



Religious Education Program of Study

Daffodil Preparatory School

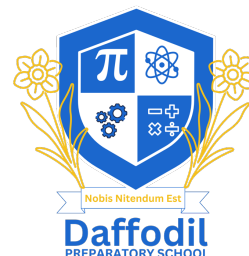
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RE scheme of Work

Year 1

Pupils will learn about: Special books, Special times, Special places, Special people and Special things

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	God <ul style="list-style-type: none"> The nature and activity of God Father and Creator Understanding God through Jesus and the Bible 	Christians call God <ul style="list-style-type: none"> 'Father' because they believe that God loves, cares and has authority 'Creator' because He loves and cares for the world Stories and activities from the Bible <ul style="list-style-type: none"> A Gospel as a book showing what God is like as seen through Jesus' life 	Pupils should be encouraged to think about <ul style="list-style-type: none"> how people show their love and concern for others how we find out about people we have not seen or met 	Environment Books
Christianity	Jesus <ul style="list-style-type: none"> Incarnation Jesus as a special person for Christians Salvation Jesus changed/changes people's lives 	Christians believe that Jesus was special as seen through his birth, healings, death and resurrection Christmas and Easter as celebrations of the special nature of Jesus	<ul style="list-style-type: none"> Who is special to each of us, and why? People we admire People who influence the way we behave and live 	People Who Help Us
Hinduism	Concepts, truths and values respect	Devotion to God <ul style="list-style-type: none"> Respect for all people and living things The importance of honesty and truthfulness 	Pupils should be encouraged to think about <ul style="list-style-type: none"> How people show respect for one another How and why we take care of the environment 	Environment

Hinduism	<ul style="list-style-type: none"> • Family, community and traditions the Hindu home 	<ul style="list-style-type: none"> • Originally an Indian religion • Hindus live in Britain and all over the world • The importance of close contact between Hindus in Britain and families in India • Love and loyalty between all members of the extended family, eg grandparents often live with the family and are respected • The community as a family 	<ul style="list-style-type: none"> • Where their families came from in the past • What it is like to have friends all over the world • Different communities to which we all belong 	Homes
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Year 1

Pupils will learn about: Special books, Special times, Special places, Special people, Special things

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions Arising from Human Experience	Suggested topic or curriculum links
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<p>Islam</p>	<ul style="list-style-type: none"> • Iman (faith) stories of Allah's prophets books of guidance 	<ul style="list-style-type: none"> • Muslims believe Allah has sent guidance through the Qur'an and His prophets • Stories from the life of Prophet Mohammed • The Qur'an which is the revered book for Muslims and is treated with respect 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • How we get advice and information from books • Why some books are very special • How we copy people we like • People who are special to us 	<p>Books</p>
<p>Islam</p>	<ul style="list-style-type: none"> • Akhlāq (character and moral conduct) the Muslim family 	<ul style="list-style-type: none"> • The importance of good values • Home and family life for children • Respect for each other, parents, elders and children • Honesty and good manners • Responsibility for all creation • Naming ceremonies 	<ul style="list-style-type: none"> • How groups and families care for new members • Why we are 'good', or try to be • How children show respect for parents and teachers 	<p>Homes</p>
<p>Judaism</p>	<ul style="list-style-type: none"> • Family and community life 	<p>Marks of the Jewish home:</p> <ul style="list-style-type: none"> • the Mezuzah • Shabbat and the Friday night meal • Naming ceremony 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • Homes that they know • What a home should be like 	<p>Homes</p>

Year 2

Pupils will learn about: Special books, Special times, Special places, Special people and Special things

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	Church <ul style="list-style-type: none"> • The Body of Christ belonging • Worship celebrating <p><i>Pupils should visit a church at least once during this Key Stage</i></p>	Worship <ul style="list-style-type: none"> • includes reading the Bible, listening to stories, singing, prayers • how particular things are used in worship, eg font, altar, Bible, musical instruments • Sunday as a special day • festivals and naming ceremonies 	Pupils should be encouraged to think about <ul style="list-style-type: none"> • the importance of belonging to a group • groups to which we belong • why celebrations are important • celebrations in our lives 	Communication Growth
Christianity	Bible <ul style="list-style-type: none"> • Revelation special book • Authority used in special ways 	<ul style="list-style-type: none"> • The Bible as the holy book of the Christian faith • How the Bible is used for reading and teaching 	<ul style="list-style-type: none"> • our special things. Why are they special? • Things we take special care of. How we show that they are important to us • Books which have authority, eg the Highway Code, encyclopaedias 	SATS topic SATS topic
Hinduism	<ul style="list-style-type: none"> • Worship Hindu celebrations 	<ul style="list-style-type: none"> • Puja (worship) in the home <ul style="list-style-type: none"> - the shrine - the Arti ceremony • Festival: Divali, naming ceremonies 	Pupils should be encouraged to think about <ul style="list-style-type: none"> • Family, customs and traditions • Places at home that are special • Celebrations and special occasions • Giving and receiving gifts • When they have special food 	Growth Light
Hinduism	<ul style="list-style-type: none"> • Scriptures stories of Rama and Krishna 	<ul style="list-style-type: none"> • Ramayana (Rama's exile and return) • Puranas (the childhood of Krishna) 	<ul style="list-style-type: none"> • Favourite stories and characters • People they admire • What it means to have courage 	Light

Year 2

RE Scheme of work

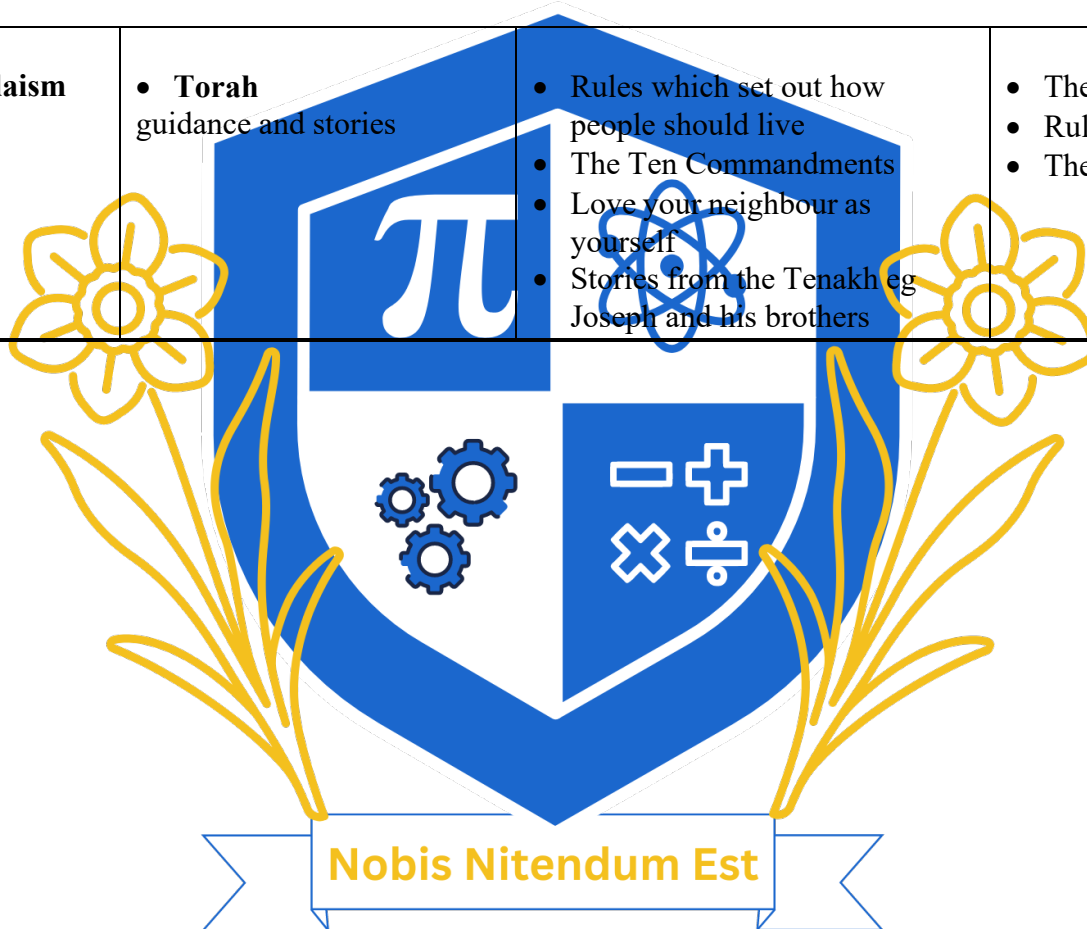
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Islam	<ul style="list-style-type: none"> • Tawhid (Onesness of Allah) Allah the Creator 	Allah is the Islamic name for God. Muslims believe that Allah <ul style="list-style-type: none"> • is the One True God • has no partners • is the Creator who provides all good things 	Pupils should be encouraged to think about <ul style="list-style-type: none"> • How we make things and what we need • Distinguish between 'natural' and 'manufactured' • Why we use special names for people, eg Mum, Nan 	Pattern Growth
Judaism	<ul style="list-style-type: none"> • God one God, the creator who cares for all people 	<ul style="list-style-type: none"> • God is one, which is why everything in the world interrelates 	Pupils should be encourage to think about <ul style="list-style-type: none"> • The beauty and value of the world around them • How everything in the world is connected 	Local Community

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Judaism	<ul style="list-style-type: none"> • Torah guidance and stories 	<ul style="list-style-type: none"> • Rules which set out how people should live • The Ten Commandments • Love your neighbour as yourself • Stories from the Tenakh eg Joseph and his brothers 	<ul style="list-style-type: none"> • The need for rules • Rules which are important to them • The difference between right and wrong 	<p>Communication</p> <p>Pattern</p>
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RE scheme of Work

Year 3

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	<p>God</p> <ul style="list-style-type: none"> The nature and activity of God understood by Christians as Father, Son and Holy Spirit Understanding God through human experience 	<p>Stories, songs, pictures and other media which refer to God as Father, Son and Holy Spirit</p> <p>Story of Creation - Genesis Chs 1&2</p> <p>Stories of how people have experienced God in their lives</p> <p>Bible Stories</p>	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> How do we know what someone is like, and how do people show us what they are like? Encountering mystery; making sense of the unknown Discerning a purpose in life, and learning from other people's lives 	Families
Islam	<ul style="list-style-type: none"> Tawid (Oneness of Allah) signs of Allah's creation 	<p>Allah as the Creator</p> <ul style="list-style-type: none"> Human beings are the best of His Creation Angels are created by Allah Shirk - regarding anything as being equal or a partner to Allah is forbidden 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> What people need for survival The world we live in, and our dependence on it The natural world and the inter-dependence of planets, ecosystems, etc 	Living Things

Judaism	<ul style="list-style-type: none"> Special times and places 	Special places - the synagogue Special times - Pesach and Succoth	Pupils should be encouraged to think about <ul style="list-style-type: none"> Special occasions and places in their own lives Special times of years, and times in their lives 	Families
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Year 3

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions Arising from Human Experience	Suggested topic or curriculum links
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<p>Sikhism</p>	<ul style="list-style-type: none"> • Beliefs and Values God is the Supreme Being 	<p>Sikhs believe that</p> <ul style="list-style-type: none"> • God is One, Creator and Sustainer, without image • all human beings are equal in the eyes of God - people should, therefore, treat each other as equals <p>This is reflected in</p> <ul style="list-style-type: none"> • The Gurdwara, vand chhakna (sharing), sewa (service) and respect for all Creation 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • The wonder of the natural world • The meaning of equality • How we can care for the world 	<p>Living Things</p>
<p>Sikhism</p>	<ul style="list-style-type: none"> • The Gurus the message of the Gurus 	<p>The lives of the Gurus with special reference to</p> <ul style="list-style-type: none"> • Guru Nanak - the first Guru - his call, journeys and teachings • Guru Har Gobind - the story of Divali - the release of prisoners of conscience • Guru Gobind Singh - installed the Guru Granth Sahib and founded the Khalsa • Guru Granth Sahib - contains the teachings of the Gurus - how it is cared for in the Gurdwara 	<ul style="list-style-type: none"> • People who are special to them • People who influence the way they live their lives • How they show respect for things that are special • Special books 	<p>Toys</p>

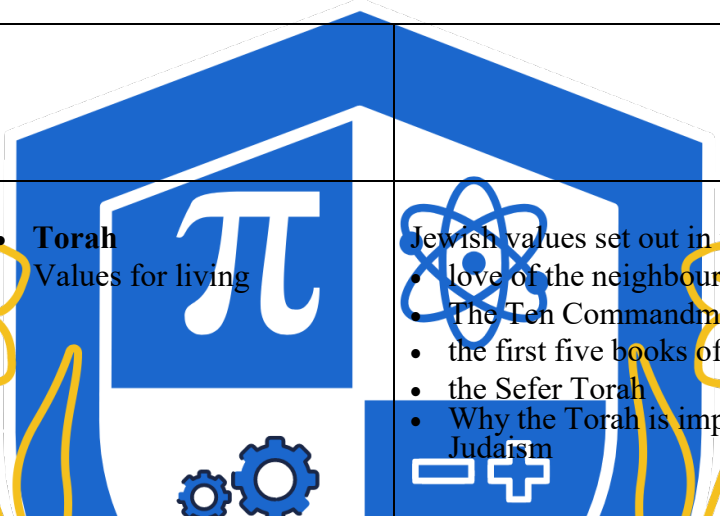
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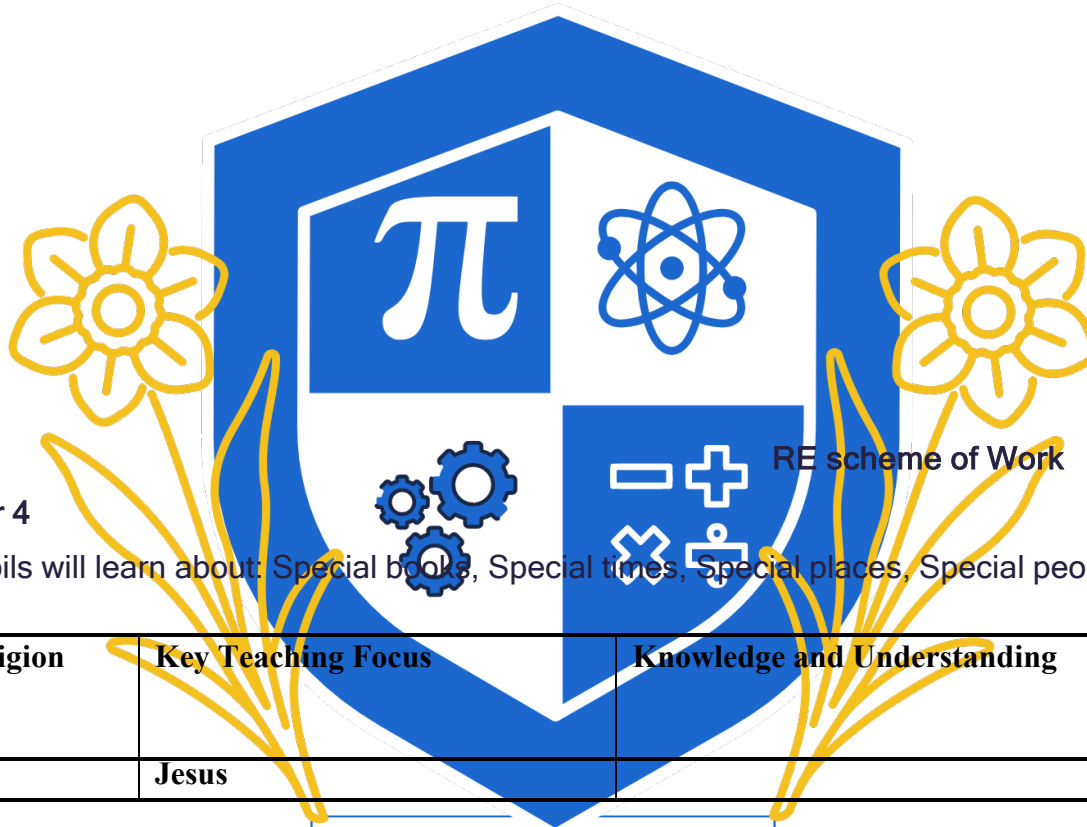
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Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	<p>Jesus</p> <ul style="list-style-type: none"> Incarnation Jesus' birth and life reflecting God's presence in the world Salvation New beginnings as a result of Jesus' death and resurrection 	<ul style="list-style-type: none"> The birth of Jesus in its historical context Stories of Jesus' birth, baptism and temptations Easter celebrations - belief expressed through the story of Holy Week, the passion narratives and the resurrection 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> Being powerless and vulnerable Sharing other people's experience in order to help them People matter Self-sacrifice for others Release from the past - starting with a clean slate 	Romans
Hinduism	<ul style="list-style-type: none"> Worship special times and places 	<ul style="list-style-type: none"> Puja (worship) in the Mandir The role of divine images in worship Symbols used - havan (fire) yoga and meditation 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> Places that are special to themselves and others Different celebrations Signs and Symbols in everyday life Important journeys for a special purpose 	Space?
Islam	<ul style="list-style-type: none"> Ibadah (Worship/belief in action) Worship 	<p>Shahadah and acts of worship</p> <ul style="list-style-type: none"> Salah and Wusu Sawm and Id ul Fitr Zakat and Khums 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> The importance of doing things together and sharing activities 	Water

			<ul style="list-style-type: none"> • The need to organise care in the community 	
Judaism	<ul style="list-style-type: none"> • Torah Values for living 	 <ul style="list-style-type: none"> • Jewish values set out in the Torah • love of the neighbour/stranger • The Ten Commandments • the first five books of the Tenakh • the Sefer Torah • Why the Torah is important to Judaism 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • What is important in their own lives • What values are, and why they are important • The difference between right and wrong • Why society needs rules and values 	Books

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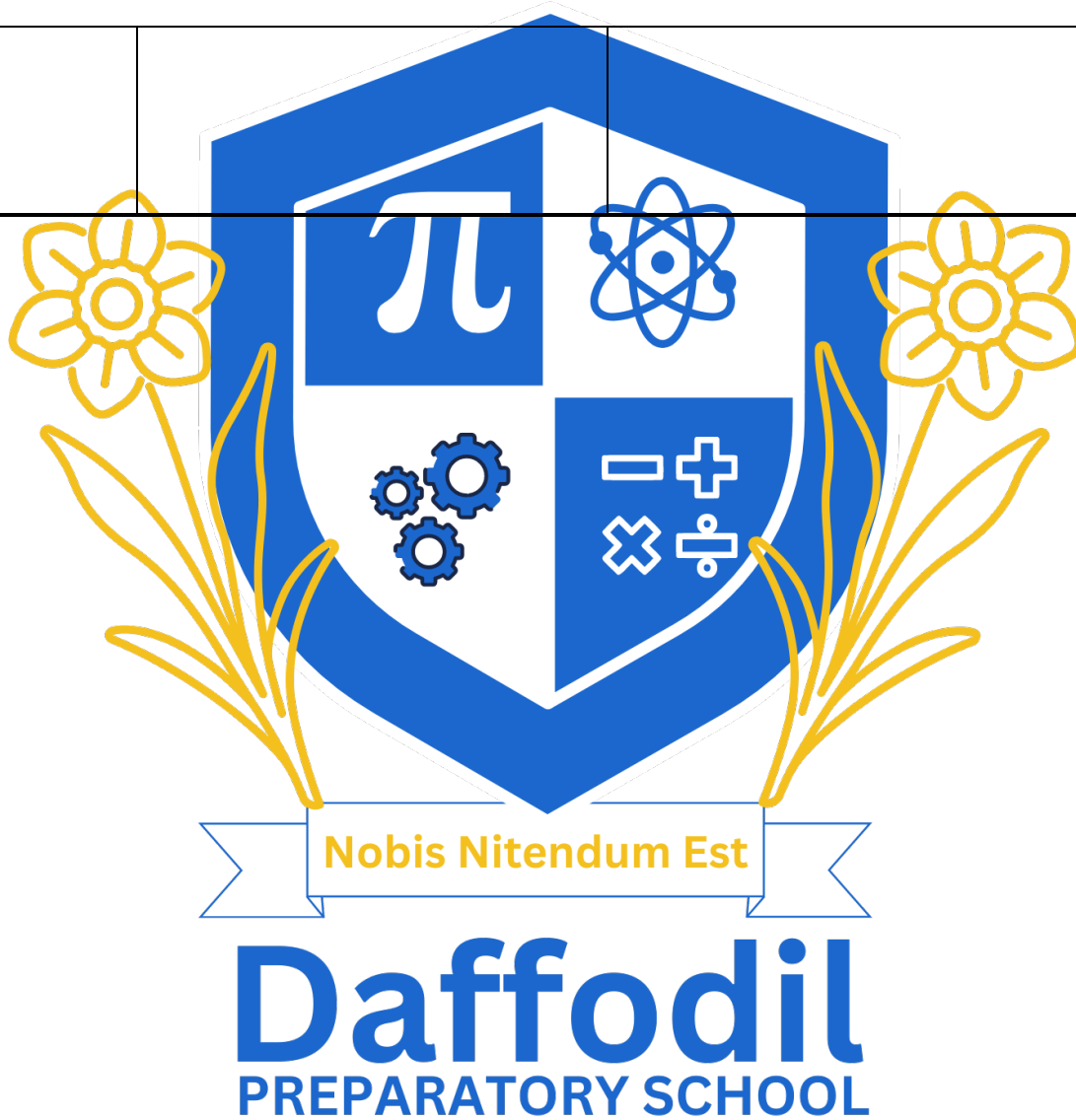
Year 4

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
	Jesus			
Christianity	<p style="text-align: center;">Nobis Nitendum Est</p> <ul style="list-style-type: none"> Incarnation Jesus' birth and life reflecting God's presence in the world Salvation New beginnings as a result of Jesus' death and 	<ul style="list-style-type: none"> The birth of Jesus in its historical context Stories of Jesus' birth, baptism and temptations Easter celebrations - belief expressed through the story of Holy Week, the passion 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> Being powerless and vulnerable Sharing other people's experience in order to help them People matter Self-sacrifice for others Release from the past - 	Romans

	resurrection	narratives and the resurrection	starting with a clean slate	
Hinduism	<ul style="list-style-type: none"> • Worship special times and places 	<ul style="list-style-type: none"> • Puja (worship) in the Mandir • The role of divine images in worship • Symbols used - havan (fire) • yoga and meditation 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • Places that are special to themselves and others • Different celebrations • Signs and Symbols in everyday life • Important journeys for a special purpose 	Space?
Islam	<ul style="list-style-type: none"> • Ibadah (Worship/belief in action) Worship 	<p>Shahadah and acts of worship</p> <ul style="list-style-type: none"> • Salah and Wusu • Sawm and Id ul Fitr • Zakat and Khums 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • The importance of doing things together and sharing activities • The need to organise care in the community 	Water
Judaism	<ul style="list-style-type: none"> • Torah Values for living 	<p>Jewish values set out in the Torah</p> <ul style="list-style-type: none"> • love of the neighbour/stranger • The Ten Commandments • the first five books of the Tenakh • the Sefer Torah • Why the Torah is important to Judaism 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • What is important in their own lives • What values are, and why they are important • The difference between right and wrong 	Books

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| | | <ul style="list-style-type: none">• Why society needs rules and values | |
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RE scheme of Work

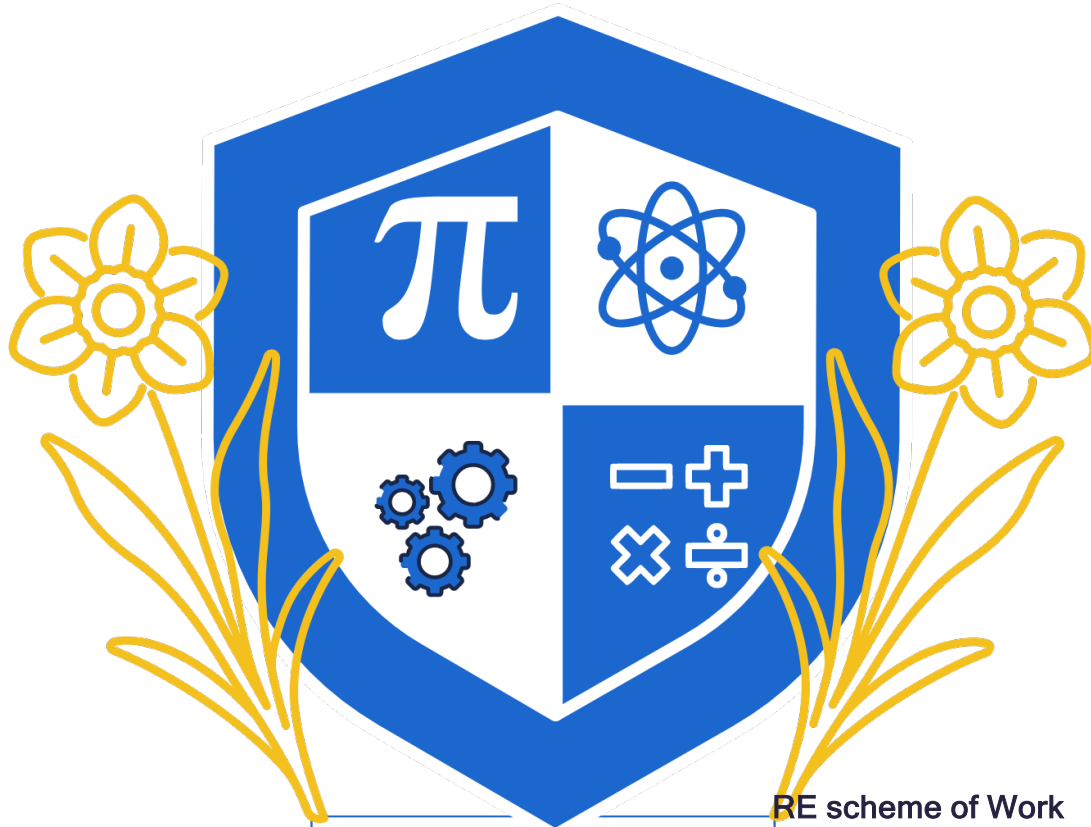
Year 5

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curricular links
Christianity	<p>Bible</p> <ul style="list-style-type: none"> • Revelation - God revealed through the Bible • Authority - the Bible as a source of 	<p>The Bible has two Testaments - Old and New Types of writing and their purpose eg. law and gospel</p> <p>The Bible in worship - its authority and role Living by Christian values: the Ten</p>	<p>Questioning, developing awareness, openness, inspiration, insight, discovery</p> <p>Why so we believe some things and not others?</p> <p>Who or what do we respect/follow/believe? Why? How people/things with authority affect our lives.</p>	<p>Tudors</p> <p>Egypt (Moses)</p>
<p>guidance and inspiration</p>		<p>Commandments as a basis for life. Love God and your neighbour</p>		

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<p>Islam</p>	<p>• Iman (faith) books of guidance</p>	<p>The Qur'an which is the revealed book for Muslims and is treated with respect</p> <p>How the Qur'an was revealed</p> <p>Other prophets associated with written revelation - Ibrahim, Musa, Dawud and Isa Pbu</p>	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • Why we handle books with care and respect • Why some people are chosen to do special tasks • What qualities and knowledge make us follow people 	<p>Shape</p>
<p>Buddhism</p>	<p>• Buddha the meaning of the Buddhaimage</p>	<p>Stories about Gotama Buddha and how he found an answer to suffering, especially</p> <ul style="list-style-type: none"> • His birth and upbringing • The four signs and the great renunciation • Years in the forest • Enlightenment, teaching and passing away 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • What it would be like to give up all our possessions • Pictures of people suffering, and how these make us feel • People who they think are wise • Their idea of a perfect person 	<p>Changes</p>
<p>Buddhism</p>	<p>Buddhist Teachings rules for living</p>	<p>The five moral precepts Buddhists must refrain from</p> <ul style="list-style-type: none"> • Harming living things • Taking what is not given • Misuse of senses, eg over-indulgence • Wrong speech, eg lying, gossip • Taking drugs or drinks which clouds the mind - the importance of awareness and alertness 	<ul style="list-style-type: none"> • The need for rules • The importance of self-control • Why some things are wrong, eg stealing, greed, gossip • The importance of stillness and silent reflection • Why people always want things • What sort of things hurt us most or make us irritable 	<p>Living and Growing</p>



RE scheme of Work

Year 5

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Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links

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<p>Buddhism</p>	<ul style="list-style-type: none"> • The Buddhist Community putting Buddhist teachings into practice 	<p>Just as Siddattha Gotama left his home and wealth, so Buddhist monks and nuns do the same in search of truth and happiness</p>	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> • Groups and communities they belong to • What is important in life 	<p>Changes</p>
		<ul style="list-style-type: none"> • Life of a monk/nun/priest <ul style="list-style-type: none"> - teaching - leading by example <p>Symbols</p> <ul style="list-style-type: none"> - the robe, bowl, shaven head - priest's attire, eg in Japan 	<ul style="list-style-type: none"> • What makes them happy and fulfilled • What it would be like to choose to live in a monastic community 	

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RE scheme of Work

Year 6

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions arising from Human Experience	Suggested Topic or Curriculum links
Christianity	<p>Church</p> <ul style="list-style-type: none"> the Body of Christ the Christian community finds its identity in Jesus Christ Worship prayers, festival, sacrament 	<p>The church as a community expressed through the Eucharist, the Lord's Prayer</p> <p>Diversity within Christianity</p> <p>Buildings reflect the beliefs and traditions of the worshippers - Orthodox, Catholic, Church of England, Free Churches</p> <p>Beliefs about the purpose of worship and celebration expressed through prayer and praise</p> <p>Advent, Christmas, Lent, Easter and Pentecost</p>	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> working together as a team People have different aptitudes, strengths and weaknesses Sharing, independence, leadership, rules, responsibilities, obedience, shared identity and purpose Celebration, affirmation, devotion, valuing, offering thanksgiving 	People and Places
Hinduism	<ul style="list-style-type: none"> Concepts, truths and values one God 	<p>God is worshipped in diverse forms and/or is believed to be formless. Some forms include Vishnu, Krishna, Rama, Hanuman, Lakshmi, Shiva, Ganesha, Kali, Durga</p> <p>The concept of avatar - 'the descents of Vishnu'</p> <p>Respect for God, other people and all forms of life.</p>	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> How people have different sides to their character and activities Attitudes towards each other and the environment 	Famous People (Gandhi)
Judaism	<ul style="list-style-type: none"> God responding to God 	<p>Responsibility to God</p> <ul style="list-style-type: none"> the Shema, mezuzah, tallit, tefillin, kippah the Ten Commandments <p>Judgement and forgiveness seen through</p> <ul style="list-style-type: none"> Rosh Hashanah Yom Kippur 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> People who care for them The meaning of responsibility When we need to be forgiven What it feels like to be forgiven 	PHSE

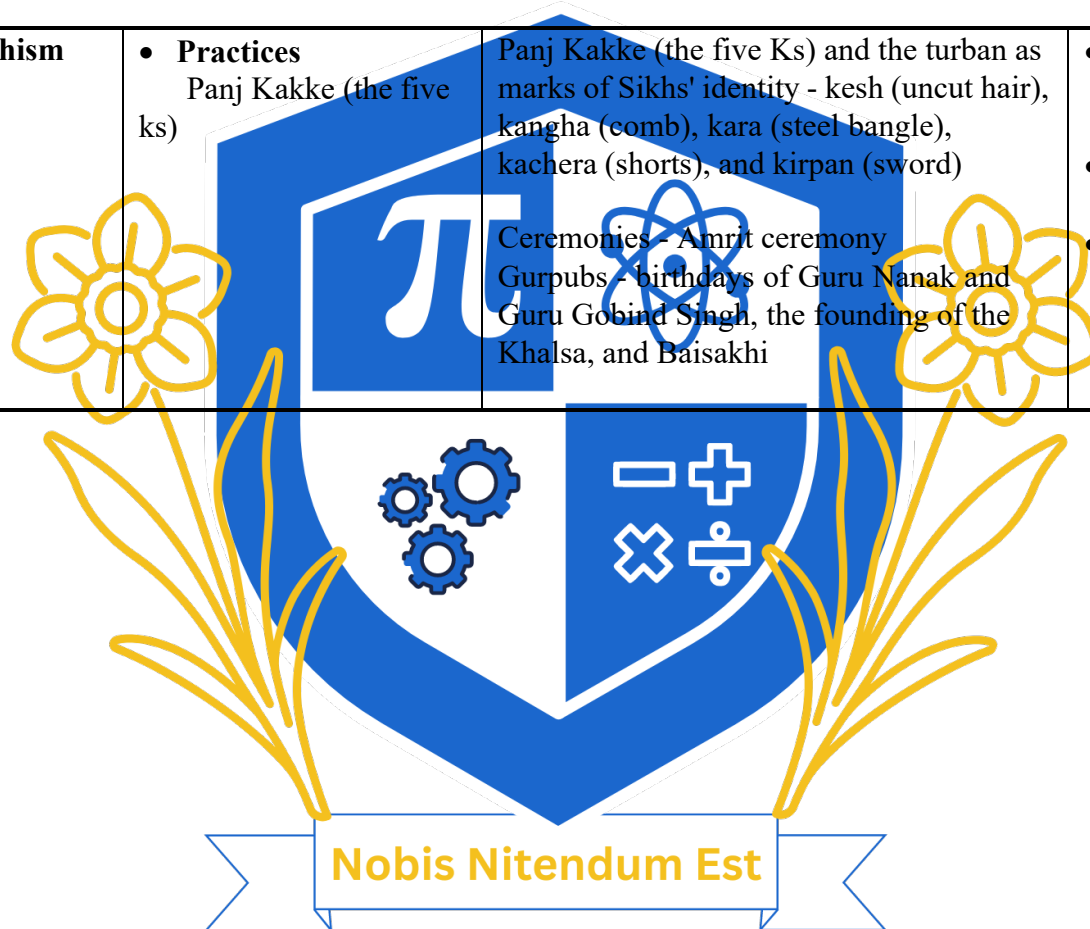
Year 6

RE Scheme of work

Pupils will learn about: Special books, Special times, Special places, Special people, Special things and Signs and Symbols

Religion	Key Teaching Focus	Knowledge and Understanding	Key Ideas and Questions Arising from Human Experience	Suggested topic or curriculum links
Sikhism	<ul style="list-style-type: none"> The Sikh Community Gurdwara and worship 	<p>Worship is led by the Granthi, and consists of kirtan (hymn singing), ardas (prayer), langar (shared meal)</p> <p>Respect is shown to the Guru Granth Sahib</p> <ul style="list-style-type: none"> shoes are removed heads are covered offerings are made 	<p>Pupils should be encouraged to think about</p> <ul style="list-style-type: none"> special places Groups to which they belong - the importance of sharing values and traditions with others How they show respect for people 	Victorians

Sikhism	<ul style="list-style-type: none"> • Practices Panj Kakke (the five ks) 	<p>Panj Kakke (the five Ks) and the turban as marks of Sikhs' identity - kesh (uncut hair), kangha (comb), kara (steel bangle), kachera (shorts), and kirpan (sword)</p> <p>Ceremonies - Amrit ceremony Gurpubs - birthdays of Guru Nanak and Guru Gobind Singh, the founding of the Khalsa, and Baisakhi</p>	<ul style="list-style-type: none"> • Symbols in their own lives and what they stand for, eg badges, uniforms • Why we have ceremonies to mark special occasions • The idea of suffering for a principle 	Victorians
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