



Religious Education

Learning Journey



Our Vision:

The intent of the RE Learning Journey at Grove Park is...

- For our pupils to develop their substantive knowledge of seven major world religious and non-religious traditions: Christianity, Islam, Judaism, the Dharmic Traditions (Hinduism, Buddhism, Sikhism) and Humanism.
- For our pupils to understand the influence these major religions and non-religious traditions have had on individuals and communities in British society.
- To enable our pupils to understand the impact these major religious and non-religious traditions have had on the wider world, in order to view themselves as part of our diverse and multi-secular community.
- For our pupils to reflect upon their own personal knowledge and awareness of religious and non-religious practices by expressing their own perspectives in thoughtful, reasoned and considered ways.
- To develop our pupils' skills as religious scholars by understanding 'how to know' about religious and non-religious traditions.
- To help our pupils to develop perspectives that foster the British values of honesty, fairness, tolerance and respect.
- To develop the cultural experience of our pupils with trips to significant places of worship within the local community.
- To support the attainment of disadvantaged pupils and pupils with SEND through the explicit and sequential teaching of vocabulary and key knowledge through each unit.
- To provide opportunities for pupils to develop the skills of public speaking, critical evaluation and debate.
- To give pupils the chance to analyse religious and non-religious artefacts, texts and stories in order to provide a cross-curricular connection with historical, geographical and literary skills.

Curriculum Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Autumn 1</u>	Christianity – Why is the word ‘God’ so special to Christians?	Christianity - What do Christians think God is like? Trip to the local church	Judaism – Which rules are the most important to me, and which are important to a Jewish person?	Christianity – If God exists, what questions would you ask?	Judaism – How important is it to show penitence, and why is it important to Jewish people.	Islam – Is charity important today, and how important is it to a follower of Islam?	Islam – What is the purpose of prayer, and why is it important to followers of Islam?
<u>Half Term</u>							
<u>Autumn 2</u>	Christianity – Why do people celebrate special times of the year?	Sanatama Dharma (Hinduism) - What can we learn from the Diwali story about good and evil?	Humanism & Christianity - How do we remember people and why?	Judaism – What do Jewish people believe, and how do they show it?	Christianity – What do we mean by peace and where can it be found?	Dharma (Buddhism) – What guides us to make good choices in our lives?	Sanatama Dharma (Hinduism) – How responsible are we for the environment, and why is it so important to Hindus?
<u>Christmas Holidays</u>							
<u>Spring 1</u>	Humanism – Who do I love and who loves me?	Judaism – Is it important to have days that are more significant than others?	Sanatama Dharma (Hinduism) - What makes a home? Visit from a practicing Hindu	Islam – Why is the Qur'an one of the most significant books in the world?	Gurmat (Sikhism) – Does it matter what we wear?	Humanism & Judaism – Why do people believe different things about how the world was created?	Buddhism & Humanism – Who do we look to for inspiration and why?
<u>Half Term</u>							
<u>Spring 2</u>	Christianity – What can we find out about the Easter story? Visit from and to the local church	Islam – What are the most important sounds we hear and why do they matter?	Christianity – Why is the cross so important to Christians?	Dharma (Buddhism) – What do we need in order to be happy? Trip to the local Buddhist temple	Christianity – Will Jesus be as important in 2000 years as he is to Christians in the world today?	Gurmat (Sikhism) – What difference do the teachings of Guru Nanak and Gobind Singh have in the world today? Trip to the local gurdwara	Christianity – What is the most important event to have ever happened?
<u>Easter Holidays</u>							
<u>Summer 1</u>	Islam – How do we use water and why?	Christianity – How do the miracles of Jesus teach Christians to help others?	Islam - How are we the same and different from other people, and does it matter?	Sanatama Dharma (Hinduism) – Is this the only life there is, or is there a life after death?	Islam – How do shared celebrations help us to connect, and what role do they play in Islam? Trip to the local mosque	Christianity – What is the true meaning of the Lord’s prayer?	Multi-faith Unit – Are religions a force for peace, conflict or both in the world?
<u>Half Term</u>							
<u>Summer 2</u>	Judaism – What do we eat and why?	Gurmat (Sikhism) – How can we tell that some buildings are more significant than others?	Dharma (Buddhism) – Why do things change and how does this make us all feel?	Islam – What role does food play in religion?	Humanism – What is Humanism and how is it different to a religious world view?	Sanatama Dharma (Hinduism) – What does it mean to ‘exist’?	Judaism – Why is growing up significant, and how is it celebrated in the Jewish faith? – Trip
<u>End of the Year</u>							

EYFS - Understanding the World

Autumn 1			
Christianity – Why is the word ‘God’ so special to Christians?			
Autumn 1	What makes Earth so special?	Why does Grace think God is so special? How do people from other faiths think God is special?	How does Grace say thank you to God for being so special?
Half Term			
Autumn 2			
Christianity – Why do people celebrate special times of the year?			
Autumn 2	What times of the year do people celebrate?	Why do Christians celebrate Jesus’ birthday?	What do Christians do to celebrate Christmas?
Christmas Holidays			
Spring 1			
Humanism – Who do I love and who loves me?			
Spring 1	Who are the important people in our lives?	Who shows you love and care and how do they show this?	How do you show family members and friends that you love and care for them?
Half Term			
Spring 2			
Christianity – What can we find out about the Easter story? – Visit to local church			
Spring 2	What changes do you see between the Winter and Spring?	Why do Christians think the Easter story is so important?	How do Christians celebrate the Easter story?
Easter Holidays			
Summer 1			
Islam – How do we use water and why?			
Summer 1	What do we use water for in our everyday lives?	Why is it important for Muslims to wash themselves before praying?	Is water important for people from other religions?
Half Term			
Summer 2			
Judaism – What do we eat and why?			
Summer 2	What foods do we all eat and why do we eat them?	Which foods do Jewish people eat and which do they not eat?	Are there other foods which people do not eat because of their faith?
End of the Year			

Year 1

Autumn 1	Christianity - What do Christians think God is like? - Trip					
	To explain what I think about God.	To thin about where God might be.	To reflect upon what the Parable of the Lost Sheep tells us about Christian beliefs.	To reflect upon what the Parable of the Lost Son tells us about Christian beliefs.	To understand why Christians believe forgiving is important.	Assessment: What do Christians think God is like?
Half Term						
Autumn 2	Sanatama Dharma (Hinduism) - What can we learn from the Diwali story about good and evil?					
	To reflect on what being 'good' and 'evil' means to me.	To learn about the story of Diwali.	To know why the story of Diwali is important to Hindus.	To understand what the Diwali story teaches Hindus about good and evil in the world.	To reflect on what good and evil things we see in the world around us.	Assessment: What can we learn from the Diwali story about good and evil?
Christmas Holidays						
Spring 1	Judaism – Is it important to have days that are more significant that others?					
	To reflect on days which are significant to me.	To understand that some faiths have a day of the week that is more significant than others.	To learn about why the Sabbath is significant to Jewish people.	To explain why having a special day like the Sabbath is significant for a family or community.	To think about whether it is important to have days which are more significant than others.	Assessment: Is it important to have days that are more significant than others?
Half Term						
Spring 2	Islam – What are the most important sounds we hear and why do they matter?					
	To reflect on which songs and sounds are important to us.	To explore how music and sounds are important to people from different faiths.	To learn about the importance of the 'call to prayer' for Muslims, and to recognise words and symbols linked to the Muslim faith	To compare the music and sounds in a church compared to the music and sounds found in a mosque.	To think about which sounds are the most important to other people and why.	Assessment: What are the most important sounds we hear and why?
Easter Holidays						
Summer 1	Christianity – How do the miracles of Jesus teach Christians to help others?					
	To think about ways we help people who are less fortunate than ourselves.	To learn about the Christian story of the Good Samaritan.	To explain what the parable of the Good Samaritan tells us about why charity is important to Christians.	To learn about the story of Jesus feeding the five-thousand and think about why this is important.	To think about how Jesus' miracles show Christians the importance of charity.	Assessment: How does the idea of charity link to the miracles of Jesus?
Half Term						
Summer 2	Gurmat (Sikhism) – How can we tell that some building are more significant than others?					
	To think about any places and building that are special to me and to other people.	To learn the names and of parts of a Sikh Gurdwara, and to understand why it is an important building for Sikhs.	To learn names and parts of a church and a mosque, and understand why they are important buildings for Christians and Muslims.	To understand that significant religious buildings are for prayer and for community.	To know the names of the important artefacts of prayer for Sikhs & Christians – the Guru Granth Sahib & The Bible	Assessment: How can we tell that some buildings are more significant than others?
End of the Year						

Year 2

Autumn 1	Judaism – Which rules are the most important to me, and which are important to a Jewish person?					
	To know what rules we follow and why we follow them.	To learn about the ten commandments, and why they are important to Jewish people.	To learn about the rules that Jewish people follow in their lives.	To learn about the rules followed by people of other faiths.	To reflect on what rules are important to me.	Assessment: Which rules are most important and why?
Half Term						
Autumn 2	Humanism & Christianity - How do we remember people and why?					
	To explore how we remember people for their lives and achievements.	To explore why we remember some special people for their lives and achievements.	To understand what makes Jesus' life and teachings so significant to Christians.	To explore ways in which Christians remember the life and teachings of Jesus in their everyday lives	To explore religious and non-religious days of remembrance for significant people.	Assessment: How do we remember people and why?
Christmas Holidays						
Spring 1	Sanatama Dharma (Hinduism) - What makes a home?					
	To talk about what is special about our homes.	To explore how people's homes are different from others.	To understand the role of the home in the lives of people who follow the Sanatama Dharma.	To know explore the significance that food plays in the homes of followers of the Sanatama Dharma.	To reflect on what a home is for me and for other people.	Assessment: What makes a home?
Half Term						
Spring 2	Christianity – Why is the cross so important to Christians?					
	To explore what we already know about why the symbol of the cross is important to Christians.	To understand why Christians wear a cross to remind themselves of Jesus' death	To learn about the events of Holy Week.	To understand why the events of Holy Week are so significant to Christians.	To explore how the events of Holy Week are celebrated around the world.	Assessment: Why is the cross so important to Christians?
Easter Holidays						
Summer 1	Islam - How are we the same and different from other people, and does it matter?					
	To reflect on what makes us unique from each other, and what makes us the same.	To reflect on what makes followers of Islam unique.	To explore foods which are unique for followers of Islam to eat.	To understand what is unique about the way Muslims pray.	To reflect on whether it is important for us to think about our similarities and differences.	Assessment: How are we all the same and different from other people, and does it matter?
Half Term						
Summer 2	Dharma (Buddhism) – Why do things change and how does this make us all feel?					
	To think about what things might change in our lives, and reflect on which ones we can control.	To understand that some things that change I cannot control.	To learn about the story of the Buddha and the dying swan, and his teachings of the eight-fold path.	To understand how the right-fold path can help followers of Dharma to cope with things that change.	To reflect on how I now feel about change, and my thoughts on the teachings of Buddha.	Assessment: Why do things change, and how does this make us all feel?
End of the Year						

Year 3

Christianity – If God exists, what questions would you ask?						
Autumn 1	To understand what is meant by prayer.	To understand that Christians use prayer as a way to talk to God.	To look at the meaning behind some well-known Christian prayers.	To explore the meaning behind other types of prayer.	To compare the reasons why Christian pray to the reasons why people pray from religious perspectives.	Assessment: If God exists, what questions would you ask, and what might a Christian ask?
Half Term						
Judaism – What do Jewish people believe, and how do they show it?						
Autumn 2	To reflect on what I already know about what Jewish people believe in, and explore the meaning of the Star of David.	To compare the symbol of the Star of David and its meaning to symbols from other religious faiths.	To learn about the Jewish prayer of 'The Shema' and understand why it is important to Jews.	To explore the Jewish festival of Chanukah, and understand the significance of the objects that are used in this festival.	To compare how Jewish people demonstrate what they believe in, and compare this to people from other religious faiths.	Assessment: What do Jewish people believe, and how do they show it?
Christmas Holidays						
Islam – Why is the Qur'an one of the most significant books in the world?						
Spring 1	To reflect on which books are special to us, and to understand that religious books have extra significance to people who follow that faith.	To learn about the significance of the Qur'an to followers of Islam.	To explore the special practices followed by Muslims to take care of the Qur'an.	To explore other significance books in other religious faiths, and to compare them to the Qur'an.	To reflect on why some books might be more significant to other people, and that some religious books are very significant to followers of that faith.	Assessment: Why is the Qur'an one of the most important books in the world?
Half Term						
Dharma (Buddhism) – What do we need in order to be happy? Trip						
Spring 2	To reflect on the things we need in order to be happy in life.	To reflect on what things are essential to happiness, and which things are inessential.	To explore the idea that Buddha teaches followers of the Dharma that happiness comes from within.	To explore practices that help followers of the Dharma find inner peace.	To reflect on what I need in order to be happy, and the importance of finding inner-peace.	Assessment: What do we need in order to be happy?
Easter Holidays						
Sanatama Dharma (Hinduism) – Is this the only life there is, or is there a life after death?						
Summer 1	To reflect on my understanding of a life after death.	To learn about the Cycle of Samsara, and how this links to the idea of a life after death.	To understand how the Cycle of Samsara impacts on how a Hindu lives their lives.	To look at other views on what happens to after death, and compare these to the views of the Sanatama Dharma.	To reflect on my own views of life after death, and compare these to the views held by people of other faiths.	Assessment: Is this the only life, or is there life after death?
Half Term						
Islam – What role does food play in religion?						
Summer 2	To reflect on my knowledge of foods that people of certain religious faiths can and cannot eat.	To learn the role dietary laws have in Islam, and understand how they impact on the everyday life of Muslims.	To explore why fasting plays a role in religious life of Muslims.	To explore other dietary choices people may take, either religious or non-religious, and the role this plays in their life.	To reflect on my own views of the role food plays in my life, and the lives of other people.	Assessment: What role does food play in religion?
End of the Year						

Year 4

Half Term						
Autumn 1	Judaism – How important is it to show penitence, and why is it important to Jewish people.					
	To reflect on times when I have had to say sorry.	To understand why Jewish people believe in showing penitence.	To learn about the significance of Rosh Hashanah to Jewish people.	To learn about Yom Kipur and how Judaism requires repentance at the start of each year	To learn about the significance of the Book of Life to Jewish people.	Assessment: How important is it to show penitence, and why is it important to Jewish people?
Half Term						
Autumn 2	Christianity – What do we mean by peace and where can it be found?					
	To reflect on my understanding of what peace means to me.	To explore the idea that Christian believe in finding inner peace.	To explore the Christian belief that Jesus returned to Earth to teach us how to live a peaceful life.	To understand the true meaning of Christmas, and explore how this promotes peace on Earth	To reflect on my views on how we can promote peace for all people on Earth.	Assessment: What do we mean by peace, and where can it be found?
Half Term						
Spring 1	Gurmat (Sikhism) – Does it matter what we wear?					
	To reflect on what I already know about the Gurmat tradition.	To learn about 5K's of the Gurmat tradition.	To understand why the 5 K's of Gurmat tradition are significant to Sikhs.	To explore other forms of traditional dress worn by people of other faiths, and to understand why they are significant.	To reflect on my own views of whether some types of clothing are more significant than others to me and to other people.	Assessment: Does it matter what we wear?
Half Term						
Spring 2	Christianity – Will Jesus be as important in 2000 years as he is to Christians in the world today?					
	To reflect on my knowledge of why Jesus is important in the lives of Christians.	To explore Jesus' teachings on the themes of morality, peace, love and respect.	To reflect on how relevant Jesus' teaching are in the modern world today.	To reflect how Jesus' teachings could promote peace and harmony in our community and in the wider world	To reflect on my own views of whether Jesus' teachings will be important in the future.	Assessment: Will Jesus be as important in 2000 as he is to Christians in the world today?
Half Term						
Summer 1	Islam – How do shared celebrations help us to connect, and what role do they play in Islam? – Trip					
	To reflect on my knowledge of what shared celebrations we have, and why we share them.	To explore the festivals celebrated in Islam, and the reasons why they are celebrated.	To understand how shared festivals and celebrations help form a sense of community for Muslims across the world.	To explore other shared festivals and celebrations held by followers of different faiths.	To reflect on my own views of how important shared celebrations are in helping to create a sense of community.	Assessment: How do shared celebrations help is to connect with each other, and what role do they play in Islam?
Half Term						
Summer 2	Humanism – What is Humanism and how is it different to a religious world view?					
	To explore Humanism is as a world view.	To understand Humanism is different to a religious world view.	To explore different Humanist views for how we should live our lives.	To compare Humanist views on how we should live to a religious world view.	To reflect on my own understanding of a Humanist world view for how we should live our lives.	Assessment: What is Humanism and how is it different to a religious world view?
Half Term						
End of the Year						

Year 5

Islam – Is charity important today, and how important is it to a follower of Islam?						
Autumn 1	To reflect on why people are charitable in today's world.	To understand why being charitable (Zakat) is important to followers of Islam.	To research examples of Zakat in the world today and the work of the Islamic Relief UK.	To compare the idea of charity in Islam (Zakat) to that of charity in Christianity.	To reflect on being charitable for religious reasons, compared to non-religious reasons.	Assessment: Is charity important today, and how important is it to a follower of Islam?
Half Term						
Dharma (Buddhism) – What guides us to make good choices in our lives?						
Autumn 2	To reflect on my knowledge of the Dharmic tradition and the significance of the Eightfold Path.	To understand the idea of being responsible for our actions, and how this links to the Dharmic principle of 'karma'.	To explore ways in which followers of the Dharmic tradition promote living a life full of good karma.	To reflect on how beliefs in good karma influences the choices made by someone of the Dharmic tradition.	To reflect on what guides me to make good choices in my life.	Assessment: How is the Eightfold Path relevant today?
Christmas Holidays						
Humanism & Judaism – Why do people believe different things about how the world was created?						
Spring 1	To reflect on my own beliefs of how the world began.	To explore Jewish views of creation.	To explore a Humanist view of how the Earth was created, and compare this to the Jewish view.	To reflect on whether it is possible to hold both a religious and non-religious belief of how the world began.	To reflect on whether it is important that we all agree on how the world was created.	Assessment: Why do people believe different things about how the world was created?
Half Term						
Gurmat (Sikhism) – What difference do the teachings of Guru Nanak and Gobind Singh have in the world today? – Trip						
Spring 2	To reflect on what I already know is important to people who follow the Dharmic tradition.	To learn about the lives of Guru Nanak and Gobind Singh.	To understand how the teachings of Guru Nanak and Gobind Singh are important to followers of the Gurmat tradition.	To understand how Sikhs care for their Holy Book, containing the teachings of Guru Nanak and Gobind Singh.	To reflect on my view of what impact the teachings of Guru Nanak and Gobind Singh have had on the world.	Assessment: What difference do the teachings of Guru Nanak and Gobind Singh have in the world today?
Easter Holidays						
Christianity – What is the true meaning of the Lord's prayer?						
Summer 1	To reflect on what I already know is important to followers of Christianity.	To explore the Lord's Prayer, and to reflect on the message it is saying to Christians.	To understand the significance of the Lord's Prayer to Christians.	To explore the meaning of other significant prayers in other religions, and compare these to the message of the Lord's Prayer.	To reflect on my own view of the true message of the Lord's Prayer, and consider whether this message is just for Christians or for everyone?	Assessment: What is the true meaning of the Lord's Prayer?
Half Term						
Sanatama Dharma (Hinduism) – What does it mean to 'exist'?						
Summer 2	To reflect on my view of what it means to 'exist' on this Earth.	To understand the meaning of the Hindu greeting 'Namaste' and how this connects to the divine.	To consider the Sanatama Dharmic view of respecting all life on Earth, and this implications of this on the everyday lives of Hindus.	To explore modern views of environmentalism and animal rights, and how this compares to the views held by the Sanatama Dharmic tradition.	To consider my own view on the idea that we may lead multiple lives on this Earth, and therefore should treat all forms of life as being sacred.	Assessment: What does it mean to exist?
End of the Year						

Year 6

Autumn 1	Islam – What is the purpose of prayer, and why is it important to followers of Islam?					
	To recall and reflect on the reasons why followers from different faiths pray.	To learn about why prayer is significant in Islam, and explore what this shows us about a Muslim's way of life.	To learn about the difference types of prayer in Islam.	To compare the meaning of prayer in Islam to the meaning of prayer in other religions.	To reflect on what prayer means to me.	Assessment: What is the purpose of prayer, and why is it important to followers of Islam?
Half Term						
Autumn 2	Sanatama Dharma (Hinduism) – How responsible are we for the environment, and why is it so important to followers of the Sanatama Dharma?					
	To reflect on what it means to be responsible for something.	To learn about how followers of the Sanatama Dharma promote environmental responsibility.	To learn about how Christianity promotes environmental responsibility, and compare that to the beliefs of the Sanatama Dharma.	To compare religious beliefs about environmental responsibility to non-religious beliefs.	To reflect on my own views on why we should be responsible for our environment.	Assessment: How responsible are we for the environment, and why is it so important to followers of the Sanatama Dharma?
Christmas Holidays						
Spring 1	Buddhism & Humanism – Who do we look to for inspiration and why?					
	To reflect on who we look to for inspiration and why.	To learn who followers of Dharma look to for inspiration and why.	To learn who other religions look to for inspiration and why.	To reflect on whether you need to be religious in order to be inspirational.	To reflect on my own beliefs about religion and inspiration.	Assessment: Who do we look to for inspiration and why?
Half Term						
Spring 2	Christianity – What is the most important event to have ever happened?					
	To reflect on what the most important event to have ever happened is, and why.	To learn about what Christians believe is the most important event to have ever happened.	To understand why the events of Jesus' resurrection and Holy Week are so significant to Christians.	To compare religious and non-religious views on which event is the most important to have ever happened.	To reflect on my own beliefs on what is the most important event to have ever happened.	Assessment, What is the most important event to have ever happened?
Easter Holidays						
Summer 1	Multi-faith Unit – Are religions a force for peace, conflict or both in the world?					
	To reflect on my opinion of whether religions are a force for peace, conflict or both in the world.	To understand Christian, Muslim and Gurmat views on the importance of peace.	To discover Christian, Muslim and Gurmat views on whether conflict can ever be justified.	To understand how some religions promote the pursuit of inner peace to promote outer peace.	To explore what non-religious forces for peace there are in the world.	Assessment: Are religions a force for peace, conflict or both in the world?
Half Term						
Summer 2	Judaism – Why is growing up significant, and how is it celebrated in the Jewish faith? – Trip					
	To reflect on why growing into adulthood is so significant in people's lives and why we celebrate it.	To learn about the Jewish tradition of Bah and Bat Mitzvah, and how this links to the ideas of personal responsibility and adulthood.	To understand that, for Jewish people, the 'coming of age' marks a time of commitment to a community.	To compare celebrations of growing up in Judaism to those in other faiths.	To reflect on my own beliefs about why growing up is such a significant time for religious and non-religious people.	Assessment: Why is growing up significant, and how is it celebrated in the Jewish faith?
End of the Year						