



Yorke Mead Primary School

RE Curriculum



This RE whole school curriculum has been taken from Herts Agreed syllabus 2017-2022

Also see <http://www.thegrid.org.uk/learning/re/publications/>

This RE Curriculum also makes reference to a document called Understanding Christianity (UC) resource see: www.understandingchristianity.org.uk

Teacher are also recommended to refer to Religion for Today and Tomorrow pages 16 - 29 (on staff drive)

(*PLEASE NOTE: Extension opportunities for **deeper understanding** are shared between year groups: Nursery/Reception, Year 1/Year 2, Year 3/Year 4 and finally Year 5/Year 6 and teachers must select appropriately from these at each stage.)



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EYFS

NURSERY: AUTUMN TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
---	Beliefs and Practises: Celebrating joyous occasions, harvest How and why do we prepare for and celebrate a joyous occasion? How do we know that it's harvest time. Talk about, prepare and participate in tasting foods for celebrations. <i>Why do Christians perform nativity plays at Christmas (UC Incarnation F.2)</i>	<ul style="list-style-type: none">• How do we know that it is Harvest time?• What are the similarities and differences between different people's joyous occasions?• Who is God?• What is the best gift we can give?
----	Symbols and Actions: Exploring artefacts, dress and food Talk about lifestyle, religious and cultural places and practices, dress food and music. Explore some religious artefacts through the senses showing respect for beliefs, for example, an advent wreath.	<ul style="list-style-type: none">• Why light a candle?• Why give/receive eggs at Easter?• Why are some local buildings holy and others not?
----	Sources of Wisdom: Celebrating Christmas Hear religious stories Share the Christmas story and for example, Puddles and the Christmas Play by Gill Vaisey Using puppets, small world or Lego figures, retell stories from holy books.	<ul style="list-style-type: none">• I wonder what happened before the story started?• I wonder what happened after the story ended?• I wonder what the story is really about?



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NURSERY: SPRING TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
----	<p>Identity and belonging Celebrating belonging to a family and community Develop curiosity and begin to ask questions about their own and other people's home and community life. How do people, including those from religious groups, celebrate belonging? For example, choose from Muslim Aqiqah, a Hindu, Humanist or Sikh naming ceremony. How do Hindu brothers and sisters show protection for one another at Raksha Bandhan?</p>	<ul style="list-style-type: none"> • What makes every single person unique and precious? • What promises do people make to one another?
----	<p>Prayer, Worship and reflection: Exploring places of prayer, worship and reflection Experience through the senses, candles, incense, flowers, water foods and religious artefacts used in sacred spaces. (CHECK FOR ALLERGIES) Where do you go to be silent/still/pray/reflect? Create a reflective area, with the children inside or out where they can participate in periods of stillness and reflection. Listen to sounds, music, voices and instruments and listen in silence to their own thoughts.</p>	<ul style="list-style-type: none"> • Why is it important to experience times of quiet? • Why do some people pray? • What do religious leaders do?
Children will have heard the story of Christmas about the birth of Jesus in the Autumn term.	<p>Sources of Wisdom: Exploring the Easter Story Read an account of the Easter events from a children's Bible.</p>	<ul style="list-style-type: none"> • I wonder what happened before the story started? • I wonder what happened after the story ended?



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		<ul style="list-style-type: none"> I wonder what the story is really about?
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NURSERY: SUMMER TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
----	<p>Human responsibility and values : How do we show care and concern for each other? Who cares for us and who do we care for? Explore how and why religious people in the local community help other's through their work. Listen to stories about religious characters including leaders helping others. For example, Puddles lends a Paw by Gill Vaisey</p>	<ul style="list-style-type: none"> What are the good and bad ways of treating the world? What are the kind and unkind ways of treating each other?
----	<p>Justice and fairness How can we help others when they need it? Share stories that encourage the children to think about what type of person Prophet Muhammad was through his actions towards the care of animals. For example, the Muslim story of The Crying Camel, The Tiny Ants and Seven New Kittens.</p>	<ul style="list-style-type: none"> What is not fair and why? How do we know what is right/wrong/fair?
----	<p>Ultimate Questions What makes the world so wonderful? Share a range of stories from different faith traditions about the beginning of the world. Share works of art and listen to religious stories, poetry and music which express awe and wonder at the natural world.</p>	<ul style="list-style-type: none"> What makes the world so wonderful? Who is God? Where is God? If you could ask God one question, what would it be?



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	<p>Christians believe God is the creator of the universe. Share a story to illustrate this.</p> <p><i>Why is the word God so important to Christians? (UC God F.1)</i></p> <p><i>Explore themes from the Spirited Arts competition. (www.natre.org.uk)</i></p>	
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RECEPTION: AUTUMN TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Children in Nursery will have explored how and why we prepare for and celebrate joyous occasions.</p> <p>They may have come across some of the religious festivals when they tasted foods.</p>	<p>Beliefs and Practises: Festivals, people and communities How and why do we prepare for and celebrate a joyous occasion?</p> <p>What are the similarities and differences between peoples' joyous times?</p> <p>What are some of these festivals all about? (Choose from for example: Buddhist Hanamatsuri (Buddha's birthday), Hindu Diwali, Sikh Vaisakhi. Jewish Purim or Muslim Eid).</p> <p>What is the best gift we can give?</p> <p>Why do Christians perform nativity plays at Christmas? Digging Deeper. (UC Incarnation F.2) including digging deeper</p>	<ul style="list-style-type: none"> • How do we know that it is Harvest time? • What are the similarities and differences between different people's joyous occasions? • Who is God? What is the best gift we can give?
<p>Children will have heard some religious stories.</p>	<p>Sources of Wisdom: Jesus's birthday story</p> <p>How do Christians celebrate the birth of Jesus?</p>	<ul style="list-style-type: none"> • I wonder what happened before the story started?



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	What presents did the characters in the nativity story give?	<ul style="list-style-type: none"> • I wonder what happened after the story ended? • I wonder what the story is really about?
Children will have explored religious artefacts.	<p>Symbols and Actions: Exploring places, dress food and music. Which place do you know that is important to you> Why is it important? Which religious symbols can you see in the local place of worship? Explore their meaning. Explore some religious artefacts through the senses showing respect for beliefs. Why light a candle? Using creative media, replicate places of worship and make their own artefacts, for example, talk about and over a period of time, create a Hindu shrine.</p>	<ul style="list-style-type: none"> • Why light a candle? • Why give/receive eggs at Easter? • Why are some local buildings holy and others not?

RECEPTION: SPRING TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Children will have discussed how different religious groups celebrate. They may have explored some ceremonies that will have taken place in the family household.	<p>Identity and belonging Exploring wedding ceremonies. Explore what happens at a wedding and what is important about the ceremony. Invite the local vicar to talk about Church weddings and ask about why some people get married in Church.</p>	<ul style="list-style-type: none"> • What makes every single person unique and precious? • What promises do people make to one another?



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	<p>Recall and re-enact a traditional Christian wedding. What promises do people make to one another? Explore similarities between weddings in a variety of cultures and religious traditions. (Share a Wedding Day Wish for Puddles by Gill Vaisey)</p>	
<p>Children in Nursery will have partly covered this in the Summer term when looking at Ultimate questions when they thought about What makes the world so wonderful?</p>	<p>Sources of Wisdom: What is happening in the natural world this term? Notice and express through art, music poetry and dance the feelings of awe and wonder that come from the natural world. Which natural things appear dead but are really alive? What happens at Easter time to make life new again? How did God make the world and us? Introduce themes from the Spirited Arts competition (www.natre.org.uk)</p> <p>Remembering Jesus at Easter What surprised Jesus' friends in the Easter story? Which symbols are associated with Easter? What do Christians do at Easter to remind them of the story?</p>	<ul style="list-style-type: none">• I wonder what happened before the story started?• I wonder what happened after the story ended?• I wonder what the story is really about?
<p>Children will have briefly learnt about the Easter story in Nursery.</p>	<p>Symbols and Actions: Easter Which symbols are associated with Easter? What do Christians do at Easter to remind them of the story? Why do Christians put a cross in an Easter Garden? (UC Salvation F.3) including Digging Deeper.</p>	<ul style="list-style-type: none">• Why light a candle?• Why give/receive eggs at Easter?• Why are some local buildings holy and others not?



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RECEPTION: SUMMER TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Children will have explored this RE strand through their senses in Nursery. They may also have created their own reflective/sacred space.	<p>Prayer, Worship and reflection: Sacred Spaces, simple prayers and time to reflect Why is it important to experience times of quiet? Share a stilling exercise in which children can experience quiet reflection and silence. Share a short Christian/Hindu/Islamic/Jewish/Sikh prayer and explore its importance for the people who say it. Compose use and think about the words of simple prayers/reflections. Which places are important to the children, people in the community and a religious family? Talk to a visitor about why they go to the local place of worship and find out why it is important to them. Visit a Church to find out some of the features that support people in their prayer, worship or reflection.</p>	<ul style="list-style-type: none"> • Why is it important to experience times of quiet? • Why do some people pray? • What do religious leaders do?
Children looked at different ways that they could help others in Nursery, as well as listening to stories about looking after animals.	<p>Justice and fairness and Human responsibility and values : Treating the world fairly- taking responsibility How do we know what is right/wrong/fair? Which Buddhist, Hindu or Sikh stories help us to understand what is right/wrong/fair? For example the Buddhist Jakta tales, The Lion and the Jackal, the Hindu Panchantra stories about animals and the Sikh story The Water Carrier by Bhai Kanya.</p>	<ul style="list-style-type: none"> • What is not fair and why? • How do we know what is right/wrong/fair? • What are the good and bad ways of treating the world? • What are the kind and unkind ways of treating each other?



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	<p>Listen to stories about religious characters including leaders helping others. e.g. .Hanuman helping Rama and Sita in the Diwali story.</p> <p>What are the good and bad ways of treating the world?</p> <p>What are the kind and unkind ways of treating each other?</p>	
<p>Nursery children will have explored the question What makes the world so wonderful and will have listened to a creation story.</p>	<p>Ultimate Questions God and other big questions How did God make the world? What makes the word so wonderful? Who is God? Where is God? Christians believe God made a wonderful world. How should they look after it? (Why is the word God so important to Christians (UC God f.1) including Digging Deeper Further explore themes from the spirited Arts competition (www.natre.org.uk)</p>	<ul style="list-style-type: none">• What makes the world so wonderful?• Who is God?• Where is God?• If you could ask God one question, what would it be?



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KEY STAGE 1 (Year 1 & 2)

Year 1: AUTUMN TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Remind the children about the different fruits and vegetables that grow and how these are harvested by the farmers in Autumn.	Beliefs and Practises: Being thankful and Harvest traditions Pupils find out how people with different religious and world views celebrate the fruitfulness of the earth (harvest traditions) How do religious communities express thankfulness for the world e.g. sukkot.	<ul style="list-style-type: none"> • If we are made in the image of God, why are we all so different? • Why do some people thank and praise God? • Should we be responsible for looking after others and our world and why does it matter? • What would you give up for someone else?
Teachers will mention different festivals of light that come up during the term (Hanukkah, Diwali and Eid) with the class but focus on the story of Christmas, looking at the characters and the importance of 'Jesus' as a special baby in their nativity play.	Symbols and Actions: Festivals of light Explore symbols of 2 different religious traditions, looking for similarities such as light (e.g. Hanukkah and Christmas or Diwali and Christmas.) Pupils compare their own feelings when in light or darkness, using a lit candle as a focus. Explore the story of Christmas and learn about why Christmas matters to Christians.	<ul style="list-style-type: none"> • Why does a prayer mat become holy when a Muslim prays on it? • Why do some people light incense when they pray?
Children in Early Years will have been involved in charity work during the year in school. This can be reinforced. Conversations about being 'fair' might have come up in their child initiated play with their class peers.	Justice and fairness Explore a Christian (or other faith) charity that focuses on justice and fairness)	<ul style="list-style-type: none"> • What would you give up for someone else? • Should everyone contribute towards charity? Why?



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		<ul style="list-style-type: none"> • How do we know how and when to be good? • Is it only religions that help us to learn about what is right and wrong? • What does it mean to 'stand up for good'?
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Year 1: SPRING TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Children in Early Years will have talked about their family and different things they like to do together. Children may have been involved in Christening ceremonies (or something similar) of different family members and possibly even their siblings. The role play area in EY may also have had baby dolls for the children to play with in a Doctors or baby clinic setting.</p>	<p>Identity and belonging: <i>Belonging to a family and community</i> What things are important to your family and to you? <i>Naming ceremonies:</i> (Include a visit to a place of worship) How? Why do people have special ways of welcoming babies? Pupils role play a baptism through drama and song. Invite local Christian minister or lay people to talk about what it means to belong to a church (or a representative from another faith.)</p>	<ul style="list-style-type: none"> • Why is God important to some people? • How do some people show that God is everywhere? • What does it mean to be a follower? • Using creative media, explore how we can live together when we are all so different.
<p>Children may have brought in some artefacts during show and tell sessions.</p>	<p>Prayer, Worship and reflection: <i>Using artefacts to explore prayer and worship.</i> Pupils explore examples of religious artefacts, asking questions, finding out their meaning and use in the context of prayer and worship.</p>	<ul style="list-style-type: none"> • Why so some people pray to God/Allah for help? • In what way do religious people share actions when praying? • What makes a place holy?



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<p>Being thankful and Harvest traditions Pupils find out how people with different religious and world views celebrate the fruitfulness of the earth (harvest traditions) How do religious communities express thankfulness for the world e.g. sukkot.</p>	<p>Beliefs and Practises: <i>The Easter Story:</i> Pupils explore the Easter story, finding out what the festival means and how it is celebrated. Why does Easter matter to Christians?</p>	<ul style="list-style-type: none"> • Why do some people thank and praise God? • Should we be responsible for looking after others and our world and why does it matter? • If we are made in the image of God, why are we all so different? • What would you give up for someone else?
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Year 1: SUMMER TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Looking at prominent faith stories e.g. Christmas, Easter, Diwali, Hanukkah</p>	<p>Sources of Wisdom: Sacred texts: who reads them, when and why? Why is the Bible holy and sacred for Christians? (UC 1.4 Gospel What is the good news that Jesus brings) Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims? How do Jews and Muslims look after and read their holy and sacred book? Faith stories: What do faith stories tell us about the way people should look after each other and the world? Think about whether everyone shares the same belief about how the world began. Explore and tell some parables through drama.</p>	<ul style="list-style-type: none"> • Why are some books called holy or sacred? • How was the world made? • Think about whether everyone shares the same belief about how the world began.
<p>Introduction of whole school rules, BE KIND, BE SAFE AND BE RESPONSIBLE</p>	<p>Human responsibility and values : Taking responsibility- Create a recipe for living together happily. What is zakat? Why is this important to so many Muslim people? Whose world</p>	<ul style="list-style-type: none"> • Whose world is it? Should everyone in the world take responsibility for looking after it?



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	<p>It it? Should everyone in the world take responsibility for looking after it?</p>	<ul style="list-style-type: none"> Whose community? Should everyone in the world take responsibility for looking after each other?
<p>Conversations about God may have been covered during Christmas time where God is mentioned in many of the songs within the nativity play that the EY children perform.</p>	<p>Ultimate Questions: Big questions about God. Where is God? (UC God 1:1 What do Christians believe God is like? Who made the world? Explore themes from the spirited Arts Competition. (www.natre.org.uk)</p>	<ul style="list-style-type: none"> What might heaven be like? Look at how different people have expressed their ideas about God. Think and share with others their own ideas about God. If you met Jesus, how would you describe him? If Jesus came to your town, where would he visit? Why? Pupils consider what people (religious and non-religious) believe happens to a person after they die.

Year 2: AUTUMN TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Children will have looked at the symbol of light in Y1 when covering the festivals of light such as Christmas, Hanukkah and Diwali. They may also have had experience of reflecting with a real lit candle.</p>	<p>Symbols and actions: Expressing religious meaning Pupils use photos/religious artefacts identifying the group to which these belong. Why is light/water/a tree such an important religious symbol? Explore symbols of 2 religious traditions, looking for similarities such as light, water trees. What is important about the design of some places of</p>	<ul style="list-style-type: none"> Why does a prayer mat become holy when a Muslim prays on it? Why do some people light incense when they pray?



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	worship? Visit a place of worship identify and find out about the meanings of symbols of God.	
Children will have looked at harvest traditions and learnt about how different groups of people celebrate the fruitfulness of the earth, and how some religions express this.	Beliefs and practices: Festivals including Christmas How do festivals bring people together? What are the ingredients of a festival? Why does Christmas matter to Christians? (UC Incarnation 1:3 Digging deeper) What events are Christians remembering and believing when they celebrate Christmas?	<ul style="list-style-type: none"> If we are made in the image of God, why are we all so different? Why do some people thank and praise God? Should we be responsible for looking after others and our world and why does it matter? What would you give up for someone else?
Pupils will have looked at different examples of religious artefacts in the Spring term, exploring how they are used in prayer and worship.	Prayer, worship and reflection: Muslim prayer and action Why do some people pray to Allah for help? How do some Muslims wash and pray in a daily pattern? Why does a prayer mat become holy when a Muslim prays on it? What makes a place holy?	<ul style="list-style-type: none"> Why so some people pray to God/Allah for help? In what way do religious people share actions when praying? What makes a place holy?

Year 2: SPRING TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
From Y1: as above This strand was also covered in the Autumn term in Year 2, where children should have looked at Muslim Prayer and action.	Prayer, Worship and Reflection Different ways of giving thanks to God Invite a faith visitor to school or visit a place of worship to explore prayer, worship and reflection with pupils. How do different religions say 'Thank you' to God? In what ways do different religious people share actions when praying.	<ul style="list-style-type: none"> Why so some people pray to God/Allah for help? In what way do religious people share actions when praying? What makes a place holy?



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	The Lord's Prayer: Why do Christians all over the world pray 'The Lord's Prayer', explore The Lord's Prayer through images.	
Children will have looked at this in Year 1 when they looked at Belonging to a family and community and Naming ceremonies .	Identity and belonging Some of above also covered in this area (Giving thanks to God) Shabbat and Passover: Why does Shabbat have a special place in Jewish families? How and why do people celebrate special and holy times e.g. Passover, Easter	<ul style="list-style-type: none"> • Why is God important to some people? • How do some people show that God is everywhere? • What does it mean to be a follower? • Using creative media, explore how we can live together when we are all so different.
This will be the first time the children will have explored the RE strand: Sources of Wisdom Children will have learnt about the Easter story previously in Year 1.	Sources of wisdom including Beliefs and practises (EASTER) The Easter Story What is the good news that Jesus brings (UC 1.4, Digging Deeper) What events are Christians remembering and believing when they celebrate Easter (UC Salvation 1.5, Digging Deeper)	

Year 2: SUMMER TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Children will have looked at Justice and fairness briefly in Autumn year 1 when looking at Giving to Charity .	Justice and fairness Showing care and concern How have people of faith influenced the world by their actions? How can faith stories guide people in their choices of what is right or wrong? Explore a Christian charity that focuses on Justice and	<ul style="list-style-type: none"> • How do we know how and when to be good?



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	<p>fairness? Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why? How do we know how and when to be good?</p>	<ul style="list-style-type: none"> • Is it only religions that help us to learn about what is right and wrong? • What does it mean to 'stand up for good'?
<p>Human responsibility and Values – This is the first time this strand has come up in KS1, but children will have engaged in conversation about belonging to a community within P4C lessons and appreciating that people have different beliefs and opinions.</p>	<p>Human responsibility and values Whose community? What makes human being so unique? How can we live together when we are all so different? Pupils share ideas on how we know that people come from different religions. Pupils explore the relationship between humans, their environment and other living things. How do the religious groups in your local community look after people and the world? What is carried out locally for the benefit of the whole community? Should everyone in the world take responsibility for looking after each other?</p>	<ul style="list-style-type: none"> • Whose world is it? Should everyone in the world take responsibility for looking after it? • Whose community? Should everyone in the world take responsibility for looking after each other?
<p>Ultimate questions was also covered in the Summer term of Year 1 when they looked at Who made the world and other big questions, the main difference being in Year 2 they are looking at specific faiths.</p>	<p>Ultimate Questions Who made the world and other big questions? What do many Christians, Muslims and Jews believe about how the world was made? (<i>UC God 1:1 What do Christians believe God is like? Digging Deeper</i>) Who made the world (<i>UC God 1:2 Digging Deeper</i>) How is the victory over good over evil expressed in a range of religions and world views? E.g. story of Diwali, Purim, Adhan. What might heaven be like? Explore themes from the spirited Arts competition (www.natre.org.uk)</p>	<ul style="list-style-type: none"> • What might heaven be like? • Look at how different people have expressed their ideas about God. Think and share with others their own ideas about God. • If you met Jesus, how would you describe him? • IF Jesus came to your town, where would he visit? Why? • Pupils consider what people (religious and non-religious) believe happens to a person after they die.



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LOWER KEY STAGE 2 (Years 3 and 4)

Year 3: MAIN RELIGIONS COVERED IN Y3: CHRISTIANITY AND ISLAM		
AUTUMN TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Beliefs and Practise has been covered in KS1, but in Year 3 they will be comparing 2 different religions (Christianity and Islam). They may have touched up on different festivals such as Eid depending on if pupils had recounted their own experiences.</p>	<p>Beliefs and Practise Marking festivals, traditions and key events in life Look at 2 contrasting religions (Christianity and Islam), pupils describe ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Eid-ul-Fitr, Easter, Christmas) and marking important events in life (birth, welcoming ceremonies and traditions, e.g. Christian baptism and Muslim Shahada.)Pupils also explore different ways of marking the same event (e.g. Christmas, ceremonies of belonging.) UC People of God 2a.2 What is it like to follow God? Advent and Christmas traditions around the world</p>	<ul style="list-style-type: none"> Why are there different ways of marking the same life event? Explore whether or not a place of pilgrimage needs to have a spiritual connection.
<p>Symbols and actions was covered in KS1 looking at 2 different religious traditions. In year 3 it goes on to discuss symbolic expression in prayer and worship and begin to look at more abstract meanings.</p>	<p>Symbols and actions Symbolic expression in prayer and worship Through the exploration of beliefs and practices, pupils explain how symbolic actions in worship can communicate and express meaning beyond words. They explore humility in prayer (genuflection, wudhoo, foot washing, silence and submission to Allah.) the power of light across religions and the importance of sharing food in Christian worship. Advent Christmas traditions around the world.</p>	<ul style="list-style-type: none"> How can art, architecture and artefacts and icons express meaning beyond words? When do actions and expressions of belief show commitment?



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Year 3: SPRING TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Identity and belonging was covered broadly in KS1 looking at naming ceremonies and specific prayers to a given religion (the Lord's prayer - Christianity)	Identity and belonging Belonging to a family, a community challenges and religious leadership What does it mean to belong to a faith community? Pupils explore shared beliefs and develop imaginative/creative ways of expressing their own faith or belief commitments (e.g. Sikh Kalsa). Looking at the challenge of individual commitment, they explore how the 5 pillars guide Muslims in their daily lives and question why some Muslims pray 5 times a day while others do not. They learn about the role and duties of historical and religious leadership (Jesus, Muhammad, Imam, Vicar) on followers in their own lives.	<ul style="list-style-type: none">• Do you need to have faith to know what commitment means?• How do you know where you belong?• What makes a religious leader?
Prayer and Worship was covered in year 1 when they explored Using artefacts to explore prayer and worship as well as going on a trip to a Mandhir. This strand was revisited again in Year 2 when they looked at celebrating the festival of Christmas and looking at Different ways of giving thanks to God.	Prayer, worship and reflection Communicating through sacred spaces and prayer Pupils investigate the role and special place for worship in a mosque and a Church exploring meaning and significance for followers. They examine how architecture and design may contribute to a worshipper's experience and ask, who hears our prayers? They learn about key prayers (the first surah in the Qur'an and the Lord's prayer) and how they might inspire a believer's commitment.	<ul style="list-style-type: none">• Is prayer only possible in a sacred place? Why do some believers need to go to a place of worship to pray?• Who hears our prayers and how are they answered?• Should prayer be silent?• Why is the church roof in the shape of a boat?



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	They revisit the Easter story and learn about the Eucharist through visiting a local church or listening	
<p>Ultimate questions was covered in the Summer term in KS1 where children asked Big questions about God and Who made the world and other big questions. Stories about Diwali Purim etc may have been used as well as story books in Y1.</p>	<p>Ultimate questions Different ideas about God and gods, creation and ultimate questions Discussing challenging questions about meaning, purpose and truth, pupils consider the different ideas about God and pose some deeper questions (e.g. Why are there some questions about life to which we don't have the answers?) They learn some of the ways religion's name and describe the attributes of God (e.g. the 99 names of Allah and the Trinity) they explore different stories about how the world began (Christianity and Islam) expressing creatively theirs and others ideas on creation, God and heaven through creative media.) UC 2a.1 What do Christians learn from the creations story?</p>	<ul style="list-style-type: none"> • Why are there some questions about life to which we don't have the answers? • Why don't we know what happens when we die? • What might God want to say to the human race? • Who would God want to meet, or maybe share a meal with? • Why are there good and bad people in the world?
<p>Children will have covered Beliefs and practises for the first 2 terms in KS1. This will have included Being thankful and Harvest traditions Muslim Prayer and action The Easter Story in y1 and 2.</p>	<p>Beliefs and practices Exploring Lent, Holy Week and Salvation (UC 2a.5, Why do Christians call the day Jesus died Good Friday?)</p>	<ul style="list-style-type: none"> • Why are there different ways of marking the same life event? • Explore whether or not a place of pilgrimage needs to have a spiritual connection.



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Year 3:		
SUMMER TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Sources of wisdom was covered in Year 1 when briefly looking at different sacred texts and discussing what makes a book special and then again in Year 2 when they talk about the Easter story and the good news that Jesus brought.</p>	<p>Sources of Wisdom Sacred texts and stories, their guidance and impact Enquiring about what is wisdom, pupils explore the power of faith stories and sacred writing from the Christian and Islamic traditions (e.g. The good Samaritan, The story of Muhammad) and respond to the impact of these on religious followers. They consider what is a sacred text, beliefs about its origin and how it should be treated (e.g. The Qur'an and the Bible.) Learning about the impact of authority on individual believers, they ask and explore 'Who was Jesus?' and 'What is the Trinity?' (UC 2a.3) and the impact of Pentecost on Christians.) (UC 2a.6 When Jesus left what was the impact of Pentecost?)</p>	<ul style="list-style-type: none"> • Why do psalms, poems, hymns and stories affect followers in different ways? How do believers interpret these in their different communities? • What is golden about the golden rules of faith and belief?
<p>Children will have looked at Human responsibility and values when creating a recipe for living together happily and learning about Zakat and why it is important to Muslims. In Year 2 they thought about taking collective responsibility in looking after the environment.</p>	<p>Human responsibility and values Taking responsibility for living together, values and respect Pupils consider their responsibility for the world and for each other and some religions and world view responses (e.g. what kind of world did Jesus want?). They consider what rules different communities follow about caring for the world/each other. They think about what is important and what is valued and compile a moral values charter.</p>	<ul style="list-style-type: none"> • How might religions help people to be good? • How do humanists show care and responsibility for others?



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<p>Exploring the theme of Justice and fairness was covered in Year 2 when looking at how stories guide people in their choices of what is right and wrong. There will also have been some discussion about individual and collective rules.</p>	<p>(UC 2a.4 What kind of world would Jesus want?)</p> <p>Justice and fairness Right and wrong, Just and fair. Pupils learn about justice and fairness through the work of development charities (Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important. They explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the tax Collector and Widow’s Mite) They reflect on who decides what is right and wrong.</p>	<ul style="list-style-type: none"> • Who decides what is right and what is wrong? • Does fairness mean everyone gets the same? • What does Hindu thought teach about equality? What does it say about differences, for example between people? • Discuss Ghandi’s statement ‘You must be the change you want to see in the world.’
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Year 4 <i>MAIN RELIGIONS COVERED IN Y4: CHRITIANITY and HINDUISM/SIKHISM</i>		
AUTUMN TERM:		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>The children looked at Beliefs and practices and key events in life within Year 3 which also included marking festivals within Christianity and Islam, but in Year 4 it extends to pilgrimage choosing 2 faiths between Hinduism or Sikhism and Christianity.</p>	<p>Beliefs and practices Marking festivals, pilgrimage, traditions and key events in life. Looking at 2 contrasting religions (Hinduism or Sikhism and Christianity,) pupils describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life. They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world.</p>	<ul style="list-style-type: none"> • Why are there different ways of marking the same life event? • Explore whether or not a place of pilgrimage needs to have a spiritual connection.



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	<p>UC People of God 2a.2 Digging Deeper- What is it like to follow God?</p> <p>Why do some people make pilgrimage (Kumbha Mela for Hindus, Golden Temple at Amristar for Sikhs, Hajj for Muslims?)</p>	
<p>Children in Y3 covered Symbols and actions where they explored ways and traditions of celebrating different festivals which included Eid, Easter and Christmas as well as marking important key events in birth welcoming ceremonies.</p>	<p>Symbols and actions Symbolic expression in prayer and worship Through the exploration of beliefs and practises, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music). They explore the 5 K's, the Kanda and the importance of Sewa for Sikhs. Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.</p>	<ul style="list-style-type: none"> • How can art, architecture and artefacts and icons express meaning beyond words? • When do actions and expressions of belief show commitment?
<p>Covered in Summer term of Year 3, children looked at Sources of wisdom within sacred texts focusing on Christianity and Islam.</p>	<p>Sources of Wisdom- Exploring the Trinity at Christmas- Incarnation (UC 2a.3 What is the Trinity?)</p>	<ul style="list-style-type: none"> • Why do psalms, poems, hymns and stories affect followers in different ways? How do believers interpret these in their different communities? • What is golden about the golden rules of faith and belief?

<p>Year 4 SPRING TERM:</p>		
<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>



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<p>Children learning about Identity and belonging in Y3 focused closely on ‘community’ and ways individuals expressed their own faith or belief commitments. Children will have explored the five pillars in Islam and also looked at the religious leadership of Muhammad and Jesus and an Imam or Vicar.</p>	<p>Identity and Belonging Belonging to a community, Individual commitment and religious leadership. Exploring where we may belong, pupils discover how some people identify and define themselves, what belonging might mean and how it shapes their lives. Considering some of the challenges individuals and communities face (e.g. Sikh Kalsa, they ask if you need to have faith to understand commitment. Pupils discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to express its shared commitment. Visiting a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.</p>	<ul style="list-style-type: none">• Do you need to have faith to know what commitment means?• How do you know where you belong?• What makes a religious leader?
<p>In Year 3 children looked at Ultimate questions in addressing that there will be questions that we do not have answers to. They will also have looked at different creation stories (mainly focused on Christianity and Islam). They will also have learnt attributes of God by looking at the 99 names of Allah within the Islamic faith.</p>	<p>Ultimate questions Different ideas about God and gods, creation and ultimate questions Discuss challenging questions about meaning, purpose and truth. Pupils explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. Why don't we know what happens when we die? They express their understanding through the creative arts curriculum. Pupils continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions. (UC2a.1 Digging Deeper, what do Christians learn from the Creation story?)</p>	<ul style="list-style-type: none">• Why are there some questions about life to which we don't have the answers?• Why don't we know what happens when we die?• What might God want to say to the human race?• Who would God want to meet, or maybe share a meal with?• Why are there good and bad people in the world?



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<p>Children have looked investigating the role of a special place for worship for its followers. They will have delved into the architecture and design which might contribute to the overall experience of a believer. They will have looked at the first Surah in the Qur'an (Surah al Hamd) and the Lord's Prayer.</p>	<p>Prayer, Worship and reflection Communicating through sacred spaces and prayer Pupils investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. Puja). They examine ways in which architecture expresses how a community communicates through prayer, worship and reflection. Pupils investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs.</p>	<ul style="list-style-type: none"> • Is prayer only possible in a sacred place? Why do some believers need to go to a place of worship to pray? • Who hears our prayers and how are they answered? • Should prayer be silent? • Why is the church roof in the shape of a boat?
<p>Children will have learnt about Lent, Holy week and Salvation in year 3.</p>	<p>(Beliefs and Practices- Easter) Exploring Good Friday- Jesus' death and resurrection. (UC 2a.5, Digging Deeper Why do Christians call the day Jesus dies Good Friday?)</p>	<ul style="list-style-type: none"> • Why are there different ways of marking the same life event? • Explore whether or not a place of pilgrimage needs to have a spiritual connection.

Year 4 SUMMER TERM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Sources of Wisdom looked at earlier in year 4 within the Autumn term where children will have explored the Trinity during Christmas time and touched on Incarnation.</p>	<p>Sources of Wisdom Sacred tests and stories, their guidance and impact Enquiring about what is wisdom, where does it come from and who decides what is wise, pupils explore a range of faith stories (e.g. Bhagavad Gita, Ramayana and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives. They investigate how psalms, poems, hymns and stories are interpreted in different communities</p>	<ul style="list-style-type: none"> • Why do psalms, poems, hymns and stories affect followers in different ways? How do believers interpret these in their different communities? • What is golden about the golden rules of faith and belief?



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	and why they affect followers in different ways. They ask what is golden about the golden rules of faith and belief?	
Children will have already considered their responsibility for the world and each other . They also learnt about some religious and worldview responses . They will hopefully have looked at or created a moral values charter .	Human responsibility and values Taking responsibility for living together, values and respect. Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. How do Humanists show care and responsibility for others?) They consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa-harmlessness) and express their own ideas on the treatment of animals. They compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good?	<ul style="list-style-type: none">• How might religions help people to be good?• How do humanists show care and responsibility for others?
This was also covered in the Summer term of Year 3. They explored concepts of right, wrong, just and fair . Children will have been taught this strand by looking at the work of charities . They will also have covered stories on justice and fairness . Reflection time will have been given on who decides what is right and wrong .	Justice and fairness Right and wrong, just and fair. Pupils apply their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups.) They discuss the importance of fairness, peace and justice in the light of faith stories (e.g. The Milk and the Jasmine Flower, How Ganesh got the elephant head, The Emperor and the Langar) and other sources of wisdom. They explore ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life.	<ul style="list-style-type: none">• Who decides what is right and what is wrong?• Does fairness mean everyone gets the same?• What does Hindu thought teach about equality? What does it say about differences, for example between people?• Discuss Thandi's statement 'You must be the change you want to see in the world.'



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UPPER KEY STAGE 2 (Years 5 and 6)

Year 5 AUTUMN TERM:		
MAIN RELIGIONS COVERED IN Y5: CHRISTIANITY AND JUDAISM		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Children will have looked at celebrating festivals. In Year 4 they looked at Sikh and birth traditions. Also, the children will have also looked generally at how the same event can be marked in different ways, and this is continued in Year 5.</p> <p>In Year 4, children will have also touched on different pilgrimages that followers from different faiths embark.</p>	<p>Beliefs and Practices Celebrations, key events in life and pilgrimage. Pupils explore what it means to live as a Christian/Jew in Britain today, considering internal diversity. They reflect on spiritual ways of celebrating the same and different festivals (Advent/Christmas). They learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions. They develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year. Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</p>	<ul style="list-style-type: none"> • Is Christmas only for Christians? • Why is pilgrimage seen as an outward and an inward spiritual journey? • Why are celebrations marked differently within the same family? For example, Christmas, Easter/Passover/Eid/Diwali around the world • How can God be different things to different people?
<p>This strand was covered last in the Autumn term of Year 4. They will have learnt how certain actions in worship are symbolic and can communicate a faith commitment beyond words (e.g. through food and music.) They will have focused on the religion of Sikhism and the concept of the 5 Ks and the importance of 'sewa'.</p> <p>Children may also have looked at the Hindu relationships with their deities and the power of religious symbols such as art and architecture.</p>	<p>Symbols and actions Symbolic ways of expressing meaning Pupils compare how religious and symbolic artefacts are used in prayer and practise to express meaning. Pupils discover why and how artefacts are used in Jewish prayer to enrich experience. They explore how religious faith is communicated and expressed through the creative arts.</p>	<ul style="list-style-type: none"> • How can the use of wine have a powerful symbolic place in some faiths, yet not permitted in others? • How do our actions reflect our values? • How might silence be considered an action?



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Children will be familiar with the Easter story from KS1 and Jesus' death and resurrection from Year 4 through the Beliefs and Practices strand of the RE curriculum.	Identity and Belonging Exploring the incarnation through the Christmas story (UC2b.4 Was Jesus the Messiah?)	<ul style="list-style-type: none"> • What does it mean to take your religion or worldview seriously? • Who decides what makes someone a prophet/saint/guru? • How can belonging to a faith have many different interpretations? • Using your knowledge of Jesus, Moses and/or the Buddha, if they returned today, where would they go? What would they do?
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Year 5		
SPRING TERM:		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>This concept of Belonging to a community was first introduced in Year 3 and has been built on each year.</p> <p>They will have studied it through looking at Sikhism and Islam. They will also have learnt about religious leaders in these 2 faiths.</p> <p>This time, in Year 5 the focus will be on Judaism</p>	<p>Identity and Belonging</p> <p>Belonging to a community, individual commitment and religious leadership</p> <p>Expressing what belonging and faith means in Christianity and Judaism. Pupils explore/compare the lives of key leaders from contemporary life. Ask what it means to be a religious leader and how leadership impacts the lives of followers. They express insights into the modern-day challenges of ancient laws for Jews (e.g. Keeping Shabbat and keeping Kosher). Through the stories of Moses/Jesus, pupil explore key events from history. They learn about the common themes and symbolism.</p>	<ul style="list-style-type: none"> • What does it mean to take your religion or worldview seriously? • Who decides what makes someone a prophet/saint/guru? • How can belonging to a faith have many different interpretations? • Using your knowledge of Jesus, Moses and/or the Buddha, if they returned today, where would they go? What would they do?



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<p>The children will be familiar with the term sacred spaces from Year 3 onwards. They will have covered sacred spaces within Islam and Sikhism/Hinduism. So far, the children have only learnt about different sacred spaces that followers use, whereas this time, they will also be questioning if a sacred space is necessary.</p> <p>They will also have revisited the Easter story and learnt about the Eucharist Church.</p>	<p>Prayer, Worship and reflection Communicating beyond prayer and sacred spaces Pupils explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews. They observe how some believers communicate through the e physical space of a church/synagogue/temple, looking at the similarities and differences. They question whether or not prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord’s Prayer, the Shema), might enhance worship. They experience the importance of collective and private space/stillness/silence/yoga as a form of worship and write some prayers or meditation suited to a particular occasion and tradition.</p>	<ul style="list-style-type: none"> • Does prayer make a difference? • If we can have multi-faith prayer spaces, can we be people of a multi-faith? • The Dalai Lama said “There is no need for temples, no need for complicated philosophies. My brain and my heart are my temples; my philosophy is kindness.” Discuss in the light of worldviews. • Consider the differences between meditation and being peaceful.
<p>Children have been building on their understanding of ultimate questions from KS1. In lower KS2, they have explored this theme largely through looking at Islam and Sikhism and/or Hinduism. However, they will also have been introduced to abstract questions about our existence which could have been discussed through any viewpoint.</p>	<p>Ultimate questions Different ideas about God and gods, creation and ultimate questions Discussing challenges and deeper questions about meaning, purpose and truth, pupils consider reasons why there are different responses and ideas about the divine (e.g. whether God is real.) They start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives. Pupils begin to explore different accounts on how the world began and question how they all can be true. They consider the role of God and the responsibility of humanity. Through creative media, they begin to ask and answer their own questions. This could be introduced through participation in practical,</p>	<ul style="list-style-type: none"> • How can belief help in understanding what happens when someone dies? • If God made the world, why isn’t it perfect? • Where does God reside? Is he everywhere, inside the heart, or far beyond this world? • If there was room for a new religion in the world, what would it look like? • Is heaven the same for all religions? How many heavens are there? • What is meant by ‘soul’? • Why doesn’t karma work for everyone?



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	<p>expressive projects such as NATRE Spirited Art www.nate.org.uk</p> <p>(UC 2b.1 What does it mean if God is holy and loving?</p> <p>2b.2 'Creation and Science' contradictory or complementary?)</p>	
<p>The children should have a good understanding of the Easter story as it has been explored in the Spring term in every year group.</p>	<p>Symbols and actions</p> <p>Exploring themes in the last supper</p>	<ul style="list-style-type: none"> • How can the use of wine have a powerful symbolic place in some faiths, yet not permitted in others? • How do our actions reflect our values? • How might silence be considered an action?

Year 5		
SUMMER TERM:		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>This strand was last covered in the Summer term of year 4 through Sikhism and Islam in Year 3; both will have been compared with Christianity. They will also be briefly familiar with the Lord's Prayer from Year 2.</p>	<p>Sources of Wisdom</p> <p>Sacred texts and stories, their guidance and impact</p> <p>What makes a source of wisdom? Pupils investigate and interpret a range of stories, sacred writing, people and artefacts from different traditions and communities. Texts might include the Lord's prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-Gita and world view responses. Pupils interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief. They explore key religious figures in different</p>	<ul style="list-style-type: none"> • What defines wisdom? • Why were all the sacred texts written so long ago and are they still relevant?



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	tradition and their actions (e.g. What did Jesus do to save human beings?).	
<p>This will be a theme familiar to the children from Y3 onwards. They will have complied a moral values charter and gone on to apply different religious codes and worldviews.</p>	<p>Human responsibility and values Taking responsibility for living together, values and respect How can people live together for the wellbeing of all? Considering our social and environmental responsibilities, pupils discover and respond to religious and moral codes of conduct from the Christian, Jewish and humanist traditions. They think about why they should care, what is important and what may influence a community and individual's choices. They compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam.) Pupils think about God, in light of the values of fairness and equality, love, caring and sharing. (UC 2b.5 What would Jesus do?)</p>	<ul style="list-style-type: none">• So what is God's plan?• What does it mean to be human?• Should religious buildings be sold to help solve world poverty?• What footprint should we leave on the world?
<p>Children will have learnt this strand of the RE curriculum by looking at the role of charities, religious and non-religious. In Year 4 they will have delved a little deeper by looking at concepts such as fairness, peace and justice possibly through stories from Sikhism/Hinduism. Also, in Year 4 they will have explored ethical questions such as Does fairness mean everyone gets the same? (according to Sikhism/Hinduism) This may also link to P4C that will have been taught throughout the school.</p>	<p>Justice and fairness Reflecting on ethics, what is right and wrong, just and fair? Considering the guidance of the Ten Commandments, pupils express ideas about right and wrong in the light of their learning. They persuasively argue about reasons why some people (from a religious or non-religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities). Pupils learn about the practise of justice through the work of different Christian aid agencies and consider how it links with the life teachings of Jesus. In Judaism they explore fairness through the commandment of giving charity</p>	<ul style="list-style-type: none">• Are we responsible for each other; does helping others mean we should expect something in return?• Should the law of the land affect the way religious people choose/chose to live their lives?• "Deliver us from evil". Why is their evil in the world?• Why isn't the world just and fair? How do you overcome evil and promote goodness?



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	(Tzedehah) and the importance of supporting communal projects. Pupils evaluate different religious responses to justice and fairness. (UC 2b.3 How can following God bring freedom and Justice?)	
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Year 6		
MAIN RELIGIONS COVERED IN Y6: CHRISTIANITY AND BUDDHISM		
AUTUMN TERM:		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>The children will have looked at this concept in Year 5 through exploring incarnation within the Christmas story. They have also looked at Belonging to a community, individual commitment and religious leadership from year 3 onwards. The focus now will be on comparing Christianity and Buddhism.</p>	<p>Identity and Belonging Celebrations and key events in life Pupils investigate what it means to live as a Christian or Buddhist in Britain today considering internal diversity. They develop an understanding of key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension) enquiring into how God can be different things to different people. They reflect upon spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world (e.g. sacred or secular Christmas and how Humanists mark rites of passage) and question how and why festivals and events are valued by some and not others.</p>	<ul style="list-style-type: none"> • What does it mean to take your religion or worldview seriously? • Who decides what makes someone a prophet/saint/guru? • How can belonging to a faith have many different interpretations? • Using your knowledge of Jesus, Moses and/or the Buddha, if they returned today, where would they go? What would they do?
<p>It will have been in Year 5 that the children will have started looking at how the Arts are used to communicate and express parts of one's faith. They will also have explored artefacts in which the arts maybe reflected.</p>	<p>Symbols and actions Symbolic ways of expressing meanings Pupils explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, stained glass and drama).</p>	<ul style="list-style-type: none"> • How can the use of wine have a powerful symbolic place in some faiths, yet not permitted in others? • How do our actions reflect our values?



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<p>The children will have discussed why there are different ways of marking the same event in Year 4.</p>	<p>They explore how artefacts and symbolic actions communicate different meaning to individuals. They investigate the mudras (gestures) of the Buddha, the Three Jewels) Buddha, the Dharma and the Sangha) and the wheel and the lotus flower in the light of Buddhist teaching and actions.</p> <p>Pupils examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, Baptism).</p>	<ul style="list-style-type: none"> • How might silence be considered an action?
<p>The children will already be familiar with the Christmas story and different religious concepts of the Christian faith relating to Jesus' birth and death.</p>	<p>Beliefs and Practices Exploring the annunciation in a sacred and secular Christmas. (UC2b.4 Digging Deeper – Was Jesus the Messiah?)</p>	<ul style="list-style-type: none"> • Is Christmas only for Christians? • Why is pilgrimage seen as an outward and an inward spiritual journey? • Why are celebrations marked differently within the same family? For example, Christmas, Easter/Passover/Eid/Diwali around the world • How can God be different things to different people

<p>Year 6 SPRING TERM:</p>		
<p style="text-align: center;">Previous Learning To be reinforced</p>	<p style="text-align: center;">Core Learning Intentions Age Related</p>	<p style="text-align: center;">Extension Opportunities Next steps</p>
<p>This will be things that children have covered in lower as well as upper KS2.</p>	<p>Identity and Belonging Belonging to a community, individual commitment and religious leadership</p>	<ul style="list-style-type: none"> • What does it mean to take your religion or worldview seriously?



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<p>In year 3 the children will have focused on Christianity compared to Islam, In year 4 with Sikhism and Judaism in year 5.</p>	<p>Expressing what belonging and faith means in 2 different traditions, pupils explore and compare the life of contemporary key leaders and the qualities of leadership. They examine challenges, commitments and guidance, identifying the impact of faith on how followers live (e.g. considering the Eightfold path, how do Buddhists try to follow the Buddha's example?).</p> <p>They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhist and still lead a privileged life? And the internal diversity of responses.</p> <p>They raise deep questions and ask what might be the most difficult aspects of being Buddhist, Christian and/or Humanist in Britain today (e.g. what defines us and what is our purpose?)</p> <p>Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus as the Messiah.</p>	<ul style="list-style-type: none">• Who decides what makes someone a prophet/saint/guru?• How can belonging to a faith have many different interpretations?• Using your knowledge of Jesus, Moses and/or the Buddha, if they returned today, where would they go? What would they do?
<p>Children will be very familiar with what is meant by a sacred space by looking at it within different faiths within KS2.</p> <p>They will also be familiar with mindfulness as this is practised regularly in YM school daily.</p>	<p>Prayer, Worship and reflection</p> <p>Communicating beyond prayer and sacred spaces</p> <p>Engaging with prayers from different religions, traditions and worldviews, pupils explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals.</p> <p>Considering what a multi-faith prayer space might look like, pupils look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of</p>	<ul style="list-style-type: none">• Does prayer make a difference?• If we can have multi-faith prayer spaces, can we be people of a multi-faith?• The Dalai Lama said "There is no need for temples, no need for complicated philosophies. My brain and my heart are my temples; my philosophy is kindness." Discuss in the light of worldviews.



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	<p>expression. They learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). They ask how does the Buddhist mantra enhance worship and is meditation the same as praying. They experience meditation/stilling/silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition.</p>	<ul style="list-style-type: none"> • Consider the differences between meditation and being peaceful.
<p>The children will be very familiar with the Easter story and will have covered Lent, Holy Week, Good Friday (death and resurrection) and The Last Supper. Salvation was also briefly touched upon in Year 3 Spring term.</p>	<p>Sources of Wisdom- Easter The significance of Salvation Salvation UC 2b.6 What did Jesus do to save human beings?</p>	<ul style="list-style-type: none"> • What defines wisdom? • Why were all the sacred texts written so long ago and are they still relevant?

Year 6 SUMMER TERM:		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>The children will have learnt about sacred texts from Christianity, Islam, Judaism, Sikhism and Hinduism. They will also be familiar with different religious stories with their intention being to share wisdom with its followers.</p>	<p>Sources of Wisdom Sacred texts and stories, their guidance and impact Pupils interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities. They consider how they guide and what they communicate to followers (e.g. what can stories and images tell us about the inspiration for Buddhist</p>	<ul style="list-style-type: none"> • What defines wisdom? • Why were all the sacred texts written so long ago and are they still relevant?



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	<p>beliefs?). They develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance. They reflect on the impact of key sources of wisdom on individuals and different communities.</p>	
<p>Pupils will have approached this strand of the RE curriculum from both a secular and non-secular viewpoint thus far. Children will also have had opportunities to ask themselves what their responsibility is to humankind.</p>	<p>Human responsibility and values Taking responsibility for living together, values and respect Pupils use local and national census statistics to develop an understanding of the religious makeup and diversity of their locality and of Britain. They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world. They develop their understanding of responsibility and social justice and question why and how we should care. Pupils respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon. Pupils ask how the 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice. (UC 2b.6 What did Jesus do to save human beings?)</p>	<ul style="list-style-type: none"> • So what is God's plan? • What does it mean to be human? • Should religious buildings be sold to help solve world poverty? • What footprint should we leave on the world?
<p>Children will have had opportunities to explore questions about God, creation, life and death. This will have been explored through a religious viewpoint and sometimes through their own opinions and beliefs. They will not have explored the theme of the 'soul'.</p>	<p>Ultimate questions Different ideas about God and gods, creation and ultimate questions Developing challenging and deeper questions about meaning, purpose and truth, pupils consider different perspectives on the questions of creation</p>	<ul style="list-style-type: none"> • How can belief help in understanding what happens when someone dies? • If God made the world, why isn't it perfect?



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	<p>and the beginnings of life on Earth. Debating the relationships/conflict between creation and science. Pupils develop their understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a ‘soul?’), constructing answers to their own challenging questions. When God and theological concepts including life, death, and afterlife beliefs are rejected, they question what is truth and where do non-religious people find answers? This could be introduced through participation in a practical, expressive project such as NATRE Spirited Arts (www.natre.org.uk) (UC 2b.1 Digging Deeper: What does it mean if God is holy and loving? 2b.2 Digging Deeper: ‘Creation and science’ contradictory or complementary?)</p>	<ul style="list-style-type: none"> • Where does God reside? Is he everywhere, inside the heart, or far beyond this world? • If there was room for a new religion in the world, what would it look like? • Is heaven the same for all religions? How many heavens are there? • What is meant by ‘soul’? • Why doesn’t karma work for everyone?
<p>Children will now be very familiar with the concept of Justice and fairness and will have had opportunity to discuss what is right and wrong, not only through their learning of RE, but also through P4C. Concepts such as right/wrong/just/fair will have been explored each year, sometimes cross referenced with what different religions have to say about this.</p>	<p>Justice and fairness Reflecting on ethics, what is right and wrong, just and fair? Why isn’t the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live. Pupils develop their thinking about why and how some people (from a religious and/or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war). Focusing on the loves of children in pre-holocaust Europe, pupils reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children’s rescue operation).</p>	<ul style="list-style-type: none"> • Are we responsible for each other; does helping others mean we should expect something in return? • Should the law of the land affect the way religious people choose/chose to live their lives? • “Deliver us from evil”. Why is their evil in the world? Why isn’t the world just and fair? How do you overcome evil and promote goodness?



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	<p>Pupils consolidate their ideas about right and wrong, justice and fairness through different religious traditions. They ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</p> <p>(UC 2b.3 Digging Deeper: How can following God bring freedom and justice?)</p>	
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	Christianity is taught compared to different religions within KS1.				<i>Focus on Christianity and Islam</i>	<i>Focus on Christianity and Sikhism/Hinduism</i>	<i>Focus on Christianity and Judaism</i>	<i>Focus on Christianity and Buddhism</i>
	N	R	1	2	3	4	5	6
Autumn	<ul style="list-style-type: none"> -Celebrating joyous occasions- harvest -Exploring artefacts- dress & food -Celebrating Christmas 	<ul style="list-style-type: none"> -Let me tell you a story -Exploring places, dress, food and music -Jesus' birthday story 	<ul style="list-style-type: none"> -Being thankful/Harvest traditions -Giving to Charity -Festivals of light 	<ul style="list-style-type: none"> -Expressing religious meaning -Muslim prayer and action -Festivals including Christmas. 	<ul style="list-style-type: none"> -Marking festivals, traditions and key events in life -Symbolic expression in prayer & worship Advent / Christmas traditions around the world. 	<ul style="list-style-type: none"> -Marking festivals, pilgrimage, traditions and key events in life -Symbolic expression in prayer and worship Exploring the Trinity at Christmas- Incarnation 	<ul style="list-style-type: none"> -Celebrations, key events in life and pilgrimage. -Symbolic ways of expressing meaning -Exploring the incarnation through the Christmas story 	<ul style="list-style-type: none"> -Celebrations, key events in life. --Symbolic ways of expressing meaning -Exploring the annunciation in a sacred and secular Christmas
Spring	<ul style="list-style-type: none"> -Celebrating belonging to a family/community -Exploring places of prayer, worship & reflection -Exploring Easter story 	<ul style="list-style-type: none"> -Exploring wedding ceremonies -Creation, awe and wonder of the natural world -Remembering Jesus at Easter 	<ul style="list-style-type: none"> -Belonging to a family /community -Naming ceremonies -Using artefacts to explore prayer/worship 	<ul style="list-style-type: none"> -Different ways to thank God -Invite faith visitor or plan a visit -The Lord's prayer -The Easter Story -Shabbat and Passover 	<ul style="list-style-type: none"> -Belonging to a family, a community, challenges and religious leadership. -Diff ideas about God and gods, creation & ultimate questions -Communicating through sacred spaces and prayer -Exploring lent, Holy Week and Salvation 	<ul style="list-style-type: none"> -Belonging to a community, individual commitment and religious leadership. -Diff ideas about God, creation & ultimate questions -Communicating through sacred spaces and prayer -Exploring Good Friday. 	<ul style="list-style-type: none"> -Belonging to a community, individual commitment and religious leadership. -Communicating beyond prayer and sacred spaces -Different ideas about God and gods, creation and ultimate questions -Exploring themes in the Last Supper 	<ul style="list-style-type: none"> --Belonging to a community, individual commitment and religious leadership. -Communicating beyond prayer and sacred spaces -The significance of salvation.
Summer	<ul style="list-style-type: none"> -How do we show care/concern for each other? -What makes the world wonderful? 	<ul style="list-style-type: none"> -Sacred spaces, simple prayer and time to reflect -Treating the world fairly -God and other big questions 	<ul style="list-style-type: none"> -Sacred texts- who reads them, when and why? -Faith stories -Big questions about God -Taking responsibility 	<ul style="list-style-type: none"> -Showing care and concern -Whose community? -Who made the world and other big questions. 	<ul style="list-style-type: none"> -Sacred texts/stories, their guidance and Impact -Taking responsibility for living together, values and respect. -Right and wrong, just and fair 	<ul style="list-style-type: none"> -Sacred texts/stories, their guidance and Impact -Taking responsibility for living together, values and respect. -Right and wrong, just and fair 	<ul style="list-style-type: none"> -Sacred texts and stories, their guidance and impact. -Taking responsibility for living together, the world, values and respect. -Reflecting on ethics. What is right and wrong. Just and fair. 	<ul style="list-style-type: none"> -Sacred texts and stories, their guidance and impact. -Taking responsibility for living together, the world, values and respect. -Reflecting on ethics. What is right and wrong. Just and fair.