



**Chandlers Field Primary School**  
**RELIGIOUS EDUCATION curriculum summary**  
**WHOLE SCHOOL OVERVIEW 2019-2020**

<b>Weekly Faith</b>	<i>Judaism</i>	<i>Christianity</i>	<i>Hinduism</i>	<i>Sikhism</i>	<i>Buddhism</i>	<i>Islam</i>	<b>Debate Related visit or visitor</b>
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YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Additional
	<b>PRAYER AND WORSHIP</b>	<b>SYMBOLS AND ARTEFACT</b>	<b>CELEBRATION</b>	<b>RELIGIOUS ATTIRE</b>	<b>FOOD AND MUTUAL RESPECT</b>	<b>SYMBOL OR IMAGES</b>	<b>Research, and Debate</b>
<b>Year 6</b>	<b>What is the purpose of prayer in the world today?</b>	<b>Create your own symbol for a given religion and justify your choice.</b>	<b>Compare and contrast the same celebrations across different countries.</b>	<b>Should religious leaders specify what to wear?</b>	<b>What are the wider religious and non-religious beliefs?</b>	<b>Study paintings depicting the religious events – Discuss</b>	<b>Does religion have a place in society?</b>
<b>Year 6 Learning objectives</b>	To share knowledge and understanding of the purpose of prayer and its significance in each religion.	To understand the different symbols used in religions and their significance and express a belief or a viewpoint through symbolic representation with justifications	To investigate and describe similarities and differences within the religions from differing cultural contexts.	To discuss and express their views on the identity, meaning, purpose and morality related to religious clothing.	To present clearly their own views on matters of religious and non-religious belief whilst respectfully considering others' viewpoints.	To be able to look in depth at a religious paintings observing how the artist has communicated spiritual beliefs and values through their work.	
<b>Year 5</b>	<b>Do you need a place to pray? Why do you need to pray?</b>	<b>How is religion represented in art?</b>	<b>Why do religions have celebrations?</b>	<b>Should everyone in a religion wear the same religious clothing?</b>	<b>Can different religions live together in the world?</b>	<b>Study religious building – compare and discuss</b>	<b>Do people need religion?</b>
<b>Year 5 Learning objectives</b>	To express their thoughts or feelings about the need for a special place for prayer.	To describe and show understanding of how artists have interpreted religious beliefs, feeling and experiences in their work.	To explore the variety of celebrations in religions and understand their purpose and connection.	To make informed responses about religious attire giving reasoned explanation.	To explain connections between beliefs, values and practices in different religions and to need for everyone to respect these.	To study the architecture and understand the layout of religious buildings, comparing similarities to other places of worship.	

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	Additional
Year 4	Who leads prayer and what religious book is used?	How is religion represented in artefacts?	How do celebrations bring people together?	What is the significance of religious clothing?	When do faiths restrict food and why?	Study images of different Gods- compare and discuss.	Is religion important to everyone?
Year 4 <i>Learning objectives</i>	To understand that each faith has a leader and a religious book and be able to describe their key features and purpose	To recognise and interpret some of the symbolism in religious symbols and artefacts	To be able to describe the impact of religious celebrations on the lives of people.	To explore the relationship between religious clothing in different faiths and its symbolism in representing belonging.	To understand the importance of food and the abstinence of eating at certain times in different faiths.	To identify similarities and differences between the images of different Gods.	
Year 3	How do different faiths pray?	Why are symbols important?	What are the religious milestones?	What do religious leaders wear?	What are the similarities and difference between festivals?	Study and compare patterns in different faiths	Discuss similarities between religions.
Year 3 <i>Learning objective</i>	To be able to describe the prayer physical actions linked to prayer and understand the significance of those actions	To be able to develop a deeper understanding of the meanings and significance of symbols used in different religions	To explain what is meant by a milestone and give examples of key milestones in different religions	To explore the religious attire of religious leaders and explain how it changes at different times in the religious calendar	To compare similarities and differences in features of key religious festivals	To understand the use of pattern in different religions and their significance.	
Year 2	When do you pray?	Why are symbols important? <i>Judaism- Torah Christianity-Christingle Hinduism- Krishna, Ganesh Sikhism- 5 Ks</i>	How do we celebrate?	Why do we wear special clothes?	When is food used in celebrations?	What symbols are used and why? <i>Islam-rub el hizb Judaism- menorah Christianity- fish Hinduism-swastika Sikhism-ek onkar</i>	
Year 2 <i>Learning objective</i>	To explore and understand the different times and occasions that different faiths pray	To identify and explain meanings for religious symbols and understand why they are important.	To be able to identify the main celebration in each faith and understand the features of it.	Investigate and reflect on how certain clothes identify commitment to different faiths.	To understand the importance of food in different faiths at certain times of the year.	To connect symbols with elements of the beliefs that they convey and explain what they mean or their significance	

<b>Year 1</b>	<b>What are the main features of places of worship?</b>	<b>What objects or symbols are important?</b> <i>Judaism- prayer shawl</i> <i>Christianity- cross, candles</i> <i>Hinduism- diva lamps</i> <i>Sikhism-prayer beads</i> <i>Islam- prayer mat</i>	<b>What and when are the key celebrations?</b>	<b>What are the traditional clothes of ....?</b>	<b>What foods are special and why?</b>	<b>What symbols are used in each faith?</b>	
<b>Year 1 Learning objective</b>	To explore, observe and find out about places of worship in different religions and identifying the main features	To Identify objects or symbols that have religious significance and explain what they means	To be able to name and explore and understand key celebrations	To identify why certain clothes are important to faith communities	To explore what food are special to different faith and their significance	To be able to recognise and understand the meaning of symbols in each faith.	
<b>Reception</b>	<b>What are the different places of worship?</b>	<b>What objects are special and why?</b>	<b>Why do we have celebrations?</b>	<b>Does a person's belief make a difference to what they wear?</b>	<b>How can we show respect to each other?</b>	<b>What can we learn from symbols?</b>	
<b>Reception Learning objective</b>	To understand that different religions attend different places of worship.	To recognise and name some symbols/objects that are special to different religions	To be aware that festivals are special times for different people and describe how people celebrate some religious festivals	To be able to talk about groups they belong to and be aware that other children belong to different groups	Have a growing respect and understanding their own and others family backgrounds,	To begin to think about the fact that some symbols are special to people because they are about beliefs and practices.	
<b>Nursery</b>	<b>What places are special and why?</b>	<b>What makes something special?</b>	<b>What times are special and why?</b>	<b>Where do we belong?</b>	<b>What makes people special?</b>	<b>What are special symbols?</b>	
<b>Nursery Learning objective</b>	To understand that some places are special to different people and be able to describe some features of a special place.	To discuss how objects/artefacts can remind us of people/places/stories /events/that are important to us.	To begin to understand that people celebrate in different ways to show who they are and where they belong.	To talk about groups they belong to and be aware that other children belong to different groups	To develop respect for their own cultures and beliefs, and those of other people	To be able to suggest why a religious artefact might be special.	

**This summary has been created following the Surrey Agreed Syllabus for Religious Education.**

<https://www.cofeguildford.org.uk/education/standing-advisory-council-on-religious-education/surrey-agreed-syllabus-for-religious-education>