

Religious Education

Curriculum Principles April 2025

By the end of Year 6, a student of RE at Dixons Manningham Primary will:

- Know the beliefs and values of the world faiths, including non-faith beliefs and their influence upon individuals, communities and cultures.
- Understand how to think critically and responsibly on their own and others' spiritual, philosophical and ethical viewpoints whilst maintaining respect for the commonality and diversity in the world around them.
- Develop a moral viewpoint on the world around them which is non-judgemental of others and allows them to become responsible citizens both within their local community and the wider world.
- Develop a vocabulary which allows them to articulate and debate their personal viewpoints, whilst maintaining respect and open mindedness of others' beliefs and views.

To maximise participation and enjoyment within RE, units of work will be carefully planned to allow progression across the year groups. Units have been intelligently sequenced to help students embed transferrable skills ready for secondary school, develop their cultural capital and responsibly access the wider community and world around them.

The Religious curriculum has a broader non-statutory curriculum to create well-rounded curriculum content in line with statutory curriculum requirements.

The DMN RE curriculum is drawn from the Agreed Bradford RE Syllabus Believing and Belonging 2024 - 2029

The sequence of knowledge is underpinned by the following strategic anchors:

- values and personal responsibility
- self determination
- debate
- deconstructing stereotypes
- healthy living

The curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- students will develop knowledge about different religions, cultures, beliefs and ways of life which are different to their own and develop and understanding an acceptance of these
- students will develop their cultural capital and knowledge and understanding of the world around them so that they learn to become responsible citizens within their community
- students develop a strong self-belief of who they are, what they stand for and how they can develop further
- students learn to be able to hold a viewpoint and articulate this in the best way possible to others, using a range of knowledge-based language and vocabulary
- students accept that others' viewpoints and beliefs may be different to theirs and this is what makes the world around them interesting and diverse, rather than confusing or unknown
- students learn how to keep themselves healthy, both physically and mentally to extend their life-long wellbeing
- students feel ready and confident to enter the world around them, knowing how to keep themselves safe

Religious Education Curriculum

Curriculum overview

	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Early Years	<p>Who belongs in my family and Community?</p> <ul style="list-style-type: none"> • <i>Begin to make sense of their own life story and family history.</i> • <i>Develop positive attitudes about the differences between people.</i> • <i>Talk about what they see, using a wide vocabulary</i> 	<p>How do people celebrate special times?</p> <ul style="list-style-type: none"> • <i>How do people celebrate Chinese New Year?</i> • <i>What happens at Holi?</i> • <i>How and why is Eid Ul-Fitr celebrated?</i> • <i>What happens at the Sikh festival of Vaisakhi?</i> • <i>What happens before and during Lent?</i> • <i>Why is Easter important to Christians?</i> • <i>What is the Jewish festival of Pesach?</i> • <i>How and why is Eid al-Adha celebrated?</i> 	<p>Which places are special to members of our community?</p> <ul style="list-style-type: none"> • <i>What makes a place special?</i> • <i>Where are special places for me at home, school or in my community?</i> • <i>Which places are special for Christians? Why?</i> • <i>Which places are special for Muslims? Why?</i> • <i>Which places are special for Hindus? Why?</i> • <i>Which places are special for Sikhs? Why?</i> • <i>How are special places the same or different?</i>
YEAR 1	<p>How can we make good choices?</p> <ul style="list-style-type: none"> • <i>The Ten Commandments are ten basic rules for Jews, Christians and Muslims.</i> • <i>Most Muslims follow the Five pillars of Islam. The first pillar is Shahadah – a statement of faith. Zakat means giving to charity.</i> • <i>Sikhs worship at the Gurdwara. The free food kitchen in the Gurdwara is called a langar hall.</i> • <i>Buddhists and Hindus follow the principle of 'karma' – actions today will affect tomorrow.</i> 	<p>Why are festivals Important?</p> <ul style="list-style-type: none"> • <i>How do we celebrate special occasions?</i> • <i>Why is Harvest Festival important to Christians?</i> • <i>What happens at Sukkot and why is this important to Jews?</i> • <i>What happens during the holy month of Ramadan and the celebration of Eid al-Fitr?</i> • <i>How do Hindus prepare to celebrate Diwali?</i> • <i>How do Sikhs celebrate Bandi Chhor Divas at Diwali?</i> 	<p>How are symbols used to welcome new life?</p> <ul style="list-style-type: none"> • <i>How are symbols used to welcome new life?</i> • <i>How do you welcome a baby into your family?</i> • <i>How is a baby welcomed into the Sikh faith?</i> • <i>How is a baby welcomed into the Christian faith?</i> • <i>How do Muslims welcome a new baby?</i> • <i>How do Humanists welcome a new baby?</i> • <i>How are symbols used to welcome new life?</i>
YEAR 2	<p>How and why do people pray?</p> <ul style="list-style-type: none"> • <i>What is prayer?</i> • <i>Why do people pray?</i> • <i>How do Christians/Muslims/Sikhs/Hindus/Jews pray?</i> 	<p>Which books and stories are important? <u>Focus on Islam and Christianity.</u></p> <ul style="list-style-type: none"> • <i>Why are some books special and how are they treated?</i> • <i>What are some of life's big questions?</i> • <i>How do we know that the Bible is a special book for Christians; the Qur'an is a special book for Muslims; the</i> 	<p>How and why do we care?</p> <ul style="list-style-type: none"> • <i>Who do we care about?</i> • <i>How do Christians care for others?</i> • <i>How do Muslims care for others?</i> • <i>How do Sikhs care for others?</i> • <i>How do Hindus care for others?</i>



Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
	<ul style="list-style-type: none"> How do Buddhists meditate? What actions, positions or symbols help in prayer? How do people prepare to pray? Can symbols of faith help us to pray? What does prayer/reflection mean to us? What is the Lord's Prayer? How do Buddhists follow the example of the Buddha? 	<p>Torah is a special book for Jewish people and the Guru Granth Sahib is a special book for Sikhs?</p> <ul style="list-style-type: none"> What are the morals or messages from the stories in these special books? Can we answer any of life's big questions using messages from special books? 	<ul style="list-style-type: none"> How do Buddhists care for others? How do I care for others?
YEAR 3	<p>How do ancient stories Influence modern celebrations?</p> <ul style="list-style-type: none"> How does the story of Guru Hargobind and the prisoners remind Sikhs to help others? Why is light important to Hindus during Diwali? Why has light been used in festivals of ancient civilizations? Why are solstices important to Pagans and others? Why does the light of Hanukkah help Jews focus on their belief in G_d? Where do current advent traditions come from? 	<p>How do the 5 pillars help Muslims to lead a good life?</p> <ul style="list-style-type: none"> What are some of the most important features of Islam? How did Islam start? What is the Shahadah? What is Salah? What is Zakah? What is Sawm? Why do Muslims go on Hajj? 	<p>What faiths and beliefs can be found in our community?</p> <ul style="list-style-type: none"> What does it mean to belong to a community? Which religions are found in our local community? What religions are found in our region and country? What is the range of beliefs people hold in our country? How do Christian places of worship differ? How do different faiths and believers get on together?
Year 4	<p>How do Jews use stories to remember G d's Covenant?</p> <ul style="list-style-type: none"> What it is like to be Jewish and Jewish beliefs about God. Abraham is the founding father of the Jewish people. God made special promises to His people. Moses is a key leader in the Jewish tradition. The Torah is the Jewish sacred text. Jewish people celebrate the festival of Pesach and the weekly Shabbat, 	<p>How do the lives of the Gurus inspire Sikh believers?</p> <ul style="list-style-type: none"> Who was Guru Nanak? What values did Guru Nanak teach? What do Sikhs believe about God? How did the Gurus pass on their teachings? How do Sikhs treat their scripture, Guru Granth Sahib? How do the teachings of Guru Nanak and the other Gurus still inspire Sikhs today? 	<p>How do different people express their spirituality?</p> <ul style="list-style-type: none"> What is spirituality? How can you show what you believe? <p>What do symbols tell us about beliefs?</p> <ul style="list-style-type: none"> How do Christians use visual arts to express beliefs? How do Muslims use calligraphy and pattern to express beliefs? How do religions use words as an art form to express beliefs?



Knowledge, skills and understanding to be gained at each stage*			
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	<i>illustrating how Jewish people try to live.</i>		<ul style="list-style-type: none"> How are different individuals and communities inspired by music? How can dance express faith?
Year 5	<p>How and why are Jewish Festivals celebrated?</p> <ul style="list-style-type: none"> Rosh Hashanah is a celebration of the start of the Jewish New Year and is a time to reflect. Yom Kippur is known as the 'Day of Atonement' and is a time to ask God's forgiveness for any sins. Sukkot commemorates God's protection during the period after the Exodus. Shavuot commemorates the revelation of the Torah. Purim commemorates the time when Jewish people were saved from death and the bravery of Esther. Celebrating festivals helps create a sense of a global Jewish community for Jewish people. 	<p>What do Hindu people believe about God?</p> <ul style="list-style-type: none"> What different aspects of your life do you show people? What does the Trimurti mean? How do different Hindus worship? What do Hindus believe about living a good life? How do Hindus show sewa or service? How else do Hindus show devotion to God? 	<p>Should we forgive others?</p> <ul style="list-style-type: none"> What is forgiveness? What did Jesus teach about forgiveness? Why does saying sorry matter to Christian believers? What examples of Christian forgiveness and reconciliation can be found today? What difference might Christian beliefs about reconciliation make?
Year 6	<p>How do Sikhs symbolise Commitment</p> <ul style="list-style-type: none"> What values are important? How do Sikhs show commitment to their faith through religious practice? What symbols are important to Sikhs? How do Sikhs show commitment to their faith through rites of passage? How do Sikhs put their faith into action? 	<p>What do Christians believe about the old and new covenants?</p> <ul style="list-style-type: none"> What do we understand about the word 'covenant'? Why is Abraham important to Christians? What do Jews and Muslims believe about Abraham? What do we know about Moses and why is he important to Christians and Jews? Why is King David important to Jews and Christians? What do the stories of Jesus' birth tell us about Christian beliefs? What titles was Jesus given and what did He use about himself? 	<p>What values do people live by?</p> <ul style="list-style-type: none"> What is a code for living? What codes for living might Humanists follow? What codes for living might Christians follow? What codes for living might Muslims follow? How do commandments (mitzvot) inform Jewish values today? How do Jews live by the principles of Tikkun Olam? What are the rules and principles for Buddhist daily life? What codes for living do I follow?

*A powerful, knowledge-rich curriculum teaches both **declarative knowledge** (facts; knowing that something is the case; what we think about) and non-declarative or **procedural knowledge** (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning).

