

Heart, Mind, Soul and Health (includes Religious Education)

Curriculum Principles

By the end of Year 6, a student of HMSH 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.

In order to maximise participation and enjoyment within HMSH, units of work will be carefully planned to allow progression across the year groups. Units have been intelligently sequenced in order 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 HMSH encapsulates Religious Education as well as a broader non-statutory curriculum in order to create well-rounded curriculum content in line with statutory curriculum requirements.

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

- values and personal responsibility
- self determination
- debate
- deconstructing stereotypes
- healthy living
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The HMSH curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- students will develop a 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 in order to extend their life-long wellbeing
- students feel ready and confident to enter the world around them, knowing how to keep themselves safe

Heart, Mind, Soul & Health (HMSH)

Curriculum overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 1 through to Year 6, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

	Knowledge, skills and understanding to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Years 1 & 2	<p>Respect</p> <p>What are the 6 main religions? Why do some people choose not to have a religion? Does it matter if someone is a different religion to you? Can we be friends with someone who has a different belief to ours?</p> <p>Read: The Sneetches - Dr Seuss</p> <p>What does tolerance mean?</p> <p>Appreciation</p> <p>What are the special days and celebrations in each religion? What are the special books in our religions? Why do we appreciate these? What are the special days in mine and my family's life? What are the special days in my friends lives and how are they similar/different to mine? What do we appreciate on a daily basis? How does appreciating the world / people around us help us?</p>	<p>Special Places</p> <p>What are the special places in each religion and how are they similar across different faiths? What/where are my special places and how do my special places keep me safe? School is a special place, how does it help to keep us safe?</p> <p>Special Events</p> <p>What is Shrove Tuesday and Lent? Do other religions fast? Read: the Easter story Can you celebrate Easter if you are not a Christian? How can we show kindness to others around us?</p>	<p>Caring For Others</p> <p>How do we care for and look after people in our own family? Are all families the same? Read: Susan Laughs - Jeanne Willis How do we treat people who are different to us?</p> <p>Caring For Our World</p> <p>What does religion teach us about the world that has been created and how we should care for it? Whose responsibility is it to look after the world around us? How do you help to care for others? How can you help to care for our school and community?</p> <p>Mental Wellbeing</p> <p>How do we help to look after ourselves and make sure we grow up healthy? How do we develop good sleep skills and techniques in order to embrace better sleep for our mental health?</p>
YEAR 3	<p>Tolerance & Respect</p> <p>Where can people pray and how are these places similar? What are the important signs and symbols across each religion and how may these also be important to me? <i>What is important to me in my life right now and how is this similar/different to others around me?</i></p> <p>Visit Bradford Cathedral & Muhammadi Masjid Mosque</p> <p>Significant Events</p> <p>What is Remembrance Day and why do we celebrate it? What does 'remembrance' mean?</p>	<p>Special Books and Significant Stories</p> <p>What are each of the religious Holy books and why are they important to people in that faith? A look at stories across religions which teach about kindness and being helpful: Read the story of the Prophet Muhammad and the Old Lady throwing stones and the Good Samaritan. What can we learn from this story and how can it impact on how we live our lives? Who are the people in our world that help us and what do they do? How could you be kinder to others?</p> <p>Rule of Law</p> <p>Why do we have rules? What are the main rules for Christianity and Islam?</p>	<p>Caring For Others</p> <p>Why is it important to care for others? How can we show that we care? How can we help people locally e.g. the elderly, homeless? Do we care for all people equally? Agree on an act of caring for others and carry it out. How do we keep ourselves safe? Who can we call for help if we need it?</p> <p>Mental Wellbeing</p> <p>What is mental wellbeing?</p>



Knowledge, skills and understanding to be gained at each stage*		
Cycle 1	Cycle 2	Cycle 3
<p>What are wedding rituals and how are these different across different faiths and non faiths?</p> <p>Why do people get married and is there one 'right way' to carry out a wedding?</p> <p>Weddings can be carried out between two men or two women, 1 man and 2 women - these are different, it might not be what we believe in, but does it matter?</p> <p>Read: And Tango Makes Three - Justin Richardson</p> <p>What does Tolerance mean?</p>	<p>What are the main rules of School?</p> <p>How are these similar?</p> <p>Read: Tusk Tusk - David McKee</p> <p>Does skin colour determine what religion you are?</p> <p>Should we treat people differently because of their skin colour?</p> <p>Are some shades of skin colour better than others?</p>	<p>How is art used in Religion to create peacefulness?</p> <p>What colours are often used to create a sense of tranquility?</p> <p>How can I use mindfulness to help my own mental wellbeing?</p> <p>What can I do to help me if I'm not feeling calm or happy?</p> <p>Make a triptych that depicts peacefulness</p>
<p>Tolerance & Respect</p> <p>What is Sikhism? What are its main teachings?</p> <p>What similarities does it have to Islam and Christianity?</p> <p>Visit a local Gurdwara</p> <p>Special Events</p> <p>Pilgrimage is important in many religions; research the importance of Mecca, Harmandir Sahib and Lourdes.</p> <p>Why are these places important?</p> <p>How do they help to encourage a sense of wellbeing/togetherness?</p> <p>Read the story of the 10 lepers from the Bible</p> <p>How can we help others feel as though they belong?</p> <p>In our community who might feel as though they don't belong?</p> <p>How can we help them to belong?</p>	<p>Special Books and Significant Stories</p> <p>What are each of the religious Holy books and why are they important to people in that faith?</p> <p>A look at stories across religions which teach about kindness and being helpful;</p> <p>Read: The Bible story of The Golden Rule; treating others how you want to be treated</p> <p>What can we learn from this story and how can it impact on how we live our lives?</p> <p>What other religions have similar stories like The Golden Rule?</p> <p>How can people with no religion still live by this rule?</p> <p>Rule of Law</p> <p>Are some laws more important than others?</p> <p>Can we ignore laws that we don't like?</p> <p>Are there laws in different religions (Sikhism, Christianity, Islam). Why do these laws exist?</p> <p>When we believe in a religion should we accept rules which discriminate or segregate?</p> <p><i>In Catholicism women are not allowed to be priests or bishops - they have been campaigning for this right for years. Are they right?</i></p> <p><i>Mala Yousaf campaigned for the rights of girls to have an education as the Pakistan Taliban had forbidden it, is she right?</i></p> <p><i>If a Muslim lady/teenager chooses not to wear a headscarf is this okay?</i></p> <p>When is it okay to campaign against religious restrictions?</p>	<p>Caring For Others</p> <p>Who cares for us and how?</p> <p>How do we care for those we live with?</p> <p>What are our rights and responsibilities when it comes to being cared for?</p> <p>Read: The Convention on the Rights of the Child</p> <p><i>What charities help to support children?</i></p> <p><i>What is the NSPCC?</i></p> <p>Mental Wellbeing</p> <p>How is music used across religion and what emotions does it draw on?</p> <p>How do different types of music create different emotions?</p> <p>Listen to a range of religious music - how does it make you feel? Can you draw an image that reflects the music?</p> <p>How can I use music to help my own mental wellbeing?</p>

Year 4



Knowledge, skills and understanding to be gained at each stage*			
	Cycle 1	Cycle 2	Cycle 3
Year 5	<p>Beliefs And Practices</p> <p>What is Buddhism? What are its main teachings?</p> <p>What similarities does it have to Islam and Christianity?</p> <p>Visit Kashyapa Buddhist Centre</p> <p>What similarities and differences are there across the different religions?</p> <p>How are these relatable to our own lives?</p> <p>How are these demonstrated in modern society?</p> <p>What is meditation in Buddhism and how do non-religious people use meditation to develop peace and well-being?</p> <p>The Role of Food</p> <p>Food plays a major role in our lives and in Religion, why might this be?</p> <p>Research how food is connected to the following religions:</p> <ul style="list-style-type: none"> ○ Islam ○ Christianity ○ Sikhism ○ Buddhism <p>What does halal and haram mean?</p> <p>Why might different religions have different restrictions on the food they eat?</p> <p>What does fasting really mean and what are the challenges it brings? Which religions fast, why?</p>	<p>Special Books and Significant Stories</p> <p>What is the purpose of stories in Religion?</p> <p>How do hymns, prayers and stories help people to understand more about themselves?</p> <p>Read: Hymn; All things bright and beautiful</p> <p>Which religion could this be from?</p> <p>How can it be used to help us in our every day lives?</p> <p>How can they help us to solve problems and dilemmas?</p> <p>Rule of Law</p> <p>Recap on the main reason for laws - to keep everyone safe.</p> <p>Read: Henry's Freedom Box - Levine/Nelson</p> <p>Recap on the Rights of the Child and consider if we believe slavery still exists?</p> <p>Aprox 40 million people are in some form of modern slavery? Why? How?</p> <p>What can we do to help?</p> <p>Why do some people treat others badly?</p> <p>Do we consider our ethics in everything we do?</p>	<p>Caring for Others</p> <p>What is peer pressure?</p> <p>When can peer pressure be positive/negative with regards to influencing you.</p> <p>How can this influence your own actions?</p> <p>How can we stand up to peer pressure without falling out?</p> <p>Being assertive can help you to explain how you feel and what you need, without being rude or aggressive. These skills can help you stand up for yourself and still treat other people with respect.</p> <p>Role play different scenarios.</p> <p>Mental Wellbeing</p> <p>Are we content with our lives?</p> <p>What would we change and why?</p> <p>How does imagery affect our depiction or ourself and our own body image?</p> <p>How does social media impact on our view of self; both positively and negatively?</p> <p>Is there an expectation for us to behave in a certain way - by our friends? Parents? Society?</p>
	Year 6	<p>Beliefs And Practices</p> <p>What is Judaism? What are its main teachings?</p> <p>What similarities does it have to Islam and Christianity?</p> <p>What is zionism?</p> <p>How are these demonstrated in modern society?</p> <p>How does culture influence religion and what cultures make up our local community that we see and live amongst every day?</p> <p>Special Places</p> <p>Jerusalem is a sacred place to all of the Abrahamic religions (Islam, Christianity and Judaism).</p> <p>What does Abrahamic religion mean?</p> <p>Why is Jerusaelm important?</p>	<p>Special People and Discrimination</p> <p>Understand what makes Anne Frank and Mala Yousafzai stand out from other peers.</p> <p>How were they different from their peers?</p> <p>Why will they be remembered?</p> <p>What discrimination exists today?</p> <p>How do we deal with it?</p> <p>Women And Religion</p> <p>What can we learn from the stories about women in religious texts?</p> <p>Look at stories from the Hebrew Bible that feature women to see what can be learnt from their beliefs, actions and character.</p>



Knowledge, skills and understanding to be gained at each stage*		
Cycle 1	Cycle 2	Cycle 3
<p>Use Anne Frank's website to explain about Zionism and how the Israel state was established.</p> <p>Consider the impact of the establishment of Israel on the Palestinians and why there has been conflict between the two occupations since.</p> <p>A source of unbiased information on the conflict is available on: https://www.bbc.co.uk/newsround/20436092</p>	<p>What does Buddhism say about 'Unity' and the importance of equality?</p> <p>What is 'gender stereotyping'?</p> <p>When can it occur and how?</p> <p>How could it affect our own lives and how can we deal with it?</p>	<p>What do religions and science say about each other's theories?</p> <p>Can religion and science co-habit?</p> <p>What is my own viewpoint on this?</p> <p>What is my interpretation of the meaning of life?</p>

*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).

