

Religious Education at Poplar Farm

Rights Respecting School links

Article 14

Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.

Article 30

Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.



3 forms of knowledge

Substantive knowledge

- Knowledge of religions and religious traditions and knowledge of non-religious traditions

Ways of knowing

- 'How' children learn and remember
- Gaining understanding of religious and non-religious ways of living, traditions and beliefs

Personal knowledge

- Children build awareness of their own pre-suppositions and values about religious and non-religious traditions studied throughout life at Poplar Farm

Our children are guided to reflect on their learning each lesson to enable them to make links between their own values, the interplay of religious and non-religious groups and ways of life and how RE links to Poplar Farm's aim of empowering children to be open minded and understand their own rights, as well as the rights of others. At Poplar Farm we follow the Lincolnshire Agreed Syllabus - <https://www.lincolndioceseeducation.com/page/?title=Lincolnshire+Locally+Agreed+Syllabus&pid=30>

Rights Respecting Schools Link

Revisit

Embed

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	LAS Unit Myself	LAS Unit My Friends	LAS Unit My Special People	LAS Unit Special times for me and others	LAS Unit My Senses	LAS Unit Our beautiful world
EYFS pupils should	Recognise and explore feelings	Establish effective relationships with other children and adults	Recognise and respond appropriately to key figures in their lives	Recognise and respond to key religious events throughout the year	Respond to key elements in religion using their five senses	Explore and respond to the natural world and recognise there are some questions that are difficult to answer
Key Vocab		Sad, angry, happy Sharing, taking turns, Celebration, festivals, traditions	Difference and same	Culture, difference, around the world, traditions	Religion, beliefs, faith	

LO for the term	To talk about groups that I belong to To understand that some books are special	To understand the Christian teaching of the golden rule	To discuss who is special in my life and my family and where I belong To understand that religious people have beliefs about special people to them as a group	To understand that different people celebrate different times To compare Easter and other religious festivals	To understand what senses are To explore artefacts, music, books, food and smells from different religions	To talk about creation stories from different religions To understand how I can help to look after the world
Year 1	LAS Unit Being Human – Christianity How does faith and belief affect the way people live their lives?	LAS Unit God – Christianity What do Christians believe about God?	LAS Unit Community – Christianity How do Christians express their beliefs?	LAS Unit Life Journey – Christianity What does it mean to belong?	LAS Additional Places of worship (<i>including Christianity</i>) What makes a space special?	
Year 1 Assessment Focus	To know that Christians believe that God created the world. To know the definition of equality is being kind and fair to everyone.	To know that the Golden Rule is to treat others as you wish to be treated. To know the definition of parable is a Bible story that teaches something.	To know that Christians believe Baptism welcomes babies into the community. To know the definition of community is a group of people.	To know what the local Foodbank does to support community. To know the definition of charity is helping other people.	To know that a church and a mosque are places of worship. To know the definition of worship is to show love and respect. To know my personal opinions about religions/beliefs.	
Key Vocabulary	God, Christianity, care, creation story, hymn, Old Testament, New Testament, Bible, Belief, parable, belief, influence	Forgiveness, parable, special, new testament, old testament, teaching, Christian, Belief, Jesus	Community, belonging, Baptism, christening, God, Church, Christianity. Font, Holy water, vicar, Bible, prayer, god parents, candle	Community, belonging, Baptism, christening, God, Church, Christianity. Font, Holy water, vicar, Bible, prayer, god parents, candle	Christianity, Islam, Buddhism, Worship, Church, Prayer, worship, sacred, Mosque, Pilgrimage	
LOs for the term	1 – To understand why Christians have particular practices and beliefs 2- To understand why Christians believe they should care for God's creation 3 – To learn the story of Noah's Ark and reflect upon the idea of 'trust' 4 – To understand the importance of 'equality' when caring for others and make links with The Good Samaritan 5 – To make links between Christian teachings and how	1 - To understand that Jesus told parables to teach his followers what the world should be like 2 – To express why we are important to our class (Articles, 12 & 15) 3 – To recall the parable of the sower and the seeds and discuss what this could teach Christians about God 4 – I can give examples from the Bible relating to the Golden Rule	1 – To understand that Christians can be baptised 2 – To explain the importance of Baptism for some Christians 3 – To learn about practices that take place in a Church 4 – To learn about the importance of community and belonging (Article 15) 5 – I can explain how symbols and objects aid the feeling of community	1 - To learn about the importance of belonging to a faith community 2 - I can explain the difference between charity work, worship and church activities 3 - I can explain why charity is important, making links to community 4 – To carry out an act to support the local community (Article 31) 5 – I can recall the Easter story and make	1 – To know the difference between a special and sacred space 2 - To know about special places within Buddhism 3 - To know about special places within Judaism 4 – To understand why it is important for religious groups to have a place of worship (Article 14) 5 – To understand what pilgrimage is	1 – To look at key aspects of Islam (Prayer Mat, Qibla, Minaret) and how they are used in practice 2 – To look at key aspects of church worship and what they tell us about Christian beliefs about God 3 – To reflect upon my own ideas surrounding worship 4 – To think about what effect places of worship have on a larger community (Article 13)

	we can look after the world (Article 29)	5 – I understand why Jesus is important within Christianity		links between celebrations and a sense of belonging		5 – To recall an object or symbol and share their understanding of how it is used in practicing religion.
Year 2	LAS Unit Being Human – Islam How do beliefs affect the way people live their lives?	LAS Unit Life Journey – Islam How do Muslims celebrate new life?	LAS Additional Thankfulness (including Christianity) (E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism...) Do you only need to say thank you if you believe in God?		LAS Unit God - Islam How can we describe God?	LAS Unit Community – Islam How do people express their beliefs?
Year 2 Assessment Focus	To know that Muhammed is an Islamic prophet. To know two ways that the Qur'an affects how Muslims live. E.g. making choices to keep creation in harmony, to donate money and gifts, to share stories of prophets, to care for others as prophets did.	To know that Muslims worship Allah at home and at mosque. To know one way that Muslims welcome others. To know similarities and differences between Baptism in Christianity and Islam.	To know two ways in which people express/practise their beliefs as a community e.g. festivals, worship, charity, baptism, church groups, sunday school. To know the name of 3 celebrations of thanks from differing religions e.g. Easter, Harvest, Holi, Eid, Sukkot, Diwali To know that thankfulness is defined as being grateful and happy because of something you receive.		To know the Islamic creation belief that Allah created the world in 6 days. To know that Muhammed is the Islamic prophet and Jesus is the Christian prophet.	To know that Muslims pray using a prayer mat and towards a special place (Makkah). To know 4 of the 99 names for Allah.
Key Vocabulary	Islam, five pillars, Hajj, prayer mat	New life, beginning, Aqiqah, Baptism, Christening	Festivals, gratitude, celebration, thankfulness. Eid-al-Fitr, Holika, Prahalad, Holi, Sukkot, Harvest		God, belief, importance, Allah, Mohammed	Community, celebrations, beliefs, places of worship, Ibadah, Eid Ul-Futr, Qur'an
LOs for the term	1 - To understand why and how Muslims respect the Qur'an 2 - To understand the importance of the story 'The Night of Power' for Muslims 3 – To know about the Muslim belief in one God 4 - TO learn what Muslims believe about Akhlaq 5 – To make links between Islamic beliefs and how we look after the environment at school (Article 29)	1 – To explain how to welcome someone and why it is important (Article 15) 2 - I know how Muslims welcome new life into the world 3 – To know about Aqiqah and link this with the senses 4 - To compare Christian and Islamic ceremonies which welcome babies 5 - To reflect upon and compare my family traditions to others	1 – To compare the way that different faiths are thankful for the birth of a baby 2 - To explain my ideas about what thankful means (Article 13) 3 – To explain how some Christians show they are thankful (Harvest) 4 – To compare harvest celebrations within Christianity and Indian harvest (Article 31) 5 - TO explain how some Jewish people celebrate Sukkot	1 - To explain things I am thankful for 2 – To know how the festival of Holi is celebrated around the world (Article 14) 3 - To know the story of Holika and Prahalad 4 - To understand how thankfulness is shown in Bible stories 5 – To collect and re-call my ideas about Thankfulness	1 - TO know that Muslims believe that Allah created the world 2 – To know about Allah's prophets 3 – To know some of the names for Allah in Islam 4 – To make links between 'The Prophet and the Ant and The Crying Camel' and God 5 – To make links between the Prophet Muhammed and Jesus	1 – To recall different names for Allah and understand that there are 99 2 - To know how Muslims pray 3 – To know about study of the Qur'an (madrassah) 4 – To know about Eid Ul-Futr and relate to Muslim beliefs about the world 5 – To reflect on key symbols and practices in my daily life and how they relate to my community (Article 30)

Year 3	LAS Additional Big Questions - Why do we celebrate? What different events/times of life do we celebrate? How do different people celebrate things differently?		LAS Unit God – Christianity and Islam How do religious symbols relate to god? What do the main concepts of belief reveal about the nature of religious gods?		LAS Unit Community – Christianity and Islam How do the religions express beliefs collectively? How does worship develop a sense of community?	
Year 3 Assessment Focus	To know 4 different reasons for celebrations e.g. death, birth, wedding, baptism, religious prophets, thankfulness To know similarities and differences between Jewish and Christian wedding ceremonies.		To know the difference between ‘beliefs’ and ‘religion’. To know and to explain that there is a difference between believing and knowing. To know symbols of baptism, holy communion and those found in a mosque.		To know the importance of community within religious/nonreligious traditions. To know how to define generosity. To explain connections between religious beliefs and worship as a community in at least two belief traditions.	
Key Vocabulary	Humanism, Judaism, ketubah, kiddush, celebration, remembrance, worldviews, celebration, religion, Easter, weddings, birthdays, christenings		Trinity, Holy Communion, Shahadah, Abd, Khalifa, Salat, Zakat, Sawm, Haji, Pilgrimage, masjid,		Abd, Khalifa, Salat, Zakat, Sawm, Haji, Pilgrimage, masjid, Umrah, Eid, Ummah, koinonia, trinity, denomination, core belief, confirmation, marriage	
LOs for the term	1 - To identify the importance of celebrations 2 - To describe key events in a Christian Wedding 3 - To identify features of a Jewish wedding ceremony 4 - To compare Christian and Jewish Wedding ceremony 5 - To reflect on celebrations in my life (Article 12)	1 - To understand a religious celebration and why they happen 2 – To know that not all celebrations are happy 3 - To identify aspects of the Buddhist festival Yee Peng 4 – To understand why Hanukah is celebrated 5 – To make links between the Nativity story and how Christmas is celebrated (Article 31)	1 - To explain the Christian belief of trinity (Article 14) 2 - To identify the symbols within a Christian baptism 3 - To recall the story of the Baptism of Jesus 4 - To explain the symbolism within a holy communion 5 - To identify different symbols within a church	1 – To know that ideas about God can be experienced in different forms 2 – To compare Muslim and Christian symbols relating to God 3 - To know the 5 pillars of Islam 4 - To understand the importance of a spiritual pilgrimage 5 – To reflect upon my own beliefs about God and caring for the world (Article 13)	1 - To discuss the meaning of charity to Christians 2 – To define generosity 3 – To consider ways I am generous 4 - To discuss the importance of Ramadan to Muslims 5 – To understand how religious charity supports my local community (Article 24)	1 - To describe some Christian beliefs about God 2 – To know about Ummah and collective belief 3 – To recall the 5 pillars of Islam 4 – To discuss how Muslim beliefs might engage with the natural world 5 – To consider how the groups I am a part of share beliefs and develop community (Article 15)
Year 4	LAS Unit Being Human – Christianity and Islam In what ways do the Bible and Quran teach people to treat others? How do beliefs impact on actions?		LAS Additional Unit Pilgrimage What is a pilgrimage? What does pilgrimage involve? Links to year 4 science – environmental impact		LAS Unit Life Journey – Hinduism and Islam How do people that believe show they belong? What value does religion bring for religious people? Rites of passage – link to other religions (Judaism)	
Year 4 Assessment Focus	To know what it means for a text/story to 'have authority' for a group of believers. To provide a range of reasons why a member of a belief tradition may hold a particular belief e.g. creation, the existence of God.		To make cross-curricular links between religion and science. To know 2 examples of a religious and non-religious pilgrimage.		To know and explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha.	

	To know how religions might support their community through charity work.		To explain how environmental impact of pilgrimage challenges religious beliefs about duty to protect.		To know what a 'rite of passage' means. To know an example of a rite of passage in Hinduism and Islam.	
Key Vocabulary	Bible, Ten Commandments, practice, Five Pillars, shariah, tawhid, Qur'an, Abd, Khalifa		Jerusalem, Christianity, Islam, Judaism, Hinduism, pilgrimage, sustainable, Kumbha		Samskaras, Hinduism, Islam, Judaism, Christianity, bat/bar mitzvah, dharma, karma, adhaan, Aqiqah, ketubah	
LOs for the term	1 – To recall the Christian concept of the Golden Rule 2 - To consider the impact of the ten commandments on Jews and Christians (Article 2) 3 – To reflect on ideas surrounding the commandments (who wrote them, what came before) 4 – To retell the Bible story of The Beatitudes and the Sermon on the Mount 5 – To consider what Bible stories suggest about being human	1 – To consider the role of humans in shariah 2 – To understand teaching from the Hadith 3 – To look at prominent Muslims and explain how their beliefs may affect their lives (Article 17) 4 – To learn about the work of Muslim charities such as Islamic relief and Muslim Hands UK 5 – To make links between the work of charities and the teachings of the Qur'an	1 – To define pilgrimage 2 – To discuss about places you have travelled to visit for a special reason 3 – To discuss Jerusalem as a sight of pilgrimage 4 – To look at sites locally that are places of pilgrimage 5 – To consider a personal pilgrimage	1 – To learn about Kumbha in Hinduism 2 – To learn about what Kumbha entails for believers 3 – To consider the impact of pilgrimage to local areas (Article 24) 4 – To evaluate the impact of pilgrimage and teachings of key religions 5 – To think of ideas to make pilgrimages more sustainable	1 – To recall ways in which religions show their sense of belonging 2 – To learn about Samskaras in Hinduism 3 – To compare how religions celebrate birth 4 – To identify connections between marriage celebrations 5 – To make links between Hindu rites of passage and karma/dharma	1 – To identify rites of passage in Islam 2 – To look at the rites of passage related to death across religions 3 – To consider whether communities need religion to feel belonging (Article 15) 4 – To consider religions of families in our community 5 – To consider how we can celebrate religions at school, to foster belonging
Year 5	LAS Unit God – Hinduism How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories?	LAS Additional Unit Forgiveness Explore the concept of forgiveness in different religious and non-religious worldviews. Opportunity to introduce atheism and Buddhism		LAS Unit Being Human – Hinduism How do Hindus reflect their faith in the way they live? How do beliefs impact on actions?	LAS Additional Big Questions – What is a good life? Opportunity to look at guidelines and laws in various religions and non-religious worldviews. Chance to explore whether 'good' means the same thing to everybody.	
Year 5 Assessment Focus	To know and name 3 Hindu deities. To know and explain visual symbols in the mandir/temple.	To know that a religious practice from one belief tradition varies in different areas of the world. To know how forgiveness is portrayed in two sacred texts. To define forgiveness as an intentional decision to let go of resentment/negative feelings and anger.		To know 2 examples of how a hundi might achieve moksha. To know how Hindu beliefs are shown in their actions.	To name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they refer to. To name 4 religious or non-religious worldviews. To know and explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.	
LOs for the term	1 – To know what Brahman means to Hindus 2 – To know the 3 key deities are Vishnu, Brahma and Shive	1 – To define forgiveness and consider what it means to me	1 – To know examples of forgiveness from the Quran	1 – To know the key importance of Dharma 2 – To know about Ahimsa and the	1 – To explain what 'good' means to me (Article 13)	1 – To know about the Prophet Muhammed's teachings in Islam

	<p>3 – To explore visual symbols in Hindu places of worship</p> <p>4 – To know the definition of moksha</p> <p>5 – To use stories to explain how one might achieve moksha</p>	<p>2 – To learn about examples of forgiveness in the Bible</p> <p>3 – To know about the Truth and Reconciliation Commission</p> <p>4 – To know about the principals of forgiveness in Hinduism</p> <p>5 – To know how Hindu teachings influenced the actions of Gandhi</p>	<p>2 – To know that divine forgiveness and human forgiveness are different in Islam</p> <p>3 – To know about Jewish teachings of forgiveness</p> <p>4 – To know about a non-religious worldview</p> <p>5 – To understand views on the challenges of forgiveness</p>	<p>principle of non-violence</p> <p>3 – To know how Hindus might achieve moksha</p> <p>4 – To know what Hindus do to support togetherness</p> <p>5 – To give examples of prominent Hindus</p>	<p>2 – To know and discuss the 'Golden Rule' in Christianity</p> <p>3 – To know how Christian beliefs about goodness affect daily living</p> <p>4 – To know what the key principles of Humanism are</p> <p>5 – To know links between humanism principles of what it means to be good</p>	<p>2 – To make links between Muslim teachings and the environment</p> <p>3 – To know the meaning of 'via negativa'</p> <p>4 – To reflect upon my ideas surround what it means to be good</p> <p>5 – To know how worldviews impact on the environment (Article 24)</p>
Year 6	<p>LAS Unit</p> <p>Community – Hinduism</p> <p>How is Hindu belief expressed collectively? How does worship develop community?</p>	<p>LAS Unit</p> <p>Life journey – Christianity</p> <p>How do Christians show they belong? Rites of passage – introduce Sikhism and compare with other world views</p>	<p>LAS Additional Unit – designed by school</p> <p>Do you have to believe in God to be good?</p> <p>Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice</p>	<p>LAS Additional</p> <p>Expressing beliefs through the Arts</p> <p>How do religious and non-religious people express their beliefs creatively?</p>		
Year 6 Assessment Focus	<p>Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.).</p>	<p>Be able to show understanding that an individual is affected by a range of beliefs, both religious and nonreligious (e.g. that God made the world and that it is important to promote fundamental British values).</p>	<p>Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.</p> <p>Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.</p>	<p>Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.</p> <p>Be able to identify some of the ways in which the local/wider community impacts on a believer's experience of a belief tradition.</p>		