



# RE Curriculum

## EYFS –Year 6



# Religious Education

At Lingdale our RE vision is ensure the children acquire the core knowledge and understanding of the beliefs and practices of the religions and worldviews which not only shape their history and culture but which guide their own development.

Subject Intent:

Religious Education contributes dynamically to children and young people's education in Lingdale Primary School by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE the children learn about and from religions and worldviews in local, national and global contexts and discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

The teaching of RE in Lingdale equips pupils with a systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It aims to develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. We aim to ensure that pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.

Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

- At Lingdale, our aim is that children develop their respect for and sensitivity to others, in particular to those with faiths and beliefs which are different to their own.
- The children are to develop a knowledge of Christianity as the main religion within Great Britain whilst also taking into account the teachings and practices of other principal religions and worldviews in Great Britain including Buddhism, Hinduism, Islam, Judaism and Humanism.
- We aim to develop the pupil's dialogue with regards these religions and worldviews.
- We aim to develop the pupils dialogue when they discuss their personal beliefs, ideas, values and experiences. They should do this clearly and coherently and with confidence ensuring that they are respecting the rights of others who have differing views.
- Through a clear progression in teaching, children will develop and use vocabulary linked to religions and worldviews.
- Through high quality experiences, children will be enabled to know more, remember more and understand more about the RE curriculum.
- An initial assessment at the start of an RE topic and a gold piece of work at the end will celebrate the children's achievements as well as demonstrating their progress and development of their RE knowledge, skills and understanding.

# Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Theme:</b> Creation Story <b>Concept:</b> God/Creation <b>Key Question:</b> Does God want Christians to look after the world? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What gifts might Christians in my town given Jesus if he had been born here rather than Bethlehem? <b>Religion:</b> Christianity	<b>Theme:</b> Jesus as a friend <b>Concept:</b> Incarnation <b>Key Question:</b> Was it always easy for Jesus to show friendship? <b>Religion:</b> Christianity	<b>Theme:</b> Easter-Palm Sunday <b>Concept:</b> Salvation <b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <b>Religion:</b> Christianity	<b>Theme:</b> Shabbat <b>Key Question:</b> Is Shabbat important to Jewish children? <b>Religion:</b> Judaism	<b>Theme:</b> Rosh Hashanah and Yom Kippur <b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children? <b>Religion:</b> Judaism
Year 2	<b>Theme:</b> What did Jesus teach? <b>Concept:</b> Gospel <b>Key Question:</b> Is it possible to be kind to everyone all of the time? <b>Religion:</b> Christianity	<b>Theme:</b> Christmas – Jesus as a gift from God <b>Concept:</b> Incarnation <b>Key Question:</b> Why do Christians believe God gave Jesus to the world? <b>Religion:</b> Christianity	<b>Theme:</b> Passover <b>Key Question:</b> How important is it for Jewish people to do what God asks them to do? <b>Religion:</b> Judaism	<b>Theme:</b> Easter-Resurrection <b>Concept:</b> Salvation <b>Key Question:</b> How important is it to Christians that Jesus came back to life after his crucifixion? <b>Religion:</b> Christianity	<b>Theme:</b> The Covenant <b>Key Question:</b> How special is the relationship Jews have with God? <b>Religion:</b> Judaism	<b>Theme:</b> Rites of passage and good works <b>Key Question:</b> What is the best way for a Jew to show commitment to God? <b>Religion:</b> Judaism
Year 3	<b>Theme:</b> Divali <b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? <b>Religion:</b> Hinduism	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> Has Christmas lost its true meaning? <b>Religion:</b> Christianity	<b>Theme:</b> Jesus' Miracles <b>Concept:</b> Incarnation <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation? <b>Religion:</b> Christianity	<b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> What is 'good' about Good Friday? <b>Religion:</b> Christianity	<b>*Theme:</b> Hindu Beliefs <b>Key Question:</b> How can Brahman be everywhere and in everything? <b>Religion:</b> Hinduism	<b>Theme:</b> Pilgrimage to the River Ganges <b>Key Question:</b> Would visiting the River Ganges feel special to a non-Hindu? <b>Religion:</b> Hinduism
Year 4	<b>Theme:</b> Buddhas Teaching <b>Key Question:</b> Is it possible for everyone to be happy? <b>Religion:</b> Buddhism	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is the most important part of the nativity story for Christians today? <b>Religion:</b> Christianity	<b>Theme:</b> The 8-fold path <b>Key Question:</b> Can the Buddha's teachings make the world a better place? <b>Religion:</b> Buddhism	<b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> Is forgiveness always possible for Christians? <b>Religion:</b> Christianity	<b>Theme:</b> The 8-fold path <b>Key Question:</b> What is the best way for a Buddhist to lead a good life? <b>Religion:</b> Buddhism	<b>Theme:</b> Prayer and Worship <b>Key Question:</b> Do people need to go to church to show they are Christians? <b>Religion:</b> Christianity
Year 5	<b>*Theme:</b> Belief into action <b>Key Question:</b> How far would a Sikh go for his/her religion? <b>Religion:</b> Sikhism	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> Is the Christmas story true? <b>Religion:</b> Christianity	<b>*Theme:</b> Beliefs and moral values <b>Key Question:</b> Are Sikh stories important today? <b>Religion:</b> Sikhism	<b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> How important is it for Christians to believe God intended Jesus to die?	<b>*Theme:</b> Prayer and Worship <b>Key Question:</b> What is the best way for a Sikh to show commitment to God? <b>Religion:</b> Sikhism	<b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Christian to show commitment to God? <b>Religion:</b> Christianity

				Religion: Christianity		
Year 6	<b>Theme:</b> Beliefs and Practices <b>Key Question:</b> What is the best way for a Muslim to show commitment to God? <b>Religion:</b> Islam	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> How significant is it that Mary was Jesus' mother? <b>Religion:</b> Christianity	<b>Theme:</b> Beliefs and meaning <b>Concept:</b> Salvation <b>Key Question:</b> Is anything ever eternal? <b>Religion:</b> Christianity	<b>Theme:</b> Easter <b>Concept:</b> Gospel <b>Key Question:</b> Is Christianity still a strong religion 2000 years after Jesus was on earth? <b>Religion:</b> Christianity	<b>Theme:</b> Beliefs and moral values <b>Concept:</b> Gospel <b>Key Question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives? <b>Religion:</b> Islam <i>NB: This enquiry is taught in 2 sections over the term</i>	

Cycle A = Yellow

Cycle B = Blue

# Vocabulary Progression

RE Vocabulary Progression					
EYFS	<b>Christianity</b> Jesus, Mary, Joseph, frankincense, myrrh, Palm Sunday, The Last Supper, cross, tomb, parable, church, font, altar, lectern	<b>Judaism</b> Moses, synagogue, ark, torah, prayer shawls, kippah	<b>Hinduism</b> Nowruz, Holi, Vishnu, Brahmin	<b>Islam</b> Allah, mosque, minaret, musalla, mihrab, minbar, Qur'an	<b>Sikhism</b> Sadhana, Guru Nanak
Year 1	<b>Christianity</b> Creation Story, Adam, Eve, Mary, Joseph, frankincense, myrrh, gold. Zacchaeus, Mary, Martha and Lazarus, Palm Sunday, palm cross.		<b>Judaism</b> Shabbat, challah, Rosh Hashanah, Yom Kippur, shofar, Chanukah, chanukiah, latkes, synagogue, dreidel, Judas Maccabee		
Year 2	<b>Christianity</b> Samaritan, parable, advent, Easter Egg, hot cross bun, Resurrection.		<b>Judaism</b> Pesach Passover, Seder, hagadah, matzah, charoset, zeroah, beitzah, maror, karpas, chazeret, Exodus, Moses, kashrut, kosher, Covenant, Abraham, Isaac, Ten Commandments, mezuzah, Shema, Shabbat, synagogue, Torah, Bar Mitzvah, mitzvot, Tu B'Shevat, Shema		
Year 3	<b>Hinduism</b> Diwali, Ramayana, Rama, Sita, Lakshmi, Rangoli patterns, diva lamp, puja tray, mandir, Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, puja, omnipresent, Ganga, Varanasi, Brahman, pilgrimage		<b>Christianity</b> Advent, incarnation, miracle, Jesus, Palm Sunday, The Last Supper, cross, tomb, bread and wine, Maundy Thursday, Good Friday, disciples, Judas		
Year 4	<b>Buddhism</b> Buddha, Bodhi, 8-fold path, Prince Siddhattha, Gautama Yasodhara		<b>Christianity</b> Frankincense, myrrh, Christingle, The Lord's Prayer, The Last Supper, Peter, church, Baptism, John the Baptist, Eucharist/Holy Communion, Bible, Gospels, New Testament, Old Testament		

# Religious Education

Year 5	<b>Sikhism</b> Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, kirpan, kesh, kara, kangha, kachera, Guru Santh Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, crib, carols, Khalsa, sewa, gurdwara	<b>Christianity</b> Advent, incarnation, Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane, Ten Commandments, confirmation, Lord's Prayer
Year 6	<b>Islam</b> Five Pillars, Zakah, Sawm, Qu'ran, Hajj, Akhirah, Muhammad, Jihad, Ummah, Qur'an, Mosque	<b>Christianity</b> Mary, virgin birth, incarnation, Holy Spirit, agape, Ten Commandments, Lent, Ash Wednesday, Shrove Tuesday, fish symbol, CAFOD, covenant, Beatitudes, Noah, Abraham, Moses

# Enquiry Questions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>On entry to Pre-nursery:</p> <ul style="list-style-type: none"> <li>In pretend play, imitates everyday actions and events from own family and cultural back ground.</li> </ul> <p>On entry to Nursery:</p> <ul style="list-style-type: none"> <li>Beginning to have their own friends.</li> </ul> <p>Mid-nursery 2:</p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> </ul> <p>On entry to Reception:</p> <ul style="list-style-type: none"> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</li> </ul> <p>Mid-reception:</p> <ul style="list-style-type: none"> <li>Talk about the past, in relation to their own life and the lives of family members.</li> </ul>					
Year 1	Does God want Christians to look after the world?	What gifts might Christians have given Jesus if he had been born here rather than in Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
Year 2	Is it possible to be kind to everyone all of the time?	Why do Christians believe God gave Jesus to the world?	How important is it for Jewish people to do what God asks them to do?	How important is it for Christians that Jesus came back to life after his crucifixion?	How special is the relationship Jews have with God?	What is the best way for a Jew to show commitment to God?
Year 3	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	Could Jesus heal people? Were these miracles or is there some other explanation?	What is good about Good Friday?	How can Brahman be everywhere and in everything?	Would visiting the River Ganges feel special to a non-Hindu?

Year 4	Is it possible for everyone to be happy?	What is the most important part of the nativity story for Christians today?	Can the Buddha's teachings make the world a better place?	Is forgiveness always possible for Christians?	What is the best way for a Buddhist to lead a good life?	Do people need to go to church to show they are Christians?
Year 5	How far would a Sikh go for his/her religion?	Is the Christmas story true?	Are Sikh stories important today?	How significant is it for Christians to believe God intended Jesus to die?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?
Year 6	What is the best way for a Muslim to show commitment to God?	How significant is it that Mary was Jesus' mother?	Is anything ever eternal?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	Does belief in Akhirah (life after death) help Muslims lead good lives?



# Religious Education

## Year 1 – Autumn 1

Year: 1	Term: Autumn	Enquiry Question: Does God want Christians to look after the world? (Does the world belong to God? Should people take care of the world?)	Topic: Christianity
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### Foundations of previous learning:

What makes people special? What makes places special?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	To explore reasons as to why God created these things. To express ideas and opinions as to how he may have felt afterwards. To express how you feel about these aspects of the world. Do Christians believe think God wants them to look after the world? (Begin to express ideas and opinions) What do you think about this and why? (Begin to express ideas and opinions) How do Christians believe God feels about how we are treating the world? (Begin to express ideas and opinions) Would He be pleased or would He feel unhappy and why? (Begin to express ideas and opinions) <b>Reflection on above.</b>	To understand who created natural objects/where they came from. To understand where Christians believe the world came from. To understand how Christians, believe God created the world and everything in it.	Creation Story, Adam, Eve, Mary, Joseph, frankincense, myrrh. Zacchaeus, Mary, Martha and Lazarus, Palm Sunday, palm cross.
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can tell you what I made. (WTS) I can say how it felt to make something. (WA) I can express and opinion about the Christian belief about creation. (WA) I can say how it felt to make something and how I think my creation should be treated. (GDS) I can start to talk about how I think the world got here. (GDS)	I can say something about the Christian Creation story. (WTS) I can show some awareness that Christians believe there is a God. (WTS) I can remember the Christian Creation story and talk about it. (WA) I can retell the Christian Creation story and say some things that they believe God created on different days. (GDS)	



# Religious Education

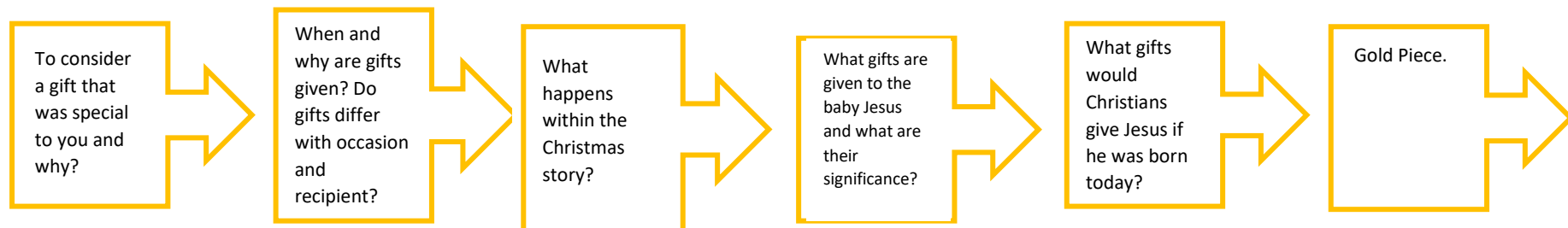
## Year 1 – Autumn 2

Year: 1	Term: Autumn	Enquiry Question: What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?	Topic: Christianity
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Foundations of previous learning:  
What is Christmas?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.	To consider a gift that was special to you and why. Considering how you felt when you were given it. Consideration of other times when we receive gifts and how those gifts make us feel. To recognise that we choose gifts to be meaningful to the people that we are giving them to. To express ideas and opinions with regards to what gifts Christians would give Jesus if he was born today and respond to the questions as to why these gifts would be meaningful to Jesus.	To explore when and why we give gifts and if we give everyone the same gift. Why/Why not? To learn the Christmas story and the gifts that were given to Jesus. To understand why the gifts were given to Jesus and their significance. What is the symbolism of the gifts? The children are to explain why Christians believe Jesus is a special gift from God to the world.	Creation Story, Adam, Eve, Mary, Joseph, frankincense, myrrh. Zacchaeus, Mary, Martha and Lazarus, Palm Sunday, palm cross.
	Assessment of Skills	Assessment of Knowledge	
	I can tell you about a present I have received. (WTS) I can talk about a gift that is special to me. (WA) I can talk about a gift that is special to me and explain how I felt when I received it. (GDS)	I can say something about the Christmas story. (WTS) I can show some awareness that Jesus is special to Christians. (WTS) I can remember some of the Christmas story. (WA) I can suggest a gift I would give to Jesus. (WA) I can remember the Christmas story, including which gifts were given to Jesus. (GDS) I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation) (GDS)	



# Religious Education

## Year 1 – Spring 1

Year: 1      Term: Spring      Enquiry Question: Was it always easy for Jesus to show friendship?      Topic: Christianity

Foundations of previous learning: What can we learn from stories?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to identify when it is easy and difficult to show friendship and to explore when Jesus may have found it difficult.	To recognise how we can show friendship to another person and make them feel included. To respond to the question with regards if we need friends and why. Discuss things that a good friend does and does not do. To explore if it is always easy to show friendship and when it might be difficult/easy. To discuss the feelings of the people in the stories and discuss how easy it was for Jesus to show friendship to each of these people. To recognise when it was easy and when it was difficult for Jesus to show friendship. What do we value about our friends?	Christians believe that Jesus was a good friend to them but how did Jesus show his friendship and was it always easy? To identify from bible stories if it was easy or not for Jesus to show friendship. To recognise that Jesus taught Christians to always try and show friendship even when it is difficult as this is what God wants them to do. To explore when Christians today may find it difficult to show friendship and how they could ask God for help. To consider if God helped Jesus show friendship even when it was difficult.	Creation Story, Adam, Eve, Mary, Joseph, frankincense, myrrh. Zacchaeus, Mary, Martha and Lazarus, Palm Sunday, palm cross.
	Assessment of Skills	Assessment of Knowledge	
	I can tell you who is my friend. (WTS) I can talk about my friends and why I like them. (WA) I can talk about times when I have been a good friend. (GDS)	I can say something about one of Jesus' friends. (WTS) I can say how Jesus was nice to people. (WTS) I can remember a story about Jesus showing friendship and talk about it. (WA) I can say how Jesus tried to be a good friend. (WA) I can tell a story about Jesus and His friends and say how He showed friendships in that story. (GDS) I can say how Christians show friendship and how God helps them to do this. (GDS)	

How can we show friendships and make people feel included?

Do we need friends?  
Why? What does a good friend do?

To identify from Bible stories if it was easy or not for Jesus to show friendship?

When may Christians today find it difficult to show friendship?

Did God help Jesus show friendship even when it was difficult?

Gold Piece.

# Religious Education

## Year 1 – Spring 2

Year: 1	Term: Spring	Enquiry Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Topic: Christianity
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Foundations of previous learning: What makes people special? How do we celebrate? What is Easter?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.	To recognise what makes people special and how we would welcome a person who is special whether formal or informal. Draw similarities and differences with regards to Jesus' visit on Palm Sunday and royal/celebrity visits in modern day. To express ideas and opinions with regards to how you would welcome Jesus if you were Christians and Jesus came to your school.	To explore how Jesus was welcomed by the crowds on Palm Sunday. To recognise why Jesus was welcomed in this way. To consider if, although Jesus was welcomed like a king, if he actually looked or behaved like a king. To consider if Jesus would have wanted to be welcomed like this or if he may have preferred a quieter entry into Jerusalem. To order the main events of the Easter story including the death and resurrection of Jesus.	Creation Story, Adam, Eve, Mary, Joseph, frankincense, myrrh. Zacchaeus, Mary, Martha and Lazarus, Palm Sunday, palm cross.
	Assessment of Skills	Assessment of Knowledge	
	I can tell you someone who is special to me. (WTS) I can talk about a person I admire. (WA) I can discuss how I might treat a special person and say why. (GDS)	I can tell you something about Palm Sunday. (WTS) I can show some awareness that Jesus is special to Christians. (WTS) I can recall parts of the Easter story. I can recognise some symbols in the story. (WA) I can start to show understanding that Jesus is special to Christians and say why. (WA) I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. (GDS) I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him. (GDS)	

To recognize what makes a person special and how would we welcome those?

How was Jesus welcomed by the crowds on Palm Sunday and why?

How does this differ or compare to royal/celebrity visits in modern day?

How would you, if you were Christians, welcome Jesus to your school?

What are the sequence of events with the Easter story? What is resurrection?

Gold Piece.

# Religious Education

## Year 1 – Summer 1

Year: 1	Term: Summer	Enquiry Question: Is Shabbat important to Jewish people?	Topic: Judaism
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Foundations of previous learning: How do people celebrate?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.	To explore the days of the week and recognise the significance of certain days in the children's lives. To respond to the question to whether Shabbat is important to the Jewish child and why? Children to reflect on their experience of Shabbat and talk about if we were going to have a special class meal, what would it be? To respond to how it feels to share a special meal together.	To explore the life of a Jewish child, to recognise the importance of wearing a Kippah (skull cap) and the importance of set days to that child. To explore Shabbat and the activities which include family time, the Shabbat meal and the synagogue during that period. Children to learn about the significance of the food, the blessings, the ceremony and family time. To recognise the significance between Shabbat and the creation story. To recognise the importance of prayers during Shabbat and their content.	Shabbat, challah, Rosh Hashanah, Yom Kippur, shofar, Chanukah, chanukiah, latkes, synagogue, dreidel, Judas Maccabee
	Assessment of Skills	Assessment of Knowledge	
	I can tell you my favourite day. (WTS) I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. (WA) I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. (GDS)	I can tell you something on the special Shabbat table. (WTS) I can tell you what a Jewish child may do on a Friday after school. (WTS) I can use the right names for things that are special to Jewish people during Shabbat and explain why. (WA) I can start to make a connection between being Jewish and decisions about behaviour. (WA) I can talk about some of the things that Jewish people do to celebrate Shabbat. (GDS) I can start to explain how certain beliefs affect decision-making. (GDS)	

How do the days in your week differ?  
Is there a special day of the week for you? Why?

What is the importance of Shabbat to a Jewish child?

What activities would a Jewish child encounter during Shabbat?

What is the significance of each aspect of Shabbat?  
Food, blessings etc

How does it feel to have this special meal/family time together?

Gold Piece.

# Religious Education

## Year 1 – Summer 2

Year: 1	Term: Summer	Enquiry Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?	Topic: Judaism
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Foundations of previous learning: How do people celebrate?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.	<p>To respond to the question as to whether you have ever had to say sorry, the feelings around this and the ability to forgive.</p> <p>To respond to the question as to whether anyone has ever said sorry to you, the feelings around this and your ability to forgive.</p> <p>To express ideas with regards to if feelings are different during Rosh Hashanah compared to during Yom Kippur.</p>	<p>To recognise the importance of the blowing of the shofar to mark the 10 days of repentance/saying sorry for the things you want forgiveness for over the last year, as well as time to show forgiveness to other people.</p> <p>To recognise the importance of the foods eaten during the family meal on Rosh Hashanah.</p> <p>To recognise that during Rosh Hashanah, Jews make plans for the things they want to achieve in the coming year/how they want to be/how to be better people, and to ask God for help.</p> <p>To recognise the importance of the 10 days between Rosh Hashanah and Yom Kippur.</p> <p>To recognise that Yom Kippur is a time of reflection and that the blowing of the shofar marks the end.</p> <p>To recognise what Rosh Hashanah and Yom Kippur comprise of.</p>	Shabbat, challah, Rosh Hashanah, Yom Kippur, shofar, Chanukah, chanukiah, latkes, synagogue, dreidel, Judas Maccabee
	Assessment of Skills	Assessment of Knowledge	
	<p>I can tell you a time I said sorry. (WTS)</p> <p>I can show some awareness of what is important about Rosh Hashanah and Yom Kippur. (WTS)</p> <p>I can say how it feels to say sorry and what I have said sorry for. (WA)</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. (WA)</p> <p>I can tell you how it feels to forgive someone. (GDS)</p> <p>I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur. (GDS)</p>	<p>I can say something that Jews do at Rosh Hashanah or at Yom Kippur. (WTS)</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about. (WA)</p> <p>I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. (GDS)</p>	

Why is it important to say sorry?

What is forgiveness?

What do we know about Rosh Hashanah?

What do we know about Yom Kippur?

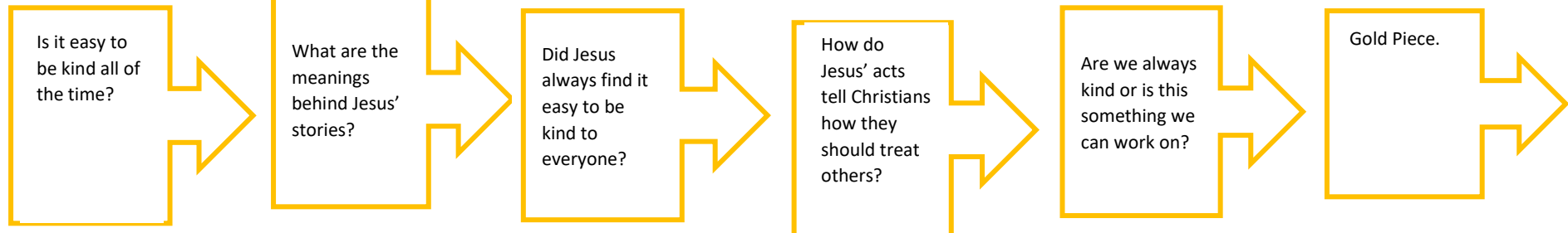
Are Rosh Hashanah and Yom Kippur important to Jewish children?

Gold Piece.

# Religious Education

## Year 2 – Autumn 1

Year: 2	Term: Autumn	Enquiry Question: What did Jesus teach?	Topic: Christianity
Foundations of previous learning: Was it always easy for Jesus to show friendship? What can we learn from stories?			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
Is it possible to be kind to everyone all of the time?	To recognise the importance of being kind, their own acts of kindness and considering if it's easy to be kind all of the time. To respond to questions based around if it's easy to be kind you someone you don't know or someone considered an enemy or disliked. To respond to questions around why Jesus was able to show kindness to someone he didn't know. To recognise what Jesus' acts tell us about how Christians believe we should treat others. To recognise if we are kind to everyone all of the time or if this is something we can work on.	To recognise that Jesus taught us to be kind all of the time and identifying if Jesus was kind all of the time. To explore the parts of the Good Samaritan story. To recognise the importance of Jesus' stories. To explore the meaning behind (Mark 12:28-31) 'Love your neighbour as you love yourself.' The explore the meaning behind the story of 'The Kind Man.' To explore the meaning behind (Mark 2:1-12) the story of Jesus healing the paralysed man.	Samaritan, parable, advent, Easter Egg, hot cross bun, Resurrection.
	Assessment of Skills	Assessment of Knowledge	
	I can tell you when I was kind. (WTS) I can say if I think Christians can be kind. (WTS) I can tell you when I have been kind to others even when it was difficult. (WA) I can say if I think Christians should be kind and give a reason. (WA) I can say when and why it is easy or difficult to be kind. (GDS) I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help) (GDS)	I can remember something Jesus said or did to be kind. (WTS) I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. (WA) I can tell you some ways Christians try to follow Jesus' example of being kind. (GDS)	



# Religious Education

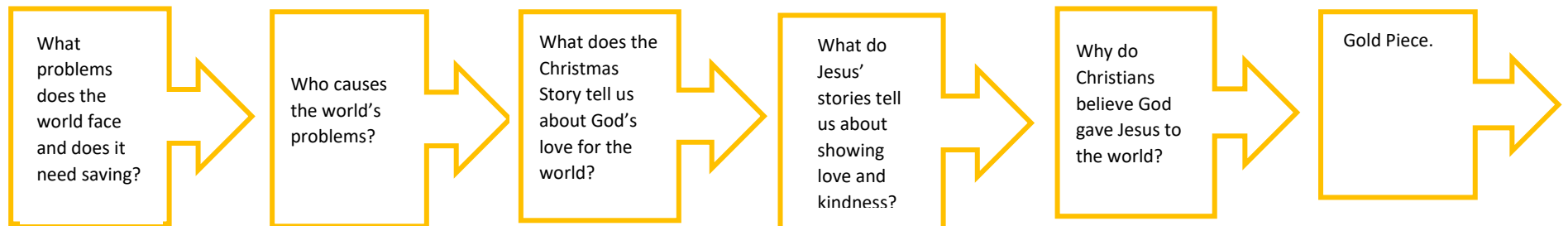
## Year 2 – Autumn 2

Year: 2      Term: Autumn      Enquiry Question: Why do Christians believe God gave Jesus to the world?      Topic: Christianity

Foundations of previous learning: What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to reflect on the Christmas story and the reasons for Jesus' birth.	To recognise problems that the world may face. To explore the question into whether the world needs saving. To recognise how showing love to people can save/rescue them. To explore how we might show love to the world.	To understand that Christians believe that God sent Jesus to save/help the world and they look forward to Christmas as his time of birth. To explore who may have caused the world's problems. To understand the parts and be able to retell the Christmas Story. To explore the concept laid out by Christians that Jesus is God in human form and so he has God's love for the world and its people. To revisit and retell stories we have visited previously which provide examples of Jesus showing love and kindness and recognising how Jesus taught through his actions. To draw out that Jesus came to teach everybody to love one another and be kind to each other and in this way the world would become a better place. To discuss how God wanted Jesus to help/save the world not by himself but by teaching others to love each other and their world, helped by God.	Samaritan, parable, advent, Easter Egg, hot cross bun, Resurrection.
	Assessment of Skills	Assessment of Knowledge	
	I can tell you how I show love to the world. (WTS) I can say how I could help solve a problem by showing love. (WA) I can say how I could help solve a problem in the world by showing love. (GDS)	I can remember some of the Christmas story. (WTS) I can begin to say why Christians think God gave Jesus to the world. (WTS) I can remember the Christmas Story and start to explain that Christians believe Jesus was a gift from God. (WA) I can tell you why Christians think God gave Jesus to the world. (WA) I can explain how Jesus coming to the world shows Christians how they could love/help people and the world. (GDS) I can explain the Christian belief that God gave Jesus to the world to rescue/save it.	





# Religious Education

## Year 2 – Spring 1

Year: 2	Term: Spring	Enquiry Question: How important is it for Jewish people to do what God asks them to do?	Topic: Judaism
Foundations of previous learning: Is Shabbat important to Jewish people? Are Rosh Hashanah and Yom Kippur important to Jewish children?			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with Him.	To understanding the meaning of respect and how this influences our relationships with others. To respond to questions around why the Jews celebrate Passover and explain how important it is for them to do as God asks. To express ideas and opinions around a special meal the children would plan for people they love and respect and why they have chosen those foods.	To recognise the significance of the special meal Jewish families have once a year at the festival of Passover: the Seder meal. To be able to retell the story of the Exodus from Egypt under Moses and understand that it was God who allowed the Israelites to be free from slavery. To recognise the importance as to why the it was important that the Israelites did as God asked that night. To recognise that Passover and the Seder meal are one of the ways that the Jews remember their special relationship with God. To recognise the symbolism of the items on the Seder plate and about the meal.	Pesach Passover, Seder, hagadah, matzah, charoset, zeroah, beitzah, maror, karpas, chazeret, Exodus, Moses, kashrut, kosher, Covenant, Abraham, Isaac, Ten Commandments, mezuzah, Shema, Shabbat, synagogue, Torah, Bar Mitzvah, mitzvot, Tu B'Shevat, Shema
	Assessment of Skills	Assessment of Knowledge	
	I can talk about people I listen to/respect. (WTS) I can talk about why I do as some people ask but not others. (WA) I can say what makes me do as some people ask but not others, and explain what influences my choices. (GDS)	I can tell you something the Jews do at Passover. (WTS) I can start to say what I think is an important thing Jews do to show they are doing what God asks. (WTS) I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they chose to do this. (WA) I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. (WA) I can describe some of the things Jews choose to do to show respect to God. (GDS) I can give reasons why I think certain things are more or less important for Jews to do to show they respect God. (GDS)	

What is respect and how does this influence our relationships with others?

What is the significance of Passover and the Seder meal for Jews?

Within the Exodus, why was important for the Israelites to do as God asked?

Why is Passover and the Seder meal undertaken? Symbolism?

How important is it for Jewish people to do what God asks them to do?

Gold Piece.

# Religious Education

## Year 2 – Spring 2

Year: 2	Term: Spring	Enquiry Question: How important is it to Christians that Jesus came back to life after his crucifixion?	Topic: Christianity
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Foundations of previous learning: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? How do we celebrate? What is Easter?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians.	To respond to questions around loss and belief. To respond to questions around the resurrection of Jesus and use evidence to express their ideas and beliefs. To recognise Christian's belief with regards to the resurrection of Jesus. To express their own ideas and opinions about if they believe if Jesus actually came back to life. To recognise that it is okay to be believe different things with regards resurrection and there is no right or wrong answer.	To recognise the parts of and retell the Easter story including crucifixion and resurrection. To explore the stories of resurrection from within The Bible. To understand that the Easter Egg is a symbol of new life. To understand that Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes. To understand that Christians believe Jesus was sent to 'save people', forgive them for their 'sins' and offer them salvation. (life after death)	Samaritan, parable, advent, Easter Egg, hot cross bun, Resurrection.
	Assessment of Skills	Assessment of Knowledge	
	I can say how I remember people who are not here anymore. (WTS) I can talk about what I think happened to Jesus. (WTS) I can say what I believe happens to you when you die and tell you how I remember people close to me. (WA) I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. (WA) I can start to discuss my beliefs in life after death/what happens when someone dies. (GDS) I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.	I can recall parts of the Easter Story. (WTS) I can recall what Christians believe happened on Easter Sunday. (WA) I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. (GDS)	

How do you cope with sad feelings following a loss?

What happens in the Easter Story and what is crucifixion and resurrection?

Why do Christians believe Jesus was sent to Earth by God?

What are my ideas and opinions with regards to Jesus'

How important is it to Christians that Jesus came back to life after his crucifixion?

Gold Piece.

# Religious Education

## Year 2 – Summer 1

Year: 2	Term: Summer	Enquiry Question: How special is the relationship that Jews have with God?	Topic: Judaism
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Foundations of previous learning: Is Shabbat important to Jewish people? Are Rosh Hashanah and Yom Kippur important to Jewish children? How important is it for Jewish people to do what God asks them to do?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand the special relationship Jews have with God and the promises they make to each other.	To respond to questions about the meaning of and the children's understanding of 'agreement'. To respond to questions about the meaning of and the children's understanding of trust. To respond to questions about the agreement made between the Jews and God. To respond to questions based around the trust between the Jews and God. To explore promises that the children could make between themselves and somebody special to them.	To recognise that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship with. To recognise that Jewish history begins with the Covenant (agreement/promise) between God and Abraham around 1812 BC and that Abraham is considered the founder of Judaism. To be able to retell the Covenant (covenant/promise) story of Abraham as told in the Book of Genesis. (Genesis 17: 1-7) To recognise the promise being made in these stories, why they are important and what these stories tell us about the relationship between the Jews and God. To recognise the promise that the Jews made to God. (Ten Commandments) To recognise the purpose and importance of the mezuzah and the Shema	Pesach Passover, Seder, hagadah, matzah, charoset, zeroah, beitzah, maror, karpas, chazeret, Exodus, Moses, kashrut, kosher, Covenant, Abraham, Isaac, Ten Commandments, mezuzah, Shema, Shabbat, synagogue, Torah, Bar Mitzvah, mitzvot, Tu B'Shevat, Shema
	Assessment of Skills	Assessment of Knowledge	
	I can tell you what an agreement is. (WTS) I can explain why agreements are important and why they should be kept. (WA) I can explain agreements and contracts and say how I would feel if one was broken. (GDS)	I can remember a story about a person important to the Jews. (WTS) I can talk about an agreement Jewish people make with God and say if this is important. (WTS) I can tell a story about Abraham or Moses and say why one of these men is important to the Jews today. (WA) I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God. (WA) I can start to explain what makes Jewish people believe they have a special relationship with God and understand the roles of Abraham and Moses in this. (GDS) I can tell you some of the ways Jewish people express their special relationship with God and start to understand how special that might be for them. (GDS)	

What is your understanding of agreement?  
What is your understanding of trust?

What do Jews believe about their relationship with God?

What is the Covenant and how does this fit into Jewish history?

What can you recall about the promises made between the Jews and God?

How special is the relationship that Jews have with God?

Gold Piece.

# Religious Education

## Year 2 – Summer 2

Year: 2	Term: Spring	Enquiry Question: What is the best way for a Jew to show commitment to God?	Topic: Judaism
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Foundations of previous learning: How special is the relationship Jews have with God?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand how Jews show their commitment to God.	To understand timelines in your life and responding the questions with regards when you are old enough to decide on your religion. To recognise what commitment looks like in the children's own lives. To recognise a good deed that we may have done.	To understand the meaning of Bar/Bat Mitzvah and how it shows commitment in a Jews life. To understand how Bar/Bat Mitzvah helps the Jews in their commitment to faith. To recognise the best ways for Jews to make their commitment to God. To recall what we already know about how Jews show commitment to God.	Pesach Passover, Seder, hagadah, matzah, charoset, zeroah, beitzah, maror, karpas, chazeret, Exodus, Moses, kashrut, kosher, Covenant, Abraham, Isaac, Ten Commandments, mezuzah, Shema, Shabbat, synagogue, Torah, Bar Mitzvah, mitzvot, Tu B'Shevat, Shema
	Assessment of Skills	Assessment of Knowledge	
	I can name some of the things I have done at certain ages and can tell you something that is important to me. (WTS) I can start to express an opinion about what might be important to Jews. (WTS) I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life. (WA) I can talk about a way that Jews show commitment to God and say why this might be important. (WA) I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are less or more important. (GDS) I can express an opinion on which ways I think might be best for Jews to show commitment to God and start to give my reasons. (GDS)	I can name some things that are special to Jews. (WTS) I can talk about one of the ways Jews show commitment to God. (WA) I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they may do this in different ways. (GDS)	



# Religious Education

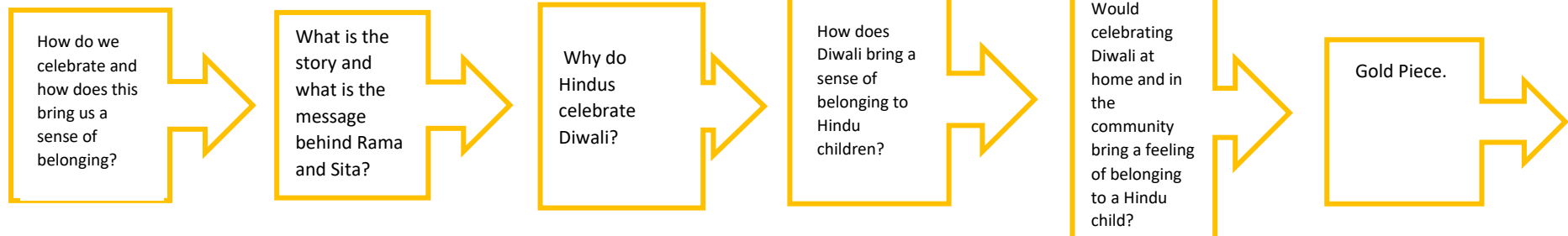
## Year 3 – Autumn 1

Year: 3	Term: Autumn	Enquiry Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Topic: Hinduism
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Foundations of previous learning: Celebrations in Christianity and Judaism

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus	<p>Suggest ways in which we may celebrate when something good happens.</p> <p>Describe how celebrations within a group may bring us a sense of belonging.</p> <p>To compare and contrast how our feeling of belonging may compare with a Hindu child's during Diwali.</p>	<p>To retell or recognise parts of the Rama and Sita story and understood how the story of triumph by good over evil is a celebration for Hindus as they believe that they should bring as much good into the world as possible.</p> <p>To understand that the goddess Lakshmi is worshipped to bring the Hindus prosperity.</p> <p>To offer clear responses to the question of why Hindus celebrate Diwali.</p> <p>To recognise that Diwali as a faith can bring Hindus a sense of belonging.</p> <p>To identify the different practices of Diwali.</p>	Diwali, Ramayana, Rama, Sita, Lakshmi, Rangoli patterns, diva lamp, puja tray, mandir, Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, puja, omnipresent, Ganga, Varanasi, Brahman, pilgrimage
	Assessment of Skills	Assessment of Knowledge	
	<p>I can think of an action I could take to help a special group I belong to. I can design a symbol to show what my special group stands for. (WTS)</p> <p>I can start to empathise with what Hindus feel at Diwali. (WTS)</p> <p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my groups symbol. (WA)</p> <p>I can start to say why Diwali might bring a sense of belonging to Hindus. (WA)</p> <p>I can describe ways in which I could demonstrate that I belong to a special group and explain how doing these things brings me a sense of belonging. (GDS)</p> <p>I can start to explain how I might feel if I celebrated Diwali with a Hindu family. (GDS)</p>	<p>I can describe some of the things Hindus do at home or at the temple during Diwali. (WTS)</p> <p>I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. (WA)</p> <p>I can describe some of the ways Hindus celebrate Diwali and start to understand which of these may bring the greatest sense of belonging. (GDS)</p>	



# Religious Education

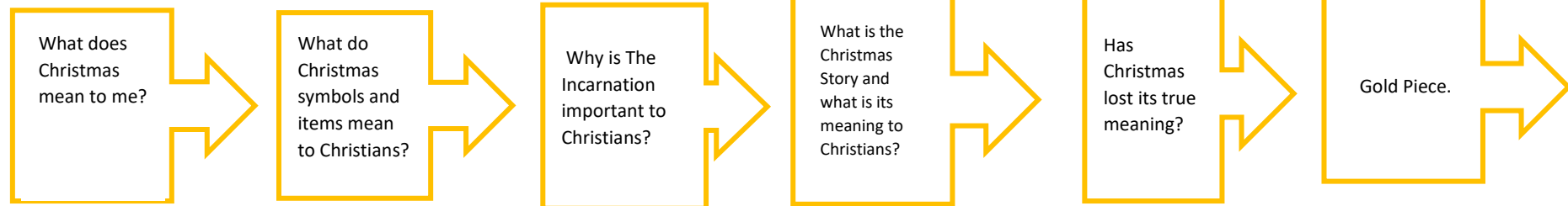
## Year 3 – Autumn 2

Year: 3	Term: Autumn	Enquiry Question: Has Christmas lost its true meaning?	Topic: Christianity
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Foundations of previous learning: What gifts might Christians have given Jesus if he had been born here rather than in Bethlehem? Why do Christians believe God gave Jesus to the world?

### Unit Learning

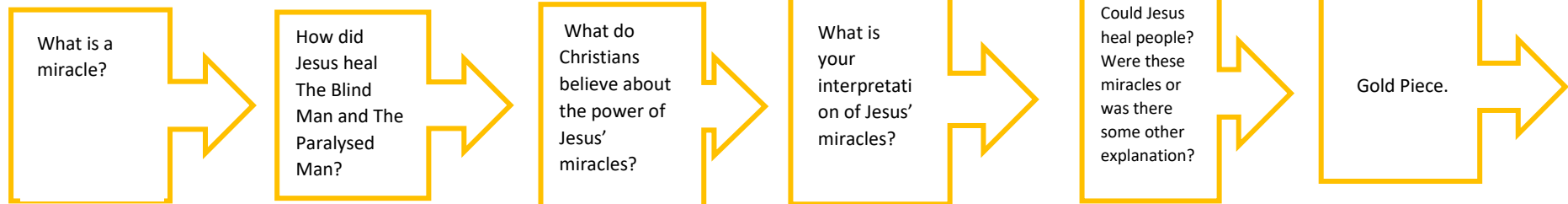
NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us,	To recognise their own experience of Christmas and of the Christmas holidays. To respond to questions around what does Christmas mean to us and why is Christmas meaningful to me or not. To express ideas and opinions with regards to if they believe Christmas has lost its true meaning. To suggest ideas for a Christmas gift to the world to make it a better place.	To identify Christmas symbols and items and describe what they might mean to you and to Christians. To recognise the importance of the incarnation to Christians. To identify features or retell the Christmas story. To identify the true meaning of Christmas for Christians. To understand the importance of having meaning.	Advent, incarnation, miracle, Jesus, Palm Sunday, The Last Supper, cross, tomb, bread and wine, Maundy Thursday, Good Friday, disciples, Judas
	Assessment of Skills	Assessment of Knowledge	
	I can explain what Christmas means to me. (WTS) I can explain what Christmas means to me and talk about whether this involves giving or receiving gifts. (WA) I can explain what gift I would like to give to the world and what difference it would make. (GDS)	I can tell you what the nativity story tells Christians about Jesus (given to the world by God). (WTS) I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians. (WTS) I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. (WA) I can start to tell you what Christmas means to Christians and what it means to me. (WA) I can make the links between Christian beliefs about Christmas and the way they celebrate it. (GDS) I can recognise that Christmas means different things to different people. (GDS)	



# Religious Education

## Year 3 – Spring 1

Year: 3	Term: Spring	Enquiry Question: Could Jesus heal people? Were these miracles or was there some other explanation?	Topic: Christianity
Foundations of previous learning: Following Christian teachings of Jesus.			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.	To describe initial perception of what 'miracle' means. To explore their own understanding/interpretation of Jesus' miracles. To identify and give reasons for a miracle they would perform for the world.	To respond to questions around the miracle that occurred in The Bible story of 'The Blind Man'. (John 9: 1-12) To understand what Christians believe about the power of Jesus' miracles. To respond to questions around the miracle that occurred in The Bible story of 'The Paralysed Man'. (Mark 2: 1-12) To reinforce Christians belief that Jesus was the Incarnation of God.	Advent, incarnation, miracle, Jesus, Palm Sunday, The Last Supper, cross, tomb, bread and wine, Maundy Thursday, Good Friday, disciples, Judas
	<b>Assessment of Skills</b> I can talk about what I think a miracle is. (WTS) I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. (WA) I can explain why some people may describe something they see as a miracle when there may also be another explanation. (GDS)	<b>Assessment of Knowledge</b> I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. (WTS) I can identify some of the questions people ask about Jesus' healing miracles. (WTS) I can explain one Christian viewpoint about one of Jesus' healing miracles. (WA) I can start to say whether I believe Jesus actually healed people or not. (WA) I can explain two different ways Christians might interpret one of Jesus' healing miracles. (GDS) I can explain how Christians may describe and explain Jesus' miracles. (GDS)	



# Religious Education

## Year 3 – Spring 2

Year: 3      Term: Spring      Enquiry Question: What is good about Good Friday?      Topic: Christianity

Foundations of previous learning: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? How important is it for Christians that Jesus came back to life after his crucifixion?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to recall events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.	To offer ideas and clear responses around why Jesus stayed knowing what was going to happen and why He did not runaway. To Initially consider what people may need forgiving for. To respond to questions around who Good Friday is good for/not good for. To consider and offer ideas and clear responses to how we can show our love and gratitude to people who are special to us.	To identify the features or retell The Easter Story. To discuss the significance of the symbols in The Last Supper. To understand the meaning of the days around the crucifixion. To explore what Jesus' death means to a Christian. To consider that Christians believe that Jesus's crucifixion was part of God's plan to show people that they can be forgiven and start afresh. To understand a Christian's perspective of what people may need forgiving for. To understand the true meaning behind Good Friday. To understand that Jesus was sent to the World to save us.	Advent, incarnation, miracle, Jesus, Palm Sunday, The Last Supper, cross, tomb, bread and wine, Maundy Thursday, Good Friday, disciples, Judas
	Assessment of Skills	Assessment of Knowledge	
	I can explain that rescuing means helping a bad situation get better. (WTS) I can ask questions about The Last Supper and Jesus' death. (WTS) I can suggest how a person may rescue/help others who are in difficult situations. (WA) I can start to reflect on whether I agree with Christian beliefs about Jesus' death. (WA) I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. (GDS) I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions. (GDS)	I can say what some of these symbols represent e. g. cross: cross/bread/wine. (WTS) I can start to tell you why Christians believe Jesus' death is important. (WA) I can start to explain why Christians see Jesus' death as 'good'. (GDS)	

What happened in the Easter Story?

What is the importance of the symbols and days around the Easter story?

What message does the crucifixion present to Christians?

What may we need forgiving for?

What is good about Good Friday?

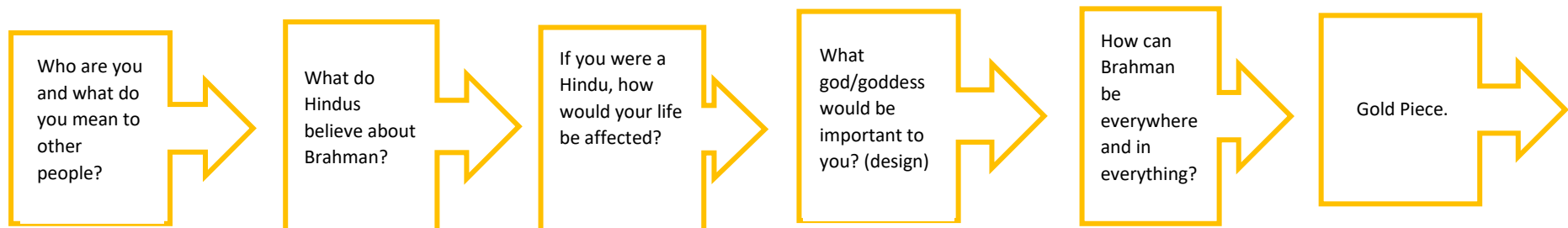
Gold Piece.



# Religious Education

## Year 3 – Summer 1

Year: 3	Term: Summer	Enquiry Question: How can Brahman be everywhere and in everything?	Topic: Hinduism
Foundations of previous learning: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand the Hindu belief that there is one God with many different aspects.	To reflect on who you are and what you mean to different people. To suggest ways in which your life would be affected if you were a Hindu. To suggest ideas for a god or goddess to represent e. g. kindness, wealth, friendship etc.(something important to the children)	To describe what Hindus believe about Brahman and that to Hindus he looks like many different things and takes many different forms. To describe the tri-murti and explain what the 3 main deities represent.(Brahma = creator, Vishnu = preserver, Shiva = destroyer) To suggest reasons for as to why to Hindus, Brahma can be everywhere and in everything.	Diwali, Ramayana, Rama, Sita, Lakshmi, Rangoli patterns, diva lamp, puja tray, mandir, Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, puja, omnipresent, Ganga, Varanasi, Brahman, pilgrimage
	<b>Assessment of Skills</b> I can explain how I may be special in different ways to different people. (WTS) I can ask questions about what Hindus believe. (WTS) I can explain some of the different roles I play whilst being me. (WA) I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. (WA) I can describe some of the characteristics that make me even when I am playing different roles. (GDS) I can reflect on Hindu beliefs and express thoughts on these. (GDS)	<b>Assessment of Knowledge</b> I can tell you about some Hindu gods and start to explain their significance to Hindus. (WTS) I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. (WA) I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. (GDS)	



# Religious Education

## Year 3 – Summer 2

Year: 3	Term: Summer	Enquiry Question: Would visiting the River Ganges feel special to a non-Hindu?	Topic: Hinduism
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Foundations of previous learning: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? How can Brahman be everywhere and in everything?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand the significance of the River Ganges both for Hindu and non-Hindu.	<p>To respond to questions with regards to the uses of and importance of water.</p> <p>To respond thoughtfully as to if we believe that we appreciate the water we have access to.</p> <p>To suggest reasons as to what life would be like without water or without easy access to water.</p> <p>To respond thoughtfully to questions round if non-Hindu people would like to visit the River Ganges and if so why. If not why not.</p> <p>To respond thoughtfully as to the differences of experience when visiting the River Ganges by a Hindu and non-Hindu.</p>	<p>To describe the importance of the River Ganges to Hindus and explain the significance of the river to both residents and pilgrims.</p> <p>To describe what a Hindu may do when visiting the river.</p> <p>To respond to the concept that Hindus believe Brahman is in the water (a life source) helping them to get clean so they can be good people.</p> <p>To reflect on the Hindu belief that Brahman is everywhere and in everything.</p>	Diwali, Ramayana, Rama, Sita, Lakshmi, Rangoli patterns, diva lamp, puja tray, mandir, Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, puja, omnipresent, Ganga, Varanasi, Brahman, pilgrimage
	<p><b>Assessment of Skills</b></p> <p>I can explain the effects of water on me. (WTS)</p> <p>I can tell you how I think it might feel for a Hindu to visit the River Ganges. (WTS)</p> <p>I can explain why water is important. (WA)</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. (WA)</p> <p>I can describe some of the ways that people use water in groups and start to explain how that gives a sense of community. (GDS)</p> <p>I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there. (GDS)</p>	<p><b>Assessment of Knowledge</b></p> <p>I can tell you about some of the things Hindus do at/ in the River Ganges and start to explain why this river is so important to them. (WTS)</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. (WA)</p> <p>I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river. (GDS)</p>	

Can you describe the uses of and importance of water?

What is the importance of the River Ganges to Hindus?

What may a Hindu do when visiting the River Ganges?

How does Brahman link to the River Ganges?

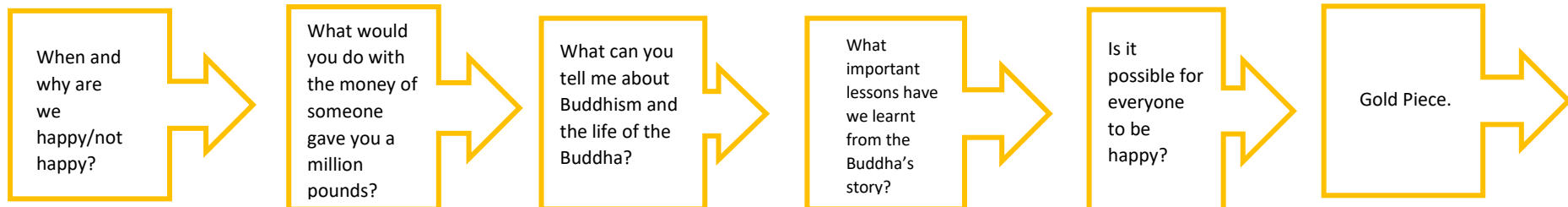
Would visiting the River Ganges feel special to a non-Hindu?

Gold Piece.

# Religious Education

## Year 4 – Autumn 1

Year: 4	Term: Autumn	Enquiry Question: Is it possible for everyone to be happy?	Topic: Buddhism
Foundations of previous learning: Initial Buddhism teaching			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.	To describe a time when you were really happy and suggest reasons and respond thoughtfully to why this was. To suggest reasons and respond thoughtfully as to why people may not be happy. To respond thoughtfully to the question of its possible for everyone to be happy. To describe and respond thoughtfully to what you would do with the money if somebody gave you a million pounds and consider carefully which ideas benefit you and which benefit others. To discuss and show respect for the opinions of others. To suggest reasons as to if having money would make you happy or not.	To discover facts about how Buddhism started. To discover facts and identify key events in the story of the Buddha. To suggest reasons why the Buddha may have been able to be happy and stay happy even when life was difficult. To suggest, evidencing from the story, what the most important parts of the message are. To suggest, evidencing from the story, when it may be more difficult to be happy and why having lots of money may not make people happy. To respond thoughtfully to one of the most important things the Buddha discovered was that trying to lead a good life which helps others and does not hurt people or animals would help someone be happy. To respond carefully to the content of the 8-fold path.	Buddha, Bodhi, 8-fold path, Prince Siddhattha, Gautama Yasodhara
	Assessment of Skills	Assessment of Knowledge	
	I can talk about what makes me happy and think about why some people may not be happy. (WTS) I can start to show an understanding of why people think it is difficult to be happy all of the time. (WA) I can give an opinion on whether helping other people to be happy might make me happy also. (GDS)	I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points. (WTS) I can explain why Siddhattha was unhappy even though he was a prince. (WTS) I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. (WA) I can begin to show an understanding of what being happy means to Buddhists. (WA) I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw. (GDS) I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy. (GDS)	



# Religious Education

## Year 4 – Autumn 2

Year: 4	Term: Autumn	Enquiry Question: What is the most significant part of the nativity story for Christians today?	Topic: Christianity
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Foundations of previous learning: What gifts might Christians have given Jesus if he had been born here rather than in Bethlehem? Why do Christians believe God gave Jesus to the world? Has Christmas lost its true meaning?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.	To identify symbols that we may see around us in our daily lives. To discuss the meanings of these symbols. To suggest reasons and respond thoughtfully to what may be the most significant part of the Christmas story to you.	To understand what a symbol may be used for. To identify symbols, religious or commercial, linked to Christmas and to differentiate between. To identify symbols represented within the Christmas story. To identify the meanings of the symbols within the Christmas story. To discover the meaning of 'Incarnation'. To identify the meanings of other symbols within Christianity and their importance to Christians. To suggest reasons and respond thoughtfully to what may be the most significant part of the Christmas story to Christians.	Frankincense, myrrh, Christingle, The Lord's Prayer, The Last Supper, Peter, church, Baptism, John the Baptist, Eucharist/Holy Communion, Bible, Gospels, New Testament, Old Testament
	Assessment of Skills	Assessment of Knowledge	
	I can design a symbol to tell you something about myself and explain it. (WTS) I can ask questions about something I find puzzling in the Christmas story. (WTS) I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. (WA) I can ask questions about what Christmas means to Christians and compare this with what it means to me. (WA) I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday to me. (GDS) I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation. (GDS)	I can explain what some of the symbols in the Christmas story mean to Christians. (WTS) I can describe one thing a Christian might learn about Jesus from a Christmas symbol. (WA) I can start to explain which Christmas symbols tell Christians something about the incarnation. (Jesus being God on earth) (GDS)	

What are symbols and which do we see in our everyday lives?

What symbols can we identify within the Christmas story and what do they mean?

What is the importance of symbols to Christians?

What is a Christingle and what does it and its features represent?

What is the most significant part of the nativity story for Christians today?

Gold Piece.

# Religious Education

## Year 4 – Spring 1

Year: 4	Term: Spring	Enquiry Question: Can the Buddha's teachings make the world a better place?	Topic: Buddhism
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Foundations of previous learning: Is it possible for everyone to be happy?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning about the teachings of the Buddha and exploring what he taught about change.	To describe and respond thoughtfully as to when their world is a wonderful place. To describe and respond thoughtfully as to when a person's world may not be wonderful. To suggest reasons as to why compassion may make people's lives better. To suggest reasons as to why and when your life may have changed and your feelings around this. To suggest reasons around the negative impacts of greed and selfishness.	To discover facts and identify key events in the story of the Buddha. To discover and respond thoughtfully to 2 of Siddhattha's truths. (a: the belief that everything changes and people don't want it. b: that suffering is caused by selfishness) To respond thoughtfully around the Buddha's teachings that not being selfish and greedy would make the world a better place. To consider the positive impact of right speech and other 8-fold path steps.	Buddha, Bodhi, 8-fold path, Prince Siddhattha, Gautama Yasodhara
	Assessment of Skills	Assessment of Knowledge	
	I can talk about some situations which are wonderful or problematic. (WTS) I can start to relate the Buddha's stories to how they can make the world a better place. (WTS) I can suggest why there may be problems in the world and how people could help solve them. (WA) I can give an example of how Buddhists could learn from the Buddha's stories and put the teaching into practice to make the world a better place. (WA) I can start to consider the extent to which I can help make the world a better place. (GDS) I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place. (GDS)	I can recall one of the Buddha's stories and start to say what it means. (WTS) I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. (WA) I can make links between one of the Buddha's stories and his teachings about what causes suffering. (GDS)	

When is the world a wonderful place? Not a wonderful place?

What can we learn from 2 of Siddhattha's truths?

How does greed and selfishness impact the world?

What impact may following the 8-fold path have on our lives?

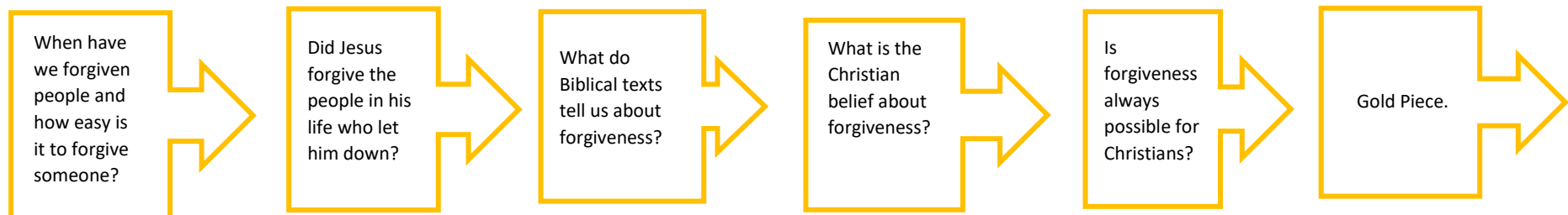
Can the Buddha's teachings make the world a better place?

Gold Piece.

# Religious Education

## Year 4 – Spring 2

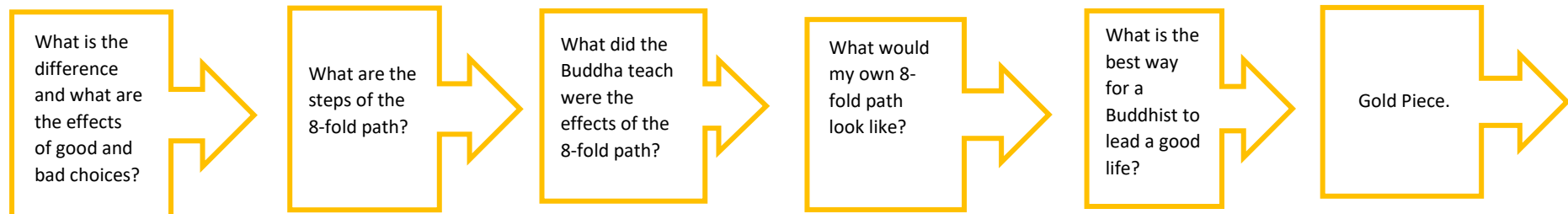
Year: 4	Term: Spring	Enquiry Question: Is forgiveness always possible for Christians?	Topic: Christianity
Foundations of previous learning: Was it always easy for Jesus to show friendship? Is it possible to be kind to everyone all of the time?			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.	To discuss when we may have forgiven people and how easy is it to forgive someone. To suggest reasons and respond thoughtfully to what Forgiveness means to you.	To describe who Jesus was and respond thoughtfully as to if they believed Jesus had enemies and why. To respond thoughtfully to Jesus' response to the people in his life who let him down and discuss if he forgave them. To discover biblical texts that show the Christian understanding of forgiveness. To understand that Christians believe that Jesus' death offered them forgiveness for their sins. To describe a Christian's belief about forgiveness.	Frankincense, myrrh, Christingle, The Lord's Prayer, The Last Supper, Peter, church, Baptism, John the Baptist, Eucharist/Holy Communion, Bible, Gospels, New Testament, Old Testament
	Assessment of Skills	Assessment of Knowledge	
	I can talk about how easy it is to forgive some people sometimes, or how difficult it might be. (WTS) I can talk about when a Christian may find it easy or difficult to forgive someone. (WTS) I can talk about what sort of help I might need to show forgiveness. (WA) I can show an understanding of how Christians believe God can help them show forgiveness. (WA) I can give my opinion as to why showing forgiveness may be important. (GDS)	I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. (WTS) I can describe what a Christian might learn about forgiveness from a Biblical text. (WA) I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. (GDS) I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example. (GDS)	



# Religious Education

## Year 4 – Summer 1

Year: 4	Term: Summer	Enquiry Question: What is the best way for a Buddhist to lead a good life?	Topic: Buddhism
Foundations of previous learning: Is it possible for everyone to be happy? Can the Buddha's teachings make the world a better place?			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning how Buddha's teachings make a difference to how Buddhists choose to live.	To compare good choices and bad choices and to consider possible effects of both. To discuss what helps us make good choice and how we know it's a good choice. To suggest reasons and respond thoughtfully to the best ways into how Buddhists can live the best life. To consider what your own 8-fold path would look like.	To discover and describe each step of the Noble Eightfold Path and The Buddha's teaching around this. To understand why The Buddha taught the 8-fold path and what this taught us about the world and our lives.	Buddha, Bodhi, 8-fold path, Prince Siddhattha, Gautama Yasodhara
	<b>Assessment of Skills</b> I can explain why I make some choices and say why I think some of these are 'good' choices. (WTS) I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices. (WA) I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. (WA) I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to. (WA) I can start to identify the values and reasons that guide me to make my choices. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I was trying to make good choices and which aspect might be the most important to Buddhists. (GDS)	<b>Assessment of Knowledge</b> I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists. (WTS) I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. (WA) I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this. (GDS)	



# Religious Education

## Year 4 – Summer 2

Year: 4	Term: Summer	Enquiry Question: Do people need to go to church to show they are Christians?	Topic: Christianity
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Foundations of previous learning: Previous Christian teachings

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand how important going to church is to show someone is a Christian.	To identify places that may be special to you and the reasons for this. To describe feeling associated with these special places. To consider and respond thoughtfully to baptism and ideas around baptism. To respond thoughtfully to ideas around communion, baptism and worship. To suggest reasons and respond thoughtfully as to why Christians may go to church. To respond thoughtfully to how Christians may live their lives from day to day. To respond thoughtfully to ideas around empathy and diversity.	To associate special places with previous religions taught. Compare similarities and differences between different places of worship. To recognise who would go to worship within a church. To discover and describe why Christians may go to church and consider if all Christians go to church. To discover facts about John the Baptist and his relationship with Jesus. To describe, discover more and respond thoughtfully to Eucharist/Holy Communion and ways in which this can be participated in. To observe and respond thoughtfully to different forms of worship. To discover how Christians may live their lives from day to day.	Frankincense, myrrh, Christingle, The Lord's Prayer, The Last Supper, Peter, church, Baptism, John the Baptist, Eucharist/Holy Communion, Bible, Gospels, New Testament, Old Testament
	Assessment of Skills	Assessment of Knowledge	
	I can discuss my special place, tell you why it is special and how I feel when I am there. (WTS) I can respectfully question whether Christians need churches. (WTS) I can explain some of the feelings my special place gives me and suggest why it is. (WA) I can start to understand the impact a Christian's special place has on him/her. (WA) I can reflect on a range of special places and identify why they have the impact on me that they do. (GDS) I can say why I think the church may or may not be important to Christians. (GDS)	I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. (WTS) I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. (WA) I can describe some of the ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others. (GDS)	

What places are special to you and why?

What are the similarities and differences between different places of worship?

How may communion, baptism and worship differ?

How are Christians encouraged to live their lives day by day?

Do people need to go to church to show they are Christians?

Gold Piece.



# Religious Education

## Year 5 – Autumn 1

Year: 5	Term: Autumn	Enquiry Question: How far would a Sikh go for his/her religion?	Topic: Sikhism
Foundations of previous learning: Initial Sikhism teaching			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to compare the different ways Sikhs put their beliefs into practice.	To consider the level of commitment they would give to achieve a goal. To consider, compare and contrast different forms of commitment. To reflect and offer ideas and clear responses as to why Sikhs put so much effort into their religion and if it is okay for some Sikhs to put in less effort. To consider, compare and contrast the level of commitment you would give to an interest of your own.	To reflect on the 5 key Sikh beliefs and to consider, compare and contrast these beliefs. To reflect on the level of commitment Guru Nanak expected from Sikhs. To discuss and compare aspects of a Sikh's life which may be more or less important. To reflect on self-sacrifice within Sikhism and offer ideas and clear responses. To reflect on the Sikh's commitment of putting others before themselves and offer ideas and clear responses. To discover key beliefs highlighted in the 'Langar'. To discover when/ or why Sikhs may travel to the Golden Temple.	Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, kirpan, kesh, kara, kangha, kachera, Guru Santh Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, crib, carols, Khalsa, sewa, gurdwara
	Assessment of Skills	Assessment of Knowledge	
	I can start to explain why some things I do are more important to me than others and what difference that makes. (WTS) I can identify the different levels of commitment I show to different things and explain these priorities. (WA) I can explain some of the beliefs that are important to me and how I choose to show commitment to them. (GDS)	I can use the right words to describe some of the ways Sikhs show how their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. (WTS) I can start to explain why I think some practices are more important to Sikhs than others. (WTS) I can make links between how Sikhs practise their religion and the beliefs that underpin this. (WA) I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. (WA) I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. (GDS)	



# Religious Education

		I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this. (GDS)	
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## Year 5 – Autumn 2

Year: 5	Term: Autumn	Enquiry Question: Is the Christmas story true?	Topic: Christianity
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Foundations of previous learning: What gifts might Christians have given Jesus if he had been born here rather than in Bethlehem? Why do Christians believe God gave Jesus to the world? Has Christmas lost its true meaning? What is the most important part of the nativity story for Christians today?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.	<p>Reflect on how eye witness accounts can be subjective and even though we have all witnessed the same event, we each see things through our own lens.</p> <p>To offer initial responses around your understanding of the Christmas story.</p> <p>Children to give their initial responses as to if they believe the Christmas story to be true.</p> <p>To reflect and offer clear responses to the considerations to a story that you may have learnt a lot from.</p>	<p>To consider different forms of truth. E. g. historical, scientific, personal and the importance of each.</p> <p>To consider, compare and contrasts different versions of the Christmas story.</p> <p>To offer ideas and clear responses around why there may be differing versions and how this reflects on what we believe to be truths within the Christmas story.</p> <p>To reflect on if stories and events can have meaning even if they didn't happen exactly as recorded.</p> <p>To understand that Christians believe that Jesus is the Incarnation of God on Earth.</p>	Advent, incarnation, Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane, Ten Commandments, confirmation, Lord's Prayer
	Assessment of Skills	Assessment of Knowledge	

# Religious Education

	<p>I can start to explain why people may see an event in different ways. (WTS)</p> <p>I can start to explain how 'true' could mean different things to different people and how stories can be 'true' in different ways. (WA)</p> <p>I can give my opinion on whether a favourite story is 'true' and explain why. (GDS)</p>	<p>I can describe what a Christian learns from the Christmas story. (WTS)</p> <p>I can start to explain that true can mean different things relating to the Christmas story. (WTS)</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God. (WA)</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. (WA)</p> <p>I can identify the different sources of the Christmas story and explain the meaning of Christmas to Christians. (Incarnation) (GDS)</p> <p>I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion. (GDS)</p>	
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How can eye witness accounts be subjective?

How do versions of the Christmas story differ? Why?

Can stories and events have meaning even if they didn't happen as recorded?

What story have you learnt a lot from?

Is the Christmas story true?

Gold Piece.

Year 5 – 5

Year: 5	Term.: Spring	Enquiry Question: Are Sikh stories important today?	Topic: Sikhism
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Foundations of previous learning: How far would a Sikh go for his/her religion?

## Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand the ways Sikh stories may be relevant today.	<p>To consider, compare and contrast and differing formats of books and the importance of format vs story.</p> <p>To reflect on a story that is important to you and why.</p> <p>To reflect on what you may have learnt from traditional Sikh stories and how these could impact your life.</p> <p>To offer ideas and clear responses around thoughts on equal rights.</p>	<p>To understand the importance of the Guru Granth Sahib to Sikhs and how it teaches Sikhs to see God's light in everyone.</p> <p>To understand that the Guru Granth Sahib is the eternal and great teacher for Sikhs.</p> <p>To understand what that the Guru Granth Sahib teaches Sikhs.</p> <p>To reflect on the teachings from Sikh stories and offer your own ideas giving clear responses.</p> <p>To identify the meanings behind key Sikh vocabulary.</p>	Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, kirpan, kesh, kara, kangha, kachera, Guru Santh Sahib, Langar, Golden Temple of Amritsar, Guru Nanak,
	Assessment of Skills	Assessment of Knowledge	

# Religious Education

	<p>I can give an example of a story that teaches me how to behave towards other people. (WTS)</p> <p>I can explain how some stories can teach people about what is important and how to behave. (WA)</p> <p>I can give my opinion as to why stories may be important to people today. (GDS)</p>	<p>I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important. (WTS)</p> <p>I can understand how what Sikhs learn from stories can influence how they behave. (WTS)</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of the Sikh story. (WA)</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. (WA)</p> <p>I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs. (GDS)</p> <p>I can explain why Sikh stories could be considered important today. (GDS)</p>	<p>crib, carols, Khalsa, sewa, gurdwara</p>
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<div> <div>What story is important to you and why?</div> <div>What is the importance of the Guru Granth Sahib to Sikhs and what does it teach them?</div> <div>What teachings have we discovered from Sikh stories?</div> <div>What are my thoughts on equal rights?</div> <div>Are Sikh stories important today?</div> <div>Gold Piece.</div> </div>			
Year 5 – Spring 2			
Year: 5	Term.: Spring	Enquiry Question: How significant is it for Christians to believe God intended Jesus to die?	Topic: Christianity
Foundations of previous learning: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? How important is it for Christians that Jesus came back to life after his crucifixion? What is good about Good Friday? Is forgiveness always possible for Christians?			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	<p>To reflect on control within our lives and consider the idea of destiny.</p> <p>To consider and offer clear responses as to what they would ask Jesus about Holy Week is he was here.</p> <p>To consider if chosen people with strong purpose or sense of destiny had their lives pre-destined.</p> <p>To reflect on if we have a plan or purpose for our lives and ask ourselves what we would like to achieve.</p>	<p>To reflect on how Christian's believe that God had a plan for Jesus' life and that Jesus' life had purpose.</p> <p>To reflect on what we already know about Jesus and offer initial ideas and responses with regards to the purpose of Jesus' life and God's message.</p> <p>To consider the elements of the Holy Week from palm Sunday through to Jesus' burial and offer ideas and clear responses with</p>	<p>Advent, incarnation, Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane, Ten Commandments,</p>

# Religious Education

	To reflect on if our lives are linked to destiny and if we can shape our own destiny and choose our own purpose.	regards to whether they believe the individual parts were part of God's plan or a consequence of events. To reflect on and offer ideas and clear responses as to whether Jesus was aware of his impending crucifixion. To reflect and make connections with regards what we know about Jesus' life, that show his life was planned by God.	confirmation, Lord's Prayer
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can start to consider the goals and purpose I would like for my life. (WTS)</p> <p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. (WA)</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny / purpose. (WA)</p> <p>I can start to show an understanding of the difference between purpose and destiny. (GDS)</p> <p>I can give my opinion about the importance for Christians of Jesus' death being part of God's plan. (GDS)</p>	<p>I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. (WTS)</p> <p>I can consider important questions about whether Jesus knew He was going to be crucified. (WTS)</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. (WA)</p> <p>I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. (GDS)</p>	

## Year 5 – Summer 1

Year: 5	Term: Summer	Enquiry Question: What is the best way for a Sikh to show commitment to God?	Topic: Sikhism
Foundations of previous learning: How far would a Sikh go for his/her religion? Are Sikh stories important today?			
Unit Learning			
NC Objective- Coverage	Skills	Knowledge	Vocabulary
<p>We are learning to understand how Sikhs show their commitment to God and to evaluate their way.</p> <p><b>What control do we have over our own lives?</b></p>	<p>To reflect on personal choices of right or wrong against what influences these choices.</p> <p>To consider the golden rules of Sikhism against our own lives and consider how we can use these to make us better people.</p> <p>To reflect on treating people equally (equal rights)</p> <p>To consider the rules that we would like for our own life?</p> <p><b>Can we control our own destiny and choose our own purpose?</b></p>	<p>To consider laws/rules changed to ensure Sikhs could wear their turban or Kara and to offer clear responses with regards their opinions of this.</p> <p>being a baptised the most. of the meaning</p> <p><b>How significant is it for Christians to believe God intended Jesus to die?</b></p>	<p>Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, kirpan, kesh, kara, kangha, kachera, Guru Santh Sahib, Langar, Temple of</p> <p><b>Gold Piece.</b></p>

# Religious Education

	To consider the difficulties and sacrifices needed when showing commitment within our own lives.	To understand why Sikhs don't drink alcohol or eat meat. To be introduced to the 11 gurus and the golden rules of Sikhism. To reflect on the Sikhs commitment to God by treating everybody equally. To consider the Akal Takhat, its purpose and what it symbolises. To be introduced to the leadership methods of the Maharaja Ranjit Singh and consider, compare and contrast his leadership style.	Amritsar, Guru Nanak, crib, carols, Khalsa, sewa, gurdwara
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	I can express why showing a commitment to something may be a good thing. (WTS) I can show an understanding of why people show commitment in different ways. (WA) I can start to express what I think about the best way a Sikh could show commitment to God. (WA) I can explain why one way of showing commitment may not be better than another. (GDS) I can give my opinion on what I think Sikhs should do to show commitment to God and explain why. (GDS)	I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that this maybe done in different ways. (WTS) I can start to show I understand that Sikhs make choices about how they show commitment to God. (WTS) I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. (WA) I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. (GDS)	

## Year 5 – Summer 2

Year: 5	Term: Summer	Enquiry Question: What is the best way for a Christian to show commitment to God?	Topic: Christianity
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Foundations of previous learning: What is the best way for a Sikh to show commitment to God?

### Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to understand how Christians show their commitment to God and to evaluate 'way. <b>What influences our choices of what is right and what is wrong?</b>	To reflect and make connections between different ideas around if it is ever okay to lie. To offer ideas and clear responses as to if commitment can cause dilemmas or difficult decisions. To reflect on previous learning (Year 4 / Summer 2) as to if Christians need to attend a church to show their commitment. <b>How have laws/rules been changed Sikhs and why?</b>	To be introduced to the Ten Commandments and consider which of these require a higher/lower level of commitment. To consider, compare and contrast the commandment of 'love your neighbour as yourself'. To understand the commandment of 'love your neighbour as yourself' and reflect on it. <b>What may be the difficulties and sacrifices when showing a commitment?</b>	Advent, incarnation, Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane, Ten Commandments, Gold Piece. <b>What is the best way for a Sikh to show commitment to God?</b>

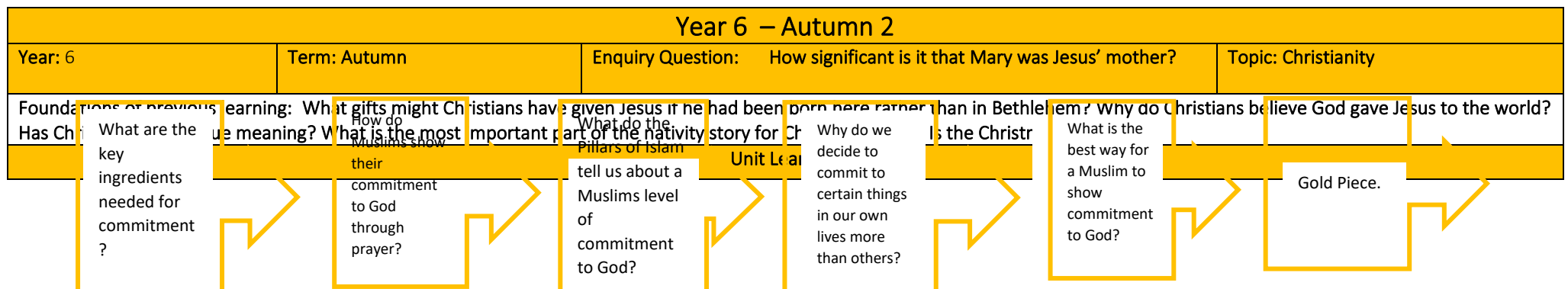
# Religious Education

	<p>To reflect on ways learnt previously with how Christians show their commitment to God.</p> <p>To offer ideas and clear responses around what is the best way for a Christian to show their commitment to God.</p> <p>To offer ideas and clear responses around how they were to show commitment to God if they were a Christian.</p> <p>To reflect and offer ideas around if we can take from Christianity some moral guidance around how to treat others and how to behave.</p>	<p>To consider and offer ideas and clear responses around if it is essential for Christians to pray to show their commitment to God.</p> <p>To consider the importance of Holy Communion for Christians and how taking communion shows their commitment to God.</p> <p>To offer ideas and clear responses around the statement, 'Christians show commitment to God by believing and trusting in Jesus and trying to be like Jesus' and considering if it is easy for a Christian to be like Jesus</p>	confirmation, Lord's Prayer
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can express why showing a commitment to something may be a good thing. (WTS)</p> <p>I can show an understanding of why people show commitment in different ways. (WA)</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians. (WA)</p> <p>I can explain why one way of showing commitment may not be better than another. (GDS)</p> <p>I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life. (GDS)</p>	<p>I can describe some of the ways that Christians choose to show commitment to God and I am starting to understand that they may do this in different ways. (WTS)</p> <p>I can start to understand there are different degrees of commitment and that's up to individual Christians. (WTS)</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. (WA)</p> <p>I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. (GDS)</p>	

Year: 6	Can commitment cause dilemmas and difficult decisions?	Which of the Ten Commandments require higher/lower levels of commitment?	In what ways can a Christian show a commitment to God?	How would I choose to show my commitment to God?	What is the best way for a Christian to show commitment to God?	Gold Piece.
	Term Autumn	Unit Learning	Year 6 – Autumn	Unit Learning	Unit Learning	Topic
Foundations or previous learning: What is the best way for a Sikh/Christian to show commitment to God? (Initial Islam teaching)						
Unit Learning						
NC Objective- Coverage	Skills		Knowledge		Vocabulary	
We are learning to understand some of the ways Muslims show commitment to God and to evaluate if there is a 'best' way.	<p>To reflect on what it means to make a commitment and decide on 3 key ingredients needed for commitment.</p> <p>To reflect and evaluate differing levels of commitment.</p> <p>To offer ideas and clear responses around what is the best way for a Muslim to show their commitment to God.</p> <p>To reflect on their own commitments within their lives and determine why they are so committed to these over others.</p>		<p>Introduce the 5 Pillars of Islam and reflect on what is the best way for a Muslim to show commitment to God.</p> <p>To consider, compare and contrast around different ideas around the need for prayer and regularity of prayer needed for a Muslim to show their commitment to God.</p> <p>To reflect on the level of commitment to God shown by a Muslim.</p>		<p>Five Pillars, Zakah, Sawm, Qu'ran, Hajj, Akhirah, Muhammad, Jihad, Ummah, Qur'an, Mosque</p>	

# Unit Learning Objectives

		<p>To consider the third pillar (Zakah), giving money to charity, and explore ideas around this level of commitment.</p> <p>To consider the fourth pillar (Sawm), fasting during the month of Ramadan, and explore ideas around this level of commitment.</p> <p>To consider the fifth pillar (Hajj), to visit Makkah at least once during their lifetime, and explore ideas around this level of commitment.</p> <p>To understand the terms Qur'an and Mosque</p>	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can express why showing commitment to something may be a good thing. (WTS)</p> <p>I can explain why there may be different ways of showing commitment. (WTS)</p> <p>I can show an understanding of why people show commitment in different ways. (WA)</p> <p>I can explain why one way of showing commitment may be better than another. (GDS)</p> <p>I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life. (GDS)</p>	<p>I can describe some of the ways that Muslims choose to show commitment to God. (WTS)</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. (WA)</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims. (WA)</p> <p>I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. (GDS)</p>	





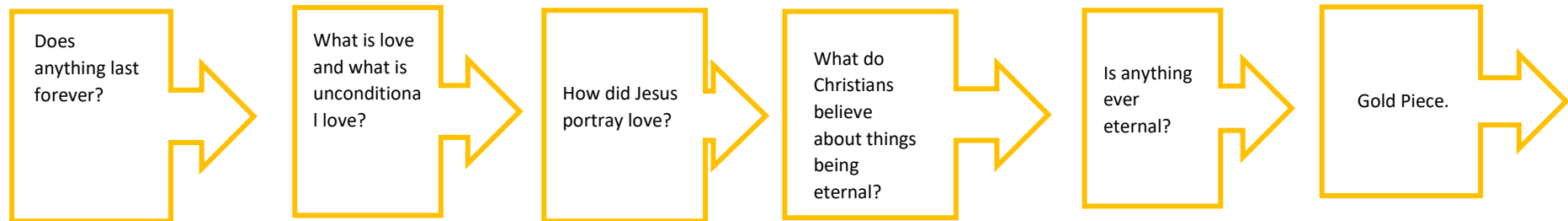
## Religious Education

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to analyse the Christian belief in the Virgin birth and to assess the significance of this to Christians.	<p>To reflect on being chosen to undertake an important role or having to choose somebody to undertake an important role and the reasons behind this.</p> <p>To offer ideas and clear responses around the type of person you would have chosen to be Jesus' mother.</p> <p>To respond to the question of why a virgin was chosen to be Jesus' mother.</p> <p>To respond to the question of how significant it was that Mary was Jesus' mother.</p> <p>To consider, compare and contrast ideas around if people would have listened to Jesus in the same way if he was an ordinary man.</p> <p>To offer ideas and clear responses around why Jesus would be sent back to the world in modern day and what kind of person would Mary be now.</p>	<p>The consider and reflect on the role of Mary as the mother of Jesus.</p> <p>To consider Mary's responses as to why she was given the role.</p> <p>To reflect on why God chose Mary to be Jesus' mother.</p> <p>To reflect on Joseph' role (Jesus' father) and how he felt about the birth prior and following the visit of the angel.</p> <p>To offer ideas and clear responses as to why the children believe God chose the method he did to bring Jesus to the world.</p> <p>To understand the term 'incarnation'.</p> <p>To understand that aside from incarnation, what other key Christian beliefs rely on Jesus being a God as well as a human. (miracles/resurrection)</p>	Mary, virgin birth, incarnation, Holy Spirit, agape, Ten Commandments, Lent, Ash Wednesday, Shrove Tuesday, fish symbol, CAFOD, covenant, Beatitudes, Noah, Abraham, Moses
	Assessment of Skills	Assessment of Knowledge	
	<p>I can identify some qualities that someone chosen for an important job would need. (WTS)</p> <p>I can explain the qualities needed in different people because of the important jobs they are chosen to do. (WA)</p> <p>I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views. (WA)</p> <p>I can suggest who I would choose for important roles in my school and in the country and identify the qualities these people would need. (GDS)</p> <p>I can explain my own response to the Christian belief in the Virgin birth. (GDS)</p>	<p>I can start to explain the significance of why Mary was chosen to be Jesus' mother. (WTS)</p> <p>I can start to think through why Mary being Jesus' mother is important to Christians and what I think about this. (WTS)</p> <p>I can make links between the Virgin Birth and Christian beliefs about Jesus. (Incarnation) (WA)</p> <p>I can explain why it is significant to Christians that Mary was Jesus' mother. (GDS)</p>	

Year 6 – Spring 1									
Year: 6		Term: Spring		Enquiry Question: Is anything ever eternal?				Topic: Christianity	
Foundation	What qualities are needed for an important job?	Learning: Previous Christian teachings.	What do we know about Mary as Jesus' mother?	What are the key beliefs around Jesus being God as well as human?	Unit Learning	Why would Jesus be sent back to the world today and what type of person would Mary be now?	How significant is it that Mary was Jesus' mother?	Gold Piece.	Vocabulary
NC	Page	Page	Skills						

# Religious Education

We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.	<p>To offer ideas and clear responses around things they believe will last forever.</p> <p>Consider, compare and contrast the children's understanding of heaven and hell.</p> <p>To reflect on our beliefs if anything is eternal and why.</p> <p>To consider, compare and contrast ideas around whatever we believe, that it is Important to lead a good life and to consider why and how we do this.</p>	<p>To offer ideas and clear responses around if they believe anything lasts forever.</p> <p>To consider the meaning eternity.</p> <p>To reflect and make connections between our understanding of love and unconditional love.</p> <p>To consider, compare and contrast Bible references which investigate how Jesus portrayed love.</p> <p>To consider and reflect on the Christian's understanding of life after death. (eternal life)</p> <p>To reflect on if Christians believe that anything is eternal.</p>	Mary, virgin birth, incarnation, Holy Spirit, agape, Ten Commandments, Lent, Ash Wednesday, Shrove Tuesday, fish symbol, CAFOD, covenant, Beatitudes, Noah, Abraham, Moses
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can ask important questions about eternity. (WTS)</p> <p>I can express feelings I have when I think about situations or things I would like to last forever. (WA)</p> <p>I can reflect on my own beliefs about whether anything is ever eternal. (WA)</p> <p>I can explain the difference it would make to me to know that something was eternal. (GDS)</p> <p>I can give my own answer to whether anything is eternal and give my reasons. (GDS)</p>	<p>I can start to show an understanding of the concept of eternity. (WTS)</p> <p>I can describe what a Christian might learn about life after death from a Bible story. (WTS)</p> <p>I can make links between Christian beliefs and their views on whether anything is eternal. (WA)</p> <p>I can explain why Christians believe some things are eternal and the difference this makes to them. (GDS)</p>	



## Year 6 – Spring 2

Year: 6	Term: Spring	Enquiry Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Topic: Christianity
Foundations of previous learning: Previous Christian teachings.			
Unit Learning			

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning to examine the influences Christianity still has in the world and to evaluate whether it is still a strong religion.	<p>To reflect on the people within your lives who may have influenced you and why they have left that influence.</p> <p>To reflect on teaching to explore the concept of starting their own religion that would make the world a better place.</p> <p>To use their learning and own understanding to reflect on the strength of Christianity today.</p> <p>To consider, compare and contrast Christianity against the strength of the other world religions.</p>	<p>To consider, compare and contrast ideas around if festivals show that Christianity is still a strong religion.</p> <p>To consider, compare and contrast ideas around if symbols show that Christianity is still a strong religion.</p> <p>To offer ideas and clear responses around if Christianity was motivating people to do good in the world, would this present Christianity as still being a strong religion.</p> <p>To offer ideas and clear responses around if countries persecute/torture/imprison people for being Christians, does this show that they are fearful of Christianity and therefore that it is seen as a strong religion today.</p> <p>To reflect on where else in British society we see influence of Christianity.</p> <p>To consider if Christian buildings reflect the strength of Christianity.</p>	Mary, virgin birth, incarnation, Holy Spirit, agape, Ten Commandments, Lent, Ash Wednesday, Shrove Tuesday, fish symbol, CAFOD, covenant, Beatitudes, Noah, Abraham, Moses
	Assessment of Skills	Assessment of Knowledge	
	<p>I can describe how people have influenced me in different ways and say why I think this has happened. (WTS)</p> <p>I can explain how the influence people have had on me has affected what I see as important. (WA)</p> <p>I can explain how I would like to be a positive influence on others. (GDS)</p>	<p>I can describe one way that Christianity seems to be a strong religion today. (WTS)</p> <p>I can start to consider whether I think Christianity is a strong religion now. (WTS)</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. (WA)</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this. (WA)</p> <p>I can explain a range of arguments to suggest Christianity is a strong religion today and also give you opposing arguments. (GDS)</p> <p>I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments. (GDS)</p>	

Year: 6	Who has been an influence in your life?	Term: Summer	Do festivals and symbols show that Christianity is still a strong religion?	Enquiry Question: Do festivals and symbols highlight the strength of Christianity?	Year 6 – S	Does persecution of Christians and Christian buildings highlight the strength of Christianity?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Topic: Islam	Gold Piece.
Foundation	Learning: What is the best way for a Muslim to learn?			Commitment to	ah (life after de				

# Religious Education

## Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning that the concept of Jihad can be interpreted differently leading to different actions and consequences.	<p>To reflect on how far we would go to stand up for something we believe in.</p> <p>To reflect on our understanding of motivation and reflect on scenarios around good actions.</p> <p>To offer ideas and suggestions around leading a good life looks like.</p> <p>To consider, compare and contrast the challenges required for a Muslim's 'Greater Jihad'.</p> <p>To consider, compare and contrast ideas around how you might try to live a good life.</p>	<p>To consider, compare and contrast ideas around how Muslims try to live good lives.</p> <p>To offer ideas and clear responses around what does it mean to be a Muslim.</p> <p>Consider how Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good.</p> <p>To reflect on if belief in Akhirah (life after death) helps Muslims lead good lives.</p> <p>To consider, compare and contrast ideas around if it would ever be a challenge/an effort or a struggle for Muslims to lead good lives.</p> <p>To reflect on a Muslim's understanding of 'Greater Jihad'.</p> <p>To reflect on the impact of commitment within Islam.</p>	Five Pillars, Zakah, Sawm, Qu'ran, Hajj, Akhirah, Muhammad, Jihad, Ummah, Qur'an, Mosque
	<p><b>Assessment of Skills</b></p> <p>I can explain how knowing that my actions have consequences makes a difference to the choices that I make. (WTS)</p> <p>I can identify why leading a good life might be good idea and why people think this is. (WTS)</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. (WA)</p> <p>I can start to explain how my beliefs about right and wrong actions and consequences make a difference to the choices I make. (GDS)</p> <p>I can ask questions about life after death and explore how what I believe about this might influence my life. (GDS)</p>	<p><b>Assessment of Knowledge</b></p> <p>I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. (WTS)</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. (WA)</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. (WA)</p> <p>I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. (GDS)</p>	

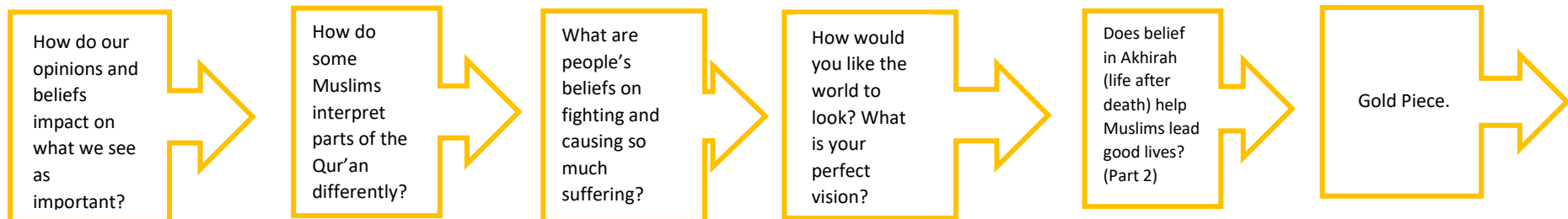
## Year 6 – Summer 2

Year: (6)	Term: Summer	Enquiry Question: Does belief in Akhirah (life after death) help Muslims lead good lives? (Part 1)	Topic: Islam
Foundational: How far would you go to stand up for something you believe in?	Learning: What does leading a good life involve/look like?	What does it mean to be a Muslim?	Gold Piece.

# Key Expectations

## Unit Learning

NC Objective- Coverage	Skills	Knowledge	Vocabulary
We are learning that the concept of Jihad can be interpreted differently leading to different actions and consequences.	<p>To reflect on how our own opinions and beliefs impact on what we see as important.</p> <p>To offer ideas and suggestions around leading a good life looks like and to compare and contrast how our personal circumstances impact this.</p> <p>To offer ideas and clear responses as to how they would like the world to look/their perfect vision.</p>	<p>To reflect on if belief in Akhirah (life after death) helps Muslims lead good lives.</p> <p>To consider, compare and contrast different interpretations of the Qur'an.</p> <p>To consider, compare and contrast different interpretations of the term Jihad.</p> <p>To consider if fighting can ever be seen as good.</p> <p>To reflect on the terms Holy War (Military Jihad) and Rules of a Holy War (Lesser Jihad)</p> <p>To consider people's beliefs and reasons for fighting and causing so much suffering.</p> <p>To reflect on if it is possible that some people may think this is what Allah wants them to do and this means leading a 'good life'.</p>	Five Pillars, Zakah, Sawm, Qu'ran, Hajj, Akhirah, Muhammad, Jihad, Ummah, Qur'an, Mosque
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>I can explain how sometimes people see/interpret things in different ways. (WTS)</p> <p>I can give examples of times when I misinterpreted something. (WA)</p> <p>I can start to explain how my beliefs about right and wrong make a difference to how I see things. (GDS)</p> <p>I can explore and my own and other people's attitude towards interpretations of Jihad and recognise and challenge stereotyping. (GDS)</p>	<p>I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. (WTS)</p> <p>I can start to express my opinion on how Jihad is interpreted by some Muslims. (WTS)</p> <p>I can explain two different Muslim interpretations of Jihad. (WA)</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. (WA)</p> <p>I can explain two different Muslim interpretations of Jihad and explore their justifications for these. (GDS)</p>	



# Progression of Skills

<p><b>"WORKING AT"</b> Expectation</p> <p>Most children are expected to reach these expectations.</p>	<p>Personal resonance with or reflection on</p> <ul style="list-style-type: none"> <li>The concept / belief underlying the subject matter of the enquiry</li> <li>Child's own thoughts, opinions, belief and empathy</li> </ul>	<p>Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>Skills of evaluation and critical thinking in relation to the big enquiry question.</p>
<p><b>End of Key Stage 1</b> (Year 2 – Age 7)</p>	<ul style="list-style-type: none"> <li>I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world.</li> <li>I can verbalise and / or express my own thoughts.</li> </ul>	<p>I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>
<p><b>End of LOWER Key Stage 2</b> (Year 4 – Age 9)</p>	<ul style="list-style-type: none"> <li>I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Buddhists.</li> <li>I can express my own opinions and start to support them with rationale.</li> </ul>	<p>I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain the relevance / importance.</p>	<p>I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.</p>
<p><b>End of Key Stage 2</b> (Year 6 – Age 11)</p>	<ul style="list-style-type: none"> <li>I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion / beliefs.</li> <li>I can express my own thoughts etc having reflected on them in relation to other people's.</li> </ul>	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.</p>	<p>I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence rationale.</p>

Skills related to end of ...	Religions Covered	A. Investigate the beliefs and practices of religions and other world views.	B. Investigate how religions and other world views address questions of meaning, purpose and value.	C. Investigate how religions and other world views influence morality, identity and diversity.
End of Key Stage 1 (Year 2 – Age 7)	Year 1: Christianity, Judaism Year 2: Christianity, Judaism	Retell, recognise and find meanings	Explore and respond sensitively	Begin to express ideas and opinions.
End of Lower Key Stage 2 (Year 4 – Age 9)	Year 3: Christianity, Hinduism Year 4: Christianity, Buddhism	Describe, discover more and respond thoughtfully	Observe and suggest reasons	Suggest reasons and respond thoughtfully
End of Key Stage 2 (Year 6 – Age 11)	Year 5: Christianity, Sikhism Year 6: Christianity, Islam	Reflect and make connections between different ideas	Consider, compare and contrast	Offer ideas and clear responses

# Assessment

Subject	Year Group	Academic Year
RE	6	2023/24

Child/Children	What makes them 'below' at the end of the unit? (What can the child not do or remember that was taught as part of the unit?)	Action and Refocus
Example child (skill)	Unable to identify some qualities that someone chosen for an important job would need.	To be able to ask important questions about eternity with reference back to previous Christian teaching.
Example child (knowledge)	Unable to explain the significance of why Mary was chosen to be Jesus' mother.	In the next unit _____, ponder further into Christian belief and reflect on why eternity is one of those beliefs.

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RE Ideas for modifying this curriculum to meet the needs of all children • For children with visual impairments, resources such as images/texts will need to be enlarged. • Simplified resources, e.g. less detailed text by be used. • Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly. • As with all children, make the curriculum as real and relevant as possible. Where visits or guest speakers are not possible, use of visual opportunities should be made, e.g. virtual tours and similar resources online. General • Use of additional adult when possible. • Differentiated outcomes and tasks. • Simpler versions of text/resources. • Pre-teaching vocabulary, images/word banks. • Mixed ability groupings/paired work/peer support. • Writing frame/structured activities. • Task targets/clear success criteria. • Visual stimuli/hooks- turn abstract in to concrete. • Awareness of sensory needs, e.g access to fiddle toy, wobble cushion, ear defender. • Work station/boxes. • Incentives – reward time for completing tasks. • Extra time to complete tasks. • Emotional support with taking risks and feeling successful.

