural world</i>	<i>• Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals - thinking about the fact that people celebrate different celebrations in very different ways - eg. Sukkot) • Notice that for many people, trust is an important part of human life</i>	<i>• know that Hindus believe in one God in many forms • know that Hindus believe that God is present in all living things • suggest what Hindus might learn about God from the story of the blind men and the elephant</i>	<i>• know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies • talk about what it might mean to belong to the Church family</i>
		<i>* know that Christians refer to God as 'Father' * talk about why Christians might compare God to a loving parent* talk about the importance of love in families</i>	<i>* Identify religious aspects of Christmas celebrations * Talk about why Christmas is a special time for Christians</i>	<i>* know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet * Suggest how Muslims might show respect for God by caring for the natural world</i>	<i>• Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) • Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)</i>	<i>• talk about how and why Hindus might use statues and images (murtis) in their worship • suggest symbolic meanings expressed in the images</i>	<i>• identify features of baptism - eg. the font, candles, godparents • talk about why parents might want to have their child baptised</i>



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<p>recommended that there should be a wide ranging study of religion and belief across the key stages as a whole.</p> <ul style="list-style-type: none"> • Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression. • Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and 		<ul style="list-style-type: none"> * reflect on their own role within the family * discuss who they can talk to when they are happy/sad/worried 	<ul style="list-style-type: none"> * Talk about their own beginnings and how they were welcomed into the family. * Reflect on who has helped them in life so far. 	<ul style="list-style-type: none"> * Reflect on how they treat the natural world - and if they have a duty to look after it 	<ul style="list-style-type: none"> • Ask questions (about the importance of trust and who they can trust/rely on in their own lives) 	<ul style="list-style-type: none"> • reflect on how others might see them • talk about the different roles that they might have (friend, child, brother/sister etc.) 	<ul style="list-style-type: none"> • talk about their own identity as part of a family and part of the school community
		<p>Y1 Can I Statements for each Unit</p> <p>Can I</p> <ul style="list-style-type: none"> • give an example of a key belief and/or a religious story? • give an example of a core value or commitment? • use some religious words and phrases to recognise and name features of religious traditions? • talk about the way that religious beliefs might influence the way a person behaves? • notice and show curiosity about people and how they live their lives? • ask questions? 					
	2	<p>Christianity (God)</p> <p>Key Question: Does how we treat the world matter?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Creation • Care for the planet • Harvest 	<p>Christianity (Jesus)</p> <p>Key Question: Why do Christians say that Jesus is 'the light of the world'?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Jesus as the light of the world • Symbolism of light • Advent and Christmas celebrations 	<p>Hindu dharma</p> <p>Key Question: How might people express their devotion?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Devotion • Worship in the home and temple 	<p>Islam</p> <p>Key Question: Why do Muslims believe it is important to obey God?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Submission and gratitude • prayer 	<p>Christianity (Church)</p> <p>Key Question: What unites the Christian community?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Worship • The church • Use of symbols 	<p>Judaism</p> <p>Key Question: What aspects of life really matter?</p> <p>Coverage:</p> <ul style="list-style-type: none"> • Moses • 10 Commandments • The Sabbath
		<ul style="list-style-type: none"> * identify ways in which humans use (and abuse) the natural world * about why our planet should matter to all humans - and how this should influence our behaviour 	<ul style="list-style-type: none"> * identify different ways that humans use light * discuss the importance of light - as a source of comfort, security and hope * talk about how and why light might be an important symbol 	<ul style="list-style-type: none"> • Identify a special event or person, e.g. Mother's Day, Celebration Assembly. Discuss how the occasion or person is made to feel special. • Brainstorm ways the children show their parents or close friends they are special, e.g. hugs, giving compliments, asking for help. • Whole class to choose a person in school and investigate ways the class could show them they are special. Mrs C to write the person's name on the board and record the children's thoughts around it. This is then to be photographed for the children's files. 	<ul style="list-style-type: none"> • talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community - the Ummah - is united by prayer) • identify ways in which humans show their gratitude 	<ul style="list-style-type: none"> • identify signs and symbols in the world around them • talk about the school logo - what values it might represent and how it might unite the school community 	
	<ul style="list-style-type: none"> * retell (simply) the Genesis 1 story of creation * suggest why Christians might think it is important to look after the world 	<ul style="list-style-type: none"> * suggest what Christians might mean when they refer to Jesus as 'the Light of the world' * talk about the different titles that might be given to Jesus - Christ/ Messiah/ Saviour/Son of God 	<ul style="list-style-type: none"> • Introduce the vocabulary 'Arti' (the ritual) and 'Puja' (the act of worship). • Watch pp • Complete Puja tray sheet 	<ul style="list-style-type: none"> • suggest why Muslims believe that it is important to respect God • talk about why Muslims would want to show their gratitude to God • know that submission to God is an important aspect of Islamic life 	<ul style="list-style-type: none"> • suggest beliefs and values that might unite the Christian community • talk about why some Christians might think it is important to come together to worship God 		



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<p>promotion of shared values.</p> <ul style="list-style-type: none"> The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions. The breadth of study should take account of the four levels of community cohesion which all maintained schools are now obliged to promote. 	<ul style="list-style-type: none"> * suggest ways that Christians might express their concern for the natural world * describe how and why Christians might thank God for creation at Harvest festivals 	<ul style="list-style-type: none"> * identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) - and the symbolic meaning * talk about the different ways that Christians might celebrate Christmas 	<p>Explain that, for Hindus, worship can happen at home or at the Mandir.</p> <p>Discuss the images of both home and mandir shrines. Discuss the similarities and differences.</p> <p>Then watch clips of an Arti ceremony,</p> <ul style="list-style-type: none"> http://www.bbc.co.uk/education/clips/zh2hyrd <p>Ask the children to compare the way Hindus pray with the form of prayer from other religions. Encourage children to share their experiences of worship with the rest of the class and discuss similarities and differences.</p> <ul style="list-style-type: none"> Visit from Mrs Shulka from the Hindu Council to talk to and answer questions from year 2 about Hinduism 	<ul style="list-style-type: none"> identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat suggest how making time for the five daily prayers is an act of submission 	<ul style="list-style-type: none"> identify symbols (images and actions) used in Christian worship talk about how and why symbols might be used in Christianity identify and describe features of a church 		
	<ul style="list-style-type: none"> * reflect on their own use of the world's resources * ask questions about what they can do to show that they care about the world 	<ul style="list-style-type: none"> * ask questions about the value of sources of light in their own lives * talk about the people who provide comfort, security and hope for them * suggest ways in which they might be a light for others 	<ul style="list-style-type: none"> Ask the children 'What is special to me?' Chn to write their ideas down on post it notes. Encourage children to give reasons for their choices. Discuss why Hindus often have a shrine in their home. What does it allow them to do as often as they want? Recap on the Hindu beliefs. Think about if we had a special place in their home to show our respect, appreciation and love to others. Chn to draw the special people and the things that things that they could put into a shrine if they had one in their home for example flowers, small gifts like a toy for their sibling, a cup of tea or coffee, a card etc. 	<ul style="list-style-type: none"> talk about the things they do on a regular basis as a sign of their commitment and belonging reflect on who they should be grateful to and how they show this 	<ul style="list-style-type: none"> ask thoughtful questions about signs and symbols talk about communities that they belong to - and how they show their commitment to these communities 		
	<p>Y2 Can I Statements for each Unit</p> <p>Can I:</p> <ul style="list-style-type: none"> retell and suggest meanings for religious stories and/or beliefs? use some religious words and phrases when talking about beliefs and values? identify and describe how religion is expressed in different ways? suggest the symbolic meaning of imagery and actions? ask relevant questions? talk about my own identity and values? identify things that influence a person's sense of identity and belonging? 						
3	<p>Christianity (God)</p> <p>Key Question: How (and why) have some people served God?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Prophets Service to God Inspirational people 	<p>Islam</p> <p>Key Question: Why is the prophet Muhammad (pbuh) an example for Muslims?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The prophet Muhammad (pbuh) Zakah 	<p>Christianity (Jesus)</p> <p>Key Question: What does it mean to be a disciple of Jesus?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Discipleship Following the example of Jesus Helping others 	<p>Christianity (Church)</p> <p>Key Question: What do Christians mean by the 'Holy Spirit'?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The Holy Spirit Gifts of the spirit Pentecost 	<p>Sikhism</p> <p>Key Question: Why are the Gurus important to Sikhs?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Guru Nanak The 10 Gurus Balsakhi 	<p>Hindu dharma</p> <p>Key Question: Why is family an important part of Hindu life?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Religious duty Hindu scriptures (The Ramayanas) Raksha Bandhan 	



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<p>Decisions by SACREs and ASCs about the religions, other than Christianity, to be studied should take account of the balance of religion within:</p> <ul style="list-style-type: none"> o the school community o the community within which the school is located o the UK community o the global community. 	<ul style="list-style-type: none"> * identify inspirational people/role models for the world today * describe the qualities that inspirational people might have 	<ul style="list-style-type: none"> *Identify characteristics of a good role model *Discuss how good role models can have a positive impact on individuals, communities and societies. 	<ul style="list-style-type: none"> * talk about what it means to have charisma * describe what makes a good leader and why people might want to follow him/her * discuss what motivates people to want to make a difference 	<ul style="list-style-type: none"> describe aspects of being human that we should be proud of discuss what it means to be a successful human - and the different measures of success that might be applied 	<ul style="list-style-type: none"> In TPs discuss the influencers from out topic of 'What makes Great Britain Great'. How are they leaders? In what way do they show leadership? Record ideas on MWB then feedback to the class. How do people lead in school? (thinking about arts council, sports council, eco council ect. Then Mrs Longworth, SLT) discuss in TPs and feedback to class. Investigate how leaders are chosen, eg by birth, elections, age, knowledge, by seizing power. Link these with their knowledge of historical leaders.(Monarchs of the UK) In pairs choose a leader from school and compare with a historical leader (monarchs of the UK) , how they became a leader, who or what they lead and how they lead? Record their comparisons in a comparison table. 	<ul style="list-style-type: none"> Define what the word 'duty' means. Children brain storm the duties they have, in school linked to Bowerham Best. List the people affected by doing their duty. Discuss the positive things that happen and the way they make home/school a better place. Consider what happens if duties are not done. Who is affected? How are they affected? How does it affect the wider home/school? For example, if a child arrives at school late the secretary has to sign them in, the lesson will have started, the classes' learning is disturbed, the teacher has to take time out to explain what is happening etc. Who gives out duties? Is it important to respect where the duty comes from to be able to do it? Create a class wordart.com shape about duty
	<ul style="list-style-type: none"> * know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) * identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) * suggest why these prophets chose to listen to and follow God 	<ul style="list-style-type: none"> *Develop an understanding of the importance of founders and leaders for religious communities *Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) *Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) 	<ul style="list-style-type: none"> * know what is meant by discipleship * know about the people who became disciples of Jesus - and suggest why these people decided to follow Jesus * identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' - Matt 4:19) 	<ul style="list-style-type: none"> know what Christians mean by the Holy Spirit suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities identify Christian values exemplified in the gifts/fruits of the Spirit 	<ul style="list-style-type: none"> Sikhs follow the teachings of Gurus. Look at some images of the Gurus (try an internet search for images). How do the pupils know the Gurus are special? Read a book or watch a clip about Guru Nanak, the first Guru, Children produce a biography of Guru Nanak's life including his encounter with the holy men, his disappearance and revelations in the river and teachings. Pupils identify what leadership qualities Guru Nanak showed and the responses of others to his leadership. Use biography proforma. LA to complete in group with adult. 	<ul style="list-style-type: none"> Unpack PowerPoint can children make comparison between the beliefs of Hindus and other religions that we have studied. Children to create a leaflet about the religion of Hinduism
	<ul style="list-style-type: none"> * identify Christians who might be described as people who listened to and followed God * describe how and why some Christians might devote their lives to serving God * talk about what is meant by a sense of vocation 	<ul style="list-style-type: none"> *Describe and give reasons for the Islamic practice of Zakat * Suggest why charity might be important to a Muslim - and the different ways that a Muslim might try to be charitable. 	<ul style="list-style-type: none"> * describe how and why Christians might try to follow the example of Jesus through mission and charity work * describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs 	<ul style="list-style-type: none"> identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations describe how and why Pentecost is celebrated describe why some Christians might take part in a procession of witness 	<ul style="list-style-type: none"> The tenth Sikh Guru, Guru Gobind Singh, named his successor as the Guru Granth Sahib, the Sikh sacred scriptures. Look at images or watch a clip to discover how the Guru Granth Sahib is treated, eg http://www.bbc.co.uk/education/clips/zcf9wxs. How do Sikhs show it is sacred? Compare Guru Granth Sahib with other sacred scripts including Bible, Quran and Tora Draw a picture of Guru Granth Sahib and decorate. 	<ul style="list-style-type: none"> Research the festival of Raksha Bandhan (this helps fulfil the Third Debt to ancestors) Investigate why the festival is celebrated. Watch clips about the festival, Children to make their own rakhis bracelets for a friend in their class who is like their brother or sister. Exten: Make a Raksha Bandhan card



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		<ul style="list-style-type: none"> * discuss who makes a good role model and why * raise and discuss questions about following others - including both positive and negative responses 	<ul style="list-style-type: none"> *Reflect on their own aspirations for themselves and others *Ask questions and suggest answers about how they can try to make the world a better place. 	<ul style="list-style-type: none"> * reflect on their own leadership abilities * discuss their own desires to make a difference in the world/in their communities 	<ul style="list-style-type: none"> discuss their own sense of value and what is good/unique about being them reflect on the people that they value in their lives - and how they show their appreciation 	<ul style="list-style-type: none"> Children design a wanted poster or a job advert for a new Guru. What qualities would a successful candidate have? 	<ul style="list-style-type: none"> Children will begin to show awareness of similarities in religions. (B&V, LRT) Identify how religion is expressed in different ways, eg dress, prayer, celebrations. (LRT) Use a developing religious vocabulary to describe some key features of religious traditions recognising some similarities and differences. (B&V, LRT) Identify what influences them, making links between aspects of their own and others' experiences. (SHE) in relation to matters of right and wrong, recognise their own and others' values. (SPM) ask important questions about religion and beliefs and find out answers. (SHE, B&V)
		<p>Y3 Can I Statements for each Unit</p> <p>Can I:</p> <ul style="list-style-type: none"> show awareness of similarities in religions? identify beliefs and values contained within a story/teaching? identify the impact religion has on a believer? identify how religion is expressed in different ways? use religious terms to describe how people might express their beliefs? in relation to matters of right and wrong, recognise my own and others' values? discuss own questions and responses related to the question 'who should we follow - and why?' describe how some people, events and sources of wisdom have influenced and inspired others? 					
4		<p>Hindu dharma</p> <p>Key Question: What might a Hindu learn through celebrating Diwali?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Vishnu Rama and Sita Diwali 	<p>Christianity (God)</p> <p>Key Question: How and why might Christians use the bible?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The Bible Christian life - guided by wisdom, teachings and authority 	<p>Sikhism</p> <p>Key Question: How do Sikhs express their beliefs and values?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The 5 Ks Equality The Gurdwara 	<p>Christianity (Jesus)</p> <p>Key Question: Is sacrifice an important part of religious life?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Jesus in the Wilderness Lent Sacrifice 	<p>Islam</p> <p>Key Question: Why do Muslims fast during Ramadan?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The 5 Pillars of Islam Ramadan 	<p>Christianity (Church)</p> <p>Key Question: What does 'love your neighbour' really mean?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Parables Love for all
		<ul style="list-style-type: none"> * discuss (with relevant examples) the importance of the belief that good overcomes evil * suggest people, words or stories that might be inspiring when trying to overcome difficulties in life 	<ul style="list-style-type: none"> * discuss why people might have different views about what is right and wrong - and where these views might come from * describe the different sources of authority that humans might look to when making decisions about how to live their lives 	<ul style="list-style-type: none"> In some communities the name a child is given has special meaning. Investigate what the children's names mean, eg https://www.babble.com/baby-names/ Children create a nameplate showing their name and meaning. Discuss what it means to be initiated into a group reviewing examples from other religions studied and 'joining' rituals they may be familiar with, eg joining Brownies or Judo. What do they wear/do? Why do people want to be part of these groups? 	<ul style="list-style-type: none"> consider differing attitudes and responses to the concept of sacrifice (both positive and negative) discuss why many people are willing to make sacrifices for the people they love discuss why some people may be willing to make a sacrifice for someone they don't even know 	<ul style="list-style-type: none"> discuss (with relevant examples) the importance of showing commitment to a belief, value or community consider the role of sacrifice within religion and communities 	<ul style="list-style-type: none"> explain (with examples) how and why people might use stories to pass on wisdom and guidance discuss how and why fables might be an important aspect of human history and culture



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	<ul style="list-style-type: none"> * explore teachings about good and evil in the story of Rama and Sita * describe what moral guidance Hindus might gain from the story of Rama and Sita * make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma 	<ul style="list-style-type: none"> * explore different Christian beliefs about the Bible as the word of God * explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible * describe why some Christians might view the Bible as an important source of authority and moral guidance 	<p>To Sikhs, the Gurdwara is a door way to God.</p> <ul style="list-style-type: none"> Do an internet search for images of Gurdwaras, both British and global images. Discuss similarities. Take a virtual tour of a Gurdwara, , Label the different areas of the Gurdwara, e.g. langar, prayer room, show area, washing facilities, location of the musical instruments. Sikhs believe that everyone is equal before God. This means that everyone sits on the floor to eat and worship. 	<ul style="list-style-type: none"> retell the story of Jesus in the wilderness identify Christian beliefs about Jesus reflected in this story suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) 	<ul style="list-style-type: none"> explore Islamic teachings about Ramadan from the Qur'an make links between Islamic values and the beliefs explored so far in their study of Islam 	<ul style="list-style-type: none"> retell some of the main parables of Jesus explain how and why these might be an important source of guidance for Christians suggest ways that Christians might put these teachings into action in the 21st century
	<ul style="list-style-type: none"> * use subject specific language to describe how and why Hindus celebrate Diwali * explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil 	<ul style="list-style-type: none"> * explain why Christians might have different views about how to interpret and apply the Bible * explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience) 	<ul style="list-style-type: none"> An outward sign of being a committed member of the Sikh Khalsa is the 5Ks. Investigate what they are and their symbolism, 	<ul style="list-style-type: none"> describe what a Christian might do during Lent and why explain what is meant by sacrificial love - agapé - and give examples of how Christians might do this Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith 	<ul style="list-style-type: none"> use subject specific language to describe how and why Muslims fast at Ramadan explain the importance of Ramadan in the context of the Five Pillars of Islam consider the impact that fasting might have on individuals, families and communities 	<ul style="list-style-type: none"> describe and explain (with examples) Christian attitudes about how to treat others explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed
	<ul style="list-style-type: none"> * reflect on their own concept of 'goodness' * discuss what gives them hope during difficult times 	<ul style="list-style-type: none"> * reflect on their own understanding of morality and where it comes from * raise questions and discuss responses to different ideas about how to live well 	<ul style="list-style-type: none"> Do the children agree with carrying an outward sign of faith? Why? What would they choose to carry if they joined a group? 	<ul style="list-style-type: none"> give examples of acts of sacrifice that have been done by or for them discuss who or what they would be prepared to make sacrifices for consider the value of sacrifice - as an expression of love and commitment 	<ul style="list-style-type: none"> reflect on their own beliefs, values and commitments consider and discuss how they demonstrate their personal commitments 	<ul style="list-style-type: none"> discuss examples of wisdom and guidance that they have learnt from stories consider what messages/words of wisdom they would want to pass on to future generations - and how they would do this
	<p>Y4 Can I Statements for each Unit</p> <p>Can I:</p> <ul style="list-style-type: none"> describe what a believer might learn from a religious teaching/story? make links between ideas about morality and sources of authority? describe the impact religion has on believers' lives? explain the deeper meaning and symbolism for specific religious practices? reflect on my own personal sources of wisdom and authority? consider the range of beliefs, values and lifestyles that exist in society? discuss how people make decisions about how to live their lives? 					
5	<p>Christianity (God)</p> <p>Key Question: Why is it sometimes difficult to do the right thing?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Sin Adam and Eve's disobedience Temptation and morality 	<p>Islam</p> <p>Key Question: Why is the Qur'an so important to Muslims?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The Qur'an The Night of Power 	<p>Hindu dharm</p> <p>Key Question: What might Hindus learn from stories about Krishna?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Krishna Holi 	<p>Christianity (Jesus)</p> <p>Key Question: What do we mean by a miracle?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Miracles of Jesus Pilgrimage 	<p>Christianity (Church)</p> <p>Key Question: How do people decide what to believe?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The Trinity Use of symbols and metaphors 	<p>Judaism</p> <p>Key Question: Do people need laws to guide them?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The Torah The synagogue



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	<p>*consider the different ways that myth and stories are and used</p> <p>* explain how a 'truth' might be contained within a story</p>	<p>• Where do we learn how to behave? Design a poster advertising the best good advice they have ever been given.</p>	<p>* explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</p> <p>* consider the different ways that myth and stories are and used</p> <p>* explain how a 'truth' might be contained within a story</p>	<p>• explain the difference between fact, opinion and belief</p> <p>• consider differing interpretations of the word miracle - i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</p>	<p>• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities - and the value of these as guidance for life</p> <p>• discuss different responses to sources of authority</p>	<p>What are the different types of rules we have in our school? Children to create a spider diagram as a table.</p> <p>Children to now add on rules in the community in a different colour. They will then do the same but adding rules we have in the country. Discuss the children's ideas.</p> <p>Look at the rule of law - what is it?</p>
	<p>* describe Christian beliefs about sin and forgiveness</p> <p>* describe and explain the teaching from Genesis 3 - of how Adam and Eve disobeyed God</p> <p>* suggest different ways that this story might be understood by Christians</p>	<p>• Show a Qur'an. Demonstrate washing your hands (to keep it clean and as a sign of respect), taking the Qur'an out of the cover, place it on the Qur'an stand. Explain that this is the Holy Book for Muslims. It gives guidance for Muslims' everyday lives and how to be a committed Muslim.</p>	<p>* make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</p> <p>* explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</p> <p>* explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</p>	<p>• describe Christian beliefs about miracles as 'signs' of the divinity of Jesus</p> <p>• retell a selection of miracle stories - and explain what these might reveal to Christians about the nature of Jesus</p>	<p>• describe what Christians mean when they talk about one God in Trinity</p> <p>• identify the beliefs contained within the Apostle's Creed</p> <p>• explain why the Christian community (The Church) might want/need an agreed statement of belief</p>	<p>Explain that the Torah is made up of the first 5 books of the Christian Bible, Genesis, Leviticus, Numbers, Deuteronomy. It contains Jewish history and rules to follow.</p> <p>Show the chn 'The Torah' ppt and discuss how Jews treat the Torah, how they look after it and how it might be able to guide Jew's in their daily life.</p>
	<p>* describe and explain how and why Christians might use the Lord's Prayer</p> <p>* analyse and interpret the Lord's Prayer - and what guidance it provides for Christians</p> <p>* suggest things that might lead Christians into temptation in the modern world - and how and why they might try to resist these temptations</p>	<p>• Various Muslim teachings form the Qur'an - Listen to a recitation from the Qur'an (do a Youtube search www.youtube.co.uk). Identify the beginning word 'Bismillah and its meaning. Read excerpts from the Qur'an that indicate the authority of Allah or rules that Muslims live by</p>	<p>* describe and explain a variety of ways that Hindus might celebrate the festival of Holi</p> <p>* suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</p> <p>* explain how Holi celebrations might express Hindu beliefs about equality</p>	<p>• describe why some Christians might go on pilgrimage to places associated with miraculous events</p> <p>• explain the impact that belief in miracles and the power of prayer might have on a Christian</p>	<p>• describe and explain the meaning of a range of symbols that might be used for the Trinity</p> <p>• explain how symbols might unite the worldwide Christian Church</p> <p>• describe the role of places like Taizé where Christians from different backgrounds might come together to worship</p>	<p>What is a synagogue? Do any of the children know? Discuss it being the place of worship for Jewish people. Watch</p> <p>Can the children list the important items that were discussed in the video clip? Why do the children think they are important? Can any of these items help Jews to find guidance in how to live their lives?</p> <p>Are there any items similar to those that are important to the children.</p>



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	<p>* consider how they decide what is 'true' - and how there might be different types of truth</p> <p>* discuss and debate things that they consider to be true that others might disagree with</p>	<p>Are there any Muslim teachings that would/would not work in my school? Which ones and why? - Look at the list of beliefs from the previous section. Sort them into ones that would work in school and ones that don't. Give reasons for their answers.</p>	<p>* consider how they decide what is 'true' - and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</p> <p>* discuss and debate things that they consider to be true that others might disagree with</p>	<p>discuss their own beliefs - is there anything that they accept as truth which others may not agree with?</p> <p>reflect on how they make decisions about what is/is not true</p>	<p>raise meaningful questions about things that puzzle them</p> <p>differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</p>	<p>Discuss learning over the past few weeks. What is important to Jewish people? Children to discuss and list as a class. What rules do they have which are important to them?</p> <p>discuss how a Jewish house might differ to your own, are there any rules they live by which you do not?</p> <p>Are there any of these rules which could be applied to our lives today or in the future?</p>
	<p>Y5 Can I Statements for each Unit</p> <p>Can I:</p> <ul style="list-style-type: none"> make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers? explain the impact of beliefs and values - including reasons for diversity? explain differing forms of expression and why these might be used? describe diversity of religious practices and lifestyle within the religious tradition? interpret the deeper meaning of symbolism - contained in stories, images and actions? discuss and debate the sources of guidance available to them? consider the value of differing sources of guidance explain (with appropriate examples) where people might seek wisdom and guidance? consider the role of rules and guidance in uniting communities? 					
6	<p>Christianity (Church)</p> <p>Key Question: How do Christians mark the 'turning points' on the journey of life?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Christian rites of passage Denominational differences 	<p>Hindu dharma</p> <p>Key Question: Is there one journey or many?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Reincarnation Dharma The 4 ashramas 	<p>Islam</p> <p>Key Question: What is Hajj and why is it important to Muslims?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The Ummah Hajj 	<p>Christianity (Jesus)</p> <p>Key Question: Why do Christians believe Good Friday is 'good'?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Holy week The Eucharist Denominational differences 	<p>Buddhism</p> <p>Key Question: What do we mean by a 'good life'?</p> <p>Coverage:</p> <ul style="list-style-type: none"> The Buddha The 4 Noble Truths The Eightfold path 	<p>Christianity (God)</p> <p>Key Question: How do Christians mark 'turning points' on the journey of life?</p> <p>Coverage:</p> <ul style="list-style-type: none"> Salvation Forgiveness
	<p>* Discuss how people change during the course of their lifetime - and the key events that humans might mark on the journey of life</p> <p>* Consider the value of celebrating landmarks in life - for individuals and communities</p>	<p>discuss the special milestones that we might celebrate during a person's lifetime</p> <p>discuss how our rights, responsibilities and relationships with others might change as we go through life</p>	<p>discuss the various events that might happen on the journey of life and how people might change over the course of their life</p> <p>consider what support people might need on life's journey</p>	<p>consider how people might mature and become stronger through overcoming difficulties</p> <p>consider the value of being part of a community on the 'journey of life'</p>	<p>discuss the meaning of contentment - is it the same as happiness, or something different?</p> <p>raise questions about the human experience of being unsatisfied - why do humans so often want more than they have? To what extent does this prevent people from ever being happy?</p>	<p>* Discuss how people change during the course of their lifetime - and the key events that humans might mark on the journey of life</p> <p>* Consider the value of celebrating landmarks in life - for individuals and communities</p>
	<p>* Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</p> <p>* Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)</p>	<p>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</p> <p>explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</p> <p>explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</p>	<p>analyse the Five Pillars of Islam and how they are linked</p> <p>explain how the beliefs and values of Islam might guide a person through life</p> <p>explain the importance of the Ummah for Muslims and that this is a community of diverse members</p>	<p>retell the events leading up to and including the death of Jesus</p> <p>explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</p>	<p>analyse Buddhist beliefs and teachings about how to be content</p> <p>explain Buddhist beliefs and values contained within the story of Prince Siddhartha</p> <p>Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths</p>	<p>* Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</p> <p>* Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)</p>



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	<ul style="list-style-type: none"> * Analyse the importance of Christian rites of passage as an expression of faith and commitment *Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies 	<ul style="list-style-type: none"> describe and explain the four ashramas (stages of life) in the life of a Hindu explain how a person might change as they move from one ashrama to the next consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama 	<ul style="list-style-type: none"> describe and explain the importance of Hajj, including the practices, rituals and impact explain how a person might change once becoming a hajji consider how important it is for a Muslim to go on hajj - and what this means for those who are unable to make the pilgrimage 	<ul style="list-style-type: none"> explain how and why Christian individuals and communities might celebrate the events of Holy Week use religious vocabulary to describe and explain the Eucharist explain different Christian beliefs about the Eucharist and its importance 	<ul style="list-style-type: none"> * describe and explain what is involved in following the Eight-Fold Path of Buddhism - and the impact that following this might have on the life of a Buddhist. * consider the importance of daily meditation in Buddhism 	<ul style="list-style-type: none"> * Analyse the importance of Christian rites of passage as an expression of faith and commitment *Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies
	<ul style="list-style-type: none"> * Ask and respond thoughtfully to questions about how they have changed during their life so far - and how they might continue to change * Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life 	<ul style="list-style-type: none"> ask and respond thoughtfully to questions about their own journey of life - consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future 	<ul style="list-style-type: none"> ask and respond thoughtfully to questions about their own journey of life - consider how they have changed so far, how they will continue to change and the support and guidance that might be needed 	<ul style="list-style-type: none"> raise questions and discuss the extent to which they agree that 'suffering makes you stronger' discuss own experiences and attitudes towards the importance of having companionship on the journey of life 	<ul style="list-style-type: none"> * ask and respond thoughtfully to questions about their own happiness - consider this as something that they are in control of * discuss the potential barriers to their happiness and what they can do to overcome these 	<ul style="list-style-type: none"> * Ask and respond thoughtfully to questions about how they have changed during their life so far - and how they might continue to change * Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life
	<p>Y6 Can I Statements for each Unit</p> <p>Can I:</p> <ul style="list-style-type: none"> analyse beliefs, teachings and values and how they are linked? explain how the beliefs and values of a religious tradition might guide a believer through the journey of life? explain the impact of beliefs, values and practices - including differences between and within religious traditions? use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences explain differing ideas about religious expression? raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments? develop own views and ideas in response to learning? demonstrate increasing self-awareness in my own personal development? consider what makes us human - in terms of our beliefs and values, relationships with others and sense of identity and belonging? discuss how people change during the journey of life? 					

Date	Who	Reason
First Monday each half term	Staff from St Thomas' C of E Church	conduct religious assembly on Value of the Term - Friendship
TBA	KS2 Parent invited	Harvest Festival assemblies
TBA	KS1 Parents invited	Harvest Festival assembly
TBA	Whole School	Christmas card make day
TBA	Whole School	Remembrance Day service in Peace Garden
TBA	Year 2	Nativity in School
TBA	EYFS	Nativity in School
TBA	KS2	Christingle Service at St Thomas' Church
20.12.19	School staff	Staff Nativity for the children
TBA	Chinese consortium	Workshops for whole school on Chinese language and culture
TBA	Whole School	Make Mothers' Day cards
TBA	Whole School	Make Fathers' Day cards
10.7.20	Whole School	Awards Assembly at St Thomas' Church
17.7.20	Whole School	Leavers Assembly at St Thomas' Church



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Festivals Tree Celebrations 2018-19

NB These festivals will be covered annually, though dates may change

10th September - ROSH HASHANAH - Jewish

12th September - ISLAMIC NEW YEAR - Islam

13th September - GANESH CHATURTHI (BIRTHDAY OF GANESH) - Hindu

19th September - YOM KIPPUR - Jewish

24th September - SUKKOT - Jewish

2nd October - SIMCHAT TORAH - Jewish

14th October - DURGA PUJA - Hindu

20th October - CONFERRING OF GURUSHIP ON THE GURU GRANTH SAHIB - Sikh

24th October - PAVARANA DAY - Buddhist

1st November - ALL SAINTS' DAY - Christian

2nd November - ALL SOULS' DAY - Christian

7th November - to 11th November DIVALI Hinduism/Sikhism

11th November - REMEMBRANCE SUNDAY

23rd November - BIRTHDAY OF GURU NANAK (1469 CE) - Sikh

23rd November - LOY KRATONG - Buddhist

24th November - MARTYRDOM OF GURU TEGH BAHADUR - Sikh

26th November - THE PROPHET MUHAMMAD'S BIRTHDAY - Islam

30th November - ST ANDREW'S DAY

2nd December ADVENT SUNDAY - Christian

3rd December to 10th December - HANUKAH - Jewish

8th December - BODHI DAY - Buddhist

10th December - HUMAN RIGHTS' DAY

25th December - CHRISTMAS DAY - Christian

31 December - HOGMANAY/NEW YEAR

21st January - TU B' SHEVAT - Jewish

25th January - BURNS NIGHT - Scotland

5th February - CHINESE NEW YEAR

14th February - VALENTINE'S DAY



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1st March - ST. DAVID'S DAY

4th March - MAHA SHIVARATRI - Hindu

5th March - SHROVE TUESDAY - Christian

17th March - ST PATRICK'S DAY

21st March - HOLI - Hindu

21st March - PURIM - Jewish

31st March - MOTHERING SUNDAY

3rd April - ISRA AND MI'RAJ - Muslim

14th April - PALM SUNDAY - Christian

18th April - MAUNDY THURSDAY - Christian

19th April - GOOD FRIDAY - Christian

20th April - FIRST DAY OF PASSOVER - Jewish

21st April - EASTER SUNDAY - Christian

22nd April - EASTER MONDAY - Christian

23rd April - ST. GEORGE'S DAY

27th April - LAST DAY OF PASSOVER - Jewish

6th May - RAMADAN, FIRST DAY OF FASTING - Islam

19th May - VISAKHA PUJA - BUDDHA DAY - Buddhism

4th and 5th June - EID AL FITR - Islam

9th June - PENTECOST - Christian

8-10th June - SHAVUOT - Judaism

16th July - ASALHA PUJA DAY - Buddhist