

RE Core Themes taught in Religious Education.

	Core Theme 1: Religion in the society	Core Theme 2: Art and Architecture	Core Theme 3: Poverty
Reception	Children learn about what they believe in. Children understand what it means to be part of a community. (Autumn 1)	Children to learn what a church is.	Children learn how people help the poor at Christmas. (Autumn 2)
Year 1	Children learn how Christmas and Eid affect society in Britain. Children think about what they do to celebrate Christmas whether they are Christian or not. (Autumn 2) Children learn why Hindus and Christians believe it is important to look after the world and what they might do to protect it. (Summer 2)	Children to learn about different places of worship. In Hinduism, children learn about the importance of the Merti and how there are many different versions of it but they all have the same core features. (Autumn 1) Children learn about the crucifixion through art. (Spring 2)	Children learn how Jews might help the poor at on the Shabbat. Children to think about why the Shabbat might help Jews in finding time to do charity work. (Spring 1)
Year 2	Children learn about how different religions and people view God based on their birthplace, families and community. (Summer 2)	Children to learn that religious events can inspire art. (Autumn 1 and Spring 1)	Children to analyse why Christians choose to do good deeds at Christmas. (Autumn 2)
Year 3	Children learn how different commitments of different religions mean that different provisions and allowances need to be made for different people. (Autumn 1) Religion and non-religion can affect the moral decisions that people make. Children to explore what philosophy is and consider their own moral compass. (Spring 2)	-	Children to learn how Christians belief in the Trinity guides them to help people no matter what their background or social standing. (Autumn 2) Children learn that the Islam pillar of Almsgiving (Zakat) makes it Muslim’s duty to donate to charity. Children to discover different ways that different Muslim’s support the poor. (Summer 2)
Year 4	Children study how the teachings of lead figures and religious texts impact on communities. Children compare the similarities of how Mother Teresa, Brahman and Gandhi all inspire people to make good choices. (Summer 1)	Children to analyse how the bible has influenced popular art in the Western World and that many of the paintings in the National Gallery have a religious influence. (Autumn 1) Children unpick how religious groups can choose to live their lives and consider how an absolute belief in a god might affect how they act in society. Children to compare how religious beliefs are often based on belief whereas as non-religious beliefs are sometimes factual and knowledge based. (spring 1)	Children learn that people of religion often support people in need of support. Children to analyse whether giving to charity is a sacrifice or a duty. (Spring 2)
Year 5	Children learn about how the studies and theories of the Buddha, Socrates, Plato and Rene Descartes all affected how people act in different areas of their lives. Children to compare how the four of them observed about self-reflection and self-improvement and think about how their teachings could affect the children’s lives today. (Summer 1) Children to look at how belief in a religion can impact various elements of life, such as how Hindus treat animals as part of their ambition to achieve Moksha. Children to study how Hindu beliefs helped to create the Indian Caste system and how that has affected the lives of Indians both historically and in the modern day. (Summer 2)	Children analyse how and why religions used the arts to influence people and make the religions accessible as well as praise Gods. Children to compare how different religions have a different relationship with the arts. (Autumn 1)	Children to consider the Indian Caste system and consider how that links in with Hindu beliefs towards helping the poor. (Summer 2)
Year 6	Children to consider how believing in an all-powerful God as a creator might change how Christians act and think in society. Children will consider how scientific and Christian views compare and contrast and consider how having a belief might affect how you view science.	Children continue to analyse and explore a wider range of Religious Art and link these to the key beliefs of each religion.	Children to study the Eightfold Path, reincarnation and karma and consider how it affect the lives of Buddhists. Children to consider whether being rich or poor might make it easier or harder to follow the Buddhist path. Children to consider whether the Eightfold Path affects the financial lives of Buddhist or their attitudes towards charity work. (Autumn 2)

