

RE Curriculum Coverage

Expected Vocabulary. NC Objectives. Intended activities. Prior knowledge – must be revisited before new content taught

Cross curricular(English)Cross curricular(Maths)Ten key skills

Key Questions

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 our 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	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	Christian beliefs and... Year 1: Jewish beliefs Year 2: Muslim beliefs and Sikh beliefs	Year 1	
		<p>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) How should we care for others and the world, and why does it matter? (L) What does it mean to belong to a faith community? (L) What makes some places sacred? (E)</p>	
		Year 2	
		Who is Muslim and what do they believe? (B)	

		<p>How and why do we celebrate special and sacred times? (E)</p> <p>Who is a Christian and what do they believe? (B)</p> <p>Who is a Sikh and how do they live? (L)</p> <p>What can we learn from sacred books? (B)</p>
Lower KS2	<p>Christian and Muslim beliefs, and...</p> <p>Year 3 - Jewish beliefs</p> <p>Year 4 - Hindu beliefs</p>	<p>Year 3</p> <p>What does it mean to be a Christian in Britain today? (L)</p> <p>Why are festivals important to religious communities? (E)</p> <p>Why is the Bible so important to Christians today? (B)</p> <p>What do different people believe about God? (B)</p> <p>Why do people pray? (E)</p>
		<p>Year 4</p> <p>What does it mean to be a Hindu in Britain today (L)</p> <p>What does it mean to be a Christian in Britain today? (L)</p> <p>Why is Jesus inspiring to some people? (B)</p> <p>Why are festivals important to religious communities? (E)</p> <p>What can we learn from religions about deciding what is right and wrong? (L)</p> <p>Why do some people think life is like a journey, and what significant experiences mark this? (E)</p>
Upper KS2	<p>Compare and Contrast-</p> <p>Pupils continue to learn about Christian, Muslim, Jewish, Hindu and Sikh beliefs but also consider non-religious views and contrast them to their previous learning.</p>	<p>Year 5</p> <p>What does it mean to be a Muslim in Britain today? (L)</p> <p>What matters most to Christians and Humanists? (L)</p> <p>What would Jesus do? Can people live by the values of Jesus in the 21st Century? (B)</p> <p>Why do some people think God exists? (B)</p> <p>If God is everywhere, why go to a place of worship? (E)</p>
		<p>Year 6</p> <p>What does it mean to be a Sikh in Britain today? (L)</p> <p>What do religions say to us when life gets hard? (B)</p> <p>What can be done to reduce racism? Can religion help? (E)</p> <p>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: F5 - 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>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 Maths: Talking about groups- counting how many in a given group/ more than or less than discussion. Communicator – to be able to share experiences of special times and belonging.</p> <div style="text-align: center;"></div>	Belong Welcome Together Special Unique Group Family Relatives Relations Christian Muslim Ceremony


<p>Autumn 2: F4 - Which times are special and why? (E)</p>	<ol style="list-style-type: none"> 1. What special times have you had? <ul style="list-style-type: none"> • 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 a 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. 	<p>Topic: Superheroes</p> <p>Building positive relationships</p> <p>Birthdays</p> <p>Christian Weddings/Christian Baptism</p> <p>Harvest Festival/Sukkot</p> <p>Diwali</p> <p>Christmas</p> <p>Nativity performance</p> <p>Chinese New Year- Spring 1</p> <p>English link: Building a range of vocabulary</p> <p>Maths Link: Decorating Diya lamps with shapes</p> <p>Valuing – to begin to value special times for different groups of people.</p> <p>Valuing</p>	<p>Party</p> <p>Celebration</p> <p>Baptism</p> <p>Christian</p> <p>Wedding</p> <p>Marriage</p> <p>Christening</p> <p>Baptism</p> <p>Harvest</p> <p>Crops</p> <p>Thankful</p> <p>Grateful</p> <p>Charity</p> <p>Hindu</p> <p>Diwali</p> <p>Diya</p> <p>Nativity</p> <p>Christmas</p> <p>Jesus</p>
<p>Spring 1: F2 - Which people are special and why? (B)</p>	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. 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>Team player</p>	<p>Special</p> <p>Unique</p> <p>Friendship</p> <p>Positive</p> <p>Negative</p> <p>Behaviour</p> <p>Choice</p> <p>Community</p> <p>Heroes</p> <p>Kindness</p> <p>Caring</p> <p>Attitude</p> <p>Good qualities</p>
<p>Spring 2: F6 -</p>	<ol style="list-style-type: none"> 1. What are our favourite things about nature? 	<p>Topic: Come Outside</p>	<p>Favourite</p> <p>Nature</p>

<p>What is special about our world? (L)</p>	<ul style="list-style-type: none"> I can find out about the natural world. I can explore the natural world with all my senses <p>2. What is special about the world?</p> <ul style="list-style-type: none"> I can talk about things I find interesting about nature. <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>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>Creative</p>	<p>World Planet Senses Special Feelings Interesting Exciting Unusual Amazing Christian Creation God</p>
<p>Summer 1: F1 - Which 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>Numerate</p>	<p>Favourite Tale Traditional Special Christians God Bible Jesus Parable Moral</p>
<p>Summer 2: F3 - Which places are special and why? (E)</p>	<p>1. 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 somewhere is special to others. 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>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>Curious</p> <p>Opportunity to visit The Church on Oakwood</p>	<p>Special Private Sacred Church Christian Belief Muslim Mosque Temple Similar Different</p>

Key Stage One Curriculum Objective:

Throughout KS1, pupils continue to explore the Christian faith and begin to learn about Jewish, Muslim and Sikh 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
<p>Autumn 1: 1.1 - Who is a Christian and what do they believe (Part 1)? (B)</p> <p>F1 (EYFS)</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 am beginning to understand why Jesus is important to Christians. I am beginning to understand why Christians pray. 	<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 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. - 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></p> <p>Opportunity for workshop – Calming of the Storm (The Open Centre)</p>	<p>Christian Cross Crucifix Church God Father Son Holy Spirit Bible Story Myth Fiction Testament Exodus Hero Jesus Easter Miracle Jonah Prayer</p>

<p>Autumn 2: 1.3 – Who is Jewish and what do they believe? (B)</p> <p>F1 - EYFS</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. • I can explain why Jewish people celebrate Shabbat. • I know how Jewish people celebrate Shabbat. • I can recognise objects used in Shabbat. • I can retell the story of Hanukkah. • I can explain some of the ways Hanukkah is celebrated. • I can compare similarities and differences between Christmas and 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.</p> <p>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>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>Valuing</p>	<p>Precious Sacred Special Unique Jewish Symbol Star of David Mezuzah Scroll Hebrew Shabbat Challah Seder plate Matzah Hanukkah Dreidel Chanukiah (Menorah) Macabee Miracle</p>
<p>Spring 1: 1.6 - How and why do we celebrate special and sacred times (Part 1)? (E)</p>	<ul style="list-style-type: none"> • I can talk about what I celebrate and why. • I am beginning to understand the Passover story. • I can find out about the meaning of the seder plate. 	<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</p>	<p>Celebration Anniversary Baptism Christening Ceremony Ritual</p>

F4 - EYFS

- I can link the Pesach symbols to the Passover story.

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.

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 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.

Writing suggestion – an acrostic poem about the Seder plate.

Maths suggestion – solve simple number problems using images related to celebrations eg. Candles, presents, birthday cakes, etc.

Curious – to ask thoughtful questions to advance learning in the context of celebrations and festivals.

Curious

Sacred
Symbol
Passover
Pesach
Moses
Seder plate
Exodus
Hebrew Torah
Pharaoh
Egypt
God
Plague

Spring 2: 1.8 – How should we care for others and the world, and why does it matter? (L)

F6 - EYFS

- I understand that we are all unique and valuable.
- I can retell the story of The Good Samaritan.
- I can explain what the story of The Good Samaritan tells Christians about caring.
- I can explain the Jewish idea of Tzedekah.
- I know, and can reflect on, the Golden Rule.
- I can find out about Mother Teresa and how she cared for others.
- I can explore how, and why, Christians think we should treat the world.
- I can explore how, and why, Jewish people think we should treat the world.

In EYFS, the children spent time finding out what is special about their world. In this unit, they are building on their previous learning by exploring how they, Christians and Jewish people think the world and others should be looked after. Through activities about identity, such as using mirrors to draw themselves, creating fingerprints, circle time, etc, they will discover that they are all unique and valuable, and that they all have special gifts that they can use to benefit others. Using drama, role play and freeze-framing, the children will explore the Christian story of The Good Samaritan and theme of friendship and caring for others.

Recalling their previous knowledge of the Golden Rule, the children will spend time finding out how this has been put into practice by Mother Teresa (Christianity) and in Tzedekah (Judaism) and reflect on what they can learn from these examples.

Through art and dance, the children will look at the Creation Story (Genesis 1&2) and investigate what this story tells Christian and Jewish believers about what God is like, God and creation and begin to share their own responses to the story. They will then spend time independently, in pairs, and as a whole class, reflecting on and responding to questions such as 'How, and why, should believers care for the world?' 'Should non-believers do the same?' 'Why does taking care of the world matter?' 'How can we look after the world?'

Writing suggestion – write instructions on how to care for the world and how to care for others.

Unique
Special
Valued
Gifts
Friendship
The Good Samaritan
Bible
Torah
Caring
Sharing
Respect
Golden Rule
Christian
Jewish people
Mother Teresa
Tzedekah
Gardener
Garden

		<p>Maths suggestion – use the Days of Creation to make up number problem e.g Day of rest take away night and day..</p> <p>Valuing – to understand why, and how, the world around them and the people and things in it, should be valued.</p> <p style="text-align: center;">Valuing</p>	
<p>Summer 1: 1.7 - What does it mean to belong to a faith community? (L)</p> <p style="text-align: center;">F5 - EYFS</p>	<ul style="list-style-type: none"> • I understand that we all belong to something and that belonging is important. • I can describe some ways people show they belong to a religion. • I know how Christians welcome a new baby • I am beginning to understand what happens at a Jewish wedding. • I can name some symbols and objects that are part of a Jewish wedding. 	<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 '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.</p> <p>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.</p>	<p style="text-align: center;">Belong Welcome Together Community Baptism Christening Tradition Ceremony Promise Vow Chuppah</p>


		<p>Writing suggestion – as a class, make a non-fiction book to explain how people show they belong to a religion.</p> <p>Maths suggestion – use the story of the Lost Coin to recognise and know the value of different coins.</p> <p>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.</p> <p style="text-align: center;">Valuing</p>	
<p>Summer 2: 1.5 – What makes some places sacred? (E)</p> <p style="text-align: center;">F3 - EYFS</p>	<ul style="list-style-type: none"> • I can describe a place that is special to me. • I know what 'sacred' means. • I can find out about a Christian place of worship. • I can find out about a Jewish place of worship. • I can find out about a Muslim place of worship. • I can find some similarities and differences between places of worship. • I know why places of worship are important to their communities. 	<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/virtual 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</p>	<p style="text-align: center;">Special Sacred Holy Precious Worship Church Jewish Judaism Synagogue Muslim Islam Mosque Comparison Community Together United Belonging</p>

		<p>world, about places that are special to different faith communities.</p> <p>Curious</p> <p>Opportunity to visit The Church on Oakwood</p>	
Year Two Key Questions	Learning Objectives	Knowledge/Activity	Vocab
<p>Autumn 1 & 2: 1:2 - Who is a Muslim and what do they believe? (B)</p> <p>1.1 - Year 1 1.3 - Year 1</p>	<p>Autumn 1:</p> <ul style="list-style-type: none"> I can reflect on what I believe about God and compare this to Muslim's belief about God. I can listen and respond to stories about Allah. I can begin to find out about the Prophet Muhammad. I can retell a story about the Prophet Muhammad. I can give a reason why the Prophet Muhammad is important to Muslims. <p>Autumn 2:</p> <ul style="list-style-type: none"> I can think about what makes a place or object special to me. I can identify objects and places that are special to Muslims. I can begin to explore how Muslims pray and worship. I understand why the Qur'an is so important 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.</p> <p>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. Write a senses poem about a Mosque.</p>	<p>God Allah Muslim Islam Prophet Muhammad Mosque Qur'an Respect Wudu Faith Prayer beads Prayer mat Mecca Dome Crescent moon Minbar Minaret Quiblah</p>

		<p>Maths suggestion – Look at data (and possibly produce graphs) to show how many Mosques 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>Valuing</p> <p>Opportunity to visit a mosque (The Open Centre)</p>	
<p>Spring 1: 1.6 How and why do we celebrate special and sacred times (Part 2)? (E)</p> <p>F4 - EYFS 1.6 – Year 1</p>	<ul style="list-style-type: none"> • I can remember a time I have celebrated, and I can explain why it was important. • I can begin to explore what happens during Ramadan. • I can find out what happens during Eid. • I can explain why Lent and Easter are important to Christians. • I can find similarities and differences between Lent and Ramadan. • I can find similarities and differences between Easter and 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 Fasting Discipline</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>Curious</p>	
<p>Spring 2: 1.1 - Who is a Christian and what do they believe (Part 2)? (B)</p> <p>1.1 - Year 1 1.2 - Year 2 1.3 - Year 1</p>	<ul style="list-style-type: none"> I can recall some Christian beliefs. I can identify 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 explore 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>	<ul style="list-style-type: none"> Christian Cross Crucifix Church God Father Son Holy Spirit Bible Story Myth Fiction Prodigal Testament Exodus Hero Jesus Easter Miracle Prayer

		<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>Team player</p>	
<p>Summer 1: 1:10 – Who is a Sikh and how do they live? (L)</p> <p>F5 – EYFS 1.7 – Year 1</p>	<ul style="list-style-type: none"> I can describe what happens in a gurdwara. I know that Sikhs follow the teachings of the Gurus. I can listen and respond to stories about Guru Nanak's childhood. I can explain why the Guru Granth Sahib is so important to Sikhs. I can explore the Sikh belief that there is only one God, and how Guru Nanak, the Ik Onkar symbol and the first lines of the Mool Mantar link to this. I know that the values of treating everyone equally, and serving others, are important to Sikhs. I know, and can respond thoughtfully to, Sikh stories about treating everyone equally. I know how some Sikhs show their commitment to their faith (Khalsa). 	<p>Having previously explored about what it means to be a Christian, Muslim and Jewish person, and what it means to belong to their faith communities, the children are going to explore what it means to be a Sikh and how this is put into practise in their daily lives. Children will be introduced to the gurdwara by looking at a selection of cut up pictures. Once they have put them together, what can they find out about a gurdwara? What can they see? What do they think is happening? Who can they see? Which features look as though they are very important? Children can then spend time reflecting on what they think is important to a Sikh, having focussed on the features and functions of a gurdwara. The children will have seen that the Guru Granth Sahib is very important in the gurdwara and, following on from this, they will take part in a variety of activities to find out about the Gurus, including Guru Nanak and his childhood (Guru Nanak's birth, Guru Nanak and the cows and Guru Nanak helps the hungry). They will become familiar with some key Sikh beliefs – there is only one God, the importance of treating everyone equally and</p>	<p>Sikh Sikhi Gurdwara Granthi Langar Kara parshad Guru Guru Granth Sahib Guru Nanak Ik Onkar Mool Mantar Equality Serving Khalsa The 5 Ks</p>

		<p>serving others, and think about their own responses to these beliefs.</p> <p>The children will have the opportunity to share about things that they are committed to and how they show this, and then they will use artefacts and video clips to investigate the Khalsa – what is worn, what Sikhs try to do and why. Using drama and storytelling to explore the stories of The Milk and the Jasmine Flower / Bhai Lalo and Malik Bhago, the children will spend time thinking and talking about the idea of treating everyone equally and with respect. Do they all agree? How can they put this into practise in their class/school?</p> <p>Writing suggestion – create an information poster/leaflet about the gurdwara.</p> <p>Maths suggestion – draw a picture of the outside of a gurdwara, making sure it is symmetrical.</p> <p>Communicator – to be able to share their ideas about, and opinions on, some of the key Sikh beliefs.</p>  <p>Opportunity for workshop – Sikh Experience (The Open Centre)</p>	
<p>Summer 2: 1.4 - What can we learn from sacred books? (B)</p> <p>F1 - EYFS</p>	<ul style="list-style-type: none"> I can explain that some books are sacred/holy and I know what that means. I know that sacred/holy books are treated in special ways. I know some stories that Jesus told and what they teach Christians. 	<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</p>	<p>Bible Parables Qur'an Torah Holy/Sacred Caring Jonah Forgiveness</p>

	<ul style="list-style-type: none"> I know some stories that the Prophet Muhammad told and what they teach Muslims. 	<p>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;">Communicator</p>	<p>The Black Stone Equality Teamwork</p>
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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
<p>Autumn 1: L2.7 - What does it mean to be a Christian today? (L)</p> <p>F5 - EYFS 1.7 - Year 1</p>	<ul style="list-style-type: none"> I can describe what happens in a church at different times of the week. I can find out more about ways that Christians show their beliefs in Church. 	<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</p>	<p>Christianity Church Belief Hymn Service Worship Prayer Sermon Congregation</p>

	<ul style="list-style-type: none"> • 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>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> <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>Communicator</p>	<p>Community Charity Welfare Caring</p>
<p>Autumn 2 & Spring 1: L2.5 - Why are festivals so important to religious communities (Part 1)? (E)</p> <p>L2.5a – How do people from religious and non-religious communities celebrate key festivals? (E)</p>	<ul style="list-style-type: none"> • I can think of reasons why people choose to celebrate significant events. • I can explain what the story of Hanukkah might mean to a believer today and describe how they celebrate this festival. • I can explain what the story of Christmas might mean to a believer today and describe how they celebrate this festival. 	<p>Building on their previous learning in EYFS, Yr1 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 taken part in a variety of hands-on and Speaking and Listening activities to explore further and compare the Jewish festival of Hanukkah and the Christian festival of Christmas, the children will compare their findings with their prior knowledge of how and why Hindus celebrate</p>	<p>Celebration Significant Together Religious Secular Culture Tradition Preserved Festival Community Hanukkah Miracle Believer Meaning</p>

<p>(Optional unit – up to class teacher how they fit it in.)</p> <p>F4 - EYFS 1.6 - Year 1 and Year 2</p>	<ul style="list-style-type: none"> I can compare my learning about Hanukkah and Christmas, with my prior learning on Diwali. I can consider the meanings behind these three festivals. I can reflect on why believers keep celebrating ancient events. I can notice similarities and differences between religious and non-religious celebrations and suggest reasons for these. I can give a considered response to the suggestions that shops and shopping take away the real meaning of a festival. 	<p>Diwali. They will have the opportunity to reflect on, and discuss, questions about the deeper meanings of festivals e.g 'Does light conquer darkness?' and consider if these are reasons why believers keep celebrating ancient events. At some point in the unit, children will create and carry out a questionnaire to find out how people of faith/no-faith celebrate Christmas, and why. The results of this will then help them to find similarities and differences between the religious and non-religious celebrations 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 with suggestions of how this could be done.</p> <p>Maths suggestion – design a creative picture of the Nativity using 2d shapes.</p> <p>Collating and drawing conclusions from the data collected through the questionnaire.</p> <p>Valuing – to value believers of different faiths and the meanings behind the festivals that they celebrate.</p> <p>Valuing</p> <p>Opportunity to visit The Church on Oakwood</p>	<p>Christmas Nativity Diwali Triumph Defeat</p>
<p>Spring 2: L2.2 - 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. 	<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</p>	<p>Bible Books Testaments Verses Creation Genesis Adam</p>

	<ul style="list-style-type: none"> • I can recall the creation story and think about what it means to Christians. • I can retell some of Jesus' parables. • I can compare Jesus' parables and think about their meanings. 	<p>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>Curious</p>	<p>Eve God Beautiful Wonderful Miraculous Jesus Forgiveness Parable Moral Lesson Prodigal</p>
<p>Summer 1: L2.1 - 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 identify what Muslims believe about Allah. • I can reflect on what 'being good without God' means. • I can think of reasons why some people believe in God and some do not. 	<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 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</p>	<p>Christian Metaphors Holy Spirit Holy Ghost Moses Faith Devotion Allah Ninety-Nine names Humanist Non-religious Religious Comparison Similarities Differences</p>

		<p>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>Curious</p> <p>Opportunity for workshop – Vaisakhi (The Open Centre)</p>	
<p>Summer 2: L2.4 - Why do people pray? (E)</p> <p>F5 – EYFS F3 - 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 understand why prayer is important to Muslims. I can compare different prayers, noticing similarities and differences between them. I understand what it means to reflect or think deeply. 	<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 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</p>	<p>Prayer Conversation Relationship Worship Pillar of Islam Wudu Salah Subah beads Qur'an Muslim Christian Bible Prayer positions Silence Reflect The Lord's Prayer</p>

		<p>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 artwork.</p> <p>Creative</p>	<p>The First Surah</p>
<p>Year Four Key Questions</p>	<p>Learning Objectives</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>Autumn 1: L2.8 - What does it mean to be a Hindu in Britain today? (L)</p> <p>F5 – EYFS 1.7 – Year 1 L2.7 – Year 3 (Part 1)</p>	<ul style="list-style-type: none"> I can identify some examples of how Hindus show their faith. I can identify and understand some connections between Hindu teachings and how Hindus live their lives. I can reflect on, and 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>In this unit, the children will look 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>Deities Murtis Puja Mandir Diva Lamp Aarti Bhajans Dharma Artha Karma Moksha Reincarnation Samsara</p>

		<p>Valuing – beginning to understand, and therefore value, the beliefs and lifestyle choices of Hindus in Britain today.</p> <p>Valuing</p> <p>Opportunity to visit a mandir (The Open Centre)</p>	
<p>Autumn 2: L2.7 - What does it mean to be a Christian in Britain today (Part 2)? (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>

		Communicator	
<p>Spring 1: L2.3 – 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. 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>Building on their knowledge from previous learning, including 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 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>Challenge</p>	<p>Inspiring Lent Easter Temptation Wilderness Fasting Last Supper Bread Wine Symbolism Passover Moses Miracles Plagues Sacrifice</p>
<p>Spring 2: L2.5 - Why are festivals important to</p>	<ul style="list-style-type: none"> I can describe three things that make Holy week a special time for Christians. 	<p>Building on their previous learning on festivals, the children will delve deeper into some of the themes of Easter, such as sacrifice, temptation and new</p>	<p>Good Friday Easter Sunday Palm Sunday Jesus</p>

<p>religious communities (Part 2)? (E)</p> <p>F4 - EYFS 1.6- Year 1 and Year 2 L2.5 (Part 1)/L2.5a - Year 3</p>	<ul style="list-style-type: none"> I can describe what symbols tell us about the Easter story. I can explore 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 compare how religious and non-religious people celebrate Easter. 	<p>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>Creative</p> <p>Opportunity for workshop - Ramadan (The Open Centre)</p>	<p>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: L2.9 - What can we learn from religions about deciding what is right and wrong? (L)</p> <p>1.8 - Year 1</p>	<ul style="list-style-type: none"> I can explain the meaning of The Golden Rule. I can name some of the 10 commandments. 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 am beginning to understand how religious teachings may affect a believer's actions. 	<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 Judaism. Through a variety of activities, the children will investigate how Christians, Humanists and Jewish people 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>Good Evil Temptation Choices Behaviour Rules Lessons Consequences Atonement Selflessness</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>Creative</p>	
<p>Summer 2: L2.6 - Why do some people think life is like a journey and what significant experiences mark this? (E)</p> <p>F4 - EYFS 1.6 - Year 1 and Year 2 L2.7 - Year 3 and Year 4 L2.8 - Year 4</p>	<ul style="list-style-type: none"> I can explain why some people describe life as a journey. I can find out about the different kinds of Christian baptism and why they are important. I can explain some of the ceremonies that mark a Hindu's life journey. I can describe the Hindu thread ceremony. I can compare the life journey of a Christian and a Hindu. 	<p>Building on their previous learning about Christians and Hindus, 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>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>Valuing</p>	<p>Beginnings Baptism Christening Journey Metaphor Ceremony Hindu Christian Reincarnation Dharma Karma Moksha</p>

Upper Key Stage Two Curriculum Objective:

In the final two years of KS2, pupils consolidate their understanding of Christian, Muslim, Jewish, Hindu and Sikh 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 their locality and the wider world, 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
<p>Autumn 1 & 2: U2.6 – What does it mean to be a Muslim in Britain today? (L)</p> <p>F5 – EYFS 1.7 – Year 1 1.2 – Year 2 L2.7 – Year 3 and Year 4</p>	<ul style="list-style-type: none"> I can identify the 5 Pillars of Islam. I can describe the key beliefs of Muslims and explain how they affect their lives. I can describe how and why Muslims pray. I can compare why Muslims fast and why other people of faith might also fast. I can explore what happens on Hajj, and why. I can compare pilgrimage in Islam to other religious journeys. I can identify and investigate two sources of guidance for Muslims. I can explore the main forms of Islamic art and their significance for Muslims. I can describe the key features and functions of a mosque and explain how 	<p>Building on their previous learning about life as a Muslim, and 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 further explore the main beliefs of Muslims, investigate the 5 Pillars of Islam and reflect on how these affect the daily lives of Muslims. They will discover why prayer and fasting are so important to Muslims. Hajj will be explored and compared to special journeys/places in other faiths. The children will explore where Muslims find their guidance for life and then look at the functions and features (including Islamic art) of a mosque and develop an understanding of how these link to the key beliefs of Muslims. The children will then have time to reflect on, and respond to, similarities and differences between their lives and that of a Muslim. Throughout the 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 to their learning.</p> <p>Writing suggestion – write a letter, from the perspective of a Muslim boy/girl, explaining how he/she lives their life, and why.</p>	<p>Muslims Islam Mosque 5 Pillars Ramadan Eid Prayer Shahadah Salah Sawm Zakat Hajj Prophet Muhammad Imam Mecca Qur'an Hadiths Calligraphy Geometric patterns Floral Minaret Dome Crescent Moon Minbar Mihrab</p>

	<p>they link to the key beliefs of Muslims.</p> <ul style="list-style-type: none"> I can reflect on, and respond to, similarities and differences between my life and a Muslim's life. 	<p>Maths suggestion – positions and directions – work out in which direction they would have to pray, (so they are facing Mecca), from different positions.</p> <p>Curious – To ask thoughtful questions, about the way Muslims live their lives, to advance learning in lessons and in the wider world.</p> <p style="text-align: center;">Curious</p> <p>Opportunity to visit a mosque (The Open Centre)</p>	
<p>Spring 1: U2.7 – What matters most to Christians and Humanists? (L)</p> <p style="background-color: yellow;">1.8 – Year 1 L2.9 – Year 4</p>	<ul style="list-style-type: none"> I can reflect on what a 'code for living' means and decide if I am living by this. I can explore what it means to be a Humanist. I can respond 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 Christians and Humanists share. I can reflect on, and 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>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>Religious Non-religious Good Naughty Dilemmas Humanist Codes Rules Values Ethics Fairness Forgiveness Love Peace Justice Judgement</p>

		<p style="text-align: center;">Independent and self- aware</p>	
<p>Spring 2: U2.2 – What would Jesus do? Can we live by the values of Jesus in the 21st Century? (B)</p> <p style="background-color: yellow; text-align: center;">F2 – EYFS L2.3 – Year 3</p>	<ul style="list-style-type: none"> I can reflect on, and discuss, how Jesus' teaching can inspire Christians. I can explore some of Jesus' stories to understand the importance of forgiveness. I can reflect on, and respond to, Jesus' teachings on justice and fairness. I can reflect on, and respond to, Jesus' teachings on generosity and greed. I can think of reasons why 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 style="background-color: red; color: white;">Writing suggestion – write a letter to Jesus, explaining their response, with specific examples, to the unit question.</p> <p style="background-color: green; color: white;">Maths suggestion – using percentages, work out different tithing amounts.</p> <p style="background-color: cyan; color: black;">Communicator – to be able to share ideas, information and opinions in the context of Jesus' values in the twenty-first century.</p> <p style="text-align: center;">Communicator</p> <p style="text-align: center;">Opportunity for workshop – What would Jesus do? (The Open Centre)</p>	<p style="text-align: center;">Inspiring Jesus Forgiveness Justice Revenge Parable Moral Lesson Fairness Generosity Charity Greed Wealth Distribution Guidance</p>
<p>Summer 1: U2.1 – Why do some people think God exists? (B)</p>	<ul style="list-style-type: none"> I can explain the words 'theist', 'atheist' and 'agnostic'. 	<p>In this unit, the children will build on their prior knowledge and understanding of the beliefs of different faiths, particularly beliefs about God, to</p>	<p style="text-align: center;">Theist Atheist Agnostic</p>

<p>1.1-3 – Year 1 and Year 2 L2.1 – Year 3</p>	<ul style="list-style-type: none"> I can understand the difference between fact, belief and opinion. I can consider ways in which a sacred text can be interpreted. I can give reasons why some people believe in God and some do not. I can respond thoughtfully to the question 'Is God real?' 	<p>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 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>Team player</p>	<p>Belief Faith God Fact Opinion Creation Myth Interpretation Evidence Debate Discussion</p>
<p>Summer 2: U2.4 – If God is everywhere, why go to a place of worship? €</p> <p>F3 – EYFS 1.10 – Year 1 L2.4 – Year 3</p>	<p>I can explore how different places of worship help people connect to their God.</p> <ul style="list-style-type: none"> I can explain what different places of worship are called and what they are for. 	<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</p>	<p>Church Temple Mandir Synagogue Hindu Christian Anglican Baptist</p>

	<ul style="list-style-type: none"> I can make links between Christian beliefs and the features of a church. I can make links between Jewish beliefs and the features of a synagogue. I can continue to explore Hindu worship at home and at the mandir. <p>I can reflect on how different aspects of worship help people connect to their God.</p> <ul style="list-style-type: none"> I can compare churches of different denominations. I can reflect on why people pray. I can compare prayers from different religions. I understand how places of worship support people in times of need. 	<p>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>Valuing</p>	<p>Jewish Worship Faith Leaders Prayer 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: U2.11 – What does it mean to be a Sikh in Britain today? (L)</p> <p>F5 – EYFS 1.7 – Year 1 1.2 – Year 2 1.10 -Year 2 L2.7 –Year 3 L2.8 – Year 4 U2.6 – Year 5</p>	<ul style="list-style-type: none"> I can find out about the Sikhi community in my local area, and the importance of the gurdwara. I can further explore the Sikhi idea of God, and how this is reflected in the Mool Mantar. I can compare the Sikhi idea of God, with other ideas of God that I have learned about. 	<p>To begin this unit, the children will visit a local gurdwara, to find out about their local Sikhi community and to start to explore why the gurdwara is so important. As they progress their learning, the children will be able to make connections between what they saw and heard at the gurdwara, and the main beliefs, values and teachings in Sikhi.</p> <p>The children will have the opportunity to look at the Mool Mantar, to find out about a Sikh's idea of God, and then look at other faiths' sacred texts, (The Apostolic Creed in Christianity and the Al-Fatiha/Quran 112: 1-4 in Islam), and see how their</p>	<p>Sikh Sikhi Gurdwara Langar Guru Guru Granth Sahib Guru Nanak Ik Onkar Mool Mantar The Apostolic Creed Al-Fatiha Equality Serving</p>

	<ul style="list-style-type: none"> • I can consider who inspires me and why. • I can find out further about Guru Nanak's life and values and suggest why he inspires people. • I know how the Guru Granth Sahib is used, treated and learned from. • I can consider and suggest, differences between 'enjoyable', 'inspiring' and 'holy' texts. • I can describe the founding of the Khalsa. • I can describe how, and explain why, some Sikhs show they belong to the Khalsa. • I can reflect on, and discuss, how a Khalsa Sikh might find living in Britain today. • I can explore, and consider my own response to, the key Sikh values. • I can find out how and why Sikhs in Britain celebrate Diwali. • I can reflect on, and respectfully share, what beliefs, practices, stories/teachings, people and values are significant in my life. • I can make comparisons between significant 	<p>ideas about God compare. Through personal reflection and discussion activities the children will respectfully share who inspires them and why. Following on from this, the children will take part in drama, role-play and freeze-framing to explore stories about Guru Nanak's life and values and then consider why he may be seen as inspirational. Some time will then be spent investigating the Guru Granth Sahib, including looking at photos from their visit to the gurdwara, to find out why it is so special to Sikhs and how this is shown. Using a selection of artefacts and video clips, and taking part in independent, group and table activities, the children will increase their knowledge of the Sikh Khalsa – how it was founded and by who, why and how Sikhs show they belong to it (the 5 Ks) and consider how challenging (or not) this may be in Britain today.</p> <p>Recalling their prior learning about Diwali, the children will have the opportunity to find out, from a Sikh visitor, how and why Sikhs celebrate Diwali, and compare this with Diwali in Hinduism. The children will have time to independently reflect on, and thoughtfully feedback to the class, what beliefs/values/practices are significant in their lives, and how these compare with a Sikh's life. As a class, what would their response be to the question 'Would our school/local community benefit from putting Sikh values into practise?'</p> <p>Writing suggestion – write a non-chronological report about the Khalsa.</p> <p>Maths suggestion – create their own Rangoli patterns, using symmetry, reflection and geometric shapes.</p> <p>Curious – to ask thoughtful questions to explore how and why Sikhs live their lives.</p>	<p>Khalsa Guru Gobind Singh The 5 Ks (Kesh, Kangha, Kara, Kachera and Kirpan) Diwali Values Guidance</p>
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	<p>influences in my life, and that of a Sikh.</p> <ul style="list-style-type: none"> I can give my considered response to the question 'Would our school/local community benefit from putting Sikh values into practise?' 	<p style="text-align: center;">Curious</p> <p style="text-align: center;">Opportunity to visit the gurdwara (The Open Centre)</p>	
<p>Autumn 2: U2.3 – What do religions say to us when life gets hard? (B)</p> <p style="text-align: center;">L2.8 – Year 4</p>	<ul style="list-style-type: none"> I can consider questions, and ask some of my own, about life after death. I can describe the idea of a soul. I can reflect on the impact the belief in a soul might have on the way people live their lives. I can explain what Reincarnation (Samsara) and Karma mean. I can consider what impact Reincarnation (Samsara) and Karma may have on a Hindu's life. I can look for similarities and differences between the Muslim and Christian belief in Judgement. I can compare the Muslim and Christian belief in Judgement to the Hindu belief in Reincarnation (Samsara). I can describe how a Christian funeral may reflect the Christian beliefs about life after death. 	<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), Islam 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 style="background-color: red; color: black;">Writing suggestion – write a poem to reflect their own thoughts and questions about life and death.</p> <p style="background-color: green; color: black;">Maths suggestion – create decorated boxes from 3-D nets to hold 'tickets to paradise'.</p> <p style="background-color: cyan; color: black;">Curious – to ask thoughtful questions about life after death, reflecting on how some 'big questions' do not have easy answers.</p> <p style="text-align: center;">Curious</p>	<p style="text-align: center;">Heaven Afterlife Soul Samsara Reincarnation Karma Moksha Dharma Judgement Salvation Barzakh Suffering Comfort Humanist</p>

	<ul style="list-style-type: none"> • I can explain why people may be comforted by their beliefs when someone dies. • I can look for similarities and differences between Humanist and Christian beliefs about the afterlife. • I can compare my own views about life after death, with those of the faiths I have explored. 	<p>Opportunity for workshop – Exploring questions about Life after Death (The Open Centre)</p>	
<p>Spring 1 & 2: U2.9 – What can be done to reduce racism? Can religion help? €</p> <p>1.8 – Year 1 L2.9 – Year 4</p>	<ul style="list-style-type: none"> • I understand, and can explain, what racism is and why it is unfair. • I know the story of Edward Colston, and can reflect on, and respond to the issues raised. • I know the story of John Wesley, and can reflect on, and respond to the issues raised. • I can explore whether our racist past in the UK has an influence today and give a considered response. • I can reflect on the Bible story of St Peter and how it challenges racism. • I can respond thoughtfully to questions about how we change our opinions and behaviour. • I can explain why the Golden Rule is important to many religions. 	<p>To introduce this unit, the class will listen to the song ‘Stand Up’, to start identifying issues and thinking. They will look at three passages from holy books, (Qur’an Bible and Gita) to see what they say about racism, take part in a paired activity to rank examples of racism from bad to worse, using this to aid a class discussion and then use their learning so far to write a class Charter to Reduce Racism. The children will then look at, and compare, the stories of Edward Colston and John Wesley. Through a variety of activities, they will look at whether these two men deserved to have memorial statues, whether tearing down Colston’s statue was the right thing to do and share their thoughts about both men being Christians. The children will have the opportunity to explore deeper into the Christian teachings of equality by investigating the story of Peter in Joppa, and leading on from this, reflect on how and why they may and can change their minds and behaviour. They could design a ‘Welcome’ poster for churches to use.</p> <p>Recalling previous learning on The Golden Rule, the children will build on this by responding to examples of it in different holy books and listening</p>	<p>Racism Prejudice Attitude Behaviour Challenge Race Equality Diversity Respect Kindness Fairness Justice Edward Colston John Wesley St Peter The Golden Rule</p>

- I can make connections between the Golden Rule and our British Values.
- I can find out about anti-racist role models from different religions and reflect on the examples they have set.
- I can investigate the legacy of Jo Cox, MP.
- I can reflect on, and respond to, the statement 'More unites us than divides us' and use art to express my opinion.

to pieces of music which express it. Could the class write a simple Golden Rule song for the school to learn? How could The Golden Rule be expressed through art? The children could appraise some artwork, (Norman Rockwell's painting for the UN building and Spirited Arts website), and then create their own to put up in school. Whilst carrying this out, the children can reflect on, and consider their response to, whether living by The Golden Rule helps to reduce racism?

As a homework task, the children will have the opportunity to research, and present their findings, of anti-racist figures or examples of people who work for equality from different religious/non-religious groups. Examples include Nelson Mandela, Rosa Parks, Martin Luther King, Asha Kowtal, Hany El Banna, Bhai Khanaiya..... At the end of this unit, the children will consider, and express thoughtfully, how they can live respectfully with diversity and how humans can 'disagree respectfully' and present their response through art.

Writing suggestion – Recount the story of St Peter.

Maths suggestion – to look at, and analyse, statistics of where there are Sikhi communities in the local area and further afield.

Team player – to develop the skills of empathy and kindness and an ability to appreciate the viewpoint of others.

Team
player

Creative – to express their thoughts on unity through art.

		Creative	
<p>Summer 1: U2.10 – Green religion? What do religious and non-religious worldviews teach about caring for the Earth? (L)</p> <p>1.8 – Year 1 L2.9 – Year 4</p>	<ul style="list-style-type: none"> • I know what climate change, environmental protection and sustainability are. • I can find out about Greta Thunberg and explore her influence. <ul style="list-style-type: none"> What matters most to her and why? Does the Earth belong to God? Why do humans pollute their Earth? Can we care better for our planet? • I can explain the concept of Khalifah in Islam, how it connects to passages in the Qur'an and implications it may have for Muslims. • I can explain the concept of Stewardship in Christianity, how it connects to passages in the Bible and the implications it may have for Christians. • I can explain why the goddess Bhumi is important to Hindus, and the implications it may have for them. • I can explore, and respond to, some of the ways in 	<p>Building on their prior learning about caring for the world and others, and recognising right and wrong actions, this unit enables the children to learn in depth about the issues of climate change, environmental protection and the future sustainability of the earth, in the context of teachings and practices from different religions. Once they have discussed and confirmed the meaning of climate change, environmental protection and sustainability, the children will then research Greta Thunberg (non-religious) to find out about her personal worldview and start to think about issues of climate justice. This research will also give rise to some key questions e.g 'Does the Earth belong God?' and 'Why do humans pollute their own earth?' for the children to personally reflect on and debate together. Having considered their own responses to the key questions, the children will then take part in a variety of activities to explore how Muslims (Khalifa), Christians (Stewardship) and Hindus (Bhumi) may respond to those key questions, and why, and how these responses are put into action (Islamic Relief's tree-planting and Operation Noah). The children will then be given the opportunity to explore, and respond to, a selection of creative expressions of green spirituality from the different faiths and consider what impact they may have on religious and non-religious people. They will then spend time designing and making their own expression of green spirituality, being ready to explain the meaning behind it. To bring together their learning from this investigation, the children will work together to suggest, and discuss, what must happen for</p>	<p>Climate change Environmental protection Sustainability Climate justice Greta Thunberg Climate justice Respect Khalifa Stewardship Goddess Bhumi Green spirituality Activists Planet Exploitation</p>

	<p>which Christians and Muslims put their beliefs about caring for the world, into action.</p> <ul style="list-style-type: none"> I can reflect on the impact that creative expressions of green spirituality, from different faiths, can have on religious and non-religious people. I can discuss, and suggest, what should be done for people and planet to look after each other. I can reflect on my learning and consider my response to the question 'What kinds of behaviour, belief and expression does the world need now?'. 	<p>people and planet to survive. In light of their learning of the responses from different faiths to environmental issues, and also of their own opinions, how will they respond to the question 'What kinds of behaviour, belief and expression does the world need now?'</p> <p>Writing suggestion – write a persuasive letter to humans, from the perspective of the Earth, pleading with them to take more care of their environment.</p> <p>Maths suggestion – to look at statistics about deforestation, near-extinctions, global warming, etc and interpret the data.</p> <p>Valuing – to reflect on the reasons why the world and the people and things in it, should be valued.</p> <p style="text-align: center;">Valuing</p>	
<p>Summer 2: U2.8 - What difference does it make to believe in Ahimsa, Grace and/or Ummah? (L)</p> <p>1.8 – Year 1 L2.9 – Year 4</p>	<ul style="list-style-type: none"> 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. I can describe how Ummah supports Muslims worldwide. I can explain 'Ahimsa' and 'Sewa' and how Gandhi's teachings are still relevant today. I can reflect on how the life and teachings of Jesus show God's grace and forgiveness. 	<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 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>Ahimsa Grace Ummah Community Commitment Behaviour Muslim Prophet Muhammad Zakat Hajj Hindu Gandhi Sewa Christian Forgiveness</p>

	<ul style="list-style-type: none">• I can describe how an inspirational Christian has shown grace, forgiveness and sacrifice.• I can compare and contrast the 'big ideas' that I have looked at and can connect them to my own ideas.	<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>Valuing</p>	
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