

RE EYFS

SACRE Agreed Syllabus Coverage, Progression in Skills and Knowledge and Supporting Resources /Schemes of Work

Progressive vocabulary for EYFS:

Right, wrong, birthday, celebration, festivals, remember, faith, beliefs, symbols, rituals, traditions, Christmas, Diwali, Ramadan, Eid, Wesak, zodiac, new year, lunar, Holi, Bible, Islam, Christianity, Buddhism, Hinduism.

Areas of Learning	SACRE Links / ELG Links	Progression in skills	Objectives	Supporting resources
<u>Autumn 1</u> Ourselves Celebrating Birthdays (throughout year) Harvest Festival <u>Autumn 2</u> The Christmas Story Diwali Hanukkah	Self and Others Pupils should know and understand about their own culture and beliefs and those of others so that they begin to ask and explore questions relating to these aspects of their lives. Festivals and Celebrations Pupils should be given the opportunity to explore how different religions and belief systems mark significant dates and events. They should begin to understand and identify key features associated with celebrations and commemorations within different religions and belief systems. Symbols and Ritual Children begin to identify symbols and rituals that are part of everyday life.	Understanding the world: People and communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. Personal, Social and Emotional Development: They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. They are confident to speak in a familiar group and will talk about their ideas. Children talk about how they and others show feelings, talk about their	To understand why some people celebrate birthdays and how they celebrate. To know the seasons of the year and seasonal changes throughout the year. The importance of festivals for certain people. To share religious festivals with their peers. To understand significant occasions in their own lives and the lives of their friends (e.g birthday, Christmas, Diwali). To talk about key events in their lifetime. To describe their position in their family. To know that events took place before they were born.	Big books Pictures/ photos Objects and artefacts Personal experiences from within the school community Use of Seesaw to record learning from home International Week held annually in Spring Term 1.

<u>Spring 1</u> Holi Lunar New Year <u>Spring 2</u> People Who Help Us Easter Story	Living Things Children explore various aspects of caring and sharing, and of their relationship and the relationship of others within their immediate environment, particularly the natural world. They can begin to appreciate and value nature, growth, and new life through looking after and caring about animals, plants and trees and water. Right and Wrong Children will start exploring questions about right and wrong, fairness and justice so that they can begin to understand the concept of boundaries. This may include learning about faith communities and their rules, as well as other ethical codes and practices.	own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Communication and language: They answer 'how' and 'why' questions about their experiences and in response to stories or events. They develop their own narratives and explanations by connecting ideas or events.	To understand why some people celebrate Holi. To know what year of the Chinese zodiac they were born in and the significance of the Lunar New Year. To understand that the Lunar new year happens at a different time to the calendar new year. To be able to share why someone is important to you. To know the key parts of the Easter story.	
<u>Summer 1</u> Ramadan <u>Summer 2</u> Eid al Fitr Wesak			To understand why some people celebrate Ramadan. To know who celebrates Eid Al Fitr. To know who celebrates Wesak.	

RE Year 1

SACRE Agreed Syllabus Coverage, Progression in Skills and Knowledge and Supporting Resources /Schemes of Work

Key: Knowledge Skills Personal Development

Topic	SACRE Links / ELG Links	Progression	Topic Objectives	Supporting resources
Autumn 1 - Myself A	Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following: • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith Pupils will build on previous learning in the Foundation Stage and begin to develop an understanding of what it might mean to be a Christian. <u>Other beliefs and faiths</u> Explore the roles and responsibilities of special people within a religious or non-religious belief system • explore aspects of identity and what it means to be religious or non-religious • observe and comment upon religious and nonreligious rituals and ceremonies.	• Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	• To understand that we can get to know each other and share our thoughts and feelings • To know that we are similar but different; that we have specific likes and dislikes • To know who they are in relation to others – family and/or religion – when it comes to celebrating • To know how we celebrate and how religious people celebrate family occasions • To know that people have feelings about different things • To express themselves in different ways	LCP scheme of work Photographs Religious artefacts and objects Personal experiences from within school community
Unit Vocabulary	• Baptism; belief; born; ceremony; Christening; date of birth; greetings: As-Salamu-Alaykum (Arabic), Bonjour (French), Jambo (Swahili), Namaste (Gujarati), Sashrical (phonetic Punjabi); naming ceremony; religion • Different, drawing/sketch, favourite, image, mirror, same, similar, special • Church/temple/mosque/gurdwara/mandir/synagogue and so on, club, family, friends, hobby, visitor • Birthday, celebration, family, festival, photograph album, wedding • Emotions, feeling, good feelings/bad feelings, happy, jealous, sad, selfish • Being reflective; calm and quiet, joyful and lively; dance, drama, mime; expressing myself; special books			

Autumn 2 - Celebrations A	Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following: • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith Pupils will build on previous learning in the Foundation Stage and begin to develop an understanding of what it might mean to be a Christian. <u>Other beliefs and faiths</u> Explore the roles and responsibilities of special people within a religious or non-religious belief system • explore aspects of identity and what it means to be religious or non-religious • observe and comment upon religious and nonreligious rituals and ceremonies. Important Times and Days <u>Christianity</u> Discuss and explore aspects of the principal festivals, celebrations, commemorations, seasons and prayer customs. <u>Other Religions and Beliefs</u> Discuss and explore aspects of the principal festivals, celebrations, commemorations, seasons and prayer customs.	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism. • Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	• To know how people celebrate their birthdays • To understand why harvest is a religious celebration • To consider why we should be thankful for our food • To know about a celebration that was originally linked with religion • To know why Guru Nanak is important to Sikh people • To understand the significance to Jews of their festival of lights • To know about the Christians' stories about the birth of Jesus	See above
Unit Vocabulary	• Anniversary, birthday, card, celebration, months of the year, outing, party, present • Harvest; names of various foods: apple, bread, potato, wheat and so on; thankful • Bonfire; fireworks; Guy Fawkes: gunpowder, parliament, plot, treason • Gurdwara, Guru Granth Sahib (the Sikh Holy Book), Guru Nanak, langar, Sikh • Bible, festival of light, hanukiah, Hanukkah, Jews, Judaism, latke, miracle, synagogue, temple • Bethlehem; gold, frankincense and myrrh; Jesus; Joseph; Mary; Nativity; Nazareth; shepherds; stable; wise men/magi			

Spring 1 - Stories A	Living the Faith Pupils will build on previous learning in the Foundation Stage and begin to develop an understanding of what it might mean to be a Christian. <u>Other beliefs and faiths</u> Explore the roles and responsibilities of special people within a religious or non-religious belief system • explore aspects of identity and what it means to be religious or non-religious • observe and comment upon religious and nonreligious rituals and ceremonies. Important Times and Days <u>Christianity</u> Discuss and explore aspects of the principal festivals, celebrations, commemorations, seasons and prayer customs. <u>Other Religions and Beliefs</u> Discuss and explore aspects of the principal festivals, celebrations, commemorations, seasons and prayer customs. Sacred Texts <u>Christianity</u> The Bible • its books and stories, and how it is used in public worship and private devotions • well known Christian prayers and other texts used for worship <u>Other Religions and Beliefs</u> understand the effect of religious and other important books in the lives of different individuals, including themselves if this is appropriate • experience a wide range of stories and other writings used to communicate beliefs • learn to associate particular texts with religious and non-religious celebrations, commemorations and festivals	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism. • Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human	• To begin to understand about Jewish beliefs and way of life • To begin to understand about the Christian way of life through two stories • To begin to understand about Islam and the Muslim way of life through two stories about Muhammad (pbuh) • To begin to understand about the Buddhist way of life • To begin to understand about the Sikh way of life through two stories • To know what people of no religion have to say about what is important to them	See above
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	• observe the use of religious and non-religious writings in worship and in the home • consider the respect that should be shown to sacred and other significant texts.			
Unit Vocabulary	• Ark, belief, Bible, David, flood, Goliath, Jewish, Judaism, Noah, Old Testament • Bible, Christian, Jesus, miracle, New Testament, tax collector • As-Salamu-Alaykum (greeting: peace be with you), Islam, mosque, Muhammad (pbuh), Muslim, prayers • Buddha, Buddhist, calm, meditate, peacefully, think, wise • Festival, Guru (holy person, teacher), holiness, procession, Sikh, wealth • Animals, people; change; live, die; river; train			
Spring 2 - Special People	Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following: • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F)	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism. • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	• To understand the importance of the special people at home and at school • To know the roles these people play • To understand the Queen's (monarch's) role in this country as head of the Church of England • To know about the responsibility of being a leader in sport • To know about some of the miracles of Jesus • To know about Jesus' healing ministry • To know about the events leading up to Easter Day and their importance for Christians	See above
Unit Vocabulary	• Example, in charge, leader, responsible, special, teacher • Anthem, Archbishop of Canterbury, christening, Church of England, crown, funeral, Queen Elizabeth, service, wedding • Athlete, champion(ship), competition, dedication, determination, hard work, medal, Olympics, training • Disciples, lake, ministry, miracle, storm • Blind, daughter, dying, healing, leprosy, miracle • Alive, disciples, donkey, Easter, Good Friday, Last Supper, Palm Sunday, resurrection, temple, tomb			

Summer 1 - Belonging A	Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following: • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F)	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism. • Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	• To understand what it means to belong to a family • To understand what it means to belong to a school • To understand why some people belong to (religious) groups • To find out more about belonging to where we live: village, town, city • To understand more about what it means to belong to a country • To understand what it means to be a world citizen	See above
Unit Vocabulary	• Adoption, belonging; brother, dad, grandparents, mum, sister; caring; family; flat, home, house; fostering; relatives • Aims, belonging, bullying, class, friends, joining in, mission statement, school, staff, teachers, values • Beaver Scouts, Brownies, evening classes, health/diet clubs, play groups, Rainbows, religious groups and religious buildings, sport and social clubs and classes • City, town, village; estate; facilities; family, friends; hobbies; island; rules, laws • Cities, conservation, countryside, environment, government, 'head in the sand', land, laws/rules, resources, responsibility, rubbish, vote • Country; global, local; Hindu, Muslim; home; India, Kenya; world			
Summer 2 - Belief A Church Visit takes place	Living the Faith Pupils will build on previous learning in the Foundation Stage and begin to develop an understanding of what it might mean to be a Christian. <u>Other beliefs and faiths</u> Explore the roles and responsibilities of special people within a religious or non-religious belief system	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as	• To find out and share what we think about God • To know more about Christian beliefs • To be aware that not all Christians believe the same things	See above

	• explore aspects of identity and what it means to be religious or non-religious • observe and comment upon religious and nonreligious rituals and ceremonies. Buildings and Places Visit places of worship, either in their community, or as a special journey away from their local area. Visits should have a focus, either the building itself, an act of worship, a rite of passage ceremony or a key aspect of belief or teaching. Sacred Texts <u>Christianity</u> The Bible • its books and stories, and how it is used in public worship and private devotions • well known Christian prayers and other texts used for worship <u>Other Religions and Beliefs</u> understand the effect of religious and other important books in the lives of different individuals, including themselves if this is appropriate • experience a wide range of stories and other writings used to communicate beliefs • learn to associate particular texts with religious and non-religious celebrations, commemorations and festivals • observe the use of religious and non-religious writings in worship and in the home • consider the respect that should be shown to sacred and other significant texts.	ethical non- theistic traditions, such as Humanism. • Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	• To know more about Muslim beliefs • To be aware that not all Muslims believe the same things • To know more about Hindu beliefs • To be aware that not all Hindus believe the same things • To know more about Sikh beliefs • To be aware that not all Sikhs believe the same things • To look again at what we believe and further the discussion	
Unit Vocabulary	• Christian, Hindu, Muslim, Sikh; God; ideas, listen, respect, share, staying silent, talk • Bible; church; denomination; God; hymns, songs; Jesus; ministers: pastors, priests, vicars; prayer, worship • Allah; Arabic; fasting, Ramadan; Hajj, holy city, pilgrimage, Makkah; Islam; madrassa, mosque; Muhammad (pbuh); Muslim; prayer mat; praying, salah, worship; Qur'an; zakah, giving money • Aum; charity; Dharma; diva, Diwali, Holi, Raksha Bandhan; gods, murti, Rama, Sita, Trimurti; Hindu; incarnation; mandir, temple; • Comb, kara, sword; gurdwara; guru; Guru Granth Sahib, holy book; hospitality; tabla; turban; vegetarian • faith, knowledge, learning, opinion, thought, view			

RE Year 2

SACRE Agreed Syllabus Coverage, Progression in Skills and Knowledge and Supporting Resources /Schemes of Work

Key: Knowledge Skills Personal Development

Topic	SACRE/LCP Links	Progression	Unit Objectives	Supporting resources
Autumn 1- Myself B Year 2 - Myself	Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following: • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F)	• Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life • Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human	• To recognise the key people in their lives • To recognise their own feelings and those of others • To understand positive and negative feelings and that such experiences are part of being human • To learn that Jesus wanted his followers to obey two important rules • To recognise that religious traditions have special writings which believers respect • To recognise how religious views can be a factor in encouraging a caring attitude • To learn to listen to the ideas of others • To reflect and consider religious and spiritual feelings, experiences and concepts	LCP scheme of work Photographs Religious artefacts and objects Personal experiences from within school community
Unit Vocabulary	• Celebration, event, family, festival, friend, important people, myself, personality, sharing, special • Citizen, good, human being, important, life, person, rules, society, wish • Caring, commandment, follower, God, Jesus, kindness, neighbour, rules • Allah, alms, community, fasting, hajj, Muhammad, personal, pilgrimage, prayer, Ramadan, respect, rules, salah, sawm, shahadah, target, tolerance, value, worship, zakah • Co-operate, fairness, idea, listen, respect, rules taking turns • Angry, bad, cross, mood, upset; expression; positive feelings, negative feelings; react; sensitive; situation			

Autumn 2 - Celebrations B	Important Times and Days <u>Christianity</u> Discuss and explore aspects of the principal festivals, celebrations, commemorations, seasons and prayer customs. <u>Other Religions and Beliefs</u> Discuss and explore aspects of the principal festivals, celebrations, commemorations, seasons and prayer customs. Living the Faith Pupils will build on previous learning in the Foundation Stage and begin to develop an understanding of what it might mean to be a Christian. <u>Other beliefs and faiths</u> Explore the roles and responsibilities of special people within a religious or non-religious belief system • explore aspects of identity and what it means to be religious or non-religious • observe and comment upon religious and nonreligious rituals and ceremonies.	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism. • Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	• To know that religions usually involve celebration • To talk about what is important to them when celebrating • To learn how and why symbols can express religious meaning • To begin to understand why people want to commemorate Remembrance Day • To know that Eid-ul-Fitr is a Muslim celebration • To understand some of the traditions associated with Eid • To describe what is special about celebrations • To learn the story of Sukkot • To know that many Jewish people erect a Sukkah in their garden at this time • To begin to understand how religious teachings affect what people do • To learn the Divali story and understand the meaning behind it • To recognise feelings evoked by the different parts of the story • To learn how and why celebrations are important in religion • To use a candle to reflect on thoughts and feelings	See above
Unit Vocabulary	• Anniversary, birthday, card, celebration, months of the year, outing, party, present • Harvest; names of various foods: apple, bread, potato, wheat and so on; thankful • Bonfire; fireworks; Guy Fawkes: gunpowder, parliament, plot, treason • Gurdwara, Guru Granth Sahib (the Sikh Holy Book), Guru Nanak, langar, Sikh • Bible, festival of light, hanukiah, Hanukkah, Jews, Judaism, latke, miracle, synagogue, temple • Bethlehem; gold, frankincense and myrrh; Jesus; Joseph; Mary; Nativity; Nazareth; shepherds; stable; wise men			

Spring 1 - Leaders and Teachers Gurdwara Visit	Pupils will build on previous learning in the Foundation Stage and begin to develop an understanding of what it might mean to be a Christian. <u>Other beliefs and faiths</u> Explore the roles and responsibilities of special people within a religious or non-religious belief system Important Times and Days <u>Christianity</u> Discuss and explore aspects of the principal festivals, celebrations, commemorations, seasons and prayer customs. <u>Other Religions and Beliefs</u> Discuss and explore aspects of the principal festivals, celebrations, commemorations, seasons and prayer customs. Sacred Texts <u>Christianity</u> The Bible • its books and stories, and how it is used in public worship and private devotions • well known Christian prayers and other texts used for worship <u>Other Religions and Beliefs</u> understand the effect of religious and other important books in the lives of different individuals, including themselves if this is appropriate • experience a wide range of stories and other writings used to communicate beliefs • learn to associate particular texts with religious and non-religious celebrations, commemorations and festivals • observe the use of religious and non-religious writings in worship and in the home	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism. • Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	• To understand what being a leader means • To identify characteristics of a good leader • To learn about Moses as a leader • To hear the story of Moses leading his people to the promised land • To understand what happened in the last days of Jesus' life • To know that Easter is the festival that Christians celebrate to mark this event • To learn who Muhammad (pbuh) was and his significance in Islam • To understand that Muhammad (pbuh) is a role model • To learn that a guru is a holy man and spiritual teacher • To learn that Guru Nanak was the first Sikh Guru • To be able to recount stories about significant religious figures • To understand the term 'role model'	See above
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	consider the respect that should be shown to sacred and other significant texts.			
Unit Vocabulary	- Caring, guidance, kind, leader, rules, strict, teacher - Exodus, God, Israelites, Moses, Passover, Pharaoh, praise, promised land, Red Sea, slaves, worship - Blood, body, bread, wine; cross, crucifixion, resurrection; Easter; God; Jesus; Judas - betrayal, Peter - denial; Last Supper; Palm Sunday, Pontius Pilate - Achievement, Allah, Arabic, hero, Islam, message, Muhammad (pbuh), Muslim, talent - Equal, excitement, God, gurdwara, guru, Guru Nanak, invitation, langar, religion, respect, role model, sharing, Sikh, welcome - Guru Nanak, Sikh; Jesus, Christian; Moses, Jewish; Muhammad (pbuh), Muslim; nonviolent, peaceful; role model			
Spring 2 - Stories B	Sacred Texts <u>Christianity</u> The Bible - its books and stories, and how it is used in public worship and private devotions - well known Christian prayers and other texts used for worship <u>Other Religions and Beliefs</u> understand the effect of religious and other important books in the lives of different individuals, including themselves if this is appropriate - experience a wide range of stories and other writings used to communicate beliefs - learn to associate particular texts with religious and non-religious celebrations, commemorations and festivals - observe the use of religious and non-religious writings in worship and in the home - consider the respect that should be shown to sacred and other significant texts. Buildings and Places Visit places of worship, either in their community, or as a special journey away from their local area. Visits should have a focus, either the building itself, an act of worship, a rite of passage ceremony or a key aspect of belief or teaching.	- Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism. - Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human - Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	- To understand that some stories have a moral - To know that Jesus told stories about God, about - how to behave and how - to treat other people - To understand that stories carry messages and meanings - To learn the story of Baisakhi and understand the meaning behind it - To understand that stories often contain inner meanings or messages - To respond sensitively to the feelings and experiences of others - To know the story of Ganesha - To understand Ganesha's importance in Hinduism - To understand that worship is important to believers - To identify a moral in a story	See above

Unit Vocabulary	• Boast, learn, lesson, message, moral, persevere, proud, show off • Bible, charity, donation, God, Jesus, offering, mite, parable, temple, widow • Amrit, Baisakhi, ceremony, faith, five Ks, God, Guru Gobind Rai, Kaur, Khalsa, Panj piare, Sikh, Singh, trust, trustworthy, turban • Allah, ashamed, caring, feelings, forgiveness, loving, prayer, respect, share, welcome • Ganesha, Parvarti, Shiva; god, goddess; mandir; murti; worship • Decent, fable, holy book, learn, lesson, moral, parable, story			
Summer 1- Belonging B	Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following: • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith Pupils will build on previous learning in the Foundation Stage and begin to develop an understanding of what it might mean to be a Christian. <u>Other beliefs and faiths</u> Explore the roles and responsibilities of special people within a religious or non-religious belief system • explore aspects of identity and what it means to be religious or non-religious • observe and comment upon religious and nonreligious rituals and ceremonies.	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism. • Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	• To learn about ways in which they belong • To find out how belonging is expressed • To understand that religious people belong to a faith • To see examples of how Christians belong to Christianity To identify meanings for religious symbols • To use a range of religious words • To recognise that religious teachings make a difference to individuals • To compare different ways believers show respect to God and each other • To show awareness that people worship God in different ways and in special places • To learn that certain objects have a special meaning in worship • To understand how to treat these objects To understand that there are people who do not believe in God • To begin to understand the basic ideas of humanism	See above
Unit Vocabulary	• Badge, belonging, commitment, emblem, faith, family, symbol • Christianity, church, cross, crucifix, fish, hymn, pew, priest, sermon, service, symbol, vicar • Five Ks, kachera, kangha, kara, kesh, kirpan; object; respect; rules; symbol; value • Dome, Imam, Makkah, mihrab, minaret, Mosque, muezzin, Muhammad (pbuh), prayer mat, Qur'an, worship, wudu • Aum, diva, Ganesha, incense, mandir, puja tray, shrine, special, symbol, temple, worship			

	• Awe, environment, humanism, nature, pollution, rational thinking, wonder			
Summer 2 – Belief B	<u>Other Religions and Beliefs</u> understand the effect of religious and other important books in the lives of different individuals, including themselves if this is appropriate • experience a wide range of stories and other writings used to communicate beliefs • learn to associate particular texts with religious and non-religious celebrations, commemorations and festivals • observe the use of religious and non-religious writings in worship and in the home <u>Other Religions and Beliefs</u> Discuss and explore aspects of the principal festivals, celebrations, commemorations, seasons and prayer customs. <u>Other beliefs and faiths</u> Explore the roles and responsibilities of special people within a religious or non-religious belief system • explore aspects of identity and what it means to be religious or non-religious • observe and comment upon religious and nonreligious rituals and ceremonies.	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non- theistic traditions, such as Humanism. • Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life	• To know that the Jewish holy book is the Torah • To know how the Torah is treated and what this shows about Jewish beliefs • To identify ways in which the Bible is important to Christians • To reflect on their use of time and money To learn that Hindus believe in one god who can be represented in many forms • To learn that the holy book of the Sikhs is the Guru Granth Sahib • To learn how the Guru Granth Sahib is treated with respect • To learn that the Qur'an is the holy book of Islam • To retell the story of Muhammad (pbuh) and the Qur'an • To recognise religious symbols, holy books and places of worship	See above
Unit Vocabulary	• Bible, commandments, Hebrew, holy, Old Testament, precious, respect, scroll, special, synagogue, Torah, valuable, yad • Bible, Christian, dedication, faith, perseverance, teachings • Brahma, Brahman, Ganesha, Shiva, Vishnu; creator, destroyer, preserver; face, form; Hindu; mandir, murti • Canopy, Chanani, Chauri, Granthi, guru, Guru Granth Sahib, langar, respect, Sikh, Takht, teacher • Allah, Hira, Jibril, Khadijah, Muhammad (pbuh), Qur'an, revealed, sacred text • Christianity, Hinduism, Islam, Judaism, Sikhism			

Sticky Knowledge - end of KS1

Myself

Reception - To know that others may think differently and have different ideas and beliefs.

Year 1- To know that people have different beliefs. To know that people have different opinions.

Year 2 - To be able to talk about people and events that are important to them

To be able to explain why rules are necessary

Celebrations

Reception - To know that people celebrate different events at different times related to their faith and beliefs.

Year 1- To know what the celebration of Harvest is. To know that Sikhs celebrate Guru Nanak's birthday. To know what Hanukah is. To know the story of Christmas.

Year 2 To be able to tell the stories behind a particular religious festival and understand the meaning behind some of the symbolism.

Stories

Reception - To know that all religions have stories that are important to them.

Year 1- To know that religions share stories in different ways. To know that people of all faiths (including non-faiths) learn through stories.

Year 2 To know that religious stories can be a way about learning about a faith

Special People / Leaders and Teachers

Reception - To have a developing awareness that faiths have leaders.

Year 1- To know that Jesus is important in Christianity and Judaism. To know that the Queen is the head of the Church of England. To know that leaders are responsible for their followers.

Year 2 To be able to name some of the great religious leaders and explain qualities that are necessary for a good leader.

Belonging

Reception - To understand that they can belong to a group. To understand that others can belong to the same or different groups.

Year 1- To know that people can belong to different groups. To know that you can belong to a different religious group.

Year 2 To understand what it means to belong, and be able to talk about different ways of worship.

Belief

Reception - To understand what a belief is and why they can be important to people.

Year 1- To know the general beliefs of each religion. To know that people that follow religions don't always share the same belief.

Year 2 To know the holy books of 4 major religions and explain some of the key beliefs.

RE Year 3

SACRE Agreed Syllabus Coverage, Progression in Skills and Knowledge and Supporting Resources /Schemes of Work

Key: Knowledge Skills Personal Development

Topic	SACRE/LCP Links	Progression	Unit Objectives	Supporting resources
Autumn 1- Birth Ceremonies	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith <u>Christianity</u> • Explore aspects of Christianity that support learning about, and from, living the faith as a Christian, and drawing on a variety of denominations and traditions. • Beliefs and values • Studying stories about Christians and Christian organisations from the past and present day that demonstrate the life and teaching of Jesus, 'Love one another as I have loved you.'	• Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally • Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses • Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures	• To understand the different needs of a new born baby. • To understand how people feel when a baby is born. • To understand what sin is and how Christians believe sin should be dealt with. • To understand the different parts of a baptism service and why it is important to Christians. • To understand how Muslims show that God cares for a baby. • To understand Sikh birth ceremonies. • To compare the Christian, Islamic and Sikh birth • Ceremonies and reflect on their importance to parents.	LCP scheme of work Photographs Religious artefacts and objects Personal experiences from within school community

	<u>Other religions and beliefs</u> - Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. - Beliefs and values Important Times and Days <u>Christianity</u> Focus on the ways that individuals, families and other groups, including faith communities, express their beliefs and values, and mark key events of importance to them. (Prominence on Easter and Christmas) <u>Other Religions and Beliefs</u> - Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. - Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them.			
Unit Vocabulary	Adhan, Allah, Amrit, Aqiqah, baptism, belief, birth, candle, celebration, ceremony, charity, christening, community, cross, dedication, dove, evil, font, forgiveness, godparents, Granthi, gurdwara, Guru Granth Sahib, Holy Spirit, Islam, Mool Mantar, Muslim, Prashad, purification, Sikh, sin, spiritual			
Autumn 2- Right and Wrong	Living the Faith <u>Christianity</u> - Explore aspects of Christianity that support learning about, and from, living the faith as a Christian, and drawing on a variety of denominations and traditions. - Beliefs and values - Studying stories about Christians and Christian organisations from the past and present day that	- Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally - Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing,	- For pupils to consider why their actions can be different dependent on who is caring for them, even if right and wrong do not change. - To consider what actions are right and what are wrong. - To consider personal reactions to seeing others facing the consequences of wrong choices and to think about why these	See above

	demonstrate the life and teaching of Jesus, 'Love one another as I have loved you.' Learning from Religious and Nonreligious Beliefs - Pupils express their responses and thoughts about questions and issues on the following; - Identity and belonging (D) - Meaning, purpose and truth (E) - Values and commitment (F)	interpreting and evaluating issues of truth, faith and ethics and communicating responses Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures	reactions are also a choice between right and wrong - To consider how a belief in God can challenge believers to stand up for what is right, even in difficult circumstances - To consider the factors, including religious belief, that contribute to personal choice between right and wrong	
Unit Vocabulary	Behaviour, belief, choice, company, consequences, David, decision making, dilemma, faith, forgiveness, Goliath, influence, inner strength, Israelites, judgement, love, moral, Philistines, punishment, right, rules, sling, wrong			
Spring 1- Christianity Church Visit (different Christian denomination to Year 1 church)	Buildings for Worship <u>Christianity</u> Pupils will be given the opportunity to visit different Christian places of worship and to learn about denominations. They explore the architecture and learn about and from the objects found in the church visited. Living the Faith <u>Christianity</u> - Explore aspects of Christianity that support learning about, and from, living the faith as a Christian, and drawing on a variety of denominations and traditions. - Beliefs and values - Studying stories about Christians and Christian organisations from the past and present day that demonstrate the life and teaching of Jesus, 'Love one another as I have loved you.'	- Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally - Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses - Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices	- To understand that Christians believe the birth of Jesus was a planned event and changed the world forever. - To know the Christian belief that Jesus was both man and God, and that this was reflected in his life and his legacy. - To understand that Christians believe Jesus knew he had special work to do from an early age and sought God's help to do it. - To learn the Christian story of Jesus' baptism and understand that Baptism is an outward sign of an inward decision. - To know the story of Jesus' temptation and understand why this is important to Christians	See above

	Sacred Texts Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious.	and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures	To understand that Jesus called on his disciples to accompany him in his work and learn from him	
Unit Vocabulary	Ascension, baptism, belonging, Bethlehem, Bible, calling, Christian, Christianity, Christmas, church, community, consequence, crucifixion, darkness, Devil, dilemma, disciple, dove, Easter, emotion graph, Epiphany, faithfulness, Father, follower, found, gifts, incense, Jesus, John the Baptist, King Herod, light, lost, Magi, Mary, metaphor, miracle, myrrh, parable, Passover, prayer, resurrection, sign, sin, symbol, temple, temptation, vicar, witness			
Spring 2- Christianity	Important Times and Days Focus on the ways that individuals, families and other groups, including faith communities, express their beliefs and values, and mark key events of importance to them. (Prominence on Easter and Christmas) Living the Faith - Studying stories about Christians and Christian organisations from the past and present day that demonstrate the life and teaching of Jesus, 'Love one another as I have loved you.' Sacred Texts - Sacred writings of Christianity (Bible)	- Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures - Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses - Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally	- To be aware of some of the recorded miracles performed by Jesus and to know why they are important to believers. - To know some of the parables Jesus used to spread the message that God wanted people to return to him. - To know the main features of a Christian place of worship, understanding that the focus of such a place is the expression of a belief in Jesus - To know the events surrounding the end of Jesus' life and why they are important to Christians - To demonstrate what people have learned about and learned from their study of Christianity.	See above
Unit Vocabulary	Ascension, baptism, belonging, Bethlehem, Bible, calling, Christian, Christianity, Christmas, church, community, consequence, crucifixion, darkness, Devil, dilemma, disciple, dove, Easter, emotion graph, Epiphany, faithfulness, Father, follower, found, gifts, incense, Jesus, John the Baptist, King Herod, light, lost, Magi, Mary, metaphor, miracle, myrrh, parable, Passover, prayer, resurrection, sign, sin, symbol, temple, temptation, vicar, witness			

Summer 1- Creation	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) Living the Faith <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values Important Times and Days <u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. Sacred Texts • Discover the messages within sacred texts, and develop understanding of this type of material and its effect on people's lives.	• Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures • Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses • Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally	• To know what it feels like to be a 'creator' and experience the positive or negative emotions that go with the role. • To know the Christian and Jewish answer to the question: 'How did the world come to be?' • To know the Islamic answer to the question, 'How did the world come to be?' • To know a Hindu creation story and understand that not all creation stories attempt to address the question of 'how'. • To know a non-religious answer to the question of how the world came to be and to understand that not all people answer big questions in terms of a belief in God	See above
Unit Vocabulary	Allah, Ananta, beauty, the Bible, Big Bang theory, Brahma, Christian, creation, creator, evolution, Genesis, God, Hindu, Islam, Jewish, lotus flower, Muslim, non-religious, planet, the Qur'an, scientist, seven days, Solar System, the Torah, universe, Vishnu, world			
Summer 2 – Caring for the environment	Important Times and Days <u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. • Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other	• Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally • Learn from different religions, beliefs, values and traditions while reflecting on,	• To appreciate the wonder of the natural world and the negative impact that humans can have on it. • To understand how a belief in a created world affects the behaviour of the believer.	See above

	parts of the world, and what they may learn about their own lives and communities from them. Sacred Texts Discover the messages within sacred texts, and develop understanding of this type of material and its effect on people's lives.	considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures	- To understand that many believers show their respect for life by their treatment of the smallest creatures. - To express personal attitudes to plant life in response to the religious beliefs of the Bishnoi people and the Jewish festival of Tu B'Shevat. - To learn that believers consider natural resources to be God given and worthy of respect.	
Unit Vocabulary	Ark, awe and wonder, Bishnoi, creation, creator, destruction, developing world, dove, drinking water, drought, environment, gift, hygiene, living, natural resources, Noah, rainbow, respect, reverence, sacred, sanitation, symbol, Tu B'Shevat, vandalism, vegetarian, waste			
<u>End of Year 3 Sticky Knowledge</u> <u>Birth Ceremonies</u> How do different religions celebrate new life? <u>Right and Wrong</u> To consider why your choices might be different depending on who you are with To know that faith can help you stand up for what is right. <u>Christianity pts1 and 2</u> Impact of religious buildings on a faith To know about John the Baptist To know about the miracles of Jesus <u>Creation</u> To know religious and non-religious explanations for the beginning/creation of the world. <u>Caring for the environment</u> To know some of the negative impact humans can have on the world To know the sacrifices made by Bishnoi				

RE Year 4

SACRE Agreed Syllabus Coverage, Progression in Skills and Knowledge and Supporting Resources /Schemes of Work

Key: Knowledge Skills Personal Development

Topic	SACRE/LCP Links	Progression	Unit Objectives	Supporting resources
Autumn 1- Becoming an Adult	Living the Faith <u>Christianity</u> Focus on the ways that individuals, families and other groups, including faith communities, express their beliefs and values, and mark key events of importance to them. (Prominence on Easter and Christmas) <u>Other Religions and Beliefs</u> - Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. - Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them. Learning from Religious and Nonreligious Beliefs <u>Christianity</u> - Explore aspects of Christianity that support learning about, and from, living the faith as a Christian, and drawing on a variety of denominations and traditions. - Beliefs and values - Studying stories about Christians and Christian organisations from the past and present day that demonstrate the life and teaching of Jesus, 'Love one another as I have loved you.'	- Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures - Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses - Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally	- To consider the groups they are committed to in their own lives and why they have that Commitment - To understand how and why Christians choose to commit to their religion. - To reflect on how there may be aspects of their own lives that they may want to change or Improve - To understand the importance and impact of the Bar and Bat Mitzvah Ceremonies - To link the story of the founding of the Khalsa to the vows of the Amrit ceremony. - To consider the effect these vows would have on the life of a Sikh. - To begin to understand how humanist decisions are made. - To be able to reflect on the age that rights and responsibilities are gained - To recall the initiation ceremonies studied and understand the change that a decision to become a member of a religion has on a believer's life.	LCP scheme of work Photographs Religious artefacts and objects Personal experiences from within school community

	<u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values • Develop knowledge, skills and understanding about: - Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions • Pupils express their responses and thoughts about questions and issues on the following; - Identity and belonging (D) - Meaning, purpose and truth (E) • Values and commitment (F)			
Unit Vocabulary	Ceremony, commitment, community, hot-seating, baptistery, believer's baptism, bishop, Church of England, communion, confirmation, Roman Catholic, testimony, Bar Mitzvah, Bat Chayil, Bat Mitzvah, Hebrew, Seudat, Shabbat, Tallit, Tefillin, Torah scroll, Amrit ceremony, five Ks, gurdwara, Kaur, Khalsa, Khanda, Mool Mantar, panj piare, Singh, vow, Humanist, MP, responsibilities, rights, Life graph			
Autumn 2- Inspirational People	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F)	• Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures • Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and	• To consider the characteristics of an inspiring person and to think about who might provide personal inspiration. • To understand how belonging to a religion can help you cope with difficult experiences with dignity. • To understand why Anne Frank inspires people more than 60 years after her death. • To learn about the life of Mahatma Gandhi. • To consider the things that Mahatma Gandhi thought were important in the world. • To understand what inspired Archbishop Oscar Romero to act in the way he did.	See above

		ethics and communicating responses • Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally	• To consider what Oscar Romero might inspire other people to do. • To think about the injustice that can take place in a school, village, town or city and country. • To consider what inspired Mother Teresa to work in the way she did with the destitute and dying in India. • To think about how they might be inspired to behave when they see poverty. • To learn about one of the ways to work towards changing things that they think are unfair. • To describe what inspires and influences them.	
Unit Vocabulary	Characteristic, inspirational, Concentration camp, discrimination, Holocaust, Jew, Nazi, racism, Ahimsa, Hinduism, non-violence, Injustice, repression, torture, vocation, Catholic, nun, poverty, Campaign, council, editor, fundraising, governors, injustice, inspiration, petition (again, this will depend on the project)			
Spring 1- Judaism Synagogue Visit	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F)	• Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures • Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and	• To share any prior knowledge of Judaism and to understand the origins of the faith. • To know how Moses came to be leader of the Jewish nation and why he is important to believers today. • To know the story of the Exodus and why it is important to believers today • To know that the Ten Commandments are part of Jewish law and why they are important to believers today • To know the Jewish custom of observing the Sabbath and why it is important to believers.	See above

	<u>Other religions and beliefs</u> - Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. - Beliefs and values <u>Other religions and beliefs</u> Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found. <u>Other Religions and Beliefs</u> - Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. - Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them. Sacred Texts - Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious.	ethics and communicating responses Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally	- To know the main features of a synagogue and why it is important to believers. - To know the rituals and traditions of prayer in Judaism and why they are important to believers - To begin to understand the beliefs and practices that accompany Jewish New Year. - To understand the meanings and traditions of Yom Kippur - To demonstrate what people have learned about and learned from their study of Judaism.	
Unit Vocabulary	Abraham, Abram, Ark, atonement, calling, challah, children of Abram, communication, creation, customs, Exodus, faith, freedom, Havdalah, Hebrews, holy, hope, Isaac, Jew, Jewish, Judaism, Kiddush kippah, kosher, laws, mezuzah, mitzvah, Moses, origins, Passover, Pharaoh, plagues, private, Promised Land, public, Purim, regret, Rosh Hashanah, rules, Sabbath, Sarah, Sarai, Shabbat, the 'Shema', slavery, synagogue, tallit, tefillah, tefillin, Ten Commandments, teshuva, Torah scrolls, trust, tzedaka, Yom Kippur			
Spring 2- Sikhism	Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: - Beliefs, teachings and sources (A) - The practices of religion and non-religious belief systems (B) - Forms of expressions (C)	Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on	- To know that the founder and 'hero' of Sikhism is Guru Nanak. - To consider how lifestyle is affected by the people you look up to.	See above

	Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values <u>Other religions and beliefs</u> Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found. <u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. • Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them. Sacred Texts • Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious.	individuals, families, communities and cultures • Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses • Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally	• To know the details of Guru Nanak's early life and its significance to believers. • To know the details and significance of Guru Nanak's disappearance • To know how Guru Nanak spread his teaching through his words and his deeds. • To know one of Guru Nanak's companions, and how his devotion inspires believers today. • To understand how Guru Nanak's teaching continued after he died. • To know the nature and origins of the Khalsa and to consider the advantages and disadvantages of religious commitment and membership. • To know the nature of the Guru Granth Sahib and its importance to Sikh believers. • To have knowledge of the main features of a Sikh place of worship, understanding that the focus of such a place is an expression of a belief in Guru Nanak's message. • To demonstrate what people have learned about and learned from their study of Sikhism.	
Unit Vocabulary	Akhand Path, Baisakhi, belief, believer, Bhai Mardana, character, charity, commitment, companion, Diwali, emotion, equal, festival, five Ks, footsteps, founder, good example, greed, gurdwara, Gurmukhi, gurburb, Guru Angad, Guru Gobind Singh, Guru Granth Sahib, Guru Har Gobind, Guru Nanak, heaven, hero, hypocrisy, inspiration, Kachha, Kanga, Kara, Kes, Khalsa, Kirpan, Langar, leadership, Lehna, melas, message, Mool Mantar, panj piare, qualities, Sahaj Path, sevadar, Sikh, Sikhism, to look up to someone, Yatra, Yogi			

Summer 1- War and Suffering	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith <u>Christianity</u> • Explore aspects of Christianity that support learning about, and from, living the faith as a Christian, and drawing on a variety of denominations and traditions. • Beliefs and values • Studying stories about Christians and Christian organisations from the past and present day that demonstrate the life and teaching of Jesus, 'Love one another as I have loved you.' <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values	• Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures • Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses • Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally	• To consider why believers of religions can sometimes believe war is justified. • To consider why the suffering caused by war is a matter of concern for religious believers and non-believers • To consider the response of both religious and nonreligious organisations to suffering and, in so doing, to consider their own. • To consider how the rights and wrongs of war are sometimes made clear in the lives of individuals affected by it.	See above
Unit Vocabulary	Ceasefire, charity, conflict, donation, justified, negotiation, No Man's Land, pain, peace, relief, revenge, right, suffering, truce, vand chhakna, victim, violence, war, wrong, zakah			

Summer 2 – Neighbours	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith <u>Christianity</u> • Explore aspects of Christianity that support learning about, and from, living the faith as a Christian, and drawing on a variety of denominations and traditions. • Beliefs and values • Studying stories about Christians and Christian organisations from the past and present day that demonstrate the life and teaching of Jesus, ‘Love one another as I have loved you.’ <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values Important Times and Days <u>Christianity</u> Focus on the ways that individuals, families and other groups, including faith communities, express their beliefs and values, and mark key events of importance to them. (Prominence on Easter and Christmas)	• Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures • Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses • Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally	• To consider the question, ‘Who is my neighbour?’ and understand that a person’s answer will have an impact on their life and actions. • To learn about the way some people have chosen to devote their lives to their ‘neighbours’. • To consider the question, ‘Who is my neighbour?’ and understand that their own answer will have an impact on their life and actions.	See above
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	<u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. • Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them.			
Unit Vocabulary	Charity, Christian, destitute, famine, gas chamber, golden rule, Holocaust, homeless, natural disaster, neighbour, nun, others, refugee, sacrifice, Samaritan, starvation, suffering			
<u>End of Year 4 Sticky Knowledge</u> <u>Becoming an adult</u> To consider the groups they are committed to in their own lives and why they have that commitment. <u>Inspirational People</u> To consider the characteristics of an inspiring person and to think about who might provide personal inspiration. <u>Believing Judaism</u> To know what the Ten Commandments are and why they are important to believers of the Jewish faith. <u>Sikhism</u> To know who Guru Nanak was. Be able to explain specifically some of the practices and traditions observed by Sikh believers today. <u>War and Suffering</u> To understand that there is suffering as a result of war. To know that there are organisations which help relieve the suffering caused by war. <u>Neighbours</u> Be able to put the characters studied in the role of Good Samaritan, explaining their motivations and actions. What makes a Good Samaritan?				

RE Year 5

SACRE Agreed Syllabus Coverage, Progression in Skills and Knowledge and Supporting Resources /Schemes of Work

Key: Knowledge Skills Personal Development

Topic	SACRE/LCP Links	Progression	Unit Objectives	Supporting resources
Autumn 1- Life's big questions	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C)	• Engage with challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human - Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses - Preparation for adult life, employment and lifelong learning • Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life • Development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally • Foster respect for, and sensitivity to, individuals and	• To understand the term 'ultimate question' and consider its importance for everybody, regardless of faith. • To consider the question: 'Is there a God?' and the consequences of the different answers • To consider the question: 'How can someone communicate with God?' and the consequences of the different answers • To consider the question: 'How did the world come to be?' and the consequences of different answers • To consider the question: 'How should I live my life?' and the consequences of the different answers • To consider the question: 'How should I live my life?' and the consequences of the different answers • To consider personal answers to life's big questions	LCP scheme of work Photographs Religious artefacts and objects Personal experiences from within school community

		communities of different faiths and beliefs Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures		
Unit Vocabulary	Believe, choice, communication, consequence, creation, creator, dilemma, environment, faith, God, prayer, right, rules, steward, supreme being, ultimate question, wrong			
Autumn 2- Marriage	Living the Faith Christianity - Explore aspects of Christianity that support learning about, and from, living the faith as a Christian, and drawing on a variety of denominations and traditions. - Beliefs and values - Studying stories about Christians and Christian organisations from the past and present day that demonstrate the life and teaching of Jesus, 'Love one another as I have loved you.' <u>Other religions and beliefs</u> - Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. - Beliefs and values Learning from Religious and Nonreligious Beliefs - Pupils express their responses and thoughts about questions and issues on the following;	- Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures - Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses - Preparation for adult life, employment and lifelong learning - Foster respect for, and sensitivity to, individuals and	- To understand the term 'relationship' and how this applies to them. - To understand why a couple may choose to get married and undertake the commitment which that entails. - To understand why Christians get married and the public ceremony that celebrates this. - To understand why Jewish believers get married and the public ceremony that celebrates this. - To understand why Muslim believers get married and how this can be 'arranged' within the faith community - To understand why Sikh believers get married and the public ceremony that celebrates this. - To understand that some relationships go wrong and consider the importance of this to those involved	See above

	• Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F)	communities of different faiths and beliefs		
Unit Vocabulary	Accountability, anand karaj, arranged marriage, blessed, Christian, commitment, communication, contract, declaration, dowry, eternity, faithfulness, Guru Granth Sahib, intensity, Jewish, ketubah, love, marriage, Muslim, promise, relationship, Sikh, sincerity, trust, vows, wedding			
Spring 1- Islam Temple Visit	<u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values <u>Other religions and beliefs</u> • Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found. <u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. • Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them • Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious. • Focus on the relationship between literature of the faiths and the beliefs, values, practices, customs and life styles of believers and society. • Discover the messages within sacred texts, and develop understanding of this type of material and its effect on people's lives.	• Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non-theistic traditions, such as Humanism. • Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures • Recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and combating religious prejudice • Foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs	• To understand the importance of the Prophet Muhammad (pbuh) to Muslims. • To know and understand that the Muslim belief in one God is very important. • To know and understand the main beliefs of Islam and to consider the effect these beliefs have on the life of a Muslim. • To reflect on what the main beliefs are that support their own life. • To understand the importance of regular prayer in a Muslim's life; and to understand the beliefs that teach the importance of regular prayer. • To understand that what is truth to one religion, may be considered to be an opinion to another group of people. • To understand that the Qur'an is the main source of guidance for Muslims and to explore the part it has in their daily lives. • To compare the Qur'an with other sacred texts • To consider why people follow the guidance of the Qur'an and how the advice is relevant today. • To reflect on the texts, books and advice that have influenced their own lives. • To understand the different features of a mosque and their purpose and significance.	See above

	Consider the significance of important words in their own lives that allow opportunities for spiritual and moral development.	Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses	- To compare the mosque to other places of worship. - To learn about and understand the different parts of the Hajj journey and experience. - To choose something to reflect upon if given a special time to think about life and beliefs. - To understand the Muslim idea of zakah, how it affects the life of a Muslim and whether the idea is shared by other religions. - To consider personal views about charity and think about how those views will affect how they live in the future. - To learn why Muslims fast during Ramadan and the main features of the festival of Id-ul-Fitr. - To compare the themes of self-denial in Ramadan and community, charity and celebration in Id-ul-Fitr, with events in their own lives.	
Unit Vocabulary	Ablutions, Adhan, Allah, Arabic, belief, calligraphy, charity, devil, du'a, equality, fact, fasting, forgiveness, Hadith, Hafiz, Hajj, idols, Id-ul-Adha, Idul-Fitr, Imam, Islam, jihad, Ka'bah, madrasa, Makkah, masjid, meditation, mihrab, minaret, Minbar, mosque, muezzin, Muslim, neighbour, opinion, oppressed, persecution, pilgrim, pilgrimage, Prophet Muhammad (pbuh), Qiblah wall, Qur'an, Ramadan, recitation, revelation, sacrifice, salah, Salat al-Jumuah, sawm, self-defence, self-denial, Shahadah, striving, submission, Sunnah, Surah, temptation, ummah, vengeance, wuzu, zakah			
Spring 2- Buddhism Temple Visit	<u>Other religions and beliefs</u> - Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. - Beliefs and values	Develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non-theistic traditions, such as Humanism.	- To explain and evaluate why Siddattha Gotama decided to search for answers to life's problems. - To consider the type of questions that Siddattha Gotama was looking for answers to.	See above

	<u>Other religions and beliefs</u> - Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found. <u>Other Religions and Beliefs</u> - Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. - Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them - Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious.	- Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures - Recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and combating religious prejudice - Foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs - Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses	- To reflect upon what in life causes themselves and others to be dissatisfied. - To understand and explain the Four Noble Truths of Buddhism. - To use the Four Noble Truths of Buddhism to respond to an ultimate question - To understand that all life involves suffering, and that learning and accepting this is an important part of being a Buddhist. - To reflect upon situations in which kindness and understanding have been shown to them and they have shown it to others - To describe and understand the Five Precepts and the Noble Eightfold Path. - To explain the effect of following the Five Precepts and the Noble Eightfold Path on the way a Buddhist chooses to live their life. - To consider the impact that following the Five Precepts or the Noble Eightfold Path might have on their own lives. - To understand and explain how Buddhists revere and honour the Buddha. - To describe and explain some similarities and differences between revering the Buddha in Buddhism and worship in another faith.	
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Unit Vocabulary	Abstaining, ascetic, Bodhi tree, Buddha, Buddhism, Buddhist, devotion, Dhamma, Dhammapada, dissatisfaction, Dukkha, enlightenment, Five Precepts, Four Noble Truths, honour, impermanence, incense, Jataka tales, kindness, laity, luxury, meditation, Metta Sutta, middle way, monastery, monk, Noble Eightfold Path, nun, ordained, palm leaves, puja, reverence, Sangha, shrine, Siddattha Gotama, suffering, temple, Tipitaka, ultimate questions, understanding, vihara, wisdom			
Summer 1- Justice	Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith <u>Christianity</u> • Explore aspects of Christianity that support learning about, and from, living the faith as a Christian, and drawing on a variety of denominations and traditions. • Beliefs and values • Studying stories about Christians and Christian organisations from the past and present day that demonstrate the life and teaching of Jesus, 'Love one another as I have loved you.' <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values	• Opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life • Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses • Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures	• To reflect on personal ideas of fairness and right and wrong • To consider what is just and unjust, and to decide who is responsible for providing justice • To understand the effect that a Christian belief can have on a person's attitude to forgiveness. • To consider their own ideas and opinions on finding justice in difficult situations. • To understand some religious teaching about justice around the world • To understand the teaching from Christianity that supports justice for people in poverty. • To reflect on what the teaching on justice encourages some Christians to do. • To show what they have learnt about and learnt from their study of justice.	See above
Unit Vocabulary	Belief, Bible, Christian, church, developing country, fair, fair trade, forgive, forgiveness, Hinduism, humanism, Islam, Judaism, justice, mercy, oppress, parable, poverty, prayer, Qur'an, righteous, sermon, society, unfair			
Summer 2 – Poverty and Wealth	Learning from Religious and Nonreligious Beliefs	• Opportunities for personal reflection and spiritual development and contribute to a	• To learn what the Bible teaches Christians about the use of money and how those	See above

	Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith <u>Christianity</u> • Explore aspects of Christianity that support learning about, and from, living the faith as a Christian, and drawing on a variety of denominations and traditions. • Beliefs and values • Studying stories about Christians and Christian organisations from the past and present day that demonstrate the life and teaching of Jesus, 'Love one another as I have loved you.' <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values	search for meaning and purpose in life • Learn from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses • Enhance awareness, understanding of and responses to religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures	teachings affect the attitude of some Christians to money. • To consider what questions this teaching raises about personal attitudes to money. • To learn that people have different views of money and how it should be used, and that some views are influenced by religious beliefs. • To think and reflect on how money should be used and valued. • To understand how different religions respond to global issues of poverty. • To consider why people of faith and non-religious people choose to give some of their money to support the work of charities. • To understand some of the teaching of Guru Nanak on poverty and wealth. • To apply the teachings of Guru Nanak on poverty and wealth to the world today. • To suggest two different religions' attitudes to money and charity. • To consider personal values and commitments related to money and charity	
Unit Vocabulary	Budget, charity, choice, collection, compensate, donation, essential, Guru, honest, income, mite, offering, parable, plague, poverty, tithe, wealth, zakah			

End of Year 5 Sticky Knowledge

To know what is meant by an ultimate question.
 To understand why some people choose to marry and why this is important in some religions.
 To know some similarities and differences between the marriage ceremonies of different religions.
 To have an understanding of the importance of forgiveness in society and faith.
 To know that Muslims worship in a mosque and their holy book is the Qua'ran.
 To know what some religions teach about money and wealth.
 To understand why some people feel it is important to give money to charity.

RE Year 6

SACRE Agreed Syllabus Coverage, Progression in Skills and Knowledge and Supporting Resources /Schemes of Work

Key: Knowledge Skills Personal Development

Topic	SACRE/LCP Links	Progression	Unit Objectives	Supporting resources
Autumn 1- Morals	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values Buildings for Worship <u>Other religions and beliefs</u> Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found.	• Recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and combating religious prejudice • Preparation for adult life, employment and lifelong learning • Foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs	• To understand the influences in Jonah's life and how those influences affected the way that Jonah solved his dilemmas. • To understand that we will all face dilemmas in life and consider the influences that will help us make our choices. • To explain how the water carrier's beliefs led him to act as he did despite influence from other people. • To learn that standing up for your beliefs and doing what you think is right can be challenging • To understand that people from different religions and people without a belief in God can have different views on important subjects. • To understand that sometimes it is difficult to stick to one's deeply held views. • To understand how some of the beliefs held by people of faith will affect how they resolve a moral dilemma.	LCP scheme of work Photographs Religious artefacts and objects Personal experiences from within school community

	Important Times and Days <u>Other Religions and Beliefs</u> - Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. - Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them. Sacred Texts - Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious. - Focus on the relationship between literature of the faiths and the beliefs, values, practices, customs and life styles of believers and society. - Discover the messages within sacred texts, and develop understanding of this type of material and its effect on people's lives. - Consider the significance of important words in their own lives that allow opportunities for spiritual and moral development.		- To consider and express personal values when confronted with a moral dilemma. - To consider how believers from different religions will come to the resolution of a moral dilemma. - To describe and discuss a moral dilemma and justify a personal response to it	
Unit Vocabulary	Dilemma, drugs, equal, five Ks, Guru Gobind Singh, headscarf, influences, kippah, Mughal, peer pressure, prophet, religious symbol, respect, skullcap, sources of authority, stealing, topi, topknot, tracker story			
Autumn 2 - What happens when we die?	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: - Beliefs, teachings and sources (A) - The practices of religion and non-religious belief systems (B) - Forms of expressions (C) Learning from Religious and Nonreligious	Recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and	- To think about and reflect on a personal answer to the question: 'What happens when we Die - To think about and reflect on the concept and nature of the human spirit or soul. - To think about and reflect on the concept and nature of the human spirit or soul being reincarnated at the end of a person's life.	See above

	Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values Buildings for Worship <u>Other religions and beliefs</u> Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found. Important Times and Days <u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. • Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them. Sacred Texts • Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious.	combating religious prejudice • Preparation for adult life, employment and lifelong learning • Foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs	• To think about and reflect on the concept of the human soul being judged at the end of a person's life. • To think about and reflect on the Christian funeral as a way of marking the end of a believer's life. • To think about and reflect on the practice of Muslims speaking the Adhan at their death • To think about and reflect on the concept of there being no life after death.	
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	- Focus on the relationship between literature of the faiths and the beliefs, values, practices, customs and life styles of believers and society. - Discover the messages within sacred texts, and develop understanding of this type of material and its effect on people's lives. - Consider the significance of important words in their own lives that allow opportunities for spiritual and moral development.			
Unit Vocabulary	Adhan, bereavement, death, eternal life, eulogy, funeral, judgement, karma, legacy, physical, reincarnation, soul, spirit, spiritual, submit, thanksgiving			
Spring 1- Hinduism Temple Visit	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: - Beliefs, teachings and sources (A) - The practices of religion and non-religious belief systems (B) - Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; - Identity and belonging (D) - Meaning, purpose and truth (E) - Values and commitment (F) Living the Faith <u>Other religions and beliefs</u> - Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. - Beliefs and values Buildings for Worship	- Recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and combating religious prejudice - Preparation for adult life, employment and lifelong learning - Foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs	- To understand how some Hindus describe and understand their idea of a supreme power. - To consider and explain personal ideas of a supreme power. - To understand and be able to explain the significance of the Trimurti in the Hindu religious tradition - To understand the different types of Hindu scripture and how these scriptures help Hindus understand their beliefs and values. - To understand that some Hindus believe that gods and goddesses take on a human form to teach them about living a good life. - To consider the importance of the way in which a gift is given. - To learn about the important rituals that mark the beginning of a child's life and consider why people want to mark these different stages.	See above

	<u>Other religions and beliefs</u> Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found. Important Times and Days <u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. • Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them. Sacred Texts • Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious. • Focus on the relationship between literature of the faiths and the beliefs, values, practices, customs and life styles of believers and society. • Discover the messages within sacred texts, and develop understanding of this type of material and its effect on people's lives. • Consider the significance of important words in their own lives that allow opportunities for spiritual and moral development.		• To reflect upon important moments in their own lives and think about which of those they would like to mark with a ritual or celebration. • To be able to explain how Hindus worship in the home and explain any differences or similarities to worship in other religions they have studied. • To think about what guides them personally to live their life in the best way possible.	
Unit Vocabulary	Ahimsa, arti, arti lamp, atman, Aum, avatar, Bhagavad Gita, Brahma, Brahman, creator, destroyer, dharma, diva, Divali, Ganges, 'Gayatri Mantra', ghats, goshalla, Hanuman, Hindu religious tradition, incense, Indus Valley, karma, Krishna, Lakshman, Lakshmi, 'Mahabharata', mandir, mantras, moksha, murti, offering, pilgrim, pilgrimage, prasad, preserver, priest, puja, Puranas, Rama, 'Ramayana', rangoli pattern, reincarnation, sacred, samskara, Sanatan Dharma, scripture, Shiva, shrine, Shruti, Sita, Smriti, soul, supreme power, symbolise, Trimurti, Upanishads, Varanasi, Vedas, vegetarian, Vishnu, worship			

Spring 2- Humanism Humanist Speaker	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values Buildings for Worship <u>Other religions and beliefs</u> Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found. Important Times and Days <u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. • Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and	• Recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and combating religious prejudice • Preparation for adult life, employment and lifelong learning • Foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs	• To understand and explain some of the beliefs of humanists and to compare those to the beliefs of a religious group. • To express and explain personal beliefs on an issue and how that affects their actions • To describe the similarities in several versions of the Golden Rule from different religions and a secular world view. • To explore the different reasons why people choose to obey the Golden Rule. • To consider what inspires and influences them to choose to either follow or disobey the Golden Rule. • To reflect upon the connections between an example of a moral story and the beliefs of some humanists. • To apply the idea of freedom to how humanists may choose to live their lives, and consider how this idea could affect their own actions • To consider why the Red Cross chooses to stand apart from all religions in its humanitarian work. • To consider and write a suitable reflection for a humanist to use in the light of a natural disaster. • To identify what influences humanists to want to support other people in their time of need. • To describe a humanist baby welcoming ceremony and explain why some people choose to hold these ceremonies. • To identify and explain similarities and differences between a Christian infant baptism and a humanist baby welcoming ceremony.	See above
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	what they may learn about their own lives and communities from them. Sacred Texts • Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious. • Focus on the relationship between literature of the faiths and the beliefs, values, practices, customs and life styles of believers and society. • Discover the messages within sacred texts, and develop understanding of this type of material and its effect on people's lives. • Consider the significance of important words in their own lives that allow opportunities for spiritual and moral development.		• To consider and suggest promises and aspirations they would have liked their parents and carers to express when they were born. • To explain some of the moral beliefs of many humanists. • To consider some suitable questions designed to encourage humanist children to consider the way they choose to live their lives.	
Unit Vocabulary	Aspirations, belief, celebrant, discussion, disobey, divine revelation, Golden Rule, gossip, humanism, humanist, humanitarian, moral, moral story, natural disaster, neutral, obey, promises, Red Crescent, Red Cross, reflection, supporting adult, value			
Summer 1- Race & Diversity	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith	• Recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and combating religious prejudice • Preparation for adult life, employment and lifelong learning	• To understand that many people hold incorrect stereotypes about people who belong to different religions. • To understand and describe how it might feel to be treated badly simply because of their skin colour. • To explain how religious sources are used to provide an answer to the issue of racism. • To be able to consider and express personal views on racism. • To describe how the Christian beliefs of Rosa Parks might have influenced the way she chose to behave. • To describe what inspired and influenced Rosa Parks in her fight against racial injustice in America	See above

	<u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values Buildings for Worship <u>Other religions and beliefs</u> Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found. Important Times and Days <u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. • Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them. Sacred Texts • Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious. • Focus on the relationship between literature of the faiths and the beliefs, values, practices, customs and life styles of believers and society. • Discover the messages within sacred texts, and develop understanding of this type of material and its effect on people's lives. • Consider the significance of important words in their own lives that allow opportunities for spiritual and moral development.	• Foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs	• To understand the effect of Martin Luther King's Christian beliefs and how he was treated on the way he led the Civil Rights Movement. • To describe personal aspirations and dreams for a more harmonious world • To understand diversity in worship within and between different religions. • To consider ways that people of different religions work together despite their different belief structures.	
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Unit Vocabulary	Brotherhood, Christian, Christianity, civil rights, community, creed, culture, discrimination, diversity, equal rights, Guru Nanak, harmony, Hindu, image, injustice, Islam, Judaism, multifaith, Muslim, oppression, prejudice, race, racism, religion, righteous, segregation, Sikhism, speech, stereotype, tolerance, university, worship
Summer 2 – Belief	Learning about Religious and Nonreligious Beliefs Develop knowledge, skills and understanding about: • Beliefs, teachings and sources (A) • The practices of religion and non-religious belief systems (B) • Forms of expressions (C) Learning from Religious and Nonreligious Beliefs Pupils express their responses and thoughts about questions and issues on the following; • Identity and belonging (D) • Meaning, purpose and truth (E) • Values and commitment (F) Living the Faith <u>Other religions and beliefs</u> • Explore aspects of other religions that support learning about, and from, living the faith as a member of that faith. • Beliefs and values Buildings for Worship <u>Other religions and beliefs</u> Pupils will be given the opportunity to visit different places of worship and to explore the architecture and learn about and from the objects found. Important Times and Days <u>Other Religions and Beliefs</u> • Learn about the beliefs of a particular religion or non-religious belief system through an exploration of relevant events. • Recognise the significance of interfaith dialogue and the important contribution religion can make to community cohesion by promoting discernment and combating religious prejudice • Preparation for adult life, employment and lifelong learning • Foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs • To explain the meaning of belief and why beliefs are important to people of faith and those with no faith. • To explore and discuss the value and importance of personal belief. • To understand and explain the similarities and differences in beliefs between different religions and to suggest reasons for these. • To describe how beliefs affect how a person chooses to live their life • To understand and explain some of the key beliefs of many Christians. • To consider, reflect upon and express personal commitments and beliefs • To research and describe some of the different beliefs held by children of faith and those with no faith. • To consider which of their beliefs and commitments they are going to continue to hold and which of their beliefs and commitments have changed over time • To consider and explain the beliefs that inspired Margaret Gibney to take action and share her beliefs with others. • To consider and explain personal beliefs that may inspire and influence them to share them with others See above

	- Learn about the various meanings of these events to religious and non-religious people, the ways in which they are marked in different contexts, including other parts of the world, and what they may learn about their own lives and communities from them. Sacred Texts - Sacred writings of Christianity and other major world religions, as well as texts significant to those who are not religious. - Focus on the relationship between literature of the faiths and the beliefs, values, practices, customs and life styles of believers and society. - Discover the messages within sacred texts, and develop understanding of this type of material and its effect on people's lives. - Consider the significance of important words in their own lives that allow opportunities for spiritual and moral development.			
Unit Vocabulary	Apostolic, ascended, baptism, begotten, belief, Catholic, commitment, communication, confidence, creed, crucified, death, glorified, God, harmony, incarnate, peace, proof, prophet, prove, response, resurrection, salvation, scientific, trust, UNICEF			

End of Year 6 Sticky Knowledge

To know how believers from different religions would approach a moral dilemma.

To know different people's ideas about the soul.

To be aware of the concept that there may be no life after death.

To know what the Trimurti is.

To know how Hindus Worship.

To know about different types of Hindu scripture.

To understand the meaning of the Golden Rule.

To know what the Red Cross is and how it functions.

To know that people hold incorrect stereotypes.

To know what racism is.

To know what a belief is.

To know some major beliefs from each of the religions that they have studied.