

### Montgomery Primary School- Religious Education Knowledge and Progression

|                                                    |            | Reception                                                                                                                                                                                                                                 | Year 1                                                                                                                                                                                        | Year 2                                                                                                                                                                                                                                                                                                                                               | Year 3                                                                                                                                                                                                                                                                                                                                                                                                                           | Year 4                                                                                                                                                                                                                                                                                                             | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Autumn 1 <sup>st</sup> half (taught as one RE day) | Knowledge: | Being special: where do we belong?                                                                                                                                                                                                        | <b>What does it mean to belong to a faith or belief community?</b>                                                                                                                            | <b>What do Christians believe God is like?</b>                                                                                                                                                                                                                                                                                                       | <b>What do Christians learn from the creation story?</b>                                                                                                                                                                                                                                                                                                                                                                         | <b>What do Hindus believe God is like?</b>                                                                                                                                                                                                                                                                         | <b>Why do Hindus want to be good?</b>                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Creation and Science: conflicting or complementary</b>                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                    |            | Retell religious stories making connections with personal experiences.<br><br>Share and record occasions when things have happened in their lives to make them feel special.<br><br>Recall simply what happens at a traditional Christian | Introduce the concept of 'belonging' and recognise that loving others is important in lots of communities. Recognise what is good about belonging.<br><br>Recognise how Christians might show | Show and introduce to children the bible and explain that it is a key way of finding out what Christians think God is like. Tell the story of The Lost Son from the Bible.<br><br>Focus on the forgiveness and love of the father. Explain that the story is a parable and what this is.<br><br>Recognise a link with the Christian idea of God as a | Be able to tell the story of creation and say what is wonderful about the world.<br><br>Recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the world. Children to understand that Adam and Eve 'fell' from their close relationship with God. Christians see this as a picture of how all people behave: everyone sins, this is why we are separated from God and do bad things. | What do Hindus believe God is like?<br><br>Identify some Hindu deities (Brahma, Vishnu, Shiva and their consorts Saraswati, Lakshmi and Parvati) and say how they help Hindus describe God as the creator, the preserver and the destroyer.<br><br>Make simple links between beliefs about God and how Hindus live | Why do Hindus try to be good?<br><br>Identify and explain Hindu beliefs: Dharma: duty, religion, virtue and morality. There are right and wrong ways to behave, so they must behave correctly. Karma: Life is a cycle of birth, death and rebirth with our actions in this life effecting our future incarnations. Samsara: Going through the repeated cycle of birth and death (reincarnation) Moksha: The end of the reincarnation cycle, | Identify what type of text some Christians say Genesis 1 is, and the purpose. E.g. Literalist Christians believe that God created the world exactly as it states in the Bible, ie God taking six days to create everything and resting on the seventh day. Non-literalist Christians may see biblical accounts as more mythical stories. They often agree with scientific theories such as the Big Bang, but believe that God caused these. For both, the purpose of |

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|  |  | <p>baptism and dedication.</p> <p>Recall simply what happens when a boy is welcomed into a religion other than Christianity.</p> | <p>they 'belong' to their religion.</p> <p>Say simply what Jesus taught about loving other people (use the story of the Lost Coin to guide Christianity).</p> <p>Give an account of how people show they love someone by focussing on what happens at a traditional Christian wedding ceremony and suggest what the symbols mean (rings, gifts, hymns, promises.)</p> <p>Identify two ways that people show they love each</p> | <p>forgiving father. The story is a parable which is a special story Jesus told to help people understand ideas. Discuss how the father in the story is similar to God.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. E.g. by saying sorry, by seeing God as welcoming them back; by forgiving others.</p> <p>Think, talk about and question about whether they can learn anything from the story themselves, exploring different ideas. E.g. Talk about what happens in school if they do something wrong, how do they make it right? Talk about other times forgiveness is given – at home, clubs, how do</p> | <p>Describe what Christians do because they believe God is creator e.g. follow God, wonder at how amazing God's creation is, care for the Earth.</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today. Christians think the creation story is important because God created the universe out of nothing –it shows he is omnipotent and the source of all life.</p> <p>For non-Christians - why are nature and humans important and why should they look after the world/each other?</p> <p><b>L1: Retrieval Handprint I can understand where creation fits in the 'big story' of the bible.</b></p> <p><b>L2 (theology) (philosophy): I can make clear links between Genesis 1 and what Christians</b></p> | <p>e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali.</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Children can explain that the spark of atman means all living beings are sacred and special. How could this make a difference to the way people treat each other and the natural world if everyone believed that all living beings contained the 'spark' of God.</p> <p><b>L1: Introduce Hinduism handprint.</b></p> <p><b>L1: I can understand how many Hindus</b></p> | <p>which can be reached if you live the best life you possibly can. It makes you at one with God.</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live e.g. living the best life they can to either reach moksha or to effect their reincarnation in a positive way. They follow the four aims of life dharma – religious or moral duty; artha – economic development, providing for family and society y honest means; kama – regulated enjoyment of the pleasures and beauty of life; moksha – liberation.</p> <p>Make connections between Hindu beliefs studied and explain how and why they are important to Hindus.</p> <p><b>L1: Retrieval</b></p> <p><b>L1: I can understand who/what is Brahman.</b></p> | <p>the creation story is that God is the creator of the universe and he is omnipotent. The creator of all life.</p> <p>Show understanding of why many Christians find science and faith go together. Life started in the same order e.g. both in the Big Bang and Genesis the world started with darkness and then there was light. Both had plants next etc.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for these views.</p> <p><b>L1: Retrieval (creation story)</b></p> <p><b>L1: I can explore the Creation story in Genesis 1.</b></p> <p><b>L2: I can suggest what Christians might think is important from Genesis 1.</b></p> <p><b>L3: I can show an understanding of why</b></p> |
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|  |  | <p>other and belong to each other when they get married.</p> <p><b>L1: Begin by aiding retrieval using Christianity handprint</b></p> <p>I can understand what is meant by a community and give examples including faith (Christianity) and non (school community).</p> <p><b>L2: I can give ideas about how Christians show that they belong.</b></p> | <p>parents forgive? Link to parable.</p> <p><b>L1: retrieval (Christianity hand).</b></p> <p>I can identify what a parable is and ask questions about the story of the Lost Son.</p> <p><b>L2: I can retell the story of the Lost Son and share thoughts about what the story might mean.</b></p> <p><b>L3: I can show an understanding of God as the forgiving father and make links to saying sorry.</b></p> <p><b>L4: I can make connections between the story of Jonah and Christians seeing God as loving and forgiving.</b></p> <p><b>L5: I can make connections between praise</b></p> | <p><b>believe about God, creation and 'Good' in the bible.</b></p> <p><b>L3 (theology): I can understand how Christians interpret looking after the world from Genesis.</b></p> <p><b>L4: I can describe what Christians might do to look after the world because they believe God is the creator.</b></p> <p><b>L5: I can understand what Christians mean by 'The Fall'</b></p> <p><b>L6: I can ask questions and suggest answers about what might be important from the creation story and the fall for Christians and non-Christians today.</b></p> <p><b>Assessment.</b></p> | <p><b>describe ultimate reality.</b></p> <p><b>L2 (philosophy): I can make clear connections between the story of Svetaketu, Atman and how this might affect how people live.</b></p> <p><b>L3: I can identify some Hindu deities</b></p> <p><b>L4: I can talk about cycles of life/death/rebirth in nature and connect this idea with Hindu ideas about God.</b></p> <p><b>L5 (theology) (sociology): I can make simple links between beliefs about God and how Hindus live and worship.</b></p> <p><b>L6: assessment</b></p> | <p><b>L2 : I can learn about Atman.</b></p> <p><b>L3 (philosophy): I can understand what Samsara is and explain to the man in the well how his actions will need to change if he is to reach moksha.</b></p> <p><b>L4 (sociology): I can give evidence and examples to show how Hindus put their beliefs about Dharma into practice.</b></p> <p><b>L5 (sociology) I can make connections between the Hindu principle of Ahimsa and ways in which they live.</b></p> <p><b>L6 : I can offer answers to the question of why Hindus try to be good.</b></p> <p><b>Assessment.</b></p> | <p><b>many Christians find science and faith go together.</b></p> <p><b>L4: I can understand why some Christians see both Religion and Science as important.</b></p> <p><b>L5: I can weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account.</b></p> <p><b>L6: I can weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account.</b></p> <p><b>Assessment.</b></p> |
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|  |                                    |                                                        | <p><b>L3: I can say simply what different worldviews say about how valuable people are (lost coin).</b></p> <p><b>L4: I can say simply what happens at a Christian wedding ceremony and explain some symbols.</b></p> | <p><b>songs and what Christians might believe God is like.</b></p> <p><b>L6: assessment.</b></p>                                         |                                                                                                                                                                                                            |                                                                                                                                                                                     |                                                                                                                                                                                                   |                                                                                                                                    |
|  | Key vocabulary:                    | Christianity, Christian, God, Muslim, Islam, community | Community, faith, Christian Parable, wedding,                                                                                                                                                                         | Forgiving, father, prodigal, parable, worship, Jonah, Nineveh, God, loving, Holy.                                                        | Creation, Genesis, Fall, Creator, Big Story, Sin, Temptation                                                                                                                                               | Hindu, Brahman, Deity, Namaste, Shiva, Aum, Atman, Lakshmi, Vishnu, Brahma.                                                                                                         | Dharma, karma, samsara, moksha, reincarnation<br>Brahman, atman, Ahimsa, Duty, Deity.                                                                                                             | Science<br>Genesis<br>Big Bang Theory<br>Complementary<br>Creation<br>Literal<br>Creator<br>Conflicting<br>Interpretation , Theory |
|  | Links to previous/future learning: | <i>Links to all future learning.</i>                   | <p>Reception: Being Special: where do we belong?</p> <p><i>Children learnt about what is meant by a</i></p>                                                                                                           | <p>Reception: <i>Children were introduced to Christianity in Autumn 1, and this was a thread running through all of their units.</i></p> | <p>Year 1: Who do Christians say made the world?<br/>Retell the story of creation.<br/>Give at least one example of how Christians say 'thank you' to God for creation, such as: praying, grace before</p> | <p>Year 5: Why do Hindus want to be good?<br/>Identify and explain Hindu beliefs:<br/>Dharma: duty, religion, virtue and morality. There are right and wrong ways to behave, so</p> | <p>Year 4: What do Hindus believe God is like?<br/>Make simple links between beliefs about God and how Hindus live e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali.</p> |                                                                                                                                    |

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|  |  |  | <p><i>Religious Community, focussing on Christianity and Islam. They explored religious stories and how people show they belong to these communities.</i></p> <p><i>In later units, children learnt about Christmas and Easter.</i></p> | <p>Year 1: Who do Christians say made the world? Say what the story tells Christians about God, creation and the world. He is an all loving, all powerful God and the world is a special place to be looked after and safeguarded by humans. Give at least one example of how Christians say 'thank you' to God for creation, such as: praying, grace before meals, attending church, living their life by following the commandments</p> <p>Year 3: What do Christians learn from the creation story? Describe what Christians do because they believe God is creator e.g. follow God, wonder at how amazing God's creation is, care for the Earth.</p> | <p>meals, attending church, living their life by following the commandments.</p> <p>Year 6: Creation and science: conflicting or complimentary? Identify what type of text some Christians say Genesis 1 is, and the purpose. E.g. Literalist Christians believe that God created the world exactly as it states in the Bible, ie God taking six days to create everything and resting on the seventh day.</p> | <p>they must behave correctly.</p> <p>Karma: Life is a cycle of birth, death and rebirth with our actions in this life effecting our future incarnations.</p> <p>Samsara: Going through the repeated cycle of birth and death (reincarnation)</p> <p>Moksha: The end of the reincarnation cycle, which can be reached if you live the best life you possibly can. It makes you at one with God.</p> <p>Make connections between Hindu beliefs studied and explain how and why they are important to Hindus.</p> |  |  |
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| Autumn 2 <sup>nd</sup> half | Knowledge: | Why is Christmas special for Christians?                                                                                                                                                                                                                                                                                                       | Who do Christians say made the world?                                                                                                                                                                                                                                                                                                                                                                                                    | Why does Christmas matter to Christians?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | How do festivals and family life show what matter to Jewish people?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What does it mean to be a Hindu in Britain today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | What does it mean if Christians believe God is holy and loving?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Why is the Torah so important to Jewish people?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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|                             |            | <p>Talk about people who are special and discuss what makes them special.</p> <p>Recall simply what happens at a traditional Christian festival (Christmas)</p> <p>Begin to recognise the word 'incarnation' as the belief that God came to Earth as Jesus.</p> <p>Retell religious stories, making connections with personal experiences.</p> | <p>Retell the story of creation.</p> <p>Say what the story tells Christians about God, creation and the world. He is an all loving, all powerful God and the world is a special place to be looked after and safeguarded by humans.</p> <p>Give at least one example of how Christians say 'thank you' to God for creation, such as: praying, grace before meals, attending church, living their life by following the commandments.</p> | <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians, (he is God on Earth).</p> <p>Give reasons as to why Jesus' birth is 'good news' (He was sent by God to show us what God is like and how to live our lives)</p> <p>Give ways in which Christians get ready for Christmas e.g. advent, advent wreaths, give thanks to God.</p> <p>Decide what they personally have to be thankful for, giving reasons for their answers. Children build on their skill of linking religious beliefs to their own life and form their own opinions which are backed up.</p> | <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Understand that Jews believe that there is a single God who created the universe but with whom every Jew can have a personal relationship with. Jews believe that sin is a part of life as no man is perfect but that everyone is born into the world sin free. Judaism teaches that because humans have been given free will, they are responsible for their own actions. If they commit an action which is wrong, then they must seek forgiveness.</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live e.g. through celebrating forgiveness, salvation and freedom at festivals.</p> <p>Make links with the value of personal</p> | <p><b>Sociology focus</b></p> <p>Identify the terms Dharma, Sanatan Dharma and Hinduism and say what they mean.</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. puja tray).</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (arti, bhajans).</p> <p>Explore how Hindus celebrate Diwali,</p> <p>Identify some ways that are different about how Hindus show beliefs in Britain and parts of India.</p> <p>Raise questions and suggest answers about what is good about</p> | <p>Identify some different types of biblical texts, using technical terms correctly such as Psalm 103 (a prayer), Isaiah 6:1-5 (where a prophet has a religious experience) and 1 John 4:7-13 (where one of the followers of Jesus writes a letter about what God is like).</p> <p>Make clear connections between Bible texts studies and what Christians believe about God, for example how cathedrals are designed. Be able to explain how different parts of cathedrals express ideas about God as holy and loving. The vaulted ceilings reaching up high as if to touch heaven, floorplan in the shape of a cross to thank God for his gift of Jesus.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing</p> | <p>Identify and explain Jewish beliefs about God. Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship. They believe that God continues to work in the world, affecting everything that people do.</p> <p>The Jewish relationship with God is a covenant relationship. In exchange for the many good deeds that God has done and continues to do for the Jewish People... The Jews keep God's laws</p> <p>The Jews seek to bring holiness into every aspect of their lives.</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it. Jews believe that</p> |

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|  |  | <p>Be able to explore the idea that created things have creators – look at objects and be able to talk about what the creators would be like (e.g. kind, clever, friendly etc) Compare to objects in the natural world and compare to what this creator would be like. Similar to man made objects.</p> <p><b>L1: Christianity Retrieval</b></p> <p>I can understand the idea of creation and a creator.</p> <p><b>L2: I can retell the creation story.</b></p> <p><b>L3: I can think about what Christians who believe in God and the Creation story</b></p> | <p><b>L1: Retrieval</b><br/>I can understand 'incarnation' through the story of the First Christmas.</p> <p><b>L2: I can retell the story of the First Christmas.</b></p> <p><b>L3: I can give ideas as to how Jesus' birth was special to Christians.</b></p> <p><b>L4: I can give examples of how Christians use the story of the Nativity to guide their actions and beliefs at Christmas</b></p> <p><b>L5: I can understand that Christians say 'Thank you' at Christmas and decide what I personally have to be thankful for.</b></p> <p><b>L6: assessment</b></p> | <p>reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives and giving good reasons for their ideas.</p> <p><b>L1 (theology): Retrieval</b></p> <p>I can show an understanding of what many Jewish people do to mark Shabbat.</p> <p><b>L2 (sociology):</b> I can explain how Shabbat looks in the UK today.</p> <p><b>L3: I can identify what different Jewish people do to celebrate at Rosh Hashanah.</b></p> <p><b>L4: I can identify what happens at Yom Kippur.</b></p> <p><b>L5: I can understand the story of Passover.</b></p> <p><b>L6: I can understand why many Jewish people celebrate Passover.</b></p> | <p>being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing.</p> <p><b>Hinduism handprint and retrieval.</b></p> <p><b>L1: I can understand what is Hindu Dharma.</b></p> <p><b>L2: I can describe how Hindus show their faith within their families and faith communities in Britain today (e.g. puja tray).</b></p> <p><b>L3: I can understand what is meant by Dharma.</b></p> <p><b>L4: I can identify what Ramayana tells Hindus about dharma.</b></p> <p><b>L5: I can explore how Hindus celebrate Diwali.</b></p> <p><b>L6: As above.</b></p> <p><b>Assessment.</b></p> | <p>insights of their own. Children can discuss the balance of justice and mercy – is it good to have strict rules. Compare to law and rules within school. Should rules be relaxed or strict, stern or forgiving? What are the advantages and disadvantages of having strict rules or of being in a place where forgiveness is offered?</p> <p><b>L1: Retrieval</b></p> <p><b>L1: I can identify and understand some words Christians might use to talk about God.</b></p> <p><b>L2 (theology): I can make further connections between biblical texts and Christian ideas of God.</b></p> <p><b>L3: I can talk about how Christians show their beliefs about God in art.</b></p> <p><b>L4: I can Talk about how worship reflects</b></p> | <p>God dictated the Torah to Moses on Mount Sinai 50 days after their exodus from Egyptian slavery. They believe that the Torah shows how God wants Jews to live. It contains 613 commandments and Jews refer to the ten best known of these as the ten 10 statements. The Torah is kept in the Ark and is covered. They use a Yad to read it and it is not directly touched as it is a sacred text.</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it. Jews believe that God dictated the Torah to Moses on Mount Sinai 50 days after their exodus from Egyptian slavery. They believe that the Torah shows how God wants Jews to live. It contains 613 commandments and Jews refer to the ten best known of these as the ten 10 statements. The Torah is kept in the Ark and is covered. They use a Yad to read it and it is not directly</p> |
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|  |  |  | <p>might say thank you for.</p> <p>L4: I can give at least one example of what Christians do to say 'thank you' to God for Creation.</p> <p>L5: I can represent the Creation Story using Art.</p> <p>L6: I can think, talk and ask questions about living in an amazing world.</p> <p><i>This lesson is not on NATRE. Ask the children what questions they would like to ask the creator. Come up with a bank of questions.</i></p> <p>L6: I can show an understanding of the Christian Creation story.</p> |  |  | <p><b>Christian ideas about God.</b></p> <p><b>L5: As above</b></p> <p><b>L6: I can give ideas as to what it means that Christians believe God to be holy and loving.</b></p> | <p>touched as it is a sacred text.</p> <p>Make clear connections between Jewish commandments and how Jews life e.g. in relation to kosher laws.</p> <p>Consider and weigh up the value of tradition, ritual, community, study and worship in the lives of Jews today. Jewish identity relies largely on religious practices. Rituals mark the important stages in a Jews life, and Jews celebrate many festivals throughout the year to remember important events in Jewish history. Worship of God is central to the Jewish faith. Many Jews place great importance on prayer and on worship in the synagogue.</p> <p><b>L1: retrieval</b></p> <p><b>I can show an understanding of Jewish people in the UK today.</b></p> <p><i>Synagogue visit.</i></p> <p><b>L2: I can make clear connections about</b></p> |
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|  |                 |                                                                                       | assessment                                                                                      |                                                                                                            |                                                                                                                      |                                                                                      |                                                                                               | <p>Jewish beliefs about the Torah and how they use and treat it.</p> <p>L3: I can understand that there are different types of synagogues in the UK today.</p> <p>L4: I can give evidence and examples to show how Jewish people put their beliefs into practice.</p> <p>L5: I can consider and weigh up the value of tradition, ritual, community, study and worship in the lives of Jews today.</p> <p>L6: I can give ideas of why the Torah is important to Jewish people.</p> <p>Assessment.</p> |
|  | Key vocabulary: | Incarnation<br>Jesus<br>Christmas<br>Mary Joseph<br>Shepherds<br>Angel Star<br>Manger | Creation, God,<br>World, believe,<br>Belief, bible,<br>thank,<br>Genesis,<br>Harvest,<br>Praise | Incarnation,<br>Advent, Jesus,<br>Secular, Mary,<br>Religious, Joseph,<br>Birth, Shepherds,<br>Celebration | Freedom, Shabbat,<br>Torah, Rosh<br>Hashanah, Yom<br>Kippur, Shema,<br>Orthodox, Progressive,<br>Pesach, Forgiveness | Hindu, Dharma,<br>Puja, Deity,<br>Ramayana,<br>Mandir, Shrine,<br>Diwali, Rama, Sita | Holy, Loving,<br>Omnipresent,<br>Omniscient, Believer,<br>Eternal, Isaiah, John,<br>Testament | Torah, synagogue,<br>Sefer Torah, Kosher,<br>Orthodox, Progressive,<br>Secular, Kashrut,<br>Pesach (Passover)                                                                                                                                                                                                                                                                                                                                                                                        |

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|  | Links to previous /future learning: | <p>Year 2: Why does Christmas matter to Christians?</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians, (he is God on Earth).</p> <p>Give reasons as to why Jesus' birth is 'good news' (He was sent by God to show us what God is like and how to live our lives)</p> <p>Give ways in which Christians get ready for Christmas e.g advent, advent wreaths, give thanks to God.</p> <p>Decide what they personally have to be thankful for, giving reasons</p> | <p>Year 3: What do Christians learn from the Creation story? Be able to tell the story of creation and say what is wonderful about the world. Describe what Christians do because they believe God is creator e.g. follow God, wonder at how amazing God's creation is, care for the Earth.</p> <p>Year 6: Creation and Science: conflicting or complementary?</p> | <p>EYFS: Why is Christmas special to Christians?</p> | <p>Year 2: Who is Jewish and how do they live? Give examples of how Jewish people celebrate special times e.g. Shabbat – candles, blessing the children, wine, challah bread, family meal and rest. Sukkot – eating meals and camping out. Chanukah – lighting candles, reading scripture, singing hymns, almsgiving. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. Children should be able to say that it allows Jews to affirm their faith in God.</p> <p>Year 6: Why is the Torah so important to Jewish people? Identify and explain Jewish beliefs about God. Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship. They believe that God continues to work in the world, affecting</p> | <p>Year 4: What do Hindus believe God is like?</p> <p>Identify some Hindu deities (Brahma, Vishnu, Shiva and their consorts Saraswati, Lakshmi and Parvati) and say how they help Hindus describe God as the creator, the preserver and the destroyer.</p> <p>Make simple links between beliefs about God and how Hindus live e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali.</p> | <p>Year 2: What do Christians believe God is like? Tell the story of The Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving father. The story is a parable which is a special story Jesus told to help people understand ideas. Discuss how the father in the story is similar to God.</p> | <p>Year 2: Who is Jewish and how do they live? Give examples of how Jewish people celebrate special times e.g. Shabbat – candles, blessing the children, wine, challah bread, family meal and rest. Sukkot – eating meals and camping out. Chanukah – lighting candles, reading scripture, singing hymns, almsgiving. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. Children should be able to say that it allows Jews to affirm their faith in God.</p> <p>Year 3: How do festivals and family life show what matter to Jewish people? Make simple links between Jewish beliefs about God and his people and how Jews live e.g. through celebrating forgiveness, salvation and freedom at festivals. Make links with the value of personal</p> |
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|  |  | <p>for their answers. Children build on their skill of linking religious beliefs to their own life and form their own opinions which are backed up.</p> <p><i>Children may be able to activate their own existing knowledge.</i></p> |  | <p>everything that people do.</p> <p>The Jewish relationship with God is a covenant relationship. In exchange for the many good deeds that God has done and continues to do for the Jewish People...</p> <p>The Jews keep God's laws</p> <p>The Jews seek to bring holiness into every aspect of their lives.</p> <p>Consider and weigh up the value of tradition, ritual, community, study and worship in the lives of Jews today. Jewish identity relies largely on religious practices. Rituals mark the important stages in a Jews life, and Jews celebrate many festivals throughout the year to remember important events in Jewish history. Worship of God is central to the Jewish faith. Many Jews place great importance on prayer and on worship in the synagogue</p> |  | <p>reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives and giving good reasons for their ideas.</p> |
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| Spring 1 <sup>st</sup> half | Knowledge:         |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
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|                             | Key vocabulary:    |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|                             | Links to previous/ |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Spring 2 <sup>nd</sup> half | Knowledge:         | <p><b>Why is Easter special for Christians?</b></p> <p>Talk about ideas of new life in nature.</p> <p>Recognise and retell stories connected with celebration of Easter.</p> <p>Recognise some symbols Christians use during Holy Week.</p> <p>Talk about some ways Christians remember</p> | <p><b>Who is Muslim and how do they live? Part 1</b></p> <p>Introduce the idea that Muslims believe in Allah as the one true God. Explain that the central belief that there is one God is referred to as Tawhid.</p> <p>Explain that Iman means belief and it is expressed in the words of the Shahadah. Talk about how these words are used.</p> | <p><b>Who is Jewish and how do they live? Part 1</b></p> <p>Discuss precious objects children might have in their home and why they might be important.</p> <p>Find out what special objects Jewish people might have in their home by exploring pictures (mezuzah, candlesticks, challah bread, challah cover, wine goblet, kosher food, chanukiah, kippah). Gather</p> | <p><b>How do festivals and worship show what matters to a Muslim? (mosque visit)</b></p> <p>Identify some beliefs about God in Islam,</p> <p>Make clear links about God and <i>Ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.</p> <p>Ask questions and suggest answers about the value of submission and self control to Muslims, and whether there are benefits for all of these people.</p> | <p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Recognise the word 'salvation', and that Christians believe Jesus came to 'save' or 'rescue' people e.g. by showing them how to live. Christians believe that when Jesus died on the cross, he was sacrificed for the sins of humankind. This allows humans to be reunited with God after death in Heaven. This is called salvation.</p> | <p>What does it mean to be a Muslim in Britain today?</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an. E.g. Tawhid (the oneness of God) Muhammad as the messenger, Qur'an as the messenger.</p> <p>Describe ways in which Muslim sources of authority guide Muslim living e.g. Qur'an guidance on Five Pillars and Hajj practices.</p> |  |

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|  |  | these stories at Easter. | <p>Describe how Muslims believe it is impossible to capture fully what God is like, but they use 99 names for Allah to help them understand Allah better. Explore what these are and look at some written in beautiful calligraphy. Respond to sentence starters 'One beautiful name found in the Qu'ran for Allah is...' Get the children to create some beautiful calligraphy around a beautiful name of Allah and explain why this characteristic might be important to Muslims.</p> <p><b>L1: I can understand</b></p> | <p>questions about objects.</p> <p>Introduce Jewish beliefs about God expressed in the Shema. Explore the meaning of words.</p> <p>Look at a mezuzah and how it is used in homes. Explore how it has the words of the Shahada inside. Ask children what words they would like displayed in their homes.</p> <p><b>L1: I can discuss objects which are precious to me and why they might be important.</b></p> <p><b>L2: I can find out what special objects Jewish people might have in their homes.</b></p> <p><b>L3: I can recognise the words of the Shema as a Jewish prayer and explore their meaning.</b></p> | <p><b>L1: Retrieval</b><br/><i>Show images of mosque, Qu'ran and key artefacts. Do children recognise from previous unit?</i><br/><i>Show the words Islam, Muslims and Salaam. Discuss the relevance of 'slm'</i></p> <p><i>Discuss the value of submission.</i></p> <p><b>L2 (theology): I can give ideas about what the opening chapter of the Qur'an teach Muslims about God.</b></p> <p><b>L3: I can understand why prayer matters to Muslims.</b></p> <p><b>L4: I can understand why the mosque is a special place for Muslims.</b></p> <p><b>L5: I can give ideas about why Muslims celebrate at the end of Ramadan.</b></p> <p><b>L6: Visitor: talk and answer questions about the celebration of Eid at home and in the mosque. assessment.</b></p> | <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities, children can explore how different churches do on Palm Sunday, Good Friday and Easter Sunday e.g. types of service, music, readings, actions and rituals, colours, decorations.</p> <p>Raise thoughtful questions and suggest answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. Children can explain that they think Jesus rose from death – so Friday was not the end; and he opened up a way to heaven too, which Christians say is good news for all.</p> | <p>Make clear connections between Muslim beliefs and ibadah (service) – Five Pillars, festivals, mosques and art. The Five pillars –</p> <ol style="list-style-type: none"> <li>1. Profession of faith</li> <li>2. Prayer</li> <li>3. Alms</li> <li>4. Fasting</li> <li>5. Pilgrimage</li> </ol> <p>Muslims show their faith through following these and their service to God.</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Devon today. During Covid Exeter Mosque was used as a vaccination centre to combat 'jab hesitancy'. Helping at food shelters. Exeter Guild tries to build education and relationships between Muslims and Non-Muslims. Building links with charities to support them.</p> <p><b>L1: Retrieval</b><br/><i>I can learn about the Muslim faith in my local area and Britain today.</i></p> |  |
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|  |  |  | <p>what Muslims think about God</p> <p>L2: I understand what some of the Muslim 99 beautiful names for God are.</p> <p>L3: I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah.</p> <p>L4: I can identify what Muslims believe the prophet Muhammad was like and why he was important.</p> <p>L5: I can identify what Muslims do because they love to treat the Quran with respect.</p> | <p>L4: I can explore how a mezuzah is used in a home and suggest why the might contain the words of the Shema.</p> <p>L5: I can suggest what words are special to me and what I might display in my home.</p> |  | <p>L1: Retrieval.<br/>I can sequence the Easter Story.</p> <p>L2: I can talk about what happened during Holy Week.</p> <p>L3: I can understand what the events of Holy Week might mean to Christians.</p> <p>L5: Diary Write</p> <p>I can share ideas about how the story provokes hope, sadness and Joy.</p> <p><b>L5: I can share ideas about how the story provokes hope, sadness and Joy.</b></p> | <p>L2: I can understand how the five pillars affect the lives of Muslims in Britain today.</p> <p>L3: I can give ideas about how Zakah is important to Muslims and say how charity is important to me.</p> <p>L4/5: I can explore why Muslims go on pilgrimage.</p> <p>L6: I can give ideas about what it is like to be a Muslim in Britain today.</p> <p>Assessment.</p> |  |
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|  | Key vocabulary:                     | Jesus God<br>Salvation<br>Easter<br>Hosanna Palm<br>Good Friday<br>Donkey<br>Sunday<br>Disciples                            | Tawhid, Iman,<br>Shahadah,<br>Allah, Qur'an                                                                                                                                                                                                                                                                                                                                                                         | Synagogue,<br><b>Shema</b> , Torah,<br>God, Jewish,<br>Chanukah,<br><b>Mezuzah</b> , Dreidel,<br>Shabbat, Star of<br>David.<br>(note that this is a<br>double unit, some<br>of the vocabulary<br>will only be<br>relevant in the<br>next half term) | Prophet, Quran,<br>Muhammad, Salah,<br>Allah, Ramadan,<br>Fasting, Sawm,<br>Tawhid. Eid                                                                                                                                                                                                                                                                                                                             | Salvation Palm<br>Sunday Jerusalem<br>Disciples<br>Resurrection Sin<br>Forgiveness Easter<br>Crucifixion Calvary                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Muslim Salah Ibadah<br>Sawm Submission<br>Zakah Ramadan Hajj<br>Shahadah Pilgrimage                                                                                                   |  |
|  | Links to previous /future learning: | <i>Links to all<br/>future learning.<br/>Children may<br/>be able to<br/>activate their<br/>own existing<br/>knowledge.</i> | Reception:<br>Being special:<br>where do we<br>belong?<br><br><i>Children learnt<br/>about what is<br/>meant by a<br/>Religious<br/>Community,<br/>focussing on<br/>Christianity<br/>and Islam.<br/>They explored<br/>religious<br/>stories and<br/>how people<br/>show they<br/>belong to<br/>these<br/>communities.</i><br><br>Year 3: How<br>do festivals<br>and worship<br>show what<br>matters to a<br>Muslim? | Year 3: How do<br>festivals and<br>family life show<br>what matters to<br>Jewish people?<br><br>Year 6: Why is the<br>torah so important<br>to Jewish people?                                                                                       | Reception: Being<br>special: where do we<br>belong?<br><i>Children learnt about<br/>what is meant by a<br/>Religious Community,<br/>focussing on<br/>Christianity and Islam.<br/>They explored religious<br/>stories and how people<br/>show they belong to<br/>these communities</i><br><br>Year 1: Who is Muslim<br>and how do they live?<br><br>Year 5: What does it<br>mean to be a Muslim in<br>Britain today? | Year 1: Why does<br>Easter matter to<br>Christians?<br>Be able to retell the<br>Easter story and<br>recognise a link<br>with the idea of<br>Salvation.<br>Christians believe<br>that when Jesus<br>died on the cross,<br>he was sacrificed<br>for the sins of<br>humankind. This<br>allows humans to<br>be reunited with<br>God after death in<br>Heaven. This is<br>called salvation.<br>Give three<br>examples of how<br>Christians show<br>their beliefs about<br>Jesus' death and<br>resurrections in<br>Church worship at<br>Easter. E.g., Palm<br>Sunday crosses,<br>Good Friday | EYFS: Being special,<br>where do we belong?<br><br>Year 1: Who is Muslim<br>and how do they live?<br><br>Year 3: How do<br>festivals and worship<br>show what matters to a<br>Muslim? |  |

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|                             |            |  | Year 5: What does it mean to be a Muslim in Britain today?                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (church services, hot cross buns, Stations of the cross), Easter Sunday (joyful songs, decoration crosses in church, giving and eating eggs).                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Summer 1 <sup>st</sup> half | Knowledge: |  | <p><b>Who is Muslim and how do they live? Part 2</b></p> <p>Remind pupils that the Shahadah says Muhammed is God's messenger. Explore the ideas that stories of the Prophet are important in Islam.</p> <p>Read the story of the tiny ants and make links between this and what Muslims might believe about Muhammad (cared for</p> | <p><b>Who is Jewish and how do they live? Part 2</b></p> <p>Find out what many Jewish people do in their home on Shabbat. Explore how some Jewish people call it 'day of delight' and celebrate God's creation.</p> <p>Look at some stories from the Jewish bible (tenakh) which teach about God looking after his people.</p> <p>Use a variety of interactive ways of learning about stories and what happens at festivals. E.g. Chanukah look at some art, read the</p> | <p><b>What kind of world did Jesus want?</b></p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of the people.</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> | <p><b>For Christians, what was the impact of the Pentecost?</b></p> <p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.</p> <p>Make links between ideas about the Kingdom</p> | <p><b>What matters most to Humanists and Christians?</b></p> <p>Identify and explain beliefs about what is good and bad (Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good</p> <p>Make clear connections between Christian and Humanist views about being good and how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it could be hard</p> |  |

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|  |  | <p>Allah's creations).</p> <p>Read the story of the crying camel and make links (show others how to care for animals).</p> <p>Read the story of the black stone and make links (wise)</p> <p>Revisit the Shahadah – it says Muhammad is God's messenger. Find out about the message by exploring the story of the first revelation he received of the Qur'an on the 'Night of Power'.</p> <p>Find out where, how, when and why Muslims read the Qur'an.</p> <p>Introduce the idea of the 5</p> | <p>story, find out about the menorah.</p> <p>Consider the importance and value of celebration and remembrance in children's own lives.</p> <p>L1: Retrieval.<br/>L2: I can give examples of how Jewish people celebrate special times (shabbat).<br/>L3: I can give examples of how the stories remind Jews about what God is like.<br/>L4: What might the story of Chanukah* make Jewish people think about?<br/>L5: I can talk about what is good about reflecting, thanking, praising and remembering for Jewish people and in my own life.</p> | <p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p> <p>L1 (theology): Retrieval</p> <p>I can give ideas on the meaning of a bible text (Mathew 4:18-19)</p> <p>L2 (theology) : I can make inferences from a text from the bible (Matthew 4:18-20)</p> <p>L3: I can understand what it means to be a fisher of men and an evangelist.</p> <p>L4: I can explore how some Christian charities follow Jesus' example.</p> <p>L5: I can give ideas about how parables guide Christians today.</p> <p>L6: assessment.</p> | <p>of God in the bible and what people believe about following God today.</p> <p>L1: Retrieval</p> <p>L2: I can consider the Pentecost story.</p> <p>L3: I can share the story of the Pentecost.</p> <p>L4: I can explore what Christians believe the Holy Spirit is and what it enables them to do.</p> <p>L5: I can make links between the Kingdom of God and what people believe about God today.</p> | <p>Make connections between the values studied and their own lives</p> <p>L1: I can understand the concept of rules.</p> <p>L2: I can explore who humanists who are and what codes for living they use.</p> <p>L3: I can explore who humanists who are and what codes for living they use.</p> <p>L4: I can understand what values matter most to Christians</p> <p>L5: I can understand what humanists and Christians base their decisions on.</p> <p>L6: I can identify what matters most of Humanists and Christians.</p> |  |
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|  |                 |  | <p>pillars as example of Ibadah. Find out about Salah and why this might be important.</p> <p>L1: Retrieval.</p> <p>L2: I can understand why worship is important to Muslims.</p> <p>L3: I can think, talk about and ask questions about Muslim ways of living.</p> <p>L4/L5: I can think, talk and ask questions about Muslim beliefs and ways of living.</p> |                                                                                                  |                                                                                          |                                                                              |                                                                       |                                                                          |
|  | Key vocabulary: |  | <p>Shahadah, Prophet, Qur'an, Ibadah, salah,</p>                                                                                                                                                                                                                                                                                                               | <p>Synagogue, Shema, Torah, God, Jewish, Chanukah, Mezuzah, Dreidel, Shabbat, Star of David.</p> | <p>Jesus Vicar Disciples Parable Follower Samaritan Clergy Gospel Galilee Evangelist</p> | <p>Pentecost Tongues Holy Spirit Trinity Lord's Prayer Apostles Baptised</p> | <p>Humanist Humanism Worldview Christian Moral Values Golden rule</p> | <p>Prophet, Holy Qur'an, Hajj, ibadah, shahadah, salat, sawm, zakah.</p> |

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| Links to previous/future learning: |  | <p>Reception:<br/>Being special:<br/>where do we belong?<br/><i>Children learnt about what is meant by a Religious Community, focussing on Christianity and Islam. They explored religious stories and how people show they belong to these communities</i></p> <p>Year 1 unit 1<br/><i>who is Muslim and how do they live?</i></p> <p>Introduce the idea that Muslims believe in Allah as the one true God. Explain that the central belief that there is one God is referred to as Tawhid.</p> <p>Explain that Iman means belief and it is</p> | <p>Year 2 unit 1 <i>Who is Jewish and how do they live?</i></p> <p>Discuss precious objects children might have in their home and why they might be important.</p> <p>Find out what special objects Jewish people might have in their home by exploring pictures (mezuzah, candlesticks, challah bread, challah cover, wine goblet, kosher food, chanukiah, kippah). Gather questions about objects.</p> <p>Introduce Jewish beliefs about God expressed in the Shema. Explore the meaning of words.</p> <p>Look at a mezuzah and how it is used in homes. Explore how it has the words of the Shahada inside.</p> | <p>Year 2: How should we care for others and the world and why does it matter?</p> <p>Year 3: How and why do people try to make the world a better place?</p> | <p>Year 4: Why do Christians call the day Jesus died 'Good Friday'?</p> | <p>Year 4: How and why do people try to make the world a better place?<br/>Make simple links between teaching about how to live and ways in which people try to make the world a better place.<br/>E.g. Christian belief of charity e.g. look at Christian aid.<br/>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. Skill – be able to compare the above religions and they way in which they try to make the world a better place. Do you agree? What other ways can children think of? Compare, debate and form own opinions.</p> <p>Year 6: How does faith help people when life gets hard?<br/>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. E.g. through prayer, giving a sense of purpose, a</p> | <p>Year 1: Who is Muslim and how do they live?</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah.</p> <p>Iman means belief, there is no God but God and Muhammad is the messenger of God. Important belief of daily prayers and how to be a good Muslim is to submit willingly to God.</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions e.g. by caring for creation and by fasting in Ramadan.</p> <p>Year 3: How do festivals and worship show what matters to Muslims?<br/>Identify some beliefs about God in Islam. (He is the most loving, the most merciful and the lord of everything that exists)<br/>Give examples of ibadah (worship) in Islam e.g. prayer, fasting and celebrating</p> |
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|  |  |  | <p>expressed in the words of the Shahadah. Talk about how these words are used. Describe how Muslims believe it is impossible to capture fully what God is like, but they use 99 names for Allah to help them understand Allah better. Explore what these are and look at some written in beautiful calligraphy. Respond to sentence starters 'One beautiful name found in the Qu'ran for Allah is...'</p> <p>Get the children to create some beautiful calligraphy around a beautiful name of Allah and explain why this characteristic</p> | <p>Ask children what words they would like displayed in their homes.</p> <p>Year 3: How do festivals and family life show what matters to Jewish people?</p> <p>Year 6: Why is the torah so important to Jewish people?</p> |  |  | <p>guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Identify beliefs about life after death in at least two religious traditions, compare and explain similarities and differences. Christians – resurrection of the body, judgement by God, salvation through Jesus, heaven. Give examples of ways in which beliefs about resurrection/judgement/ heaven make a difference to how someone lives. They can bring comfort to people when they are suffering or they are bereaved. It also encourages people to follow the commandments of their religion so that they can have a successful afterlife.</p> | <p>Describe what they involve.</p> <p>Prayer - 5 times a day, preparation of cleaning and prayer positions.</p> <p>Fasting – Not eating or drinking during daylight hours to show self-control.</p> <p>Celebrating – Celebrating God and the greatness that he brings.</p> |
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|                             |            |                                                                                                                                                                                                                                     | <p>might be important to Muslims.</p> <p>Year 3: How do festivals and worship show what matters to a Muslim?</p> <p>Year 5: What does it mean to be a Muslim in Britain today?</p>                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Summer 2 <sup>nd</sup> half | Knowledge: | <p><b>What places are special and why?</b></p> <p>Talk about places which are special to them and why they are special.</p> <p>Recognise that some religious people have places which are special to them (Christians, Muslims)</p> | <p><b>What makes some places sacred to believers? (focus on Islam and Christianity)</b></p> <p>Recognise that there are special places where people go to worship and talk about what people do there. Discuss Churches and Mosques. People go there to pray, sing, learn about their religion, socialise with</p> | <p><b>How should we care for others and the world, and why does it matter? (focus on Christianity and Judaism)</b></p> <p>Identify a story or a text that says something about each person being unique and valuable. Christians: Matthew 6:26; Jesus blesses the children (Matthew 19, Mark 10, Luke 18); for Jews and Christians: teachings such as Psalm 8 (David praises God's creation and how</p> | <p><b>How and why do people mark the significant events of life?</b></p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. For example: Christians – baptism. Jews – bar/bat mitzvah. Hindus – sacred thread ceremony. These mark the start of growing up and beginning to take responsibility within a faith community.</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread,</p> | <p><b>How and why do people try to make the world a better place?</b></p> <p>Identify some beliefs about why the world is not always a good place. E.g. Christian idea of sin. Think about local area things that are bad and scale up globally – talk about pandemic, war etc.</p> <p>Make simple links between teaching about how to live and ways in which people try to make the world a better place.</p> | <p><b>What can be done to reduce racism? Can religion help?</b></p> <p>Describe examples of ways in which people use texts/teachings to make sense of response to racism and how to approach the challenges it presents.</p> <p>Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these.</p> <p>Interpret case studies of how people holding both religious and non</p> | <p><b>Green religion: What do religious and non-religious worldviews teach about caring for the earth?</b></p> <p>Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues.</p> <p>Describe examples of ways in which people use religious texts/sources of authority to respond to environmental issues.</p> <p>Make clear connections between what people from religious and non-religious worldviews</p> |

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|  |  | <p>people within their religion.</p> <p>Give examples of stories, objects, symbols and actions used in churches and mosques which show what people believe in. E.g. In Church – alter, cross, crucifix, font, lectern, candles. Mosque – wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</p> <p>Talk about what makes some places special to people and what the difference is between religious and non-religious places. Religious places are special as they are places</p> | <p>each person is special in it.) Use the Golden Rule to illustrate non-religious views about the value of all people (the principle of treating others as one wants to be treated).</p> <p>Give an example of how people show that they can care for others (e.g. by giving to charity, looking after friends and family when they are sad, sharing, caring, saying thank you) making links to one of the stories.</p> <p>Give examples of how Christians and Jews can show care for the natural earth. E.g. recycling, fighting climate change, stopping deforestation, avoiding waste, protecting animals.</p> <p>Think, talk and ask questions</p> | <p>marriage) and say what these rituals mean. Sacred thread – The Janoi is made up of three strands, representing purity of thought, words and actions. Janoi wearers may chant a special mantra when putting on and taking off their sacred thread. Vows are made to obey all aspects of the first ashrama. Baptism – water is splashed over the head and is a symbol of washing away sin and the start of a new life. Marriage - Christian marriage takes place in the presence of a priest or minister who represents the presence of God, leads the couple in expressing their commitment to each other through the taking of vows, and blesses their union</p> <p>Identify some differences in how people celebrate commitment e.g. different practices of marriage, or Christian baptism.</p> | <p>E.g. Jewish teaching of tikkun olam (mending the world) and tzedaka (charity). Jewish people have a new year festival for trees (Tu B'shevat) and how they can 'mend' the world. Muslim belief in charity (zakah). How do Muslims give to charity, how do they try to make the world a better place. By giving time and money to others more in need. Christian belief of charity e.g. look at Christian aid. Think of non-religious views e.g. following The Golden Rule (treat others as you want to be treated) How do they make the world a better place? Explore the secular charity Oxfam.</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways</p> | <p>religious worldviews have approached racism.</p> <p>L1: I can identify what Racism is and why it is wrong.</p> <p>L2: I can identify what we can learn from the stories of two statues in Bristol.</p> <p>L3: I can understand how Peter learnt that God has no favourites.</p> <p>L4: I can apply the golden rule and silver rule and suggest how they can reduce Racism.</p> <p>L5: I can make inferences.</p> <p>L6: I can express my own vision for justice and equality.</p> | <p>believe about the world and environment.</p> <p>Reflect on and articulate lessons people might gain from beliefs about the environment.</p> <p>L1: Retrieval Handprints</p> <p>L2: I can explore the non-religious worldviews of Greta Thunberg.</p> <p>L3: I can discuss key questions about the Earth.</p> <p>L4: I can understand key concepts that have implications for the care of the Earth.</p> <p>L5: I can explore the work of religious projects.</p> <p>L6: I can explore creative expressions of green spirituality.</p> <p>L7: assessment</p> |
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|  |  | <p>where members of faith communities can come together to celebrate life's big events such as weddings and funerals. They give people the opportunity to feel closer to God, to meet others with the same beliefs and to feel like part of a community.</p> <p>L1: I can identify places which are special and sacred.</p> <p>L2: I can understand what places are sacred to Christians.</p> <p>L3: I can understand what places are sacred to Muslim people.</p> <p>L4/5 I can say which places</p> | <p>about what difference believing in God makes to how people treat each other and the natural world. Religious people believe God made the world and we must look after it as a thank you for God. Christians believe we are stewards of the Earth and will have to hand it back to God. They must follow the teachings of religious texts to make their way to God in the afterlife.</p> <p>L1: I can make links between why I am unique and special and how Christians and Jewish people know they are special to God.</p> <p>L2: I can give ideas on what Christian/ Jewish and non religious people believe about caring for people.</p> <p>L3/4: I can understand what</p> | <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. Skill- be able to debate and come up with own opinions based on knowledge learnt.</p> <p>L1: Retrieval<br/>I can recognise celebrations from different religious worldviews</p> <p>L2: I can understand why baptism is significant to Christians</p> <p>L3: I can understand how many Jewish people mark becoming an adult.</p> <p>L4: I can suggest how Hindus mark the significant events of life.</p> <p>L5: I can give ideas about the significance of wedding ceremonies.</p> <p>L6: assessment</p> | <p>of making it better. Skill – be able to compare the above religions and they try to make the world a better place. Do you agree? What other ways can children think of? Compare, debate and form own opinions.</p> <p>L1: I can understand why the world is not always a good place and give ideas about how it could be better.</p> <p>L2: I can give ideas about how the 'Golden Rule' could help people work out how to make the world a better place.</p> <p>L3: I can understand the Jewish teaching Tikkun Olam and understand how Jewish people try to make the world a better place.</p> <p>L4: I can give ideas about who is inspired by Jesus'</p> |  |  |
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|  |                                    |                                                                                            | are special and why.                                                                                                                                                                                                                                              | Jewish people believe about caring for people. L5/6: I can give ideas about what Christians and Jewish people believe about the beginning of the world and how it should be treated. |                                                                                                                    | example of sacrifice.<br><br>L6: I can consider how non-religious people try to make the world a better place.                                                                                                                                                                                                                                                                                               |                                                                                                   |                                                                                                                          |
|  | Key vocabulary:                    | Christians<br>Bible<br>Pilgrimage<br>Mosque<br>Muslims Imam<br>Holy Qur'an<br>Church Vicar | Worship<br>Mosque<br>Sacred Holy Church<br>Christian<br>Muslim Place of Worship                                                                                                                                                                                   | Community<br>Genesis World<br>Religious Psalm<br>Non-religious<br>Stewardship<br>Christian love<br>Jews                                                                              | Significant Bar Mitzvah<br>Journey Bat Mitzvah<br>Baptism Ceremony<br>Commitment Wedding<br>Marriage Sacred Thread | Tikkun Olam<br>Stewardship<br>Jewish Steward<br>Christian Salvation<br>Muslim Humanist<br>Zakat Golden Rule                                                                                                                                                                                                                                                                                                  | Fairness Prejudice<br>Racism Ethnicity<br>Justice Hate Speech<br>Tolerance<br>Respect Acceptance. | .pollution extinction<br>environmental change<br>khalifa stewardship Tu<br>B'Shevat Hindu Bhumi<br>Project Spirituality. |
|  | Links to previous/future learning: | <i>Themes of special places are woven throughout all future units.</i>                     | EYFS: Which places are special and why?<br>Being special: where do we belong?<br><br>Y1: Who is Muslim and how do they live?<br><br>Y3: How do festivals and worship show what matters to a Muslim?<br><br>Y5: What does it mean to be a Muslim in Britain today? | EYFS: Which places are special and why?<br><br>Year 1: Who do Christians say made the world?<br><br>Year 3: What do Christians learn from the Creation story?                        | Year 4: What does it mean to be a Hindu in Britain today?<br>Year 2: Who is Jewish and how do they live?           | Year 1: How should we care for others and for the world, and why does it matter?<br>Identify a story or a text that says something about each person being unique and valuable.<br>Christians:<br>Matthew 6:26;<br>Jesus blesses the children (Matthew 19, Mark 10, Luke 18); for Jews and Christians:<br>teachings such as Psalm 8 (David praises God's creation and how each person is special in it.) Use | Thematic unit: links all previous learning on religions.                                          | Thematic unit: links all previous learning on religions.                                                                 |

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|  |  |  |  |  | <p>the Golden Rule to illustrate non-religious views about the value of all people (the principle of treating others as one wants to be treated).</p> <p>Give an example of how people show that they can care for others (e.g. by giving to charity, looking after friends and family when they are sad, sharing, caring, saying thank you) making links to one of the stories.</p> <p>Give examples of how Christians and Jews can show care for the natural earth. E.g. recycling, fighting climate change, stopping deforestation, avoiding waste, protecting animals. Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world.</p> <p>Religious people believe God made</p> |  |  |
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|  |  |  |  |  |  | <p>the world and we must look after it as a thank you for God. Christians believe we are stewards of the Earth and will have to hand it back to God. They must follow the teachings of religious texts to make their way to God in the afterlife</p> |  |  |
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