

RE Curriculum Coverage of Agreed Syllabus 2020-2025

Our curriculum comprises of 'Key Questions' taken from the RE Today planning scheme. These questions are categorised as: Believing (B) Expressing (E) or Living (L)

Each year group should have **at least one** question from each heading over the school year. These questions form your termly topics. Some questions are covered **by two year groups**- the objectives from these units have been shared to avoid repetition. The key religious beliefs are covered in the following order:

Key Stage	Coverage	Key Questions	
EYFS	One Religion- Christian beliefs* *other faith days will also be explored under the EYFS developmental banner 'Understanding the World'.	Believing	Which stories are special and why? Which people are special and why?
		Expressing	Which places are special and why? Which times are special and why?
		Living	Where do we belong? What is special about our world and why?
KS1	Two religions- Christian beliefs and... Year 1: Jewish beliefs Year 2: Muslim beliefs	<u>Year 1</u> Who is a Christian and what do they believe? (B) Who is Jewish and what do they believe? (B) How and why do we celebrate special and sacred times? (E) What does it mean to belong to a faith community? (L)	
		<u>Year 2</u> Who is Muslim and what do they believe? (B) How and why do we celebrate special and sacred times? (E) Who is a Christian and what do they believe? (B) What makes some places sacred? (E) What can we learn from sacred books? (B)	
Lower KS2	Three Religions- Christian and Muslim beliefs, and... Year 3 - Jewish beliefs Year 4 - Hindu beliefs	<u>Year 3</u> What does it mean to be a Christian in Britain today? (L) Why are festivals important to religious communities? (E) Why is the Bible so important to Christians today? (B)	

		<p>Why is Jesus inspiring to some people? (B) What do different people believe about God? (B) Why do people pray? (E)</p>
		<p><u>Year 4</u></p> <p>What does it mean to be a Hindu in Britain today (L) Why are festivals important to religious communities? (E) What does it mean to be a Christian in Britain today? (L) What can we learn from religions about deciding what is right and wrong? (L) Why do some people think life is like a journey, and what significant experiences mark this? (E)</p>
Upper KS2	<p>Compare and Contrast- Pupils continue to learn about Christian, Muslim, Hindu and Jewish beliefs but also consider non-religious views and contrast them to their previous learning.</p>	<p><u>Year 5</u></p> <p>Why do some people think God exists? (B) What does it mean to be a Muslim in Britain today? (L) What matters most to Christians and Humanists? (L) What would Jesus do? Can we live by the values of Jesus in the 21st Century?(B) If God is everywhere, why go to a place of worship? (E)</p> <p><u>Year 6</u></p> <p>What do religions say to us when life gets hard? (B) Is it better to express your beliefs in arts and architecture or generosity and charity? (E) What does it mean to be a Muslim in Britain today? (L) What difference does it make to believe in Ahimsa, Grace and/or Ummah? (L)</p>

EYFS Curriculum Objective:

Within the EYFS framework, RE sits within the areas of Personal, Social and Emotional Development, and Understanding the World. These areas enable children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.

EYFS Key questions	Learning Objectives	Knowledge/Activity	Vocab
Autumn 1: Where do we belong? (L)	<ol style="list-style-type: none">1. What makes us feel special?<ul style="list-style-type: none">• I can talk about what makes me special.• I can remember a time when I felt special.2. How do we belong to a group?<ul style="list-style-type: none">• I can talk about groups I belong to.• I can talk about similarities and differences between myself, my family and other families.3. How do we show people they are welcome?<ul style="list-style-type: none">• I can show people that they are welcome.	<p style="text-align: center;">Topic: Marvellous Me</p> <p style="text-align: center;">Following the EYFS framework, pupils will be exposed to a range of activities that inspire talk and thinking about themselves, differences and similarities to others and what makes them special or different or unique.</p> <p style="text-align: center;">English Link: All discussion build up new vocabulary</p> <p style="text-align: center;">Maths: Talking about groups- counting how many in a given group/ more than or less than discussion.</p> <p style="text-align: center;">Communicator - to be able to share experiences of special times and belonging.</p>	<p style="text-align: center;">Belong Welcome Together Special Unique Group Family Relatives Relations Christian Muslim Ceremony</p>

Autumn 2: Which times are special and why? (E)

1. What special times have you had?
 - I can talk about the features of a celebration.
 - I can begin to understand how babies are welcomed OR I can talk about the features of wedding ceremony.
 - I can explain what a harvest festival is.
 - I can begin to know about a Hindu festival.
 - I can talk about Christmas and why it is special for Christians.

Topic: Superheroes

Building positive relationships

Birthdays

Christian Weddings/Christian Baptism

Harvest Festival/Sukkot

Diwali

Christmas

Nativity performance

Chinese New Year- Spring 1

English link: Building a range of vocabulary

Maths Link: Decorating Diya lamps with shapes

Valuing - to begin to value special times for different groups of people.

Party
Celebration
Baptism
Christian
Wedding
Marriage
Christening
Baptism
Harvest
Crops
Thankful
Grateful
Charity
Hindu
Diwali
Diva
Nativity
Christmas
Jesus

<p>Spring 1: Which people are special and why? (B)</p>	<ol style="list-style-type: none"> Who is special to you and why? <ul style="list-style-type: none"> I can talk about people who are special to me. I can say what makes others special. Why are some people special? <ul style="list-style-type: none"> I can talk about special people in the community and how they help us. What is a good friend like? <ul style="list-style-type: none"> I can identify my friends and talk about their good qualities. I can be aware of the needs of others. 	<p>Topic: Crazy Creatures</p> <p>English link: building a range of vocabulary</p> <p>Maths link: counting people in our families/ looking at patterns (similarities and differences).</p> <p>Team player - to develop the skills of empathy and kindness in the context of friendships.</p>	<p>Special Unique Friendship Positive Negative Behaviour Choice Community Heroes Kindness Caring Attitude Good qualities</p>
<p>Spring 2 What is special about our world and why? (L)</p>	<ol style="list-style-type: none"> What are our favourite things about nature? <ul style="list-style-type: none"> I can find out about the natural world. I can explore the natural world with all my senses What is special about the world? <ul style="list-style-type: none"> I can talk about things I find interesting about nature. 	<p>Topic: Come Outside</p> <p>Also covering Easter- special time for animals welcoming new life etc</p> <p>English link: Build up a range of vocabulary.</p> <p>Maths link: making nature collages/going on nature walks-how many things can we find?</p> <p>Creative - to develop creative skills through nature collages.</p>	<p>Favourite Nature World Planet Senses Special Feelings Interesting Exciting Unusual Amazing Christian Creation</p>

	<p>3. What story do Christians tell about the creation of the world?</p> <ul style="list-style-type: none"> I can listen and respond to a story from a religious community. 		<p>God</p>
<p>Summer 1: What stories are special and why? (B)</p>	<p>1. What is your favourite story? Why?</p> <ul style="list-style-type: none"> I can listen to stories. I can talk about why I like a story. <p>2. What stories are special to Christians?</p> <ul style="list-style-type: none"> I can explain that the Bible is a special book to Christians. I can begin to learn that some stories have meanings. I can notice similarities and differences in stories from different beliefs. 	<p>Topic: Traditional Tales</p> <p>Link traditional tales and religious stories; Consider Lost sheep parable, compare with stories from other faiths etc.</p> <p>English links: Explores a range of stories</p> <p>Maths: counting animals when reading Noah's Ark</p> <p>Numerate - to apply number skills to the story of Noah's Ark.</p>	<p>Favourite Tale</p> <p>Traditional</p> <p>Special</p> <p>Christians</p> <p>God</p> <p>Bible</p> <p>Jesus</p> <p>Parable</p> <p>Moral</p>
<p>Summer 2: Which places are special and why? (E)</p>	<p>Where is special?</p> <ul style="list-style-type: none"> I can talk about why a place is special to me. I can start to think about why some where is special to others. 	<p>Topic: Ticket to Ride</p> <p>English: Build a range of vocabulary</p> <p>Maths: look at shapes we can recognise on buildings.</p> <p>Curious - to ask thoughtful questions about special places/buildings.</p> <p>Opportunity to visit the Church on Oakwood</p>	<p>Special</p> <p>Private</p> <p>Sacred</p> <p>Church</p> <p>Christian</p> <p>Belief</p> <p>Muslim</p> <p>Mosque</p>

	<ul style="list-style-type: none"> • I can name a church as a special place for Christians. • I can name a mosque as a special place for Muslims. • I can compare special places and think about how they are the same. 		<p style="text-align: center;">Temple Similar Different</p>
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Key Stage One Curriculum Objective:

Throughout KS1, pupils continue to explore the Christian faith and begin to learn about Jewish and Muslim beliefs. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Prior learning and knowledge in the unit thread.

Year One Key Questions	Learning Objectives	Knowledge/Activity	Vocab
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<p>Autumn 1 &2: Who is Jewish and what do they believe? (B) (Hanukkah and Christmas comparison)</p> <p>F4 EYFS F1 EYFS</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> • I know what special or precious means. • I can talk about why an object is special to me or others. • I can recognise objects that are precious to Jewish people. • I know why a mezuzah is important to Jewish people. • I can recognise some Jewish symbols. <p>Autumn 2:</p> <ul style="list-style-type: none"> • I can explain why Jewish people celebrate Shabbat. • I understand how Jewish people celebrate Shabbat • I can recognise objects used in Shabbat • I can retell the story of Chanukah/Hanukkah • I can explain some of the ways Chanukah/Hanukkah is celebrated • I can compare similarities and differences between Christmas and Chanukah/Hanukkah 	<p>In this unit, the children will start off by reflecting on what special/precious means. Will something that is precious to one person, be precious to another person? Does precious mean it is expensive? They may then spend some time speaking and listening about objects that are special to themselves and their friends, having brought in objects or photos, etc. By introducing the Star of David symbol, explain to the class that they are going to be learning about Jewish people in RE this term. Having looked at objects that are special to the children, explore together objects that are special to Jewish people, using a 'through the keyhole' type activity, giving the children the opportunity to handle the artefacts, too. In pairs or groups, ask the children to come up with questions they may like to ask about some of these objects. These can be revisited throughout the unit. The class can then spend time focussing on the Mezuzah - what it is, why it's important, where it can be found, etc, and then see if they can come up with an equivalent for the classroom.</p> <p>Through a variety of activities (drama, mind-mapping, circle times, videos, individual/group/paired/class), the class will explore the stories behind Shabbat, Hanukkah and Christmas and investigate how and why they are celebrated, linking them to their own experiences of celebrations.</p> <p>Writing suggestion - write a message/postcard about an object that is special to them.</p>	<p>Precious Sacred Special Unique Jewish Symbol Star of David Mezuzah Scroll Hebrew Shabbat Challah Seder plate Matzah Chanukah Hanukkah Dreidel Chanukiah (Menorah) Macabee Miracle</p>
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		<p>Write labels for Jewish objects/symbols.</p> <p>Maths suggestion - recognising 2d shapes in the Jewish celebrations/symbols.</p> <p>Value - to value the world around us and the people and things in it, in the context of Jewish beliefs and celebrations.</p> <p>Opportunity for workshop - Jewish Storytelling (The Open Centre)</p>	
<p>Spring 1: How and why do we celebrate special and sacred times? (E)</p> <p>Passover/ Jewish Wedding</p> <p>F4 EYFS</p>	<ul style="list-style-type: none"> I can talk about what I celebrate and why. I can begin to understand the Passover story. I can explore the meaning of the seder plate. I can link the Pesach symbols to the Passover story. 	<p>Following on from their learning in the previous year about which times are special and why, this unit enables the children to learn in depth about the Jewish festival of Pesach (Passover). Using mind mapping, the children can work individually, in pairs, groups or as a whole class, to think about all the different kinds of celebrations they take part in. Develop this further, possibly as a circle time activity, by thinking about where these celebrations take place and what happens during the celebrations. Children may record this simply in their books, or they could plan a birthday celebration for a member of staff! The children will then think about why celebrations are important and link this to any religious celebrations/festivals that they know of.</p> <p>Remembering that last half term, they found out about the Jewish faith, the children will spend time investigating the Jewish festival of Pesach. Through storytelling, drama, music, and</p>	<p>Celebration Anniversary Baptism Christening Ceremony Ritual Sacred Symbol Passover Pesach Moses Seder plate Exodus Hebrew Torah Pharoah Egypt God Plague</p>

		<p>art, they will begin to understand the story behind Pesach/Passover and identify the changing emotions in the story, as well as exploring why certain food is on a Seder plate. Having found out about Pesach, the children are to be given some time to reflect on, and begin to appreciate, why the festival is still important to Jews today.</p> <p>Writing suggestion - an acrostic poem about the Seder plate.</p> <p>Maths suggestion - solve simple number problems using images related to celebrations eg. Candles, presents, birthday cakes, etc.</p> <p>Curious - to ask thoughtful questions to advance learning in the context of celebrations and festivals.</p>	
<p>Spring 2: Who is Christian and what do they believe? (B)</p>	<ul style="list-style-type: none"> • I can think about what Christians believe. • I can talk about my own ideas about God. • I can explain why God is important to Christian people. • I can retell a story that shows what Christians might think about God. • I can begin to understand why Jesus is important to Christians. 	<p>This unit will enable the children to begin to understand what Christians believe about God and Jesus. Using a 'mystery bag', invite the children to talk about the items that are taken out of the bag - who might they belong to? Why? Why might these items be important to them? The children could work together in groups to brainstorm what else they know/think they know about Christians. They will be given time to reflect on, and share, their own ideas about God, and take part in various activities, (playing I-Spy, looking at a selection of paintings, thinking about different roles, etc), to begin to explore what Christians</p>	<p>Christian Cross Crucifix Church God Father Son Holy Spirit Bible Story Myth Fiction Testament</p>

	<ul style="list-style-type: none"> I can begin to understand why Christians pray. 	<p>believe about God. Through drama/freeze-framing/circle time, the children will become familiar with the Bible story of Jonah and begin to think about what this story tells them about God. They will then focus on superheroes that they are familiar with and reflect on why Christians see Jesus as the ultimate superhero, by taking part in a selection of activities based on the story of The Lost Sheep. Finally, the children will have the opportunity to begin to investigate and understand what prayer is and why Christians pray, by comparing traditional and more modern prayer activities.</p> <p>Writing suggestion - write a simple recount of the story of Jonah.</p> <p>Similes to describe God.</p> <p>Maths suggestion - create a picture for the story of Jonah using and naming 2D shapes.</p> <p>Communicator - to be able to share ideas, information and opinions in the context of the beliefs of Christians.</p> <p>Opportunity to visit the Church on Oakwood - Baptism</p>	<p>Exodus Hero Jesus Easter Miracle Jonah Prayer</p>
<p>Summer 1 & 2: What does it mean to belong to a faith community?</p> <p>F5 EYFS</p>	<ul style="list-style-type: none"> I understand that we all belong to something and that belonging is important. I understand ways people show they belong to a religion. 	<p>Following on from their investigating 'Where do we belong?' in EYFS, this unit will help the children to learn about different aspects of belonging, both in a faith community and in their own network of belonging. Using a variety of games, art and speaking and listening activities, they will explore what makes them</p>	<p>Belong Welcome Together Community Baptism Christening</p>

- I know how Christians welcome a new baby
- I can begin to understand how a Jewish Wedding ceremony is performed.
- I can name some symbols and objects that feature in a Jewish wedding.

'them', the different emotions they may feel and being lost. They can also look at symbols of belonging and begin to explain who/what they belong to. The children will then find out about how Christians and Jews show they belong to their faith communities. Christians - their symbols and the story of the Lost Coin, Jews - sharing Shabbat and Challah bread.

They will have the opportunity to explore Christian baptism (welcoming a new baby into the Christian family). Through a selection of hands-on activities, they will find out what happens during this celebration and why it is so important to Christians. Then, focussing on the Jewish faith, the children will reflect on why and how some people choose to belong with each other, by investigating through drama, music, etc, what happens at a Jewish wedding, and the symbols and objects associated with the celebration.

Writing suggestion - as a class, make a non-fiction book to explain how people show they belong to a religion.

Maths suggestion - use the story of the Lost Coin to recognise and know the value of different coins.

Valuing - to value the world around them and the people and things in it, in the context of understanding why people value their faith communities.

Opportunity for workshop - Jewish Marriage (Open Centre)

Tradition
Ceremony
Promise
Vow
Chuppah

Year Two Key Questions	Learning Objectives	Knowledge/Activity	Vocab
Autumn 1 & 2: Who is Muslim and what do they believe? (B) 1.1 Year 1 1.3 Year 1	Autumn 1: <ul style="list-style-type: none"> • I can think about what I know about God and compare this to Muslim beliefs about God. • I can listen and respond to stories about Allah • I can begin to understand about the Prophet Muhammad. • I can try to retell a story about the Prophet Muhammad. • I can reflect on why the Prophet Muhammad is important to Muslims Autumn 2: <ul style="list-style-type: none"> • I can think about what makes a place or object special to me, and to Muslims. • I can accurately name objects and places that are special to Muslims • I can begin to understand how Muslims pray and worship. • I can begin to understand how important the Qur'an is to Muslims. 	<p>Following on from previous learning about what it means to belong to the Christian and Jewish faiths, this unit enables the children to learn about Islam, finding out about Muslim ways of life and beliefs, so that they are able to begin to form their own viewpoints and opinions. Through some speaking and listening activities, they will reflect on who matters to them, what their ideas of God are and how these compare to Muslim beliefs about God. The children will find out who the Prophet Muhammad is, explore some of the stories that he told and begin to understand why he is so important to Muslims. Having thought about the special people in Islam and how they inspire Muslims today, the children will have the opportunity to think about places that are special to them, and to Muslims. Through a variety of activities, they will investigate what can be seen inside a Mosque and also, what happens there, including prayer and the reading of the Qur'an. There will then be time for the children to appraise what they learned in this unit and think about their own responses to 'What is a Muslim and what do they believe?'</p> <p>Writing suggestion - write a recount of a story about the Prophet Muhammad.</p> <p>Write a senses poem about a Mosque.</p> <p>Maths suggestion - Look at data (and possibly produce graphs) to show how many Mosques</p>	God Allah Muslim Islam Prophet Mosque Qur'an Respect Wudu Faith

		<p>there are in the UK/Derby, compared to other places of worship.</p> <p>Value - To work together, in a positive and effective manner, and develop the skills of empathy, kindness and an ability to appreciate the viewpoints of others, in the context of what matters most to people.</p> <p>Opportunity for workshop - Who is a Muslim? (Open Centre)</p>	
<p>Spring 1: How and why do we celebrate special and sacred times? (E) Eid F4 EYFS</p>	<ul style="list-style-type: none"> I can remember a time I have celebrated and know why it was important. I can begin to think about what happens during Ramadan. I can begin to think about what happens during Eid. I can compare Lent to Ramadan and Easter to Eid. 	<p>In Year 1, the children will have explored simply the stories behind Easter and Pesach, and how they are celebrated. In this unit, they will briefly revisit their prior learning about Easter (including creating a timeline to show how the events of Easter fit into the life of Jesus), and then spend time reflecting on and considering their own opinions as to whether Easter is a happy or sad time, and why it is so important to Christians. Some Music and Speaking and Listening activities may contribute to this learning.</p> <p>The children will then investigate what happens during Ramadan, and the significance of it for Muslims, before finding out about the Eid celebrations which happen at the end of Ramadan.</p> <p>At the end of the unit, the children will consolidate their learning by taking part in activities to look for similarities and differences between the Christian celebration of Easter (and Lent) and the Muslim celebration of Eid (and Ramadan).</p>	<p>Easter Lent Christians Pesach Jews Muslims Ramadan Eid</p>

		<p>Writing suggestion - write a diary entry about Ramadan and celebrating Eid.</p> <p>Maths suggestion - look at the daily routine during Ramadan, connected to telling the time.</p> <p>Curious - to ask thoughtful questions about special and sacred times.</p>	
<p>Spring 2: Who is a Christian and what do they believe? (B)</p> <p>1.1 Year 1</p> <p>1.2 Year 2</p> <p>1.3 Year 1</p>	<ul style="list-style-type: none"> • I can remember some Christian beliefs. • I can describe some ways that Christians describe God and Jesus. • I can retell a story by Jesus and understand why it is important to Christian beliefs. • I can begin to understand some of the miracles of Jesus. • I can begin to see links between what Jesus taught and what Christians think and do. 	<p>Following on from the first part of this unit in Year 1, the children will have the opportunity to revisit what they know so far about Christians and their beliefs. They will explore how Christians might describe God and Jesus, by reflecting on how people in their lives have more than one role and starting to understand the concept of the Trinity (water/steam/ice). Through a variety of activities such as art, drama, comic strips, etc, the children will spend time becoming familiar with the story of The Lost/Prodigal Son, in the Bible, and start to form their own views on what this story tells Christians about God. Having possibly used a magic trick as a starting point, the children will become familiar with the idea of miracles. Through group, paired and individual activities, such as drama, art, speaking and listening, the children will investigate the miracles of the Ten Lepers and the Feeding of the Five Thousand, finding out why these miracles are important to Christians and forming and sharing their own responses to them.</p> <p>Writing suggestion - design a poster about how Christians describe God and Jesus.</p>	<p>. Christian</p> <p>Cross</p> <p>Crucifix</p> <p>Church</p> <p>God</p> <p>Father</p> <p>Son</p> <p>Holy Spirit</p> <p>Bible</p> <p>Story</p> <p>Myth</p> <p>Fiction</p> <p>Prodigal</p> <p>Testament</p> <p>Exodus</p> <p>Hero</p> <p>Jesus</p> <p>Easter</p> <p>Miracle</p> <p>Prayer</p>

		<p>Maths suggestion - number work based around the miracles of the Ten Lepers and the Feeding of the Five Thousand.</p> <p>Team player - to develop an ability to appreciate the viewpoints of those with Christian beliefs.</p>	
<p>Summer 1: What makes some places sacred? (E) F3 EYFS</p>	<ul style="list-style-type: none"> • I can describe a place that is special to me. I can explain the word sacred. • I can find out more about Christian places of worship • I can find out more about Jewish places of worship. • I can find out about more about Muslim places of worship. • I can explain how places of worship are similar and different. • I can give simple reasons why places of worship are important to the community. 	<p>At the beginning of this unit, the children will think about which places are special to them and why. This will lead into thinking about places that are special to different faiths, and why, and why they might be called 'sacred' places. Through a variety of hands-on and reflective activities, and a possible visit, the children will spend time exploring what they would see in a church/synagogue/mosque, what happens in these sacred places, and why they are so important to their communities. Having experienced these sacred places, time will be spent looking at the similarities and differences between them, before revisiting the reasons as to why places of worship are important to the community.</p> <p>Writing suggestion - write a thank you letter to the place of worship visited.</p> <p>Maths suggestion - design their own geometric patterns, as seen in a mosque.</p> <p>Curious - To ask thoughtful questions to advance learning, in lessons and in the wider world, about places that are special to different faith communities.</p>	<p>Special Sacred Holy Precious Worship Church Jewish Judaism Synagogue Muslim Islam Mosque Comparison Community Together United Belonging</p>

		<p style="text-align: center;">Opportunity to visit a mosque - Open Centre</p>	
<p>Summer 2: What can we learn from sacred books? (B)</p> <p style="text-align: center;">F1 EYFS</p>	<ul style="list-style-type: none"> • I can explain that some books are holy and understand what that means. • I know that holy books are treated in special ways. • I know some stories that Jesus told and what they teach us. • I know some stories that the Prophet Muhammad told and what they teach us. 	<p>Building on their previous learning about which stories are special, and why, this unit will give the children the opportunity to recap on special books and consider what might make a book 'holy'. Having then thought about how holy books should be treated, and why, they will focus on some of the stories in the holy books. Looking specifically at the Bible and Qur'an, the children will explore some of the stories that Jesus (parables eg The Lost Sheep) and the Prophet Muhammad told, (through independent, group and whole class activities), and what these stories teach Christians and Muslims.</p> <p>Writing suggestion - write a non-chronological report about the sacred books they have looked at.</p> <p>Maths - make their own 'hidden meaning boxes' using nets of shapes.</p> <p>Communicator - to be able to share information on, and opinions about, sacred books.</p>	<p style="text-align: center;">Bible Parables Qur'an Torah</p>

Lower Key Stage Two Curriculum Objective:

During the first two years of KS2, pupils continue to explore Christian, Muslim and Jewish beliefs and begin to learn about the Hindu faith. They compare and contrast aspects of all these faiths; they encounter more stories, artefacts and other religious materials. They understand that beliefs are expressed in a variety of ways, and continue to use specialist vocabulary. They understand the importance of religion and belief in these communities. Pupils ask relevant questions and develop their understanding about the world, other cultures and communities.

Year Three Key Questions	Learning Objectives	Knowledge/Activity	Vocab
Autumn 1: What does it mean to be a Christian today? (L) F5 EYFS 1.7 Year 1	<ul style="list-style-type: none"> • I can describe what happens in Church at different times of the week. • I can find out more about ways that Christians show their beliefs in Church. • I can describe how different Christians use music to worship God. • I can find out more about the beliefs shown in a hymn or song of worship. • I can consider why Christians use music to worship God. • I can describe ways in which local churches help their surrounding community 	<p>This unit will give the children an opportunity to spend time looking in depth at what Christians do in church and in the community to express their faith, and why these things are important to them. Having predicted what they think happens in a church on a Sunday, midweek and in the evenings, they will explore various websites/noticeboards to see all the things that happen in a church. They will then connect these events to Bible quotes, showing how Christians show their beliefs in church. Through a variety of learning experiences, the children will explore how and why music is used in Christian worship. They will listen to, and appraise, various types of Christian worship music, developing their own responses to questions such as 'Why do Christians use music in worship?', 'How are Christian beliefs shown through the hymns/songs?' and 'What are some similarities/differences in Christian music?'. They will lastly investigate how some local churches help their surrounding communities and think about why they may do this.</p> <p>Writing suggestion - design a non-chronological poster/double page spread, about different types of Christian music.</p>	Christianity Church Belief Hymn Service Worship Prayer Sermon Congregation Community Charity Welfare Caring

		<p>Maths suggestion - look at and compare data for church attendance.</p> <p>Communicator - to be able to share information on, and opinions about, Christian music.</p> <p>Opportunity to visit the Church on Oakwood - Christianity/Christmas</p>	
<p>Autumn 2: Why are festivals so important to religious communities? (E) F1 EYFS 1.6 Year 1 and Year 2</p>	<ul style="list-style-type: none"> I can think of reasons why people choose to celebrate significant events. I can notice similarities and differences between religious and non-religious celebrations. I can begin to consider how the meaning of a festival could be lost. I can explain what the story of Hanukkah might mean to a believer today. I can explain what the story of Christmas might mean to a believer today. I can look for similarities and differences between the beliefs that festivals express. 	<p>Building on their previous learning in EYFS and Yr 2, about special times and how and why they are celebrated, this unit will enable the children to begin to understand how celebrations remind the believers of key beliefs, commitments, and community. They will focus on the key elements of festivals - shared values, story, belief, hopes and commitment. Having thought about why people celebrate and looked at the similarities and differences between religious and non-religious celebrations, they will explore further, and compare, the Jewish festival of Hanukkah and the Christian festival of Christmas, reflecting on what their stories might mean to a believer today, and how they compare to the festival of Diwali. They will then spend some time reflecting on and developing their own responses to the question of whether shops and shopping can take away the real meaning of a festival.</p> <p>Writing suggestion - write a persuasive letter to a shop, asking them to preserve the real meaning of Christmas.</p> <p>Maths suggestion - design a creative picture of the Nativity using 2d shapes.</p> <p>Valuing - to value believers of different faiths and the meanings behind the festivals that they celebrate.</p>	<p>Celebration Significant Together Religious Secular Culture Tradition Preserved Festival Community Hanukkah Miracle Believer Meaning Christmas Nativity Diwali Triumph Defeat</p>

<p>Spring 1: Why is the Bible so important to Christians today? (B)</p> <p>F1 EYFS 1.4 Year 2</p>	<ul style="list-style-type: none"> • I can describe how the Bible is arranged and divided. • I can think of reasons why the Bible is helpful to some people. • I can recall the creation story and think about what it means to Christians • I can re tell some of Jesus' parables. • I can compare Jesus parables and think about their meanings. 	<p>In this unit, which builds on previous learning about special stories and sacred books, the children will focus on the Bible, exploring questions about what the Bible says and how and why the Bible is used and valued in Christian communities today. They will start to think about this question by recapping on what makes a book special or sacred and then focus on the Bible, exploring how it is arranged, why it is a 'best seller' and why it is so important to Christians. There will then be time for the children to build on their previous knowledge, through a variety of activities, of some of the stories in the Bible, such as the Creation story and some of the Parables and reflect on how the meanings of these stories may help Christians today. Throughout the unit, there will be opportunities for the children to consider and appraise the Christian viewpoints and develop their own responses about the Bible.</p> <p>Writing suggestion - Storyboard to retell the parable of the Prodigal Son.</p> <p>Maths suggestion - Explore and compare statistics (using bar graphs, etc) of best-selling books.</p> <p>Curious - to ask thoughtful questions to advance learning about the Bible.</p>	<p>Bible Books Testaments Verses Creation Genesis Adam Eve God Beautiful Wonderful Miraculous Jesus Forgiveness Parable Moral Lesson Prodigal</p>
<p>Spring 2: Why is Jesus inspiring to some people? (B)</p> <p>F2 EYFS 1.1 Year 1 and Year 2</p>	<ul style="list-style-type: none"> • I can describe people as inspiring and explain why they inspire me. • I can describe stories from Jesus' life that are inspiring. 	<p>Building on their knowledge from previous learning about which people are special and why, this unit will enable the children to explore different reasons why Jesus is considered to be an inspiring figure by Christians, and by many other people, too. They will reflect on and talk about what a hero is, and why, and the meaning of 'inspire'/'inspiration', before</p>	<p>Inspiring Lent Easter Temptation Wilderness Fasting</p>

	<ul style="list-style-type: none"> • I can retell the Easter story and think how it inspires some people today. • I can consider how Jesus' death inspires some people. • I can remember the Jewish story of Passover. • I can explain what is inspiring about the Passover story. 	<p>expressing who they consider to be inspiring to themselves. Following on from this, the children will take part in a variety of activities, which could include art/drama/music, to investigate whether it is the teachings, actions or stories of Jesus which make him inspirational, or all three. The events of Easter will also be revisited and explored further, specifically Lent, Good Friday and Easter Sunday, to consider how they may be inspiring to Christians. Another inspirational figure to Christians and Jews is Moses, and the children will have the opportunity to discover why this is, by revisiting the Jewish story of Passover.</p> <p>Writing suggestion - diary entry for the Passover story.</p> <p>Maths suggestion - number problems connected to The Feeding of the 5,000.</p> <p>Challenge - to challenge themselves to be the best can they be and be inspirations to those around them.</p>	<p>Last Supper Bread Wine Symbolism Passover Moses Miracles Plagues Sacrifice</p>
<p>Summer 1: What do different people believe about God? (B)</p> <p>1.1-3 Year 1 and Year 2</p>	<ul style="list-style-type: none"> • I can begin to understand Christian metaphors for God. • I can explain some of the meaning in Moses and the Burning bush. • I can consider what Muslims believe about Allah. 	<p>Having previously explored the basic beliefs of Christians, Muslims and Jews, this unit will give the children the opportunity to learn in greater depth about the diverse beliefs about God, found in different religious/non-religious ways of life. After considering the concept that 'seeing is believing', they will have the opportunity to reflect on and express their own ideas about what they think God is like. This will lead into finding out about some of the metaphors that Christians may use to describe God. Through the retelling of the Bible story of Moses and the Burning Bush, using drama and</p>	<p>Christian Metaphors Holy Spirit Holy Ghost Moses Faith Devotion Allah Ninety-Nine names Humanist Non-religious</p>

	<ul style="list-style-type: none"> • I can begin to think about 'being good without God'. • I can think of reasons why some people believe in God and some do not. 	<p>artwork, the children will consider the idea of encounters with God and develop their own responses.</p> <p>In order to explore a Muslim's beliefs about Allah, they will take part in some activities based on the 99 Names of Allah and start to make comparisons between the beliefs about God/Allah in the two religions. In contrast to their earlier learning, the children will then be introduced to the concept of 'being good without God' and begin to think about where this belief belongs and consider if it is possible or not. They will finish this unit by expressing their own thoughts and reasons as to why some people believe in God and some do not.</p> <p>Writing suggestion - write a poem 'If God was a.....'</p> <p>Maths suggestion - design Subah beads with repeating patterns.</p> <p>Curious - to ask thoughtful questions about beliefs around God.</p>	<p>Religious Comparison Similarities Differences</p>
<p>Summer 2: Why do people pray (E)</p> <p>F5 EYFS 1.5 Year 2</p>	<ul style="list-style-type: none"> • I can explain what a prayer is • I understand why prayer is important to Christians • I can think about what a prayer means for Muslims • I can compare different prayers noticing similarities and differences between them. 	<p>This unit will enable the children to investigate the importance of prayer to people of different faiths. They will explore the symbols, words and significance of prayer alongside some key beliefs about prayer, so that they can begin to form viewpoints of their own about prayer. Through circle time activities that can link in with PSHE, the class will be encouraged to think about what a prayer is, the different kinds of prayers there are and why people may want to pray (display opportunity). Following on from this, the children will take part in various learning experiences to discover how and why Christians and Muslims pray, and why it is important</p>	<p>Prayer Conversation Relationship Worship Pillar of Islam Wudu Salah Subah beads Qur'an Muslim Christian Bible</p>

	<ul style="list-style-type: none"> • I understand what it means to reflect or think deeply 	<p>in both faiths. Having looked at the similarities and differences between prayers of Christians and Muslims, they will have the opportunity to consider what it means to reflect, and whether prayer is the same as reflecting/meditating.</p> <p>Writing suggestion - write instructions for a Muslim prayer time.</p> <p>Maths suggestion - use graphs to collate answers and draw conclusions from the prayer questionnaire.</p> <p>Creative - to develop skills and express our thoughts about prayer through art work.</p> <p>Opportunity for workshop - Islamic Prayer (Open Centre)</p>	<p>Prayer positions Silence Reflect The Lord's Prayer The First Surah</p>
<p>Year Four Key Questions</p>	<p>Learning Objectives</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>Autumn 1: What are Hindu Beliefs? (B) (Twinkl Unit)</p>	<ul style="list-style-type: none"> • I can explain who founded Hinduism and where. • I can explain the main beliefs in Hinduism. • I can explain which places are special to Hindus. • I can name and describe some special Hindu festivals. • I can explain that Hindus have multiple holy books. 	<p>In this unit, the children will be introduced to the Hindu faith. Through a variety of independent, group and whole class activities, the children will be given an overview of Hinduism, which they will build on in future years. They will explore how Hinduism was founded, and, using their map skills, locate where it was founded. They will discover the main beliefs that all Hindus share and become familiar with the main Hindu deities. Recalling their previous learning on special places, the children will find out about the Mandir, and reflect on how worship at the Mandir may be similar or different to worship in a Hindu home. The main Hindu festivals will be explored - the stories behind them and how/why they are celebrated today, as well as finding out about the</p>	<p>Hindu Guru Sacred Temple Deities Scripture Festivals Diwali Lotus flower Diva lamp Trishul Pranama Kalasha Swastika</p>

	<ul style="list-style-type: none"> I can name and explain the meanings of Hindu symbols. 	<p>symbols that are important to Hindus. Having discovered that Hindus have more than one holy book, the children will then have the opportunity to reflect on what they have learned about Hinduism and how it compares to the other faiths they know about.</p> <p>Writing suggestion - to write an acrostic poem, giving a basic overview of the Hindu faith.</p> <p>Maths suggestion - use a Venn diagram to compare and contrast two Hindu deities.</p> <p>Curious - to ask thoughtful questions to advance their learning about the Hindu faith.</p>	<p>Aum</p>
<p>Autumn 2: What does it mean to be a Hindu in Britain today? (L)</p> <p>F5 EYFS 1.7 Year 1</p> <p>See also Why are festivals important to religious communities unit**</p>	<ul style="list-style-type: none"> I can explain what Hindus do to show their faith. I can understand the connection between Hindu teachings and a Hindu way of life. I can discuss what it is like to be a Hindu in Britain today. I can make links between the story of Rama and Sita and the idea of overcoming evil today.** 	<p>Following on from the learning in the previous unit, the children will look in greater depth at key aspects of Hindu belief and worship, and how these are expressed in thoughts and actions by Hindus in Britain today. The children will reflect on the things that are important to themselves and compare this to what is important to a Hindu child. Through a variety of activities, they will explore how Hindus express their faith through puja and consider how this effects the way they live their lives. As they develop their understanding of Hindu beliefs and teachings, (specifically about aims and duties in life, as well as revisiting the story of Rama and Sita), the children will have the opportunity to discuss, appraise and develop their own responses to the key question.</p> <p>Writing suggestion - write a short narrative about how a Hindu child takes part in puja.</p> <p>Maths suggestion - using knowledge of symmetry, design their own Rangoli patterns.</p>	<p>Dieties Murtis Puja Mandir Diva Lamp Aarti Bhajans Dharma Artha Kama Moksha Reincarnation</p>

		<p>Valuing - beginning to understand, and therefore value, the beliefs and lifestyle choices of Hindus in Britain today.</p> <p>Opportunity to visit a Mandir (Open Centre)</p>	
<p>Spring 1: What does it mean to be a Christian in Britain today? (L)</p> <p>F5 EYFS 1.7 Year 1 L2.8 Year 4</p>	<ul style="list-style-type: none"> I can look for similarities and differences between a Christian and non-Christian home. I can compare how Christian and non-Christian communities spend their time. I can describe what happens during holy communion. I can give meaning to the symbols used during holy communion. I can explain differences and similarities in the ways different Christians celebrate holy communion. I can think of reasons why Christians choose to help their local community. 	<p>Following on from the first part of this unit in Year 3, the children will explore how and why Christians show their beliefs in their home and lifestyle and how this may compare to a non-Christian home. Through individual, paired and group activities, they will have the opportunity to find out what happens during Holy Communion, what the various parts of it symbolise, what Christians are remembering when they celebrate this and why it is so important to them. After comparing and contrasting how different Christians prepare for and celebrate Holy Communion, the children will be able to develop their own responses to this Christian ceremony. They will also spend some time finding out about how Christians support their local community and develop their understanding as to why this is so important to Christians.</p> <p>Writing suggestion - to create an information leaflet/poster about a Christian community project.</p> <p>Maths suggestion - to create bar graphs/tables to show the Christian/non-Christian weekly activities that the class takes part in.</p> <p>Communicator - To be able to share ideas, information and opinions in a wide range of contexts.</p>	<p>Christianity Secular Humanist Comparison Communities Holy Communion Symbolism Bread Wine Remembrance Sacrifice Charity Caring Kindness</p>

<p>Spring 2: Why are festivals so important to religious communities? (E) Easter/Eid/Passover F4 EYFS 1.6 Year 2</p>	<ul style="list-style-type: none"> I can describe three things that make Holy week a special time for Christians. I can describe what symbols tell us about the Easter story. I can begin to describe the events of the last supper. I can describe the events of the crucifixion and give simple reasons as to why Jesus was put to death. I can connect the fasting of Ramadan with the abstinence of Lent. I can think about how religious and non-religious people celebrate Easter. 	<p>Building on their previous learning of festivals, the children will delve deeper into some of the themes of Easter, such as sacrifice, temptation and new life. They will also explore how these themes may be celebrated in festivals of other faiths, too, such as Ramadan, and begin to build connections between the festivals and faiths.</p> <p>Writing suggestion - write a diary entry describing Holy Week.</p> <p>Maths suggestion - look at data around celebrating easter in the UK (easter eggs bought, attendance at church, etc).</p> <p>Creative - to develop skills and talents through making eggs.</p>	<p>Good Friday Easter Sunday Palm Sunday Jesus Disciples Last Supper Betrayal Sacrifice Crucifix Condemned Bread Wine Symbolism Lent Temptation Wilderness Fasting Ramadan Easter Eid Abstinence Resurrection Religious Secular</p>
<p>Summer 1: What can we learn from religions about deciding what is right and wrong? (L)</p>	<ul style="list-style-type: none"> I can explain the meaning of The Golden Rule. I can describe some of the 10 commandments. 	<p>This term, the children will be thinking about the guidance that people follow to help them live their lives. They will be introduced to the Golden Rule and what this means in Christianity, Humanism and</p>	<p>Good Evil Temptation Choices</p>

	<ul style="list-style-type: none"> • I can explain how the Beatitudes help Christians to lead good lives. • I can identify some values that matter to Humanists. • I can explain what temptation is and how it can affect people's behaviour. • I can begin to understand how religious teachings helped to affect someone's actions. 	<p>Judaism. Through a variety of activities, the children will investigate how Christians, Humanists and Jews might decide what is 'right' and develop their own responses to their findings. Looking at stories in Christianity and Judaism, they will then explore the teachings about temptation (revisiting their learning from last term). To bring their learning together, the children will have the opportunity to research the life of a religious figure, whose actions were affected by teachings from their faith.</p> <p>Writing suggestion - to create a storyboard to retell the story of Adam and Eve.</p> <p>Maths suggestion - number problems connected to the Pay It Forward concept.</p> <p>Creative - to produce a piece of art showing the Golden Rule.</p>	<p>Behaviour Rules Lessons Consequences Atonement Selflessness</p>
<p>Summer 2: Why do some people think life is like a journey and what significant experiences mark this? (E)</p> <p>FS EYFS 1.6 Year 1 and Year 2</p>	<ul style="list-style-type: none"> • I can explain why some people describe life as a journey. • I can consider the importance of different kinds of Christian baptism. • I can explain some of the ceremonies that mark the Hindu journey of life. • I can describe the Hindu thread ceremony. 	<p>Building on their previous learning about Christians and Hindus from this year, this investigation will enable the children, through a variety of activities, to discover why and how different faiths celebrate significant milestones on the journey of life. Having reflected on why life might be seen as a 'journey', they will revisit and build on their learning from Foundation/Yr 1 by looking at the different types of Baptism in Christianity and develop their understanding as to why this is such an important milestone in the life of a Christian. The children will explore the Hindu Sacred Thread ceremony and will then spend some time comparing and contrasting the life journeys of Christians and Hindus, as well as developing their own responses to these questions.</p>	<p>Beginnings Baptism Christening Journey Metaphor Ceremony Hindu Christian Reincarnation Dharma Karma Moksha</p>

	<ul style="list-style-type: none"> I can compare the Hindu journey of life with Christian ideas. 	<p>Writing suggestion - to write a non-chronological report on Baptism.</p> <p>Maths suggestion - to use a Venn Diagram to compare the journey of life in Christianity and Hinduism.</p> <p>Valuing - to learn to value the similarities and differences in the ways that people of different faiths journey through life.</p> <p>Opportunity for workshop - Hindu Pilgrimage (Open Centre)</p>	
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Upper Key Stage Two Curriculum Objective:

In the final two years of KS2, pupils consolidate their understanding of Christian, Muslim, Hindu and Jewish beliefs. They compare and contrast aspects of all these faiths whilst also considering non-religious views. They use their knowledge and understanding to consider the wider impact of religion on art and culture as well as how religious and non-religious beliefs impact on everyday life and the choices we all make.

Year Five Key Questions	Learning Objectives	Knowledge/Activity	Vocab
Autumn 1: Why do some people think God exists? (B) 1.1-3 Year 1 and Year 2 L2.1 Year 3	<ul style="list-style-type: none"> I can explain the terms theism, atheism and agnosticism. I can give reasons why some people believe in God and some do not. I can understand the difference between fact, belief and opinion. 	In this unit, the children will build on their prior knowledge and understanding of the beliefs of different faiths, particularly beliefs about God, to reflect on why some people believe, and some do not, that God exists. Using the Christian idea of God as a focus, they will consider the religious make-up of the world, the UK and their local area, incorporating the terms 'theist', 'agnostic' and 'atheist' in their findings. They will take on the role of detectives, and through a mixture of individual, paired, group	Theism Atheism Agnosticism Belief Faith God Fact Opinion Creation

	<ul style="list-style-type: none"> • I can consider ways in which a sacred text can be interpreted. • I can respond thoughtfully to the question 'Is God real?' 	<p>and whole class activities, they will gather evidence. This evidence will include understanding the difference between fact/opinion/belief, witness statements, becoming aware of common reasons for belief/non-belief and considering the different ways the Bible can be interpreted. At the end of the unit, the children will use this evidence to put forward their own considered response to the key question.</p> <p>Writing suggestion - write a newspaper article to answer the key question.</p> <p>Maths suggestion = complete, read and interpret information in tables, using global statistics and the 2011 UK census, about how many people believe in God.</p> <p>Team player - to develop the skills of empathy, kindness and an ability to appreciate the viewpoints of others, when debating the existence of God.</p>	<p>Myth Interpretation Evidence Debate Discussion</p>
<p>Autumn 2: What does it mean to be a Muslim in Britain today? (L)</p> <p>F5 EYFS 1.7 Year 1 L2.7 Year 3 L2.8 Year 4</p>	<ul style="list-style-type: none"> • I can describe the key belief of Muslims and explain how it affects their life. • I can describe how any why Muslims pray. • I can think of reason why Muslims fast and why other people might also fast. • I can describe the key functions of a Mosque and explain how they link 	<p>Building on their previous learning about what it means to belong to a faith community, this unit will give the children an opportunity, through a selection of activities, to gain a greater understanding of Islam. They will explore the main belief of Muslims and reflect on how it affects their lives. They will discover why prayer, fasting and the mosque are so important to Muslims, and how this is evident in their everyday lives. Throughout this unit, the children will continue to build the skills needed to appreciate and appraise various points of view and to develop their own thoughtful responses.</p> <p>Writing suggestion - write a biography of an imaginary Muslim, explaining how he/she lives their life, and why.</p>	<p>Muslims Islam Mosque 5 Pillars Ramadan Eid Prayer Shahadah Salah Muhammad Prophet Imam</p>

	<p>to the key beliefs of Muslims.</p>	<p>Maths suggestion - positions and directions - work out in which direction they would have to pray, (so they are facing Mecca), from different positions. Curious - To ask thoughtful questions, about the way Muslims live their lives, to advance learning in lessons and in the wider world.</p> <p>Opportunity for workshop - Being a Muslim in the UK (Open Centre)</p>	
<p>Spring 1: What matters most to Christians and Humanists? (L)</p> <p>L2.9 Year 4</p>	<ul style="list-style-type: none"> • I can think about what it means by a code of living and decide if I am living by this. • I can think about what it means to be a Humanist. • I can react to dilemmas making judgements about good and bad or right and wrong. • I can recall the values that Christians live by. • I can explore a key value that Christian and Humanist share. • I can describe how shared values can make a community happier. 	<p>Having previously explored why looking after others and the world matters, and how religions can help people to make the right decisions, this unit will enable the children to develop their understanding of these concepts by looking in depth at Christianity and Humanism. Through activities such as discussions, games and drama, children will learn about the idea of a code for living, (do they have a code for living?), consider if a person can be 'good without god' and think about their reactions to a selection of dilemmas by making considered judgements about right and wrong. They will also spend time learning about and developing their own response to values - recalling the values that Christians live by, exploring values that Christians and Humanists share, as well as reflecting on whether shared values contribute to a happy community.</p> <p>Writing suggestion - Write a poem about peace, using the five senses.</p> <p>Maths suggestion - Children take part in a values auction, with a budget of £100.</p>	<p>Religious Non-religious Good Naughty Dilemmas Humanist Codes Rules Values Ethics Fairness Forgiveness Love Peace Justice Judgement</p>

		<p>Independent and self-aware - To manage feelings, control actions and have the skills and attitudes in the context of right and wrong, to be life-long learners.</p> <p>Opportunity for Humanist visitor</p>	
<p>Spring 2: What would Jesus do? Can we live by the values of Jesus in the 21st Century? (B)</p> <p>F2 EYFS L2.3 Year 3</p>	<ul style="list-style-type: none"> • I can discuss how Jesus' teaching can inspire Christians. • I can use some of Jesus' stories to understand the importance of forgiveness. • I can think about Jesus' teachings of justice and fairness. • I can think about Jesus' teachings of generosity and greed. • I can think of reasons what some people want to follow Jesus' teachings today. 	<p>In this unit, the children will focus on Christianity and, building on their previous learning about why Jesus might be seen as inspiring, will explore Jesus' teachings and example and how they could be applied by Christians to life today. They will discover and discuss Jesus' mission statement, and through looking at a selection of stories from the Bible, they will gain understanding about why forgiveness, justice, fairness and generosity were so important to Jesus. Through various speaking and listening activities, and looking at the example of Mother Teresa, the children will then be encouraged to reflect on and respond to the question of whether these teachings and values are still relevant in the twenty-first century.</p> <p>Writing suggestion - write a letter to Jesus, explaining their response, with specific examples, to the unit question.</p> <p>Maths suggestion - using percentages, work out different tithing amounts.</p> <p>Communicator - to be able to share ideas, information and opinions in the context of Jesus' values in the twenty-first century.</p>	<p>Inspiring Jesus Forgiveness Justice Revenge Parable Moral Lesson Fairness Generosity Charity Greed Wealth Distribution Guidance</p>

<p>Summer 1 & 2: If God is everywhere, why go to a place of worship? (E)</p> <p>F3 EYFS 1.7 Year 1 L2.5 Year 3 and Year 4</p>	<ul style="list-style-type: none"> • I can compare Anglican and Baptist Churches • I can think about Hindu worship-at home and at the Mandir • I can make links between Jewish beliefs and the features of a synagogue. • I can explain what different places of worship are called and what they are for. • I can consider how different aspects of worship help Christians connect to God. • I can understand how places of worship support those in times of need. • I can think about why people pray. • I can compare prayers from different religions. 	<p>Having previously explored what makes a place special/scared, this unit gives the children the opportunity to learn in greater depth about worship, the purposes of places of worship, as well as how believers see these places. They will find out about/recap on some of the key features of places of worship in the Christian, Jewish and Hindu faiths, and begin to connect these to the beliefs of these faiths. There will also be time for the children to reflect on and express their own thoughts as to whether God is more present in particular places, and why. Focussing on Christianity, the children will find out about the many ways that Christians can worship and consider why Christians worship in different ways.</p> <p>Writing suggestion - write a letter to explain the similarities and differences between the Anglican and Baptist church.</p> <p>Maths suggestion - use Venn Diagrams for sorting similarities and differences.</p> <p>- look at and interpret data showing how religious communities have shrunk or grown since 2001, and % populations.</p> <p>Valuing - To value the world around us and the people and things in it, in the context of places of worship and their communities.</p> <p>Opportunity to visit the Church on Oakwood Opportunity for workshop - Synagogue Experience (Open Centre)</p>	<p>Church Mosque Temple Mandir Synagogue Hindu Muslim Christian Anglican Baptist Jewish Worship Faith Leaders Prayer Imam Reverend Vicar Pastor Rabbi Guru</p>
<p>Year Six Key Questions</p>	<p>Learning Objectives</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>

<p>Autumn 1 & 2: What do religions say to us when life gets hard? (B)</p>	<p>I can consider questions, and ask some of my own, about life after death.</p> <p>I can describe the idea of a soul.</p> <p>I can reflect on the impact the belief in a soul might have on the way people live their lives.</p> <p>I can explain what Reincarnation and Karma mean.</p> <p>I can consider what impact Reincarnation and Karma may have on a Hindu's life.</p> <p>I can look for similarities and differences between the Muslim and Christian belief in Judgement.</p> <p>I can compare the Muslim and Christian belief in Judgement to the Hindu belief in Reincarnation.</p> <p>I can describe how a Christian funeral may reflect the Christian beliefs about life after death.</p> <p>I can explain why people may be comforted by their beliefs when someone dies.</p> <p>I can look for similarities and differences between Humanist</p>	<p>In this unit, children will be given the opportunity to reflect on and ask questions about life, death, suffering and what matters most in life, using the stimulus of story. Through independent, group and whole class activities, they will develop their understanding that some of life's questions do not have easy answers and explore some of the ways that religions help people through tough times. Through looking at some key concepts about life after death in Christianity (judgement, heaven, salvation), Hinduism (karma, soul, samsara, reincarnation, moksha) and Humanism, they will build their understanding of how religious/non-religious communities can bring comfort to believers. Having considered the similarities and differences in ceremonies that mark the end of life on Earth, children will have time to reflect on and express their own ideas/beliefs, concerns and maybe worries about death and the concept of afterlife.</p> <p>Writing suggestion - write a poem to reflect their own thoughts and questions about life and death.</p> <p>Maths suggestion - create decorated boxes from 3-D nets to hold 'tickets to paradise'.</p> <p>Curious - to ask thoughtful questions about life after death, reflecting on how some 'big questions' do not have easy answers.</p> <p>Opportunity for workshop - Exploring questions about Life after Death (Open Centre)</p> <p>Opportunity for visitor from the Church on Oakwood - Christian funerals</p>	<p>Heaven</p> <p>Afterlife</p> <p>Soul</p> <p>Reincarnation</p> <p>Karma</p> <p>Moksha</p> <p>Dharma</p> <p>Judgement</p> <p>Salvation</p> <p>Barzakh</p> <p>Suffering</p> <p>Comfort</p> <p>Humanist</p>
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	<p>and Christian beliefs about the afterlife.</p> <p>I can compare my own views about life after death, with those of the faiths I have explored.</p>		
<p>Spring 1 & 2: Is it better to express your beliefs in arts and architecture or in generosity and charity? (E)</p> <p>F3 EYFS 1.7 Year 1</p>	<p>I can reflect on the title question and what makes a place special/sacred.</p> <p>I understand why mosques matter to the Muslim community.</p> <p>I can explore some examples of Islamic and Christian art.</p> <p>I can compare and contrast Muslim and Christian sacred buildings.</p> <p>I can apply ideas about generosity, from Muslim values and scriptures, to the title question.</p> <p>I can apply ideas about generosity, from Christian values and scriptures, to the title question.</p> <p>I can consider which has the greater impact - art or charity.</p>	<p>In this unit, children will build on their prior knowledge of places of worship by investigating the importance of these buildings, along with religious art, as expressions of worship and devotion in Islam and Christianity and make comparisons between the two faiths. Children will also take part in activities to find out what the scriptures of both these faiths say about charity and generosity, and how this is put into action. They will consider both religious and non-religious views, and then weigh up whether they personally think art or charity has the greater impact, making sure that they value what others think and are able to disagree respectfully.</p> <p>Writing suggestion - write a persuasive argument in response to the unit question.</p> <p>Maths suggestion - create their own geometric Islamic patterns.</p> <p>Team player - to develop an ability to appreciate the viewpoints of others, in relation to the unit question.</p>	<p>Sacred spaces Architecture Charity/Zakat Generosity Wealth Poverty Emotions Faith buildings Calligraphy Geometric art Worship/Express Islamic Relief/Muslim Aid Christian Aid</p>

<p>Summer 1: What does it mean to be a Muslim in Britain today? (L)</p> <p>F5 EYFS 1.7 Year 1 L2.7 Year 3 and Year 4 L2.8 Year 4</p>	<p>I can describe the 5 pillars of Islam and connect them with a journey of life. I can describe what happens on a pilgrimage to Mecca. I can compare pilgrimage in Islam to other religious journeys. I can describe two sources of guidance for Muslims. I can look for similarities and differences between the life of a Muslim and my own life.</p>	<p>In this unit, children will consolidate previous learning on belonging to faith communities and expand their knowledge of the lives of Muslim believers. They will explore the five pillars of Islam and the importance of these to the followers of Islam, particularly focussing on pilgrimage (Hajj) They will also learn about the Qur'an and other forms of guidance that shape the life of a Muslim. Through a mixture of independent, group and whole class activities, they will gain a greater understanding of Islam and reflect on what they can learn from its beliefs, values and ideas, whilst comparing and contrasting them to their own lives.</p> <p>Writing suggestion - write a diary entry comparing their life and beliefs with those of a Muslim. Maths suggestion - describe positions on the full coordinate grid (all four quadrants), along with directions, for places involved in Hajj. Curious - ask thoughtful questions about the journey of life.</p> <p>Opportunity for workshop - Hajj (Open Centre)</p>	<p>Journey Islam Muslim Belief 5 pillars Prayer Pilgrimage Mecca Eid Qur'an Hadiths Prophet Muhammad Values Shahadah Salah Zakah Sawm Haj</p>
<p>Summer 2: What difference does it make to believe in Ahimsa, Grace or Ummah? (L)</p>	<p>I can make connections between beliefs and behaviour in different religions. I know what Ummah is and how it is linked to the Prophet Muhammad (pbuh). I can describe how Ummah supports Muslims worldwide.</p>	<p>In this unit, children will have the opportunity to revisit their reflections on why and how they should care for others and the world, and further explore three different important ideas, from three different religions, relating to commitment. Through a mixture of activities, and in the context of the lives of Muslims, Christians, and Hindus, they will investigate what commitment means, find out about specific commitments in each faith and investigate</p>	<p>Ahimsa Grace Ummah Commitment Behaviour Muslim Prophet Muhammad (pbuh) Zakat</p>

	<p>I can explain 'sewa' and how Gandhi's teachings are still relevant today.</p> <p>I can reflect on how the life and teachings of Jesus show God's grace and forgiveness.</p> <p>I can describe how an inspirational Christian has shown grace, forgiveness and sacrifice.</p> <p>I can compare and contrast the 'big ideas' that I have looked at and can connect them to my own ideas.</p>	<p>how these commitments effect believers' lives. They will also discover how important people in each faith can be seen as role models. Throughout the unit, children will appreciate and appraise the varied concepts and questions and develop responses of their own.</p> <p>Writing suggestion - create an information poster about Gandhi, or another of the important figures.</p> <p>Maths suggestion - work out how much of various peoples' 'salaries' they need to give for Zakat (2.5%)</p> <p>Valuing - to continue to learn to value those commitments that are important to other people and faiths.</p>	<p>Hajj Hindu Gandhi Sewa Christian Forgiveness</p>
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