

# Hadley Wood Primary School

## RE Curriculum Overview



### Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

## **Curriculum Intent:**

At Hadley Wood Primary School, we believe that an understanding of the world's major religions helps our children to understand the world in which they live. We believe that through understanding religious practices and beliefs, we can promote our values of tolerance and respect of difference.

We are fortunate to have a multi-faith community at our school. Our RE curriculum is designed to explore a range of faiths to gain a deep understanding of religion and how it shapes people's lives. Through exploring each of the world religions, religious stories and rituals, we develop our children's insight into how others see the world and the religious values which may underpin their daily lives. By exploring similarities and differences, we also highlight connections and commonalities which unite us as well as differences which enrich our community. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. We feel this gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

Through our teaching of RE, we strive to encourage our children to become open-minded, curious and respectful citizens who understand and value the beliefs of others.

The Hadley Wood Religious Education curriculum aims to deliver a holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion – each of which prepare our pupils for life in the 21st century, engaging them in a contemporary and relevant context.

It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study

Although RE contributes to other subjects it must not be defined by or confined to them.

## **How we plan for and teach RE:**

Hadley Wood Primary School is a community school. It does not have a religious status nor does it promote or rely upon the teachings of one particular religion as the foundation of the school's ethos or teaching. However, the school does teach and promote, through its curriculum and other activities, principles which are evident in aspects of religious faiths:

- love and care for one another
- respect for one another
- the importance of family, friendship and relationships
- personal well-being and self-esteem
- sense of right and wrong
- justice and restoration of relationships
- forgiveness
- appreciation of the world in which we live
- understanding of different peoples, their cultures and their traditions
- diversity
- rights and responsibilities
- personal reflection – learning, behaviour, friendships
- awe and wonder

Children at Hadley Wood Primary School have weekly RE lessons, through which their understanding of religious beliefs and practices builds over time. Guided by Enfield's SACRE scheme of work, lessons involve exploration of religious narratives, the study of rituals and practices and the key tenets and symbols of each faith. Significant objects are studied to bring lessons to life and familiarise the children with things that have particular importance in different faiths.

In each year group, children will be taught: to learn about religion – the beliefs, traditions and cultures of different religions

- to learn about religion – the beliefs, traditions and cultures of different religions
- to learn from religion – to shape their own lives, beliefs and values; to reflect and to respect others

Our children are encouraged to share their knowledge about their own religions and how they practice them in a safe, respectful environment. Members of our wider community, representing a range of faiths, are invited into our classrooms and assemblies to share their religious customs and answer questions our children may have. Through visits to places of worship, our children learn about the significance of the places where religious communities gather to practise their faith. Our school assemblies reflect the diverse community in which we live in and celebrate a wide range of festivals from the six major religions.

The core knowledge of our curriculum is split into six units of work which are delivered across the course of the year meaning that learning for each unit of work take place over a half term.

Each unit begins by exploring the **Big Question** we aim to answer by the end of each half term. We also share the Success Criteria for that unit along with any Key Vocabulary necessary to our learning.

In Lesson 1 pupils explore the Big Question and use clues about what we may previously have learned (building blocks) to help us make connections between prior knowledge and new learning. We look at the list of key vocabulary and try to write the definitions of what they may mean at this early stage.

Lessons 2-5 will explore the Big Question in various ways ensuring that the Success Criteria is covered. The lessons will consist of the pupils learning **about** religion and then reflecting on what they have learnt **from** a religion linking learning to their own lives.

Lesson 6 will refer back to our Big Question and Key Vocabulary grid. Having used this vocabulary in our learning throughout the unit, we are now more familiar with these key words and are more confident in completing the definitions of these. At this stage, we can use this vocabulary to answer our Big Question for this unit. The way this is answered will vary depending on the year group.

At the end of the unit, the children have the opportunity to assess themselves using the Success Criteria and the teacher also uses this to assess the children too.

### **What you will see in our Religious Education lessons:**

1. Every lesson is carefully planned around **an enquiry question for children to answer**. By ensuring that these questions spark children's **curiosity**, children are engaged in their learning and want to find out the answer. Lessons are purposeful and result in children gaining a new understanding of the world around them.
2. In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.
3. Learning is effectively sequenced by sharing prior learning '**building blocks**' at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.
4. Teachers start each lesson with a **discursive statement** to engage pupils and draw links between prior and new learning. Different levels of challenge and '**what if**' challenges help to ensure our children have high aspirations of themselves and strive to be the best they can be.
5. Teachers skillfully use the '**Deliberate Mistake**' approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

## Religious Education Curriculum Overview: EYFS – Year 6

EYFS	Substantive Knowledge Content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Autumn 1	<b>People and communities</b>	Pupils share their own personal experiences through their learning about “All about me” including discussing families and religions. Pupils consolidate their understanding of different cultures and religions, through learning about communities and ways we can support families within our local community through contributions to the <b>Harvest Festival</b> and learning about the Jewish New Year celebrations <b>Rosh Hashanah</b> .	Pupils begin to accumulate their knowledge of religion and reflect on their personal experiences. Pupils begin to look at the Jewish religion and the values shared within the Jewish community by exploring <b>the festival of Rosh Hashanah, which is then explored in greater depth in Year 6</b> . Children also look at the importance of harvest have the opportunity to take part in the <b>Harvest festival, which is studied in more detail in Year 1</b> .
	Discuss significant events in pupils' own experiences		
	Describe special times of events for themselves and those around them		
	Learn about other cultures and religions through studying Rosh Hashanah and Harvest		
Autumn 2	<b>Celebrations: Diwali and Christmas</b>	Pupils reflect upon their own family customs and routines around celebrations. As part of PSED they reflect upon similarities and differences with others making links between their personal experiences and religions celebrated. Pupils explore other cultures and learn about the traditions of <b>Christmas and Diwali celebrations</b> . Each year children actively learn the <b>Nativity story</b> through taking part in a performance.	This unit prepares pupil to have knowledge of the festivals of <b>Diwali and the story of Rama and Sita, as revisited in Year 2 and 3</b> , where children learn about the religious festival as celebrated by both the Hindu and Sikh faith. The Christmas story tells of the birth of Jesus and is reflected
	Discuss their own family customs and routines		
	Understand what makes them unique and talk about similarities and differences with others.		
	Explore other cultures through learning about Diwali and Christmas		
Spring 1	<b>Chinese New Year</b>	Pupils continue to reflect upon similarities difference between themselves and others with a focus on how <b>different communities celebrate traditions</b> . Pupils have the opportunity to learn about how people celebrate the <b>Chinese New Year</b> through practical activities such as making paper lamps. Throughout the curriculum pupils develop an understanding of religion through stories and reflect upon the impact of these as part of a values-based education.	
	Reflect on similarities and differences between themselves and others and among communities, families and traditions		
	Explore how people celebrate the Chinese New Year		
Spring 2	<b>Christian Celebrations: Shrove Tuesday and Easter</b>	Pupils learn about <b>Shrove Tuesday</b> and the traditions and how they can reflect upon their choices and think	This unit provides the foundations for pupils understanding of the Christian faith, which is studied

		about the best choices for the future. Pupils make links across all areas of the curriculum (including PSED, Numeracy, Literacy and Knowledge and Understanding of the World) by making pancakes as a memorable experience linked to this. Pupils also spend time learning the <b>Easter story</b> and consider different traditions that our part of modern society surrounding this.	each year within the RE curriculum. <b>Pupils revisit the Easter story in Year 2 and Year 6, developing their understanding of the message behind this.</b>
	Pupils talk about past and present events in their own lives and in the lives of family members		
	Explore the traditions of Shrove Tuesday and Easter and the religious stories behind them		
Summer 2	<b>Eid</b>	Pupils explore the festival of <b>Eid</b> , learning about the beliefs, customs and traditions and how different families celebrate the breaking of the fast after <b>Ramadan</b> . Pupils consider why it is important to treat traditions with respect and how the traditions shape part of the <b>Muslim culture</b> .	Pupils develop their understanding of the Muslim faith through their learning and understand traditions and beliefs within the Muslim faith and the impact of prayer on daily life. The themes of respect, tolerance and charity are echoed throughout the RE curriculum in all religions and provide the cornerstone for children developing their knowledge of the Muslim faith
	Understand that different people have different beliefs, customs and traditions		
	Explore the traditions as part of the Eid celebrations and why it is important to treat them with respect		
<b>Year 1</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider RE knowledge and what later content this prepares for</b>
Autumn 1	<b>Why is the Harvest Festival important to Christians?</b>	Pupils begin to develop an awareness of the importance of the harvest festival for <b>Christians</b> and consider why <b>Christians</b> are thankful to God for his creations. Pupils also have the opportunity to donate food to the harvest collection, learning about the Christian ethos of sharing with others. This links to our school ethos of helping others within the local community, which is highlighted through the charity work done in this unit. Pupils explore the significance of harvest across the world and reflect upon that Christianity is not the only faith that celebrates harvest, whilst also considering why the harvest is important in many non-religious communities e.g. farmers.	Pupils develop their understanding of Christianity and themes of charity throughout our curriculum. <b>In Year 2 children explore belonging to a Christian family and how core values include love, compassion and caring which links to the charity theme of helping others. In Year 5 children explore Christian values linked to Lent where the theme again re-occurs. Through learning about the Five Pillars of Islam and Zakat 'charity' in Year 5, alongside school the planned charity unit this theme, in a range of different guises and religions, runs across our school curriculum and Religious Education curriculum each year. Children have the opportunity to learn about different Christian values and festivals and build on prior knowledge within each year group, using prior subject knowledge both learning from and about religion.</b>
	Develop an awareness of the importance of charity in the Christian faith.		
	Understand about the importance of not wasting food.		
	Consider the importance of sharing with others.		

	Understand that Christians believe that God created the food that is grown and eaten.		
Autumn 2	<b>What are the important events leading up to Christmas?</b>	Pupils continue to develop their understanding of the <b>Christian</b> faith through exploring the traditions of <b>Christmas</b> and considering why <b>Christians</b> remember <b>Jesus at Christmas</b> . Pupils develop an awareness of how celebrations and traditions are important at this time of year, such as exploring the different traditions and the symbolism behind them e.g. making <b>christingles</b> (symbol of Christ's light and love for everyone)	Pupils build on their prior knowledge of the nativity from EYFS to develop their understanding of Christian beliefs. <b>This provides a stepping stone for children's knowledge of Christianity, the significance of God, Jesus and families as well as different festivals such as Easter in Year 2 and advent in Year 3 and Lent in Year 5.</b>
	Understand that Christians believe that Jesus is God's gift to the world		
	Understand the key events in the Christian narrative of the birth of Jesus		
	Explore how Christian traditions at Advent and Christmas retell the birth of Jesus and teach Christians about God and Jesus Christ		
	Consider how Christians celebrate Advent and Christmas		
Spring 1	<b>How do children learn about belonging to a Jewish family?</b>	Pupils begin to explore extracts from the <b>Tenakh</b> which teach <b>Jews</b> that there is <b>One God</b> who created the world, human beings and everything in the world. Pupils will explore how traditions at <b>Shabbat</b> help <b>Jews</b> to remember, and be thankful to, God for creating the world and everything in it, for creating time for work and <b>Shabbat</b> . They will consider how the lighting of the Shabbat candles express Jewish belief in a loving, ever-present God explore how symbols and objects in the home are a constant reminder of the presence of God and the history of the Jewish people e.g. the <b>mezuzah</b>	Pupils will begin to develop an understanding and awareness of the Jewish faith and make links between the importance of family and community in the Jewish faith and how this is parallel in all other religions. <b>They will have the opportunity to explore other aspects of culture and tradition in Judaism in Year 2 and how this makes Jewish people feel close to God is explored, Year 3 when considering stories from the Torah, Year 4 when exploring the synagogue and how the festival of Sukkot is celebrated. The theme of community, faith, tolerance and love continues to be taught throughout the RE curriculum, across all faiths and their underlying values</b>
	Explore how Jewish families prepare for and celebrate Shabbat		
	Understand the importance of the Mezuzah		
	Consider how the end of Shabbat is celebrated		
Spring 2	<b>How can I show respect towards other faiths?</b>	Pupils will explore the question 'how can I show respect towards other faiths?' within this unit, they will investigate the meaning of the word ' <b>respect</b> '. They will link this to who they might show respect to in their lives.  Pupils will re-cap their knowledge of faiths covered so far in Reception and Year 1 and use that as a guide to	Pupils use prior knowledge and will begin to develop an understanding and awareness of the link between religion and respect. <b>This theological question will support ideas of respect and tolerance for future learning of all religions at school and in the wider world.</b>
	Consider what respect means and why it is a British Value		

	<p>Show how respect is demonstrated in different religions</p> <p>Make links between different faiths</p>	<p>answer this question. What have they learnt about <b>Christianity</b> through <b>Harvest</b> and <b>Christmas</b>? When learning about belonging to a <b>Jewish</b> family and <b>Eid</b> in <b>Islam</b>, can they see a common thread throughout religions that links to respect?</p> <p>Pupils will think about how each <b>religion</b> shows respect towards their own faith by creating a diagram highlighting. They will also use their current knowledge of faiths in order to answer this theological question about how they can be respectful towards faiths considering what they already know.</p>	
Summer 1	<p><b>What does the story of the Prophet Muhammad teach Muslims?</b></p> <p>Explore how the names of Muslim children are often chosen to express values/beliefs</p> <p>Explore how the Qur-an teaches Muslims that there is one God, Allah</p> <p>Learn about Allah in the Qur-an</p> <p>How Prophet Muhammad (pbuh) is an example to Muslims of how to live.</p>	<p>Pupils will explore how the <b>Qur'an</b> teaches <b>Muslims</b> that there is <b>One God, Allah</b>, who created the world and that humans should look after it. They will listen to stories of the life of the <b>Prophet Muhammad (pbuh)</b> which provide examples for <b>Muslims</b> of how to live according to the will of <b>Allah</b>. Pupils will consider how <b>Muslim</b> children learn about Allah and about their <b>Muslim</b> identity in the home. They will look at how retelling stories and events from the <b>Muslim</b> tradition are ways of communicating the beliefs and values of <b>Islam</b> e.g. caring for and sharing with others. Pupils will explore how the choice of a baby's name, the 'whispering of the adhan' and the traditions of welcoming a baby into the <b>Muslim</b> community declare belief in the One and only God, Allah, and express a hope for a life committed to Allah</p>	<p>The understanding of what it is like to grow up in a family where religious faith is part of the belief system is underpinned throughout the RE curriculum. Pupils have the opportunity to learn and understand traditions and beliefs within the Muslim faith and the impact of prayer on daily life. <b>In Year 2 the children progress to learning about different family traditions within the Christian faith. As the pupils continue to develop their knowledge and understanding of different religions, they begin to look religion within the family and the traditions of prayer and commitment. In Year 3 they explore how Muslims show commitment to God and then develop this by exploring and drawing comparisons with the Hindu faith in Year 4.</b> This continual progression of understanding why family and traditions are so important in different religions and cultures is woven through the curriculum, both in RE, PHSE and through the school's core values.</p>
Summer 2	<p><b>What does the festival of Holi teach Hindus about forgiveness?</b></p> <p>Explore the importance of Krishna to Hindus</p> <p>Understand the importance of the festival of Holi and how it is celebrated.</p>	<p>Pupils have the opportunity to learn about <b>Hinduism</b> and how <b>Hindu's</b> learn about God's power, love and forgiveness through telling stories about the childhood of <b>Krishna</b>. They then explore how Holi is celebrated learning about traditions and symbols such as light representing good overcoming evil as light overpowers the dark and fire being purifying and destroying evil.</p>	<p>This learning provides a platform for children to <b>revisit the story of Rama and Sita and the traditions of Diwali in Year 2. Throughout RE in the school children revisit Hinduism looking at how Hindus show commitment to God in Year 4 and the importance of community and worship both at home and in the Mandir in Year 6.</b> The themes taught through this unit allow children to draw parallels</p>

	Consider the importance of the story of Krishna at Holi.		between and across religions exploring the concept of light, purity and belief.
	Explore how Holi is a happy festival for Hindus		
<b>Year 2</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider RE knowledge and what later content this prepares for</b>
Autumn 1	<p><b>Who are the heroes of the Diwali story?</b></p> <p>The Diwali story (Rama and Sita)</p> <p>Understand light is associated with good</p> <p>Understand that for Sikh faith, the Diwali lights are a symbol of a struggle for religious freedom and bravery.</p>	<p>Pupils learn about the stories told at <b>Diwali</b> and how <b>Rama</b> and <b>Sita</b> provide <b>Hindus</b> with role models and values to live by e.g. love, courage, loyalty and duty. They consider how, in celebrating <b>Diwali</b>, <b>Hindus</b> learn about God’s power, love and forgiveness. Pupils learn how, through daily religious observance in the home and through festival celebrations, children learn about God and about belonging to the <b>Hindu</b> community. Pupils consider how symbols associated with <b>Diwali</b>, (e.g. light- good overcoming evil as light overcomes the dark) and <b>Holi</b> (e.g. fire – purifying and destroying evil) communicate beliefs about God’s love and power. To consolidate this learning pupils will have the opportunity to visit the Hindu Temple in Neasden and consider how Hindus worship.</p>	<p>This learning provides an opportunity to reflect on the prior knowledge taught about Diwali in Reception. Throughout this unit there is a focus on good versus evil and the symbolism that light plays in this. <b>This prepares the children the importance of light in the Hanukkah story taught in Year 2, as well as preparing children to draw comparisons between Hindu and Sikh Diwali in Year 3 and the Hindu commitment to God in Year 5.</b></p>
Autumn 2	<p><b>Why is the Hanukkah so important during Hanukkah?</b></p> <p>Explore how lights and candles are often used in celebrations and festivals.</p> <p>Learn about the key features of the story of Hanukkah.</p> <p>Discuss the meaning of the traditional Hanukkah symbols.</p>	<p>Pupils explore the significance of <b>Hanukkah</b> to the <b>Jewish</b> people and how this makes them feel close to god, but thinking about the miracles he performed. They consider different traditions associated in the festival and draw comparisons between these and <b>Diwali</b> (studied earlier in the year) and Christmas. They consider how the festival makes the community feel closer to God and about their <b>Jewish</b> identity in the home e.g. through religious observance and festival celebrations. Pupils explore how the lighting of the hanukiah expresses <b>Jewish</b> belief in a loving, ever-present God.</p>	<p>This learning consolidates children’s understanding of the symbolism of light within religion and paves the way for developing knowledge about the Jewish faith and the values it holds a key in its teachings. <b>Throughout the curriculum children annually revisit different aspects of the Jewish faith e.g. The Torah and the stories of the Jewish people in Year 3, Sukkot and the synagogue in Year 4, reflecting in following the message of God in Year 5 and Shabbat and the high holy festivals in Year 6.</b></p>

Spring 1	<b>How does fasting for Ramadan benefit Muslims?</b>	Pupils will learn about how the <b>Qur'an</b> teaches <b>Muslims</b> that there is <b>One God</b> , Allah, who created the world and that humans should look after it explore narratives of the life of the <b>Prophet Muhammad (pbuh)</b> . This provides examples for Muslims of how to live according to the will of Allah. They will explore how <b>Muslim</b> children are encouraged to be conscious of <b>Allah</b> throughout the day. Pupils will learn about how Muslim children learn about <b>Allah</b> and about their Muslim identity in the home e.g. through salah and daily religious observances, <b>Ramadan and Id-ul-Fitr</b> . They will consider how family and community life, the home, the masjid (mosque), madrassah and the imam, help children understand and keep the rules for being good <b>Muslim</b> . Pupils will look at how retelling stories and events from the <b>Muslim</b> tradition are ways of communicating the beliefs and values of Islam e.g. caring for and sharing with others	This unit builds on pupils learning about how Muslims pray and the impact of this on their daily lives and beliefs taught in Year 1. By understanding the links between prayer and religious festivals such as Id- ul - Fitr, pupils will be able to further explore the teachings of Muhammah (pbuh) and how this forms a part of religious celebrations. <b>This knowledge prepares pupils to learn about how Muslims show commitment to God in Year 3, and the importance of the teachings of the Qur'an in Year 4. In Year 5 pupils will further reflect on the community aspect of the Muslim faith and learn about the Mosque (as well as gaining first hand experiences through visiting one). In Year 6 pupils build on this knowledge by studying the significance of the Hajj for a Muslim.</b>
	Understand the importance of the Qur'an as the Muslim holy book		
	Learn why Muslims fast during the daylight hours in the month of Ramadan.		
	Consider how Id-ul-Fitr marks the end of the Ramadan and is a happy time.		
Spring 2	<b>How important is it for Christians that Jesus came back to life after his crucifixion?</b>	Pupils will explore <b>Bible</b> narratives of <b>Jesus'</b> death and resurrection, understood by <b>Christians</b> as a promise of new life and new beginning. They will learn about how Christian traditions at <b>Lent</b> and Easter retell the death and resurrection and teach <b>Christians</b> about <b>God</b> and <b>Jesus Christ</b> . Pupils will consider how the symbols of <b>Easter</b> (e.g. palms, crosses, eggs, hot cross buns, and colours associated with <b>Lent</b> and <b>Easter</b> ), remind <b>Christians</b> of <b>Easter</b> events and the theme of endings and new beginnings.	This learning continues to develop children's knowledge of the life and death of Jesus and how it signifies an important time in the Christian calendar. This understanding forms the basis for children to further consolidate their knowledge of the Christian faith in <b>Holy Week in Year 3, Bible stories and Lent in Year 5 and expressing faith through the arts in Year 6</b> . It continues to draw on the themes of community explored across different religions and how we should show tolerance to all.
	Explore how some objects help recall events from the life of Jesus.		
	Understand for Christians, Easter is a time of hope, new beginnings & new life.		
	Symbols, help many Christians to remember Jesus & the first Easter.		
Summer 1	<b>What does religion teach us about how to treat each other?</b>	Pupils will investigate the ideas behind religious they have already learnt about. They will re-cap on <b>Harvest, Ramadan</b> and <b>Diwali</b> in particular to explore how these festivals teach people about how to treat each other. They will give examples of things that happen during festivals that link with how to treat someone.	Pupils will re-cap previous learning on particular festivals where this theme is a focus (Harvest, Ramadan, Diwali). This signifies the importance of religion teaching about morals and the right thing to do. <b>This will be consolidated in Year 4 when the story of the Prophet Muhammad is explained</b>
	Consider how we should treat others		
	Make links between religions and festivals		
	Look at how British Values link to religions		

	Reflect on personal beliefs and experiences	They will also think about how they are taught to treat others both at home and at school. What are the common themes that arise from all 3?	<b>and what he taught others about how to treat one another. Again in Year 5 and 6 within Buddhism where the focus is on giving.</b>
Summer 2	<b>How do children learn about belonging to a Christian family?</b>	Pupils explore how baptism and infant dedication express the hope that children will grow up to follow the teaching and example of <b>Jesus</b> . Pupils consider some of the ways in which children learn about their faith by growing up in a <b>Christian</b> home e.g. by worshipping together on Sunday and on other days, reading and studying the bible, listening to stories, singing and praying. Pupils explore how belonging to the <b>Christian</b> 'family' means living in the way <b>Jesus</b> taught, especially caring for others e.g. the poor and those in need. Pupils will learn about how the symbols of baptism (e.g. water, light, the sign of the cross and the colour of baptism clothing) mark a new beginning in the <b>Christian</b> family.	<b>This unit of learning consolidates children's prior knowledge of the Christian faith and enables them to reflect on different aspects of the Christian faith. This prepares them to consider different festivals and the way there is a community approach to them, such as Easter in Year 2, Holy Week in Year 3, Bible stories and Lent in Year 5.</b> Children are encouraged to consider the values of the Christian community and how these mirror that in other religious communities, our school community and British Values. Assemblies echoing these themes, both founded on religious teaching and celebrations as well as values are an integral part of the school and developing childrens' cultural capital, with a focus on being kind always.
	Consider how some Christians baptise their congregation as a sign of welcoming them in to the Church.		
	Understand the symbolism of the cross and the candle in baptism.		
	Reflect up how we learn to behave from the groups we belong to.		
<b>Year 3</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider RE knowledge and what later content this prepares for</b>
Autumn 1	<b>How are Hindu and Sikh Diwali linked?</b>	Pupils will make connections between stories about Rama, and the <b>Hindu</b> belief that God descends to earth when evil threatens to overcome good. They will explore the connections between <b>Hindu</b> belief in one God and the diverse forms in which God is worshipped e.g. <b>Rama and Lakshmi</b> . Pupils will learn about <b>Hindu</b> devotion to God and how this is expressed in worship in the <b>Hindu</b> home and mandir e.g puja, arti and prasha. They will also learn about the significance of <b>Guru Hargobind</b> being released from his prison along with 52 other prisoners which he helped to free and how this is an important part of the Sikh <b>Diwali</b> story. They will consider the similarities and differences between Sikh and Hindu <b>Diwali</b> .	This prepares the children to understand the similarities and differences between the Sikh and Hindu community, focusing on good versus evil and community. <b>In Year 4 the children learn about how Hindu's show their commitment to God, this is both through daily worship, festivals and community celebrations. In Year 6 the pupils develop their knowledge of the Hindu faith, by exploring the Mandir and how this place of worship is a fundamental part of the community. Pupils further learn about the Sikh faith and Guru Nanak's teaching of love, charity, respect and equality in Year 5. These morals are echoed through the morals and values taught as part of our school ethos.</b>
	Learn about traditions and practises related to Diwali		
	Know that some Hindus worship Lakshimi		
	Consider the importance of preparation at festival times.		
	Learn about the different Hindu representations of Gods.		
	Understand the key events of the story of Guru Hargobind and draw comparisons between Hindu and Sikh Diwali.		

Autumn 2	<p><b>Does religion encourage moral values?</b></p> <p>Discuss what a moral is</p> <p>Consider pupils personal morals</p> <p>Look at who teaches you to be a moral person</p> <p>Make links between religions and morals</p>	<p>Pupils to explore real life examples of moral behaviour that link to culture and religion – eg Malala Yousafzai, Martin Luther King, Rosa Parks. Children to investigate the answers to these questions:  What are their <b>morals?</b> What are your <b>morals?</b> Who teaches you about <b>morals?</b> How does their religion support their beliefs and what they are fighting for?</p>	<p>This unit can allow the children to re-cap what they have learnt about morals in Year 2 within the festival of Ramadan and what the religion expects of Muslims during the fast - give to charity and Easter in Year 2 etc. They can also be reminded of the morals surrounding harvest too.</p> <p><b>This unit of learning consolidates children's prior knowledge of morals covered within various faiths and encourages them to consider morals within religions of future learning. They will realise that religions are based on morals and that even if they do not follow a particular religion at home, they still have morals and values to live by.</b></p>
Spring 1	<p><b>How are Muslims beliefs expressed in practice?</b></p> <p>Know that Muslims are called to pray 5 times a day.</p> <p>Understand that Muslims are reminded at Ramadan to help those in need.</p> <p>Explore how Muslim religious life has a pattern and order given by Allah.</p>	<p>Pupils will make connections between <b>Islam</b> and other religions in relation to teachings about loving Allah and a responsibility to care for others (eg zakah and sadaqah). They will learn that there are Muslims of many nationalities, races and cultures within Britain and around the world. They will explore unity in the ummah (community) and make connections between the obligations of religious observance and the strength <b>Muslims</b> gain from belonging to the ummah e.g. sawm (fasting at Ramadan) and standing shoulder to shoulder in salah. Pupils will make connections between the belief in One God, Allah and the way this is reflected in salah and the mosque e.g. everyone facing the qiblah (direction of the Kabbah) and mihrab. Pupils will learn about the two attributes of <b>Allah, Ar-Rahman</b>, (The Compassionate) and <b>Ar-Rahim</b> (The Merciful), and the qualities Muslims try to develop in their own lives. Pupils will have the opportunity to consolidate their learning by visiting a <b>Mosque</b>.</p>	<p>Pupils will use this leaning to support them in developing an understanding of <b>the importance of the message of the Qur'an and the Prophet Muhammad and how he was a role model for the way Muslim's should live their lives, spreading the message from Allah in Year 4. In Year 5 pupils learn about the way in which the Mosque helps Muslims to feel part of the community and learn about their faith. In Year 6 this knowledge supports pupils understanding about the significances of completing Hajj and how it is a demonstration of the solidarity of the Muslim people, and their submission to God (Allah).</b></p>
Spring 2	<p><b>How do the stories of Jesus help Christians lead their lives?</b></p>	<p>Pupils will make connections between <b>Jesus'</b> teachings, events from his life, and the <b>Christian</b> belief that God is loving and forgiving through learning</p>	<p>This learning builds on children's prior knowledge of the Christian faith and bible teachings and <b>it prepares them to further develop their understanding of</b></p>

	<p>Understand the importance of the Bible in teaching Christians about God.</p> <p>Know that the Bible has two main parts the Old &amp; New testament.</p> <p>Learn about the parable of the Prodigal Son.</p>	<p>about different parables e.g. the Prodigal Son. They will make connections between the <b>Bible</b>, the source of Christian belief and teaching, and the decisions and actions of Christians in their daily lives. Pupils will learn about the Christian beliefs that humans are separated from God by sin, and that reconciliation is possible through repentance and forgiveness. They will explore how following the 10 commandments ensures people treat each other respectfully</p>	<p><b>what it means to be a part of the Christian community in Year 4 and the values followed in Year 5.</b></p>
Summer 1	<p><b>How is the celebration of Wesak important to Buddhists?</b></p> <p>Learn the story of what Siddhartha saw outside the palace, how it made him sad and taught him everything.</p> <p>Name and say what the objects on a Buddhist shrine are for changes.</p> <p>Explore the festival of Wesak and know that what happens reminds Buddhists of the Buddha.</p> <p>Reflect upon the Buddha as a light and can name people who are like lights in other religions.</p>	<p>Pupils will explore how the story of <b>Siddhartha</b> and the 'four sights' helps <b>Buddhists</b> to understand that nothing lasts forever and everything changes. They will learn about how in celebrating <b>Wesak</b> Buddhists remember the <b>Enlightenment of the Buddha</b> e.g. by retelling stories about his birth, life and death. They will consider how celebrating <b>Wesak</b> together, develops a sense of belonging to the Buddhist community. Pupils will learn about how through the objects and artefacts on a shrine (e.g. the <b>Buddha</b> rupa, candles, flowers, incense), <b>Buddhists</b> show reverence for the <b>Buddha</b> and his teaching. They will make comparisons between the symbolism of light at <b>Wesak</b>, reminding Buddhists of the Buddha's teachings which are like a light, showing people how to be kind in everything they do, think and say and other religious festivals e.g. <b>Diwali</b> and <b>Hanukkah</b></p>	<p>This unit introduces children to the fundamental beliefs of the Buddhist faith, providing them with an understanding of why Buddha is a teacher and how this should be honoured through life choices. <b>This learning prepares children to learn in greater depth about Buddha and his teachings in Year 5 and the impact of his teachings on the community in Year 6.</b></p>
Summer 2	<p><b>How is the Torah important in Judaism?</b></p> <p>Understand the Torah is central to Jewish life.</p> <p>Explore how the Torah is used in daily life &amp; worship.</p> <p>Consider how Jewish people celebrate stories and events from the history of their people.</p>	<p>Pupils will make connections between narratives about key figures (Joseph) and events from the <b>Tenakh</b> (e.g. Moses and the giving of the Torah), and the Jewish understanding of their people's relationship with God. They will develop an understanding of the Jewish belief in God's on-going care and protection and make connections between the way the <b>Sefer Torah</b> is treated with reverence and love and the belief that it is precious because it contains God's word. Pupils will explore the connections between <b>Judaism</b> and other religions in relation to, for example, teachings about loving God and a</p>	<p>Pupils develop a secure understanding of the significance of the Torah and its teachings in preparation for <b>Year 4 to learn about how the festival of Sukkot teaches Jewish people about kindness and community. In Year 5 pupils use this knowledge to consider how God protected the Jewish people during Passover and the sacrifices Jewish people make during this festival to commemorate this. In Year 6 pupils look further at repentance and forgiveness, while considering Rosh Hashanah (Jewish New Year) and Yom Kippur (the day of atonement).</b></p>

		responsibility to care for others, which motivate individuals, communities. Pupils will develop an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared <b>Jewish</b> identity (the people 'Israel'). They will explore the belief in One God and the way this is reflected in the 10 commandments.	<b>They also explore the creation story and why the Sabbath is the day of rest.</b>
<b>Year 4</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider RE knowledge and what later content this prepares for</b>
Autumn 1	<p><b>What is the significance of the Sukkah to Jewish people today?</b></p> <p>Learn about the importance of Sukkot</p> <p>Understand the key features of a Synagogue.</p> <p>Explain why the Sefer Torah is important.</p> <p>Know the Ten Commandments</p>	<p>Pupils will make connections between the reliving of key events in the history of the Jewish people e.g. <b>Sukkot</b> and the belief in God's on-going care and protection. They will understand the symbolism behind building a <b>Sukkah</b> and the <b>lulav</b> and <b>etrog</b> and how this ensures that there is a spirit of community.</p> <p>Pupils will explore how visiting the synagogue ensures that <b>Jewish</b> people feel close to God and understand the <b>symbolism</b> behind areas and artefacts within it e.g. the <b>Bimah, Ark, Torah Scrolls</b>. This is consolidated through a visit to the synagogue. They will make connections between the 10 commandments and how these are good rules for society and revisit the significance of these being handed down from God to Moses and the Jewish people on <b>Mount Sinai</b>.</p>	<p>Pupils are prepared for learning about how Jewish people show their commitment to God through considering kindness and the community. <b>In Year 5 pupils use this knowledge to consider how God protected the Jewish people during Passover and the sacrifices Jewish people make during this festival to commemorate this. In Year 6 pupils look further at repentance and forgiveness, while considering Rosh Hashanah (Jewish New Year) and Yom Kippur (the day of atonement). They also explore the creation story and why the Sabbath is the day of rest.</b></p>
Autumn 2	<p><b>What is the link between the Qur'an and the Prophet Muhammed?</b></p> <p>Explore Islamic patterns</p> <p>Understand the Qur'an is a sacred text for Muslims and is the word of Allah</p>	<p>Pupils will learn that <b>Muslims</b> believe that all of the world was made by <b>Allah (God)</b> and <b>Allah</b> gives everything a purpose and a pattern. They will know that Muslims believe Allah created the world in all its variety and that Muslims believe that Allah has given humans responsibility for caring for the world. Pupils will explore their own beliefs about the natural world and the role of humans. They will learn that the <b>Qur'an</b> teaches that Allah has many qualities, the most important being compassion and mercy that</p>	<p>Pupils will use this knowledge of Allah, the Qur'an and the Prophet Muhammad to support their knowledge of how <b>the Muslim community share their beliefs in Year 5, where they will learn about the features of a Mosque (and visit one) and consider how the 5 pillars of Islam shape a Muslims life. In Year 6 pupils will explore in more detail how making the pilgrimage (Hajj) is an important experience and can change a person.</b></p>

	<p>Know Muslims call Muhammad the Messenger of Allah</p> <p>Know the importance of events in life for Muhammad for Muslims today</p>	<p><b>Allah</b> requires humans to show qualities such as compassion and mercy in their lives. They will understand that the <b>Qur'an</b> is a sacred text (a book of guidance for living) for Muslims and it is believed to be the word of Allah and treated with respect and reverence. Pupils will understand why <b>Muslims</b> call <b>Muhammad</b> the <b>Messenger of Allah</b> and recognise the impact and influence the revelation had on the <b>Prophet Muhammad</b>. They will understand that he is the example of how Muslims should live and recognise the importance of events in the life of <b>Muhammad</b> for <b>Muslims</b> today.</p>	
Spring 1	<p><b>How do Hindu beliefs help to shape their everyday lives?</b></p> <p>Explore how Hindus believe God is worshipped in diverse forms.</p> <p>Understand Ganesha is that aspect of God that help Hindus overcome obstacles.</p> <p>Know that Hindus believe Krishna is an Avatar of God</p> <p>Learn about the festival of Raksha Bandhan.</p>	<p>Pupils will make connections between stories about e.g. <b>Krishna</b> and the <b>Hindu</b> belief that God descends to earth when evil threatens to overcome good. Pupils will understand that <b>Hindu's</b> believe that God is in everything and everyone. Pupils will understand that the <b>Hindu</b> faith teaches about loving God and a responsibility to care for others, which motivates individuals. They will learn about devotion to God and how this is expressed in worship in the <b>Hindu</b> home and <b>mandir</b> e.g. puja, arti, prashad and make connections between the belief that God is in everyone and everything and the implications for how Hindus should live their lives. Pupils will learn about the festival of Raksha Bandhan and make links between other religious festivals.</p>	<p>This unit of learning ensures that pupils have a secure understanding of the ways the Hindu's show their commitment to God. <b>This prepares pupils to learn about the Mandir and important part of the Hindu community and worship in Year 6.</b></p>
Spring 2	<p><b>How does being baptised help Christians feel part of their community?</b></p> <p>Learn about how Christian beliefs about God are reflected in scriptures, prayers, songs, actions &amp; artefacts used in worship.</p>	<p>Pupils will revisit the importance of <b>Baptism</b> and why it is a key event in a <b>Christian's</b> life. They will consider how this promotes belonging and community. They will reflect upon why <b>Jesus</b> was important to <b>Christians</b> and what he did to ensure that he was a role model for his disciples and others. Pupils will make connections between the <b>Bible</b>, the source of</p>	<p>Pupils will use this unit to support them with their <b>understanding of Christian values and Lent in Year 5 and in Year 6 how the work of Missionaries has changed lives around the world. Pupils will continue to learn about Jesus' resurrection and Holy Week and reflect on the lessons that he teaches through this.</b></p>

	<p>Understand that Christian community life involves worship, social &amp; educational events.</p> <p>Discuss how Church creates a Christian Community and a place of worship.</p>	<p><b>Christian</b> belief and teaching, and the decisions and actions of <b>Christians</b> in their daily lives. Pupils will learn about what happened at the last supper and how this influences the <b>Christian</b> way of life. They will also link the events of the last supper to holy communion and consider why this is significant to Christians.</p>	
Summer 1	<p><b>Why does each faith see God as a different representation?</b></p> <p>Consider how different religions view God</p> <p>Explore why every religion has its own beliefs and what these are</p> <p>Think about personal beliefs in regards to God</p> <p>Beliefs of Atheism</p>	<p>Pupils will explore the ideas each religion has about God. They will link similarities and differences between faiths and how god is represented. Pupils will explore whether the festivals/beliefs of each religion support their view of God? They will learn about Atheism and why people may chose to be an Atheist.</p>	<p>Pupils will use their knowledge of Hinduism in learning about the Trimurti in Year 3, they will also be reminded of the one God in Islam, Christianity and Judaism covered previously. Clarification may be needed about the role of the Prophet Muhammad and Jesus and their link to God within those religions. Also that Buddha is not God within Buddhism.</p> <p><b>In Year 5 and 6, pupils will be reminded of Buddha being worshipped but not as God. They will see the importance of Allah being one God in Year 6 through learning about the Hajj. In Year 6, pupils will also consider the importance of God for Jews when celebrating Rosh Hashannah and Yom Kippur. They will reflect on the son of God through Lent and how important it is to love God is Sikhism.</b></p>
Summer 2	<p><b>How does the life of Guru Nanak teach about respect and equality?</b></p> <p>Understand that Guru Nanak is the 1<sup>st</sup> of 10 Gurus and is a source of spiritual authority for Sikhs.</p> <p>Learn about Guru Nanaks teachings and how the stories told about his life are examples for Sikhs.</p>	<p>Pupils will revisit their learning on <b>Guru Nanak's</b> early life and how this shaped his teachings. They will consider how pictures of <b>Guru Nanak</b> symbolise that he is special to <b>Sikhs</b> and learn from Sikh stories that <b>Guru Nanak</b> was a special child. They will understand that <b>Guru Nanak</b> began to help others to understand God better. They will know that <b>Guru Nanak</b> believed he was sent by God to show people how God wants them to live and explore how events in <b>Guru Nanak's</b> life teach Sikhs to treat others with respect and equality. They will understand that the <b>Guru Granth Sahib</b> (holy books) holds the teachings of the Gurus and how they want Sikhs to treat others with respect and equality and how the langar brings people together.</p>	<p>This knowledge of Guru Nanak and his teachings help Buddhists to show respect and equality to all. <b>In Year 5 pupils learn about how the Sikh community share their beliefs through the symbols that they wear and worship.</b></p>

Year 5	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider RE knowledge and what later content this prepares for
Autumn 1	<p><b>What are the links between human dissatisfaction and the Buddha's teachings?</b></p> <p>Learn the stories of Gotama Buddha.</p> <p>Explore the meaning of the Buddha image.</p> <p>Discuss the Five Moral Precepts Buddhists try to live their lives by following the teachings of Buddha.</p>	<p>Pupils will learn about stories from the life of the Buddha and his teachings about living a contented life e.g. the early life of <b>Prince Siddhartha, the Four Sights</b>, the years in the forest, the Enlightenment.</p> <p>Pupils will make connections between the <b>Buddha's</b> teaching that everyone can become awake to the truth (<b>Enlightened</b>) and the Buddhist way of life which includes meditation. They will make connections between the symbolism of the <b>Buddha rupa</b> and qualities and practices that <b>Buddhists</b> aspire to e.g. fearlessness, contentment, kindness, meditation. They will learn about the Buddhist understanding of what causes human dissatisfaction (dukkha) and the way it may be overcome (the Four Noble Truths, the Noble Eightfold Path)</p>	<p>This unit prepares pupils to consider the teachings of the <b>Buddha; his messages and their impact on the community as learnt about in Year 6.</b></p>
Autumn 2	<p><b>How does learning about the mosque help us to understand community?</b></p> <p>Understand how the Mosque is a focal point for the Muslim community.</p> <p>Know that when Muslims gather together, they feel a sense of unity in a worldwide community. About Tawhid, Iman, Ibadah &amp; Islamic conduct.</p>	<p>Pupils will learn about the 5 <b>Pillars of Islam</b> (Profession of Faith (shahada), Prayer (salat), Alms (zakat), Fasting (sawm) and Pilgrimage (hajj)) They will understand the significance that these hold to the <b>Muslim</b> faith and community. They will make connections between the way the Qur'an is treated with reverence, studied and committed to memory, and the belief that it is precious because it contains the message of Allah. They will understand the key features of a mosque and learn the technical vocabulary such as Minaret, Mihrab (semicircular niche in the wall of a mosque that indicates direction of Mecca), Quran, sahn (courtyard), qubba (dome). Pupils will consider how the values taught through visiting the mosque and following the 5 <b>Pillars of Islam</b> show the way that people within the <b>community</b> should treat others.</p>	<p>Pupils will use this knowledge to support their understanding of the significance of <b>making Hajj in Year 6</b> and how the morals of the Muslim community are echoed throughout the world.</p>

Spring 1	<p><b>How does what Christians believe affect how they live?</b></p> <p>Learn about Jesus' life and teachings.</p> <p>Think about the example of Jesus motivates Christians as individuals and communities to social action.</p> <p>Explore the role of the Church as a community.</p>	<p>Pupils will make connections between stories Jesus told and events from his life, and <b>Christian</b> beliefs that people should love and serve others e.g. the <b>Good Samaritan</b>. They will look at links between the Bible being the source of <b>Christian</b> belief and teaching, and the decisions and actions of <b>Christians</b> in their daily lives. Pupils will learn about how <b>Christian</b> charities apply their values through their work with communities and the significance of lent in reflecting these values.</p>	<p>This learning prepares the pupils to make links between the importance of religions and their values as well as serving the community and becoming well rounded citizens in our society. These are themes picked up through family assemblies, by school parliament and part of our focus on developing pupils cultural capital. <b>In Year 6 pupils will have the opportunity to explore what Christians say happened after Easter.</b></p>
Spring 2	<p><b>How does the Jewish family and home enable the Jewish faith and traditions to continue?</b></p> <p>Understand how the Jewish family and home are central to the continuity of the Jewish faith and tradition.</p> <p>Learn about how the symbols and traditions of Passover involve the whole family in the retelling of key events from the history of the Jewish people</p>	<p>Pupils will learn about the <b>Passover story</b> and the message that this teaches them about God's protection. They will learn about the significance of different items on the seder plate and their symbolism e.g burnt egg, bitter herbs, burnt bone. Pupils will make connections between an awareness that there are <b>Jewish</b> people of many nationalities in communities around the world and a sense of shared <b>Jewish</b> identity (the people 'Israel'). They will consider how <b>Jewish</b> people prepare for <b>Passover</b>, both physically and mentally e.g. cleaning the house free from all <b>Chametz</b> (bread) and the impact that this has for Jewish people to feel closer to god.</p>	<p>This learning prepares pupils for Year 6 by enabling them to understand that through making sacrifices e.g. not eating bread, during Passover they can feel closer to god. This supports pupils' understanding of Shabbat, Rosh Hashanah and Yom Kippur and the significance of these high holy days in the Jewish calendar as well as how this shapes the values of the Jewish community, exploring forgiveness, thankfulness and sacrifice.</p>
Summer 1	<p><b>How des being a member of the Khalsa affect the life of a Sikh?</b></p> <p>Understand why the Gurdwara is the focal point for worships for Sikhs.</p> <p>Discuss the relevance of the Five Ks.</p> <p>Think about the founding of Khalsa and Baisakhi</p> <p>Understand the teachings of Guru Goband Singh</p> <p>Explore the importance of the Amrit Ceremony.</p>	<p>Pupils will make connections between narratives about key events from the lives of the <b>Gurus</b> (e.g. <b>Guru Nanak</b> and their teachings about God and how to be a good <b>Sikh</b>, contained in the <b>Guru Granth Sahib</b>. They will make connections between the teachings of the <b>Gurus</b> that <b>Sikhs</b> should share what they have with others (vand chhakna) and some ways in which this is practised e.g. in the Gurdwara. Pupils will think about the links between <b>Sikhism</b> and other religions in relation to, for example, teachings about loving God and a responsibility to serve others (eg sewa, langar) which motivate individuals, communities. They will learn about the story of <b>Bhai Khanaya</b>. Pupils will</p>	<p>Through learning about the Sikh community and their beliefs pupils prepare for Year 6 where they explore communities from a range of other religions and compare similarities and differences between faiths and their communities.</p>

		have the opportunity to consolidate their learning by visiting the <b>Gurdwara</b> .	
Summer 2	<p><b>God, who made you?</b></p> <p>Explore personal beliefs of who or what God is</p> <p>Make links between religious beliefs</p> <p>Write a letter to god or who the pupils believe in</p> <p>Think about how all religions and non religions are linked by mutual values of respect and tolerance</p>	<p>In this unit, children are encouraged to write a letter to God. They will explore their ideas of who or what God is. They will develop their enquiry skills and use knowledge of religions from previous learning to support their questions.</p> <p>Together, they can try to answer their questions using their knowledge of the religions they have learnt about so far.</p>	<p>Pupils will use knowledge of God so far through their learning in order to put those ideas into their letters. This is an opportunity to ask unanswered questions to God.</p> <p><b>This unit encourages enquiry and discussion, tolerance and acceptance of the ideas pupils have. This is important for future learning and life in the wider world.</b></p>
<b>Year 6</b>	<b>Substantive Knowledge Content based around a Big Question</b>	<b>Recurring themes, ideas and language</b>	<b>Contribution on wider RE knowledge and what later content this prepares for</b>
Autumn 1	<p><b>What does Rosh Hashanah, Yom Kippur and Shabbat teach about responsibilities and relationships?</b></p> <p>Understand why Jewish people fast on Yom Kippur and the significance of Rosh Hashanah.</p> <p>Explore the purpose of sounding the Shofar.</p> <p>Discuss the symbols and traditions of Shabbat.</p> <p>Consider the rules by which observant Jewish people live by and always keep God in their minds and hearts.</p>	<p>Pupils will make connections in <b>Judaism</b> between repenting and being forgiven e.g. <b>Rosh Hashanah</b> and <b>Yom Kippur</b>. They learn that fasting and prayer help to focus on wrongs done and actions to put them right 'going without' can help to focus on the needs of others. Pupils consider the purpose of sounding the shofar at <b>Rosh Hashanah &amp; Yom Kippur</b>. They think about the nature of repentance and forgiveness, as well as about the nature of making resolutions for the future. Pupils learn what the <b>Shema</b> (that there is only one god) teaches <b>Jews</b> about <b>God</b> and keeping God's commandments. Pupils consider what the <b>Jews</b> believe about <b>God</b> as <b>Creator</b> and what <b>Jews</b> believe about human responsibility for creation. They consider how celebrating <b>Shabbat</b> reminds Jews of God and of the creation and describe how Jews keep Shabbat.</p>	
Autumn 2	<p><b>How do the teachings of the Buddha affect the lives of Buddhists today?</b></p> <p>Understand that just as Siddhartha Gotama left his home and wealth, so Buddhist monks and nuns do the same in search of truth and happiness.</p>	<p>Pupils will make connections between the <b>Buddha's</b> teaching that everyone can become awake to the truth (Enlightened) and the <b>Buddhist</b> way of life which includes meditation, worship and ethical behavior.</p> <p>They will learn that the <b>Dhamma</b> is the Buddha's teachings and the Sangha is the Buddhist community. Pupils will read the story of '<b>The King's Elephant</b>, 'which teaches <b>Buddhists</b> the importance of keeping</p>	

	Learn about the life of a nun/monk/priest.	'good company'. They will understand that <b>Buddha</b> taught that people are influenced by the company they keep. They will also explore the belief that <b>Buddha</b> taught that good deeds have positive consequences and bad deeds have negative effects. Pupils will explore <b>Buddhist</b> meditation practices to understand the reasons for and importance of meditation.	
	Explore the symbols – robe, shaven head and attire.		
Spring 1	<b>What do Muslims experience during The Hajj?</b>	Pupils will learn about the <b>Hajj</b> being a <b>pilgrimage</b> that every <b>Muslim</b> should complete once in their lifetime. They will learn about the symbolism of visiting <b>Mecca</b> and explain how the Hajj reminds <b>Muslims</b> of the <b>Ummah</b> . Pupils will learn what <b>Muslims</b> mean when they say that performing the <b>Hajj</b> is an offering to <b>Allah</b> and reflect on how the experience of the <b>Hajj</b> may change a person. They will understand that the <b>Hajj</b> is an opportunity for <b>Muslims</b> to learn more about Allah, themselves and their faith and how this pilgrimage may change a person.	
	Think about the places visited and the historical events recalled on The Hajj		
	Consider how they have great spiritual meaning for individual pilgrims and for the Muslim community as a whole.		
	Learn about the experience of The Hajj.		
Spring 2	<b>Are all the events during Lent and Easter equally important?</b>	Pupils will develop an understanding of the events leading up to the resurrection and explain why it is a significant event for <b>Christians</b> . They will learn that holy week is a solemn time of year for <b>Christians</b> and summarise the events of <b>Holy Week</b> . Pupils will consider the significance of <b>Pentecost</b> and how this helped to grow the church. They will explore the symbolic meaning of the holy spirit and how <b>Christians</b> believe God's <b>Holy Spirit</b> helps them. Pupils will learn about how missionaries support the growth of the church and understand why some <b>Christians</b> are missionaries.	
	Know that Christian festivals and celebrations recall key events in Jesus' life.		
	Learn about the events of Holy Week and Easter.		
	Understand that Christians use the four weeks of Lent to focus on their spiritual development.		
Summer 1	<b>How do we explain and cope with suffering and death?</b>	Pupils will re-cap learning of the death of <b>Christ</b> and the symbol of that. They will consider the 4 sights seen by <b>Siddattha Gotama</b> . They will link these to current situations in the world around us and how they are dealt with within religion and within their own homes. Pupils will have an opportunity to share what their	
	Make links between previous learning about life and death across the religions		
	Explore and discuss personal beliefs		

	Reflect upon how religion can guide beliefs and traditions associated with suffering and death	families have dealt with and how that has affected them.	
Summer 2	<b>What does the Hindu community believe about how God is present in their lives and how do they give thanks for this?</b>	Pupils learn stories that stories about <b>Krishna</b> teach <b>Hindus</b> about <b>God</b> , especially his kindness, understanding, forgiveness, love and power. Through these stories they understand the <b>Hindu</b> belief that God descends to earth when evil threatens to overcome good. Pupils will make connections between <b>Hindu</b> belief in one God and the diverse forms in which God is worshipped e.g. <b>Krishna, Rama, Lakshmi, Ganesha</b> and make connections between service (seva) to others and devotion to God. Children will look at artefacts within a <b>Hindu</b> shrine (including Puja, bell, diva lamp, prashad, murti, rakhi, prayer beads/mala) and visit a Mandir to explore a place of worship.	
	Learn about Hindus beliefs on God		
	Understand that the Mandir is the focus for devotion to God through Puja and festivals.		
Explore the different practices and traditions of Hindus around the world.			

## EYFS Development Matters Statements:

Three and Four-Year-Olds	Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community.
	Understanding the World	Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development	See themselves as a valuable individual. Think about the perspectives of others.

	Understanding the World		<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>
ELG	Personal, Social and Emotional Development	Building Relationships	Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
		People and Communities	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

## Religious Education Progression of skills: EYFS – Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Attainment target 1: Learning about religions</b> (Knowledge and understanding)</p> <p><b>To learn about religion and belief</b></p>	Recall religious stories and special events	<p>Recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>Recognise and name features of religions and beliefs</p>	<p>Retell religious, spiritual and moral stories</p> <p>Identify how religion and belief is expressed in different ways</p> <p>Identify similarities and differences in</p>	<p>Make links between beliefs, stories and practices</p> <p>Identify the impacts of beliefs and practices on people's lives</p> <p>Identify similarities and differences</p>	<p>Comment on connections between questions, beliefs, values and practices</p> <p>Describe the impact of beliefs and practices on individuals,</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p>	<p>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p> <p>Explain some of the challenges offered by the</p>

		<p>Recount outlines of some religious stories</p>	<p>features of religions and beliefs</p> <p>Retell religious stories and identify some religious beliefs and teachings</p>	<p>between religions and beliefs</p> <p>Describe some religious beliefs and teachings of religions studied, and their importance</p>	<p>groups and communities</p> <p>Describe similarities and differences within and between religions and beliefs</p> <p>Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p>	<p>Explain how and why differences in belief are expressed.</p> <p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>variety of religions and beliefs in the contemporary world</p> <p>Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>Make comparisons between the key beliefs, teachings and practices of faiths studied, using a wide range of appropriate language and vocabulary.</p>
<p><b>Attainment target 2: Learning from religions</b> (Response, evaluation, application and questions)</p> <p><b>To enquire, investigate and interpret</b></p>	<p>Ask questions about different stories and experiences</p>	<p>Identify what they find interesting and puzzling in life</p> <p>Recognise symbols and other forms of religious expression</p>	<p>Recognise that some questions about life are difficult to answer</p> <p>Ask questions about their own and others' feelings and experiences</p> <p>Identify possible</p>	<p>Investigate and connect features of religions and beliefs</p> <p>Ask significant questions about religions and beliefs</p> <p>Describe and suggest meanings for symbols and other forms of</p>	<p>Gather, select, and organise ideas about religion and belief</p> <p>Suggest answers to some questions raised by the study of religions and beliefs</p>	<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>Recognise and explain diversity within religious</p>	<p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p> <p>Interpret religions and beliefs from different perspectives</p>

			meanings for symbols and other forms of religious expression	religious expression	Suggest meanings for a range of forms of religious expression, using appropriate vocabulary	expression, using appropriate concepts.	Interpret the significance and impact of different forms of religious and spiritual expression
<b>To explore practices, lifestyles, expression and language</b>	Talk about how different religions celebrate traditions e.g. Shrove Tuesday and make links to their own experiences	Identify what they find interesting and puzzling in life  Recognise symbols and other forms of religious expression	Identify some religious practices, and know that some are characteristic of more than one religion  Suggest meanings in religious symbols, language and stories	Describe how some features of religions studied are used or exemplified in festivals and practices  Make links between religious symbols, language and the beliefs or ideas that underlie them	Show understanding of the ways of belonging to religions and what these involve  Demonstrate, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities  Explain how some forms of religious expression are used differently by individuals and communities	Explain in detail the significance of religious practices of faiths studied, to the lives of individuals and communities.  Compare the different ways in which people of faith communities express their faith.
<b>To investigate identity, experiences, meaning and purpose</b>	Talk about patterns in stories and take part in different religious experiences e.g The Nativity	Identify aspects of own experience and feelings, in religious material studied  Identify things they find	Respond sensitively to the experiences and feelings of others, including those with a faith	Compare aspects of their own experiences and those of others, identifying what influences their lives	Ask questions about the significant experiences of key figures from religions studied and suggest answers from	Make informed responses to questions of identity and experience in the light of their learning  Make informed responses to questions of meaning and purpose in the light of their learning	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related

		interesting or puzzling, in religious materials studied	Realise that some questions that cause people to wonder are difficult to answer	Compare their own and other people's ideas about questions that are difficult to answer	own and others' experiences, including believers  Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied		to Christianity and other faiths.  Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
<b>To reflect on ideas of right and wrong (values and commitments)</b>	Show respect to a range of religious experiences and talk about what pupils believe is right and wrong on a personal level.	identify what is of value and concern to themselves, in religious material studied	respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	make links between values and commitments, including religious ones, and their own attitudes or behaviour	ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	make informed responses to people's values and commitments (including religious ones) in the light of their learning	make informed responses to people's values and commitments (including religious ones) in the light of their learning  use different techniques to reflect deeply