



## Cultural Diversity within the Curriculum

### RE

Year Group	Unit of learning	Diverse cultural knowledge	People to mention, resources to use, visits.
<b>N1 &amp; N2</b>	Range of Religions.	N1 and N2 A1- Special People A2: Christmas Sp1:Diwali Sp2:Easter S1:Stories S2:Special Places	<a href="https://globaldimension.org.uk/resource/hats-of-faith/">https://globaldimension.org.uk/resource/hats-of-faith/</a> <a href="https://globaldimension.org.uk/resource/risc-resource-bank/">https://globaldimension.org.uk/resource/risc-resource-bank/</a> <a href="https://globaldimension.org.uk/resource/a-childs-eye-view-of-festivals/">https://globaldimension.org.uk/resource/a-childs-eye-view-of-festivals/</a> <a href="https://globaldimension.org.uk/resource/all-kinds-of-beliefs/">https://globaldimension.org.uk/resource/all-kinds-of-beliefs/</a> <a href="https://globaldimension.org.uk/resource/first-steps-to-rights/">https://globaldimension.org.uk/resource/first-steps-to-rights/</a> Role play areas with a range of information for the children to self explore.
<b>Reception</b>	Range of Religions.	A1- Special People A2: Christmas Sp1:Diwali Sp2:Easter S1:Stories S2:Special Places	<a href="https://globaldimension.org.uk/resource/risc-resource-bank/">https://globaldimension.org.uk/resource/risc-resource-bank/</a> <a href="https://globaldimension.org.uk/resource/a-childs-eye-view-of-festivals/">https://globaldimension.org.uk/resource/a-childs-eye-view-of-festivals/</a> <a href="https://globaldimension.org.uk/resource/all-kinds-of-beliefs/">https://globaldimension.org.uk/resource/all-kinds-of-beliefs/</a> <a href="https://globaldimension.org.uk/resource/first-steps-to-rights/">https://globaldimension.org.uk/resource/first-steps-to-rights/</a> Summer 1 Stories – The Gold giving serpent Bilal and the Beautiful Butterfly Best Friends – Asian Story The crocodile and the Priest – Sikh Story  Summer 2 – Special Places – pictures of different places of worship Lesson 4 – Churches – Walk to a church Lesson 5 – Pictures of Mosques around the world Lesson 6 – Pictures of synagogues around the world.
<b>Y1/2 Cycle A</b>	Christianity	A1: Does God want Christians to look after the world?	Jesus- various representations. Links to resources on scheme. <a href="https://globaldimension.org.uk/resource/arrivals-making-sheffield-home/">https://globaldimension.org.uk/resource/arrivals-making-sheffield-home/</a>



## Cultural Diversity within the Curriculum

		<p>A2: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?</p> <p>Sp1: Was it always easy to Jesus to show Friendship?</p> <p>Sp2: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p><a href="https://globaldimension.org.uk/resource/questions-christians/">https://globaldimension.org.uk/resource/questions-christians/</a></p>
<b>Y1/2 Cycle B</b>	Christianity and Judaism	<p>A1: How special is the relationship Jews have with God?</p> <p>A2: What is the most significant part of the nativity story for Christians today?</p> <p>Sp1: How important is it for Jewish people to do what God asks them to do?</p> <p>Sp2: Is forgiveness always possible for Christians?</p> <p>S1: What is the best way for a Jew to show commitment to God?</p> <p>S2: Do people need to go to church to show they are Christians?</p>	<p>Links to resources on scheme.</p> <p><a href="https://globaldimension.org.uk/resource/questions-jewish-people/">https://globaldimension.org.uk/resource/questions-jewish-people/</a></p>
<b>Y3/4 Cycle A</b>	Christianity and Hinduism.	<p>A1: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu Child?</p> <p>A2: Has Christmas lost it's true meaning?</p> <p>Sp1: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Sp2: What is 'good' about Good Friday?</p> <p>S1: How can Brahman be everywhere and in everything?</p> <p>S2: Would visiting the River Ganges feel special to a non- Hindu?</p>	<p>Links to resources on scheme.</p> <p><a href="https://globaldimension.org.uk/resource/arrivals-making-sheffield-home/">https://globaldimension.org.uk/resource/arrivals-making-sheffield-home/</a></p> <p><a href="https://globaldimension.org.uk/resource/questions-hindus/">https://globaldimension.org.uk/resource/questions-hindus/</a></p>
<b>Y3/4 Cycle B</b>	Christianity and Buddhism	<p>A1: Is it possible for everyone to be happy?</p> <p>Sp1: Can the Buddha's teachings make the world a better place?</p>	<p>Links to resources on scheme.</p> <p><a href="https://globaldimension.org.uk/resource/questions-buddhists/">https://globaldimension.org.uk/resource/questions-buddhists/</a></p>



## Cultural Diversity within the Curriculum

		S1: What is the best way for a Buddhist to lead a good life?	
<b>Y5/6 Cycle A</b>	Christianity and Sikhism.	A1: How far would a Sikh go for his/her religion? A2: Is the Christmas story true? Sp1: Are Sikh stories important today? Sp2: How significant is it for Christians to believe God intended Jesus to die? S1: What is the best way for a Sikh to show commitment to God? S2: What is the best way for a Christian to show commitment to God?	Links to resources on scheme. <a href="https://globaldimension.org.uk/resource/questions-sikhs/">https://globaldimension.org.uk/resource/questions-sikhs/</a>
<b>Y5/6 Cycle B</b>	Christianity and Islam.	Aut1: What is the best way for a Muslim to show commitment to God? Aut2: How Significant is it that Mary was Jesus' Mother? Spring1: Is anything ever eternal? Spring 2: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Summer 1: Does belief in Akhirah (life after death) help Muslims lead good lives? Summer 2: Does belief in Akhirah (life after death) help Muslims lead good lives?	Links to resources on scheme. <a href="https://globaldimension.org.uk/resource/questions-muslims/">https://globaldimension.org.uk/resource/questions-muslims/</a>
<b>Additional curriculum Eg, assembly ideas</b>	Religious Festivals Inspirational Leaders Religious Stories	Ensure a diverse range of representations of religious figures, followers and others in stories and images.	Visit to places of worship or have places/ people of worship visit the children. (Challenge stereotypical views and prejudice).