

“Whether one believes in a religion or not... there isn’t anyone who doesn’t appreciate kindness and compassion.” – Dalai Lama

Theme 1: Belief – AT1a, AT2e Theme 2: Teachings and Authority – AT1a, AT2ef Theme 3: Worship – AT1bc, AT2d Theme 4: Impact of Faith – AT1abc, AT2df

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	Additional Events
Nursery	Christianity <i>“Who am I?”</i>	Christianity <i>“What is the Christmas story?”</i> - Bible Link	Beliefs around the world <i>“What is celebrated in China?”</i> - CNY	Christianity <i>“What is the Easter story?”</i> - Bible Link	Christianity <i>“What makes a good friend?”</i>	Christianity <i>“Which place is special to us?”</i> - Places of Worship	On-site learning ‘Open the Book’ Visit Off-site learning Church Visitors Local Religious Leader – We have Links with St. Cuthbert’s.
	<u>Rationale –</u> *Uses all strands of R&C RE curriculum. *Allows EYFS to explore RE through stories of which they can relate/experience (Christmas, Easter). *Promotes sense of belonging.						
	<u>Skills/Knowledge –</u> Communication and Language *Talking about family members – <i>Considering different types of families</i> *Discuss places they enjoy visiting, where they feel happy. *Performing hymns and nativity related activities Personal, Social and Emotional development *Sense of self – <i>How do they feel about themselves and others?</i> *Friendships – <i>Who they like and why?</i> *Exploring emotions – <i>Big feelings</i> Physical development *Understand what their body can do – <i>Exploring movement during outdoor play.</i> Literacy *Reading stories about family *Make an Easter card Mathematics *Easter – <i>Number related egg hunt</i> Understanding the world *Artefacts – Chinese New Year – <i>Making arts and crafts in relation to CNY.</i> Expressive arts and design *Dance – <i>Around the world dancing styles (Chinese dance)</i> *Performing hymns and nativity related activities *Make a small egg basket with support (<i>Easter</i>)						
<u>Vocabulary –</u> *Believe							

	<ul style="list-style-type: none"> *Family *Friendship *Church *Community/Group *Jesus, God, Christmas, Easter *Chinese New Year / xin nian kuai le 	
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Reception	Christianity <i>"How do we help our community?"</i>	Christianity <i>"What can we learn from the Christmas Story?"</i> - Bible Link	Beliefs around the world <i>"What do people do in Chinese New Year?"</i>	Christianity <i>"What does the Easter story tell us?"</i> - Bible Link	Christianity <i>"What makes you special?"</i>	Christianity <i>"What place is a special to us?"</i> [Places of worship]	On-site learning <i>'Open the Book' Visit</i> Off-site learning Church Visitors <i>Local Religious Leader</i> <i>Local Religious Leader – We have Links with St. Cuthbert's.</i>
	<p><u>Rationale</u> –</p> <ul style="list-style-type: none"> *Uses all strands of R&C RE curriculum. *Allows EYFS to explore RE through stories of which they can relate/experience (Christmas, Easter). *Allows children to recap and further their knowledge gained from Nursery. *Promotes sense of belonging. <p><u>Skills/Knowledge</u> –</p> <p>Communication and Language</p> <ul style="list-style-type: none"> *Talk about experiences they have had – <i>record using art/words/show and tell</i> *Discuss what people around them do at home or work – <i>family members jobs/hobbies</i> <p>Personal, Social and Emotional development</p> <ul style="list-style-type: none"> *Talk about people/animals/things they love and care about. *Identify own likes/dislikes and talk about own preferences and skills. *Talk about caring about environment/community – <i>Litter pick around school? Tidy up?</i> <p>Physical development</p> <ul style="list-style-type: none"> *Fine motor skills – <i>Litter pick?</i> <p>Literacy</p> <ul style="list-style-type: none"> *Read books as a group about helping others/community. *Sequence the Nativity/other Christmas story. <p>Mathematics</p> <ul style="list-style-type: none"> *Sorting to recycle rubbish – <i>Litter pick?</i> <p>Understanding the world</p> <ul style="list-style-type: none"> *Visit places of worship – <i>how do these places feel to them?</i> *Visit community center / old people's home / park *Cultural Capital - Discuss their own community – <i>Develop what they already know</i> <p>Expressive arts and design</p> <ul style="list-style-type: none"> *Play instruments as a group – Chinese New Year *Make a dragon head to use in dance/party. 						

	<p><u>Vocabulary</u> –</p> <ul style="list-style-type: none"> *Believe *Family *Equal *Friendship *Church *Community/Group *Jesus, God, Christmas *Chinese New Year / xin nian kuai le 						
<p>Year 1</p>	<p>Christianity “Why are we thankful?” - Harvest</p>	<p>Judaism “What is Hanukkah?”</p>	<p>Islam “What do Muslims believe?”</p>	<p>Christianity “What do we hope for our future?” - Easter link</p>	<p>Christianity “How did we get here?” – Creation</p>	<p>Hinduism “How did we get here?” – Creation</p>	<p>On-site learning ‘Open the Book’ Visit</p> <p>Off-site learning Church (St. Cuthbert’s) Mosque Synagogue</p> <p>Visitors Local Religious Leader</p> <p>Local Religious Leader – We have Links with St. Cuthbert’s.</p>
<p><u>Rationale</u> –</p> <ul style="list-style-type: none"> *Uses all strands of R&C RE curriculum. *Provides a clear overview of progression of skills and knowledge throughout school. *Broadening knowledge of different religious celebrations. *Using celebrations to think about everyday morals. 	<p><u>Rationale</u> –</p> <ul style="list-style-type: none"> *Uses all strands of R&C RE curriculum. *Muslims hope to grow closer to Allah and their loved ones during Ramadan – Easter celebrates the hope of everlasting life and the gratitude of God’s power. *Fasting links [Ramadan/Lent]. 	<p><u>Rationale</u> –</p> <ul style="list-style-type: none"> *Uses all strands of R&C RE curriculum. *Children can clearly compare two different religions on the same topic. *Promotes equality of opinion/belief. 					
<p><u>Skills/Knowledge</u> –</p> <p>Investigation and Enquiry</p> <ul style="list-style-type: none"> *Asking questions to their peers and themselves. *Reading provided information and picking out the key information. <p>Interpretation</p> <ul style="list-style-type: none"> *Looking at harvest/Hanukkah artefacts and discussing them. *Discussing how harvest relates to their own families/life and what they are thankful for. <p>Expression</p> <ul style="list-style-type: none"> *Understands and can explain key information about Harvest and Hanukkah. 	<p><u>Skills/Knowledge</u> –</p> <p>Investigation and Enquiry</p> <ul style="list-style-type: none"> *Asking questions linked with Islam/Easter. <p>Interpretation</p> <ul style="list-style-type: none"> *Look at holy books and the differences/similarities. <p>Expression</p> <ul style="list-style-type: none"> *Can explain key concepts of religions and can retell the Easter story. <p>Application</p> <ul style="list-style-type: none"> *Understand the moral meaning of Easter and how it influences/impacts Christians across the world. *Begin to develop an understanding of Islam and how Muslims live everywhere in 	<p><u>Skills/Knowledge</u> –</p> <p>Investigation and Enquiry</p> <ul style="list-style-type: none"> *Asking questions linked with Christianity/Hinduism. <p>Interpretation</p> <ul style="list-style-type: none"> *Children can understand that both of these stories are about the same event. Discuss the differences and the positive and creative nature of both. <p>Expression</p> <ul style="list-style-type: none"> *Children can retell the Christian/Hindu version of the creation story. <p>Application</p> <ul style="list-style-type: none"> *Focus on the individual – two people with different religious practices but both with 					

<p>*Discuss how these events bring family/friends together.</p> <p>Application</p> <p>*Understand that these religious festivals are not only celebrated by religious people and can be enjoyed by all.</p> <p>*Look at religious imagery and how it relates to Harvest/Hanukkah.</p> <p>Analysis</p> <p>*Distinguish between fact and opinion.</p> <p>Evaluation</p> <p>*Can discuss the parts of celebration that they would enjoy.</p> <p>Synthesis</p> <p>*Can sequence the festivals in order of importance. What do they consider the best parts of the celebration?</p> <p>Reflection and Response</p> <p>*Reflecting on feelings of those present at these festivals (Children could participate in a Harvest/Hanukkah party).</p> <p>Empathy</p> <p>*Consider the thoughts and feelings of everyone else at the event and how being together makes them and others feel.</p>		<p>the world.</p> <p>Analysis</p> <p>*Distinguish between opinion, fact and introduce the concept ‘belief’ and how this differs. (You could discuss the Easter story being literal or not – does that matter?).</p> <p>Evaluation</p> <p>*Discuss the concept of Allah/God and why this is important to people.</p> <p>*Children understand we search for answers to questions we don’t know.</p> <p>Synthesis</p> <p>*Order and sequence stories heard and contribute the moral meanings to others.</p> <p>Reflection and Response</p> <p>*Think about others around them and ‘No Outsiders’ – people are always welcome, even if they have different belief.</p> <p>Empathy</p> <p>*Consider the thoughts and feelings of others.</p>		<p>the same goal.</p> <p>Analysis</p> <p>*Distinguish between the differences of Christianity/Hinduism.</p> <p>Evaluation</p> <p>*Be able to retell the creation stories to their peers.</p> <p>Synthesis</p> <p>*Find links between the stories, what is different/similar?</p> <p>Reflection and Response</p> <p>*Discuss how Christianity has 1 God and Hinduism has many.</p> <p>Empathy</p> <p>*Focus on the beauty of the creation of life, how do the children think we got here?</p>		
<p><u>Vocabulary –</u></p> <p>*Bible</p> <p>*Thankful</p> <p>*Grateful</p> <p>*Harvest</p> <p>*Festival</p> <p>*Celebration</p> <p>*Hope</p> <p>*Relatives, friends</p>	<p><u>Vocabulary –</u></p> <p>*Hanukkah</p> <p>*Torah</p> <p>*Blessing</p> <p>*Challah</p> <p>*Chanukah</p> <p>*Dreidel</p> <p>*Menorah, candles</p> <p>*Jew, Jewish</p> <p>*Family, community</p>	<p><u>Vocabulary –</u></p> <p>*Fasting</p> <p>*Ramadan</p> <p>*Prophet</p> <p>*Mohammad</p> <p>*Quran</p> <p>*Hope</p> <p>*Allah</p> <p>*Family, community</p> <p>*Relationship (spiritual)</p>	<p><u>Vocabulary –</u></p> <p>*Future</p> <p>*Easter</p> <p>*Jesus</p> <p>*Reincarnation</p> <p>*Sin</p> <p>*God</p>	<p><u>Vocabulary –</u></p> <p>*Genesis</p> <p>*Creation</p> <p>*Earth</p> <p>*Life</p> <p>*Human</p> <p>*Sky, sun, moon, stars</p> <p>*Night, day</p> <p>*God, Jesus</p> <p>*Adam, Eve</p> <p>*Sin</p>	<p><u>Vocabulary –</u></p> <p>*Brahma</p> <p>*Vishnu</p> <p>*Hindu</p> <p>*Faith</p> <p>*Lotus</p>	

	"How and why do Christians show love to others?"	"Who was Moses and why is he important?"	"Who is Muhammad?"	"Why is Easter important to Christians?"	"What can we learn from visiting a church?"	"Who are the Hindu gods?"	'Open the Book' Visit
	<p>Rationale -</p> <ul style="list-style-type: none"> *Uses all strands of R&C RE curriculum. *Provides a clear overview of progression of skills and knowledge throughout school. *Links between Christianity/Moses story and rules. *Christian teachings are transferable skills. *Opportunities for a trip/visitor. 		<p>Rationale -</p> <ul style="list-style-type: none"> *Uses all strands of R&C RE curriculum. *Provides a clear overview of progression of skills and knowledge throughout school. *Introduces another holy book. *Exposure to scripture, language and understanding. *Opportunities for a trip/visitor. 		<p>Rationale -</p> <ul style="list-style-type: none"> *Uses all strands of R&C RE curriculum. *Provides a clear overview of progression of skills and knowledge throughout school. *Exploring a place of worship for immersion. *Opportunities for a trip/visitor. *Introduction to polytheism. *Broadening religion knowledge. 		<p>Off-site learning Visitors</p> <p><i>Local Religious Leader – We have Links with St. Cuthbert's.</i></p>
	<p>Skills/Knowledge –</p> <p>Investigation and Enquiry</p> <ul style="list-style-type: none"> *Ask questions with increasing relevance to the topic. *Use different, suitable forms of provided media to locate facts and key information. <p>Interpretation</p> <ul style="list-style-type: none"> *Children can look at images of parables/stories and discuss their thoughts and opinions. <p>Expression</p> <ul style="list-style-type: none"> *Discuss the story of Moses and the importance he carries for Christians/Jews. *Present how Christians often promote good acts to others (giving to charity – class could sponsor something). <p>Application</p> <ul style="list-style-type: none"> *Discuss how places of worship can provide community for those in need. – Children can visit a church and discuss. <p>Analysis</p> <ul style="list-style-type: none"> *Children can analyse scripture and discuss how it promotes or encourages kindness. <p>Evaluation</p> <ul style="list-style-type: none"> *Discuss key, significant parts of biblical stories and locate the kind/loving actions. <p>Synthesis</p> <ul style="list-style-type: none"> *Find links between Christian/Jewish stories. 		<p>Skills/Knowledge –</p> <p>Investigation and Enquiry</p> <ul style="list-style-type: none"> *Use ICT to locate provided information. *Recap the Easter story and how this story provides hope. <p>Interpretation</p> <ul style="list-style-type: none"> *Reflect on known knowledge and the meanings of the stories. *Use artefacts, art and symbols to discuss meaning. <p>Expression</p> <ul style="list-style-type: none"> *Discuss the importance of Mohammad to Muslims. <p>Application</p> <ul style="list-style-type: none"> *Discuss the Easter events and how they promote community and happiness. <p>Analysis</p> <ul style="list-style-type: none"> *Distinguish between fact, opinion and belief confidently. <p>Evaluation</p> <ul style="list-style-type: none"> *Can begin to debate their own opinions in a respectful and considerate way. <p>Synthesis</p> <ul style="list-style-type: none"> *Discuss the messages that Mohammad brings and how this inspires and influences people's lives. <p>Reflection and Response</p> <ul style="list-style-type: none"> *Summarise the key aspects of these religious and the benefits they bring. 		<p>Skills/Knowledge –</p> <p>Investigation and Enquiry</p> <ul style="list-style-type: none"> *Children start asking questions with more confidence to find out information they don't know. <p>Interpretation</p> <ul style="list-style-type: none"> *Visiting a church, children can see real artefacts and learn about them (Have they seen them before? What do they already know?) *Observe and watch media relating to the Hindu gods. <p>Expression</p> <ul style="list-style-type: none"> *By visiting a church, discuss the procedure and practice. *From a religious leader, learn about Hindu beliefs and culture. <p>Application</p> <ul style="list-style-type: none"> *Learn about how the church helps the community. <p>Analysis</p> <ul style="list-style-type: none"> *Distinguish the differences of Christianity and Hinduism and the similarities and differences. <p>Evaluation</p> <ul style="list-style-type: none"> *Debate the necessity of a church in a town/city and the impacts not having a church would have on the community. *Discuss polytheism and the positive impacts of this. <p>Synthesis</p>		

	<p>Reflection and Response *Find ways to promote happiness in school, using different forms of media. The children could give a short performance or assembly to other children.</p> <p>Empathy *Discuss how school/world would be if there were no kindness. *Discuss the value and importance of Moses to Jews and themselves.</p>		<p>Empathy *Consider the world from different perspectives and how their worldview is not the only answer to bigger questions.</p>		<p>*Connect the religion with individuals and wider community.</p> <p>Reflection and Response *Reflect on discussions, deciding on what they consider important and how religion impacts their life.</p> <p>Empathy *Consider the feelings of others, especially those of faith, and how their beliefs can be an important part of their life.</p>		
	<p><u>Vocabulary –</u> Choices, Influences, Rules, Guidelines, God, Jesus, Moral, Parable, Story</p>	<p><u>Vocabulary –</u> Prayer, Belief, Worship, Moses, Abraham, Exodus, covenant, Torah</p>	<p><u>Vocabulary –</u> Leader, Qualities, Characteristics, Inspiration, Inspirational, Jesus, Christianity, Christians, Prophet, Messenger of God, Muhammad (pbuh), Islam, Muslims</p>	<p><u>Vocabulary –</u> Wedding, Easter, Passover, Seder</p>	<p><u>Vocabulary –</u> Caring, Organisation, Charity, Fundraising, Parable,</p>	<p><u>Vocabulary –</u> Shiva, Parvati, Krishna, Vishnu, Lakshmi, Ganesh, Nataraja, Devi, Saraswati, Shakti, Buddha, Kali, Murugan, Patanjali, and Hanuman</p>	
<p>Year 3</p>	<p>Christianity “What do miracles teach us about Jesus?”</p>	<p>Judaism “Why are holy books important?”</p>	<p>Islam “What does the Qur’an teach Muslims?”</p>	<p>Christianity “What do Christians remember on Palm Sunday?”</p>	<p>Hinduism “What do Hindus believe and how do they worship?”</p>	<p>Christianity+Hinduism “What are the similarities and differences?”</p>	<p>On-site learning ‘Open the Book’ Visit</p> <p>Off-site learning Visitors</p> <p><i>Local Religious Leader – We have Links with St. Cuthbert’s.</i></p>
	<p><u>Rationale -</u> *Uses all strands of R&C RE curriculum. *Provides a clear overview of progression of skills and knowledge throughout school.</p>		<p><u>Rationale -</u> *Uses all strands of R&C RE curriculum. *Opportunities to compare and find similarities between prophets.</p>		<p><u>Rationale -</u> *Uses all strands of R&C RE curriculum.</p>		
	<p><u>Skills/Knowledge –</u> Investigation and Enquiry *Independently ask questions relating to the topic. Interpretation *Explain what a miracle is and what these tell us about Jesus/God.</p>		<p><u>Skills/Knowledge –</u> Investigation and Enquiry *Independently ask questions relating to the topic. *Use holy books to identify key messages. Interpretation *Draw meaning from the story of Palm</p>		<p><u>Skills/Knowledge –</u> Investigation and Enquiry *Independently ask questions relating to the topic. Interpretation *Compare and contrast artwork from each religion, what differences/similarities can we</p>		

*Use scripture from holy books to discuss why they are important.

Expression

- *Retell a miracle story, referring to the morals and how this applies to non-religious communities/people.
- *Discuss how Jews use the Torah to seek out truth to follow in their lives.

Application

- *Explain how religious stories provide religious values for everyone, not only including religious people.

Analysis

- *Analyse a specific story and discuss positive and negative interpretations. (Which do they think is the better message?)

Evaluation

- *Discuss the key differences between Christianity and Judaism as a whole.

Synthesis

- *Find links between religious stories and identify differences.

Reflection and Response

- *Think about how religion can answer questions for some, that science cannot. (Pros and cons).

Empathy

- *Understand that people are different and belief is a personal quality.

Sunday/Islamic scripture.

Expression

- *Explain clearly the celebration of Palm Sunday and the relevance to the known Easter story.
- *Explain why the Qur'an is important to Muslims.

Application

- *Discuss the holy books and their relevance today. (Do all religious people follow the word literally?)

Analysis

- *Distinguish the differences and find the similarities between the Islamic scripture and Christian scripture. (Language, structure, vocabulary).

Evaluation

- *Continue to develop debating skills by discussing religion without a holy book; how would this change it?

Synthesis

- *Connect stories of Qur'an together chronologically.
- *Discuss what Christians do today to celebrate Palm Sunday and why.

Reflection and Response

- *Think reflectively and positively about other religions, asking questions respectfully.

Empathy

- *Make connections with religious ways of life and their own personal life.

see?

Expression

- *Explain key concepts, rituals and practices in Hinduism.

Application

- *Identify the ways in which Hindus worship and this compares to other religions.

Analysis

- *Distinguish between features of these two religions.

Evaluation

- *Discuss the key concepts of Hinduism and how this promotes a good lifestyle.

- *Compare and contrast two outlooks of these religions and the ways in which they relate to themselves.

Synthesis

- *Connect aspects of both religions and discuss the positives and negatives of both.

Reflection and Response

- *Consider themselves and their own thoughts and beliefs. What aspects of these religions would they enjoy?

Empathy

- Create a presentation/video on either religion and 'teach' others about belief and outlook.

Vocabulary –
Christianity, Bible, Old Testament, New Testament, Parable, Symbol, Meaning, Forgiveness, Reconciliation, Jealousy, Repentance, Humility, Caring,

Vocabulary –
Prayer, Belief, Worship, Moses, Abraham, Exodus, covenant, torah, Ark, Sabbath, Shabbat, Passover, Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue,

Vocabulary –
Leader, Qualities, Characteristics, Inspiration, Inspirational, Jesus, Christianity, Christians, Prophet, Messenger of God, Muhammad (pbuh), Islam, Muslims

Vocabulary –
Garden of Gethsemane, Crucifixion, Jesus, Messiah, Betrayal, Remembrance

Vocabulary –
Arti, Brahman, Diwali, Ganesh, Karma, , Mandir, Moksha, Murtis, Pandit, Prashad, Puja, Sari, Vedas, Vishnu

Vocabulary –
Combination of previous topics.

	Loving	Bimah						
Year 4	Christianity "Why do religions have rules?"	Judaism "What is Sukkot?"	Islam/Christianity "How do Muslims/Christians Pray?"	Christianity "How does the Church support our communities?"	Hinduism "How is Diwali celebrated?"	Christianity "How do Jesus' parables help Christians?"		
	<u>Rationale –</u> *Uses all strands of R&C RE curriculum. *Provides a clear overview of progression of skills and knowledge throughout school.		<u>Rationale –</u> *Uses all strands of R&C RE curriculum. *Comparing 2 major religious practices. *Understanding of the wider community.		<u>Rationale –</u> *Uses all strands of R&C RE curriculum.			
	<u>Skills/Knowledge –</u> Investigation and Enquiry *Independently ask relevant questions. *Use provided materials to gather key information about the commandments and Sukkot - https://tinyurl.com/mr7c57t2 Interpretation *Discuss the commandments and how these relate to laws that we have today. *Relate the Sukkot holiday to the religious history taught in the Torah. Expression *Explain the practice of Sukkot and the significance to some Jewish people. *Understand how the commandments impact the lives of some Christians. Application *Make connections between the rules of Christianity and the rules of school and our country – <i>Discuss if Christianity is the only way to hold these morals (no).</i> Analysis *Discuss that not all religious people follow tradition and do not participate in pilgrimage – <i>Does this mean anything about their belief/faith?</i>		<u>Skills/Knowledge –</u> Investigation and Enquiry *Independently ask relevant questions. *Use provided materials to gather key information. Interpretation *Understanding a prayer from both religions, expressing how the prayer impacts their own lives. *Explain and discuss the importance of prayer and the benefits it has on people's lives. *Discuss the community spirit of church and the positive impacts on people's lives. Expression *Be able to give a detailed explanation of the differences and similarities of prayer between Islam/Christianity. *Discuss religious symbols and their meanings. Application *Understand that individual people pray differently and not all religious people practice in the same way. Analysis *Distinguish between the differences and similarities between Christianity and Islam, focusing on the purpose of prayer.		<u>Skills/Knowledge –</u> Investigation and Enquiry *Independently ask relevant questions. *Use provided materials to gather key information. Interpretation *Discuss Diwali artwork and the use of colour and shape and link with emotion. *Discuss scripture in relation to Jesus and how these stories benefit people in the world. Expression *Explain key aspects of Diwali and how this celebration is a significant moment in many religions – not just Hinduism. *Discuss the significance of 'Light Vs Dark' and why this is important to everyone. *Make links between Jesus and the world around them. Application *Be aware that Hindus are present around the world but understand the geographical differences between Hinduism and Christianity. Analysis *Begin to see the value of belief and that empirical evidence is not always required to achieve all goals.			On-site learning <i>'Open the Book' Visit</i> Off-site learning Visitors <i>Local Religious Leader – We have Links with St. Cuthbert's.</i>

	<p>Evaluation *Develop debating skills – <i>what would life be like with no rules? Pros and cons.</i></p> <p>Synthesis *Use the Christian commandments to create rules that relate to the school/wider community. *Explain how the Sukkot brings the Jewish community together.</p> <p>Reflection and Response *Can discuss and debate what life would be like without any morals or rules.</p> <p>Empathy *Thinks about the emotions involved in the history of the Sukkot holiday.</p>		<p>Evaluation *Discuss a personal prayer and write a prayer which provides them with comfort and hope.</p> <p>Synthesis *Discuss the benefits of a place of worship for religious people and why having a special place to worship is important.</p> <p>Reflection and Response *Give a detailed and thorough explanation for the benefits of prayer and places of worship from the perspective of a religious person.</p> <p>Empathy *Consider the thoughts and feelings of those who pray and participating in support and respect. *Be able to appreciate the atmosphere and enjoyment of a religious community regardless of personal opinion.</p>		<p>*Compare and contrast Diwali with a Christian holiday, positively.</p> <p>Evaluation *Discuss the benefits of Diwali and how it contributes positively to the wider community, including those who are not religious.</p> <p>Synthesis *Understand that some Christians take the bible literally and others, figuratively.</p> <p>Reflection and Response *Express feelings and emotions by participating in religious ceremony and ritual.</p> <p>Empathy *Use imagination to identify feelings and experiences unknown to them.</p>		
	<p><u>Vocabulary –</u> Old Testament, New Testament, Incarnation, Salvation, Gospels, Messiah, Trinity, Son Of Man, Son Of God, Eternal, Covenant, The Ten Commandments</p>	<p><u>Vocabulary –</u> Sukkot, Pilgrimage, travel, Moses, Tradition, Jewish, Jew, Celebration</p>	<p><u>Vocabulary –</u> Allah, Prophet Muhammad (pbuh) Shahadah (testimony of belief), Salaah, Sawm (fasting) Ramadhaan (the month of fasting) Zakaah (obligatory almsgiving) Mecca / Makkha, Akhirah (the afterlife) Sunnah (the way of the Prohhet Muhammad pbuh) Shari'ah (Islamic law) Eid ul Fitr (Eid that follows Ramdhaan), Eid ul Adha (Eid that follows the Hajj pilgrimage) Qiblah (direction of prayer) Sadaqah (voluntary charity) Wudhu (ablusion)</p>	<p><u>Vocabulary –</u> Community, Family, Friends, Church, Alter, Stained Glass, Sermon, Priest, Vicar, Wedding, Christianity, Shared Values</p>	<p><u>Vocabulary –</u> Fireworks, Firecrackers, Sweets, Rangoli, Celebrate, Diwali, Festival, Sukh</p>	<p><u>Vocabulary –</u> Ascension, Communion, Crucifixion, Easter, Forgiveness, Gospel, Incarnation, Jesus, Kingdom of Heaven, Gospels, Palm Sunday, Reconciliation, Ritual, Sacrifice, Salvation</p>	

Year 5	Christianity <i>"What do the gospels tell us about the birth of Jesus?"</i>	Judaism <i>"What celebrations do Jewish people celebrate?"</i>	Islam <i>"Why do people travel to sacred places?"</i> Hajj	Sikhism <i>"What do Sikhs believe?"</i> 3 Primary Pillars	Buddhism <i>"What can Buddha teach us?"</i>	Humanism <i>What is humanism?</i>	
	<u>Rationale –</u> *Uses all strands of R&C RE curriculum. *Provides a clear overview of progression of skills and knowledge throughout school.		<u>Rationale –</u> *Uses all strands of R&C RE curriculum.		<u>Rationale -</u> *Uses all strands of R&C RE curriculum.		
	<u>Skills/Knowledge –</u> Investigation and Enquiry *Asking relevant questions to further understanding. *Use ICT to find reliable information in relation to Christianity/Judaism to present to the class. Interpretation *Using art to further understanding and assist understanding of scripture – https://tinyurl.com/463mbks8 - <i>Children can create/observe artwork directly linking with scripture</i> Expression *Explain/Understand a key celebration (or 2 celebrations) within Judaism with confidence - https://pjcc.org/jewish-life/jewish-holidays-explained/ *Discuss the differences between Judaism and Christianity in regards to Christmas/Hanukah and how they have no theological connection (Hanukah is not a Jewish Christmas!) Application *Using scripture to find key information about Jesus' life and surrounding communities - https://tinyurl.com/4xw72n25 (<i>Great source of information</i>)		<u>Skills/Knowledge –</u> Investigation and Enquiry *Asking relevant questions to further understanding. *Use text-based information to find reliable information. Interpretation *Articulating why Muslims take pilgrimage to Mecca using their own words and understanding. *Understand and explain the 3 pillars of Sikhism and how this informs some Sikhs daily lives. Expression *Describe the importance of Hajj (5 th pillar of Islam) and the ritual and ceremony - https://tinyurl.com/5etwe6e8 *Understand and articulate the meanings of Sikh symbols and their significance. - https://tinyurl.com/mwn5suas Application *Understanding that Muslims pilgrimage is their own, personal journey. Analysis *Analyse Sikh teachings and discuss the positive impacts of Sikhism within their community. *Distinguish the differences between Sikhism and Islam. Evaluation *Read scripture about Hajj and the importance		<u>Skills/Knowledge –</u> Investigation and Enquiry *Asking relevant questions to further understanding. *Developing understanding of Buddhism and Humanism through research. Interpretation *Able to understand that non-religious outlooks can also provide frameworks for morality. *Explore Buddhist belief through art, poet, artefacts and symbolism. Expression *Understand key Buddhist traditions. Application *See similarities between Buddhism and Humanism (non-theistic / same approach). Analysis *Discuss the pursuit of truth – <i>does everything need evidence if it achieves the same goal (happiness)?</i> Evaluation *Debate a moral argument – How would a Buddhist/Humanist approach the question? Synthesis *Discuss about the goal of life and what the focus should be. Reflection and Response *Think clearly about their own beliefs about each religion.		On-site learning <i>'Open the Book' Visit</i> Off-site learning Visitors <i>Local Religious Leader – We have Links with St. Cuthbert's.</i> <i>Other religious places of worship.</i>

	<p>Analysis *Distinguish between Christianity and Judaism and begin to compare. *Discuss how Jewish celebrations can promote healthy community spirit.</p> <p>Evaluation *Debating using scripture and alternative stories of the birth of Jesus.</p> <p>Synthesis *Connect the stories from scripture and why they relate to the celebrations we have today – <i>specifically focusing on the wider community.</i></p> <p>Reflection and Response *Identify the positive influence of religion on people’s lives and how Christmas/Hanukah bring people together for good.</p> <p>Empathy *Seeing the world through the eyes of others. *Understanding community values and ways people congregate to celebrate important events. *Understand how scripture can advise and give people understanding about their own lives.</p>	<p>of it. *Evaluate how the pillars of Sikhism benefit people.</p> <p>Synthesis *Able to explain how the Sikh pillars promote a positive moral outlook. *Connecting the values of religion with morality.</p> <p>Reflection and Response *Considering the feelings of others and encouraging others to follow their own beliefs.</p> <p>Empathy *Understand the importance of religious pilgrimage – <i>How would a Muslim feel being in Mecca?</i> *Consider own goals and ‘lifetime’ ambitions. *What morals does Sikhism promote that benefit all?</p>	<p>Empathy *Able to experience alternative views and being open to listening to alternative ideas.</p>				
	<p><u>Vocabulary –</u> Christmas, Bible, Word, Scriptures, story, first, Advent, nativity, angel, visit, appear, prophets, prophecy, foretold, virgin, Mary, Joseph, Nazareth, Bethlehem, City of David, journey, crowds, travelers, weary, donkey, innkeeper, room,</p>	<p><u>Vocabulary –</u> Shabbat, Rosh Hashanah, Yom Kippur, Sukkot, Shemini Atzeret, Simchat Torah, Hanukkah, Tu B'Shevat</p>	<p><u>Vocabulary –</u> Isla, Muslim, Mosque, Shahadah, Salah, Zakah, Sawm, Hajj, Ummah, Ramadan, Pilgrimage, Ihram, Ka’aba</p>	<p><u>Vocabulary –</u> Mool Mantar, Panjab, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, Guru, Khalsa, Amristar, Ikk Oankar, Enlightenment, Gurdwara</p>	<p><u>Vocabulary –</u> Nirvana, Karma, Mantra, Mandala, Zen, Lama, Tantra, Dharma</p>	<p><u>Vocabulary –</u> Honesty, Integrity, Love for the Truth, Personal Responsibility, Reciprocity, Atheism, Choice, Morality, Values, Consequences</p>	

	inn, stable, manger, cave, crèche, crib, hay, straw, birth, born, wrap, swaddling clothes						
Year 6	Christianity "What is Equality?" [How does Christianity promote equality?]	Judaism "Do we earn respect?" [How does Judaism promote respect to others?]	Islam "What is life like as a Muslim in the UK?"	Sikhism "Do actions speak louder than words?" Kirat Karni	Buddhism "Am I kind to myself?"	Humanism "What do I believe?"	
	<u>Rationale -</u> *Uses all strands of R&C RE curriculum. *Provides a clear overview of progression of skills and knowledge throughout school. *Promotion of Inclusivity and equality. *Opportunities to tackle racist/homophobic thinking, positively. *BV – Respect and Tolerance, Individual Liberty		<u>Rationale –</u> *Uses all strands of R&C RE curriculum. *Allows children to see alternative ways of life and how it differs from their own experiences. *Understand that religion is separate from the individual and many people live within religion differently. *Builds on Year 5 Sikh knowledge, focusing on 1 key area and it's relation to their own morals. *Learn about Sikh beliefs and how working hard is a core quality. *Opportunities to relate key Sikh ideals to their own qualities and ideas.		<u>Rationale -</u> *Uses all strands of R&C RE curriculum. *Enables Year 6 to see themselves as a growing individual and focusses on their own morals and self-image through religious or secular mindsets. *Empowers them to be successful in their future endeavors. *Opportunities for mindfulness and positivity.		On-site learning <i>'Open the Book' Visit</i> Off-site learning Visitors <i>Local Religious Leader – We have Links with St. Cuthbert's.</i> <i>Other religious places of worship.</i>
	<u>Skills –</u> Investigation and Enquiry *Asking relevant and deeper questions to extend understanding. *Using different <i>trusted</i> media to form truthful information/ideas – <i>Requires children to have an understanding of bad/good sources of information and how to identify these.</i> Interpretation *Interpreting religious scripture on equality/respect - <i>Do all religious people follow the Bible/Torah in the same way?</i> *Drawing meaning from artefacts, works of		<u>Skills –</u> Investigation and Enquiry *Asking relevant and deeper questions to extend understanding. *Using different <i>trusted</i> media to form truthful information/ideas. Interpretation *Poetry of Muslim perspective in the UK and our love for all for being human: https://tinyurl.com/49vf9xjf *Understanding the values of Muslims and reiterating that not all Muslims believe/live the same way. *Understand the Kirat Karni pillar –		<u>Skills –</u> Investigation and Enquiry *Asking relevant and deeper questions to extend understanding. *Independent research skills. Interpretation *Interpret meaning and understanding from religious symbols and figures (Buddha). *Be able to articulate the differences between religion and secular views about morality. Expression *Respond and review alternate viewpoints from Buddhism and humanism. *Able to articulate and explain concepts.		

art, poetry and symbolism - *Look at imagery of men/women – what issues are relevant today? Do all religious people feel this way now?*

Expression

*Responding to issues in the real world around sexuality, gender and race in regards to religion - *It's important the church understand that not all religious people follow their faith in the same way.*

Application

*Visitor opportunity (St Cuthbert's) – *What is our local church's opinions on equality? How does our local church promote equality for all? In their opinion, how does God relate to equality?*

*How do religious views on equality/respect differ from secular views? Are they contrasting or similar? – *Relate it back to real practicing people, because the bible's word is not always taken literally by all.*

Analysis

*Understanding the media's portrayal of religion and how this relates to a majority of practicing religious people – *is it a fair portrayal?*

*Do Christianity/Judaism have similar or different beliefs on equality/respect?

Evaluation

*Debate – *Do the teachings of equality/respect in scripture translate well into modern day Britain? (Yes and No depending on interpretation)*

*Pros/Cons of religion as a tool for equality/respect – *It's important to keep reminding the children that religious people don't have to follow the scripture directly to be religious.*

Synthesis

*Understanding that people can be different and still live in a community

https://www.sikhiwiki.org/index.php/Kirat_Karni

and discuss.

Expression

*Discuss religion in education; allowing time for prayer in school.

*Understand and be able to explain Kirat Karni.

Application

*Be able to link personal traits and morals to religion and how that impacts their lives.

Analysis

*Understanding the differences between religious lifestyles and choices.

*Distinguish between fact/opinion and belief.

Evaluation

*Debating opportunities.

Synthesis

*Able to make clear links between their own lives and lives of religious people; finding similarities and embracing differences.

Reflection and Response

*Reflecting on human beings and how we are all worthy of respect, regardless of belief and lifestyle differences.

Empathy

*Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others.

*Seeing the world through the eyes of others.

Application

*Identifying key religious values and their interplay with secular ones – *What do Buddhists believe and how does this apply to humanism?*

*Discuss how a Buddhist lifestyle can promote a healthy mindset and strengthen mental health.

*Identify which aspects of Buddhism that could benefit them.

Analysis

*Making clear links between belief, opinion and fact – *opportunities to identify the pros and cons of each.*

Evaluation

*Understanding that humanism doesn't only relate to atheism and is a way of life for certain people.

<https://humanists.uk/humanism/>

Synthesis

*Finding and comparing Buddhism and Humanism, finding similarities and differences.

Reflection and Response

*Planning and preparing for life after primary school and setting goals and ambitions for oneself.

*Understanding their own outlook and morals on life and where they will find their own happiness.

Empathy

*Self-reflection and what they want for their own future.

	<p>together.</p> <p>Reflection and Response</p> <p>*How could/does religion benefit people in communities - <i>Think about marginalized groups and positive impacts of religion and religious community.</i></p> <p>Empathy</p> <p>*Open, mature discussions about worldly injustice and how religion can remedy these.</p>						
	<p><u>Vocabulary</u> – Rites Of Passage, Confirmation, Baptism, Amrit, Bar Mitzvah, Bat Mitzvah, Rights, Responsibilities, Growing Up, Adulthood</p>	<p><u>Vocabulary</u> – Moses, Abraham, Exodus, Hebrew, Covenant, Torah, Ark, Sabbath, Shabbat, Passover, Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Purim</p>	<p><u>Vocabulary</u> – Ummah - community, Forgiveness, Honesty, Prayer, Charity</p>	<p><u>Vocabulary</u> – Guru Gobind Singh, Guru Granth Sahib, Khalsa, Amrit, Baptism, Sewa, Langar, The Five Ks: Kesh - uncut hair, Kara - wrist band, Kachera - short trousers, Kirpan - sword, Khandra - symbol</p>	<p><u>Vocabulary</u> – https://www.merriam-webster.com/words-at-play/word-history-buddhist-words-terms-glossary (Beautifully answers this question)</p>	<p><u>Vocabulary</u> – humane, just, compassionate, democratic society using a pragmatic ethics based on human reason, experience, and reliable knowledge</p>	
	<p><u>Y6 Knowledge-</u> Children are able to discuss and record how Christianity and Judaism empower marginalized group.</p> <p>Children are aware of the systemic issues surrounding marginalized groups and how this impacts people’s outlooks on life and their relationships with God.</p> <p>Children are able to define respect clearly and concisely, explaining how respect enables people to work together equally, with an emphasis on how religion provides people with the skills to do this.</p> <p>Scripture promoting equality: www.openbible.info/topics/racism www.sefaria.org/sheets/245335?lang=bi</p>		<p><u>Y6 Knowledge-</u> Children are able to understand that religion doesn’t remove the unique qualities of a person and some follow faith differently.</p> <p>Children can explain the key qualities of Sikhism, especially in regards to the Kirat Karni and how this could relate to their own lives.</p> <p>Children learn how to debate effectively, using contrasting viewpoints and can do this respectfully and peacefully.</p>		<p><u>Y6 Knowledge-</u> Children are able to consider secular and religious views as equal ways to live life and realizing the pursuit of happiness is the same.</p> <p>Children can plan and prepare for their own future, considering their own morality and setting clear, goals and aspirations for their next academic journey.</p> <p>Children can describe key concepts of Buddhism and Humanism and how they relate to their own lives.</p>		

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