

Together we learn, grow and dream

Religious Education



EYFS		
Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none">• Developing positive attitudes about the differences between people.• Knows there are different countries with differences.
Reception	Understanding the World	<ul style="list-style-type: none">• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.• Recognise some similarities and differences between life in this country and life in other countries.
ELG	Understanding the World - People, Culture and Communities	<ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

KS1
Year A

Autumn 1
Christianity - What does it mean to belong?

Key Learning

(Taken from the “Essential Knowledge for Religious Education in Cheshire West and Chester Council Primary Schools” document)

- Evaluate what it means to Christians to belong to a church.
- Talk about how Christians might use symbols in a church building and begin to suggest reasons why.

Key Questions

- How am I special? Why do Christians believe that people are special?
- What does it mean to belong?
- What different religions are there in the world? Which of the symbols are associated with Christianity?
- What symbols can I see in a baby’s baptism?
- How was Jesus baptised?
- Why do some adults choose to be baptised? What is special about belonging?

Vocabulary

- **5 Fingers:** Christianity, Christian, Bible, Hebrew, Aramaic, Greek, Church
- **9.Christian Symbols:** Things that Christians have or wear to show that they belong to the Church
- **Jesus:** Christians believe Jesus is God’s son, part of the Trinity of Father, Son and Holy Spirit, The Messiah and The Saviour.
- **Baptism:** Infant baptism when babies are welcomed into the family of God, the Church, Jesus’ family
- **John the Baptist:** Jesus’ cousin who was baptising people in the Jordan and who baptised Jesus
- **Total Immersion Baptism:** People are fully submerged in the water and it symbolises a new start. This is the way that some people show they want to belong to Jesus

Required Prior Knowledge

- Children have learned about families including why they are unique and diverse

Endpoint

- I can talk about a practice from a religion.

- Children have shared who is special to them
- Children know that they belong
- Children have learned about why the school has a Harvest Festival

- I can talk about my own experiences and can link the communities to which I belong.
- I can ask questions about me, and who I am, showing awe and wonder

Autumn 2 Judaism - What do Jews believe about God?

Key Learning

- Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives
- Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period
- Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue

Key Questions

- Why is the Torah important for Jews?
- What do Jews believe about God? God is one, promise to Abraham. Courage / covenant / Israel
- Who was Joseph? Redemption.
- How did Miriam show courage and truthfulness and choose between right and wrong?
- What rules are important for Jews? Commandments / Covenant / Israel
- What do Jews believe about a creator God? God cares for all people.

Vocabulary

- **5 Fingers:** Judaism, Jews, Torah, Hebrew, Synagogue
- **Torah:** 1) The first 5 books of the 24 books in the written Torah 2) The Law of God revealed to Moses
- **Yad:** A pointer used to point to the text when reading from the Torah. Can be made from silver or wood, has Star of David symbol on it.
- **Joseph:** He was the son of Jacob and Rachel. He lived in Canaan with his 12 brothers. He was his father's favourite son and was given a special coat.
- **Miriam:** Moses's big sister who watched over him in the basket in the river. She saw the Egyptian Princess pick him up and fetched her Mum to look after him for the Princess.
- **Moses:** Miriam's little brother. Led the Jews out of Egypt. Was given the 10 Commandments by God on Mount Sinai.
- **Commandments (Mitzvot):** Special rules given by God to his people. Christians follow 10 Commandments, but Jews have 613 Mitzvot (Commandments) to follow.
- **Courage:** To be able to do something that frightens you. Another word for Bravery.

Required Prior Knowledge <ul style="list-style-type: none">• Can share relevant personal experiences linked to Bible stories that they have explored• Can discuss how Christians believe in God and that the Bible is a special book• Can discuss some different religious and special books	Endpoint <ul style="list-style-type: none">• I can retell and suggest meanings to some religious and moral stories.• I can explore and discuss sacred writings and sources of wisdom and recognise the communities from which they come.• I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.• I can find out about questions of right and wrong and begin to express my own ideas and opinions.
Spring 1 Christianity - What do we think about how the world was made and how should we look after it?	

<p>Key Learning</p> <ul style="list-style-type: none"> Explain how Christians view the creation of the world and try to take care of it. <p>Key Questions</p> <ul style="list-style-type: none"> What beauty can you see in the world around you? What does beauty mean? What does the Bible say about how the world was created? What other views are there about how the world began? How did St Francis care for creation? How can we be stewards of creation? 	<p>Vocabulary</p> <ul style="list-style-type: none"> 5 Fingers: Christianity, Christians, Bible, Hebrew, Aramaic, Greek, Church God: Christians believe that God created the universe and that he loves us and cares for us like a father. Creation: When God made the universe and everything in it - including us! Symbols: A sign, shape or action that represents a bigger idea. Stewardship: When we are using carefully and looking after all the things which God has given us in our world. Good News: This is the message from Jesus that God loves them and he will forgive them when they go wrong. Bible: The Christian sacred text which tells Christians all about God and how to live their life.
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> Can talk about values including care of animals and the environment 	<p>Endpoint</p> <ul style="list-style-type: none"> I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. I have started to share my opinions and say what is important to myself and to others. I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.
<p>Spring 2 Christianity - Who was Jesus and why is he important to Christians today?</p>	
<p>Key Learning</p>	<p>Vocabulary</p>

- Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.
- Explain why Christians might choose to follow Jesus.
- Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus.

Key Questions

- Who were the disciples?
- Why was Jesus a teacher and leader? What happened at the feeding of the 5000?
- Why do Christians believe that Jesus was a healer?
- Why was Jesus' death part of a bigger plan for Christians?
- What is the resurrection?
- Why do Christians follow Jesus?

- **Jesus:** Believed by Christians to be the Son of God and Saviour.
- **Disciples:** Followers of Jesus.
- **Christians:** People who believe in One God who made the world (Creation Story) and that Jesus Christ is the Son of God.
- **Jesus the Teacher:** Of the 90 times Jesus was addressed directly in the gospels, 60 times he was called Teacher. Jesus teaches us through the parables.
- **Parable:** A short story that teaches a moral or spiritual lesson especially: one of the stories told by Jesus Christ and recorded in the Bible.
- **Miracle Maker:** Jesus performed extraordinary events of good which were taken as a sign of the power of God.
- **Healer:** Make someone better.
- **Crucifixion:** Death on the cross.
- **Resurrection:** The Christian belief that he returned to life by a miracle. He died by crucifixion on Friday and rose from his tomb to new life on Sunday morning. This belief is celebrated at Easter. This gives Christians the hope of a new life after death.
- **The Bible:** The Bible is the biggest selling book in the world! Bibles come in all different shapes and sizes and it is translated into 400 different languages too. The Bible was written long ago by many different authors and includes books of history, songs, poetry, letters, prayers plus much more!
- **Old Testament:** The Old Testament is the first part of the Bible and it's made up of 39 books. Before Jesus, the story of the Jews.
- **Pilgrimage:** A journey to a holy place.

<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Can explore and discuss who is special to us. • Has learned why Jesus is special to Christians. 	<p>Endpoint</p> <ul style="list-style-type: none"> • I have started to share my opinions and say what is important to myself and to others. • I can say ideas which are important to me and can say what I think to be right and wrong.
<p>Summer 1 Humanism - An introduction to Humanism</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> • I can talk about some beliefs the Humanists hold. <p>Key Questions</p> <ul style="list-style-type: none"> • What do Humanists believe? • What do Humanists believe makes us special? • How do Humanists make decisions? • How do Humanists believe we can be happy? • What are the special ways Humanists celebrate in their lives? • Why do Humanists think we should be good to each other? 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Humanist: A follower of the beliefs of Humanism. • Humanism: The belief that human need and values are more important than religious beliefs. • Evidence: • The Happy Human: An important symbol to Humanists to represent the significance of happiness as a core part of Humanism. • The Golden Rule: 'Treat other people as you'd want to be treated in their situation.' 'Do not treat others in a way you would not like to be treated yourself.' • Curiosity: Asking lots of questions and wanting to know new things. • Celebrant: Provides an alternative to religious ceremonies for people wishing to celebrate or commemorate key life events in a non-religious way. • Naming Ceremony: A way of celebrating and welcoming a new addition to the family.
<p>Required Prior Knowledge</p>	<p>Endpoint</p>

No prior knowledge of Humanism but children may be able to compare or recognise similar key concepts and link with Christianity

- I can explore how human beings are special and human life is valuable.
- I can explore how human beings can find their own way to be happy.
- I know that human beings should be good to each other.
- I can explain what Humanists believe.

Summer 2

Islam - How and why are Allah and Muhammad (PBUH) important to Muslims?

Key Learning

- Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God.

Key Questions

- What can you remember about Islam?
- Who spoke to Muhammad in the cave?
- What do Muslims believe about angels?
- Where do Muslims worship?
- How is art used to express belief in Islam?
- How do Muslims prepare to pray?
- What do Muslims believe about the Qur'an?

Vocabulary

- **5 Fingers:** Islam, Muslims, Qur'an, Arabic, Mosque
- **Allah:** Allah is the Arabic word for God - whom Muslims worship.
- **Islam:** The second most popular religion in the world.
- **Muhammad (PBUH):** The founder of Islam. Muslims say he is a messenger from God and is the last of the prophets.
- **Muslim:** Someone who follows Islam. Muslims believe that there is only one God, Allah.
- **Prophethood:** Muslims believe that Prophets are messengers sent from God, or Allah, to help Muslims follow the straight path.
- **Qur'an:** The Qur'an is a book in the Arabic language that Muslims believe to be the actual words of Allah.

Required Prior Knowledge

Can talk about how Muslims celebrate Eid and has looked at key elements of Eid.

Endpoint

- I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.

- I can recognise some religious symbols and words
- I can ask questions about me, and who I am, showing awe and wonder.
- I can ask puzzling questions about Creation and God.

KS1
Year B
Autumn 1
Judaism - Exploring Jewish Stories

Key Learning

- Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives
- Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period
- Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue

Key Questions

- How do Jews remember Shabbat? Rituals/ artefacts/ family life / community
- What is the symbolism of the Shabbat meal?
- What does God is One mean? Mezuzah
- How did Esther show honesty and how is this remembered at Purim?
- How do Jewish families and their communities celebrate Hanukkah?

Vocabulary

- **5 Fingers:** Judaism, Jews, Torah, Hebrew, Synagogue.
- **Torah:** The first five books of the Hebrew Bible.
- **Jewish:** Related to or associated with Jewish people.
- **Moses:** The most important Jewish prophet.
- **Forgiveness:** To forgive. Letting go of negative emotions.

- Who are the Jewish Matriachs and Patriachs?

Required Prior Knowledge

Children have not studied Judaism up to this point but may be able to make comparisons with aspects of Christianity.

Endpoint

- I can ask and respond to questions about Jewish beliefs.
- I know about the significance of stories for Jewish people today.
- I know how God communicated with Moses & Joseph.

Autumn 2

Christianity - Why is Christmas celebrated by Christians?

Key Learning

- Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.

Key Questions

- What is meant by the idea of something 'precious'?
- What happened before and after the birth of Jesus?
- What was special about the gifts that were given to Jesus?
- Which parts of the Christmas story are still good news for Christians today?
- Why do Christians believe that Jesus was a gift from God?

Vocabulary

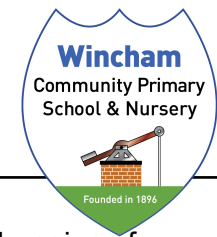
- **Nativity:** A picture, carving or model representing Jesus Christ's birth.
- **Gold:** Gold is a precious metal and as such was a very valuable commodity.
- **Frankincense:** Frankincense is a white resin or gum. It was often used in worship, in the burning of incense by priests.
- **Myrrh:** Myrrh is a spice which was commonly used in ancient times. It is made from sweet smelling sap which is obtained from several species of tree. The trees are found in parts of Africa and the Middle East, including Yemen and Ethiopia.

<ul style="list-style-type: none"> Can you discuss how the school nativity is different or similar to your understanding of the Christmas story? 	<ul style="list-style-type: none"> Angel: Angels are powerful, smart spirits that obey commands and praise him with singing. They sometimes appear to humans in human form.
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> Can talk about how Christians believe that Jesus is a gift from God. Can retell the story of Christmas and understand why it is a happy time for Christians. 	<p>Endpoint</p> <ul style="list-style-type: none"> I can talk about a practice from a religion. I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. I can talk about my own experiences and can link these to the communities to which I belong.
<p>Spring 1 Christianity Why is the Bible a special book for Christians?</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> To retell the story of Christmas and understand why it is a happy time for Christians. Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables studied. <p>Key Questions</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Jesus: Christians believe Jesus is God's Son, part of the Trinity of Father, Son and Holy Spirit. The Messiah and The Saviour. Sacred Text: The term used for when a book is special for people who follow a religion. May include words which originate from God. Bible: The sacred text for Christians is called the Bible. It is the best selling book of all time. There are lots of different authors, books, chapters and verses.

<ul style="list-style-type: none"> • Why do Christians try to live their lives according to teachings in the Bible? • What sort of different books are in the Bible? • What words of wisdom are there in the Bible? • What could the story of David and Goliath teach a Christian? How did David show courage? • How does the story of the stilling of the storm help Christians? What other passages have special significance for Christians? • What prayers are there in the Bible and why do Christians pray? 	<ul style="list-style-type: none"> • Testaments: The Bible is split into two parts called Testaments. The Old Testament and The New Testament. • Gospels: The first four books in the New Testament are called the Gospels. They were written by four of the Disciples, Matthew, Mark, Luke and John. These books tell of the life of Jesus. • Wisdom: The words in sacred texts which help a believer to make the right decision using knowledge and experience. • Prayer: Words which are said in the mind or out loud as a way of communicating with God for believers. • Belief: When someone feels that something is certain, exists or is true but to others it may not be proven.
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Can share relevant personal experiences linked to Bible stories that they have explored • Can discuss how Christians believe in God and that the Bible is a special book • Can discuss some different Bible stories 	<p>End Point</p> <ul style="list-style-type: none"> • I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. • I can recognise some religious symbols and words. • I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.
<p>Spring 2 Christianity - Why Did Jesus Teach People Through Stories</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> • Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables studied. <p>Key Questions</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • 5 Fingers: Christianity, Christian, Bible, Hebrew, Church • Parables: A very short story told to teach a moral or religious lesson. Jesus' Parable of the Good Samaritan teaches us that it is as important to help strangers as it is to help friends.

<ul style="list-style-type: none"> • What does the Parable of the Lost Sheep teach Christians about God? • What is the message from Jesus in the Parable of the Sower? • What do Christians mean when talking about building good foundations in the Parable of the Parable of the Two Builders. • How does the Parable of the Prodigal Son teach about God? • How does the Parable of the Good Samaritan teach about Christian love? What does it mean to love your neighbour? • What parables can I tell to others? 	<ul style="list-style-type: none"> • Welcome: Used to express warm greetings to someone who has just arrived. The Parable of the Lost Sheep teaches we are all welcome and important to God. • Influences: A thing or person that has the power to affect another. • Forgiveness: The act of forgiving. • Neighbour: Another human. Someone who shows kindness to another, even a stranger.
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Can share relevant personal experiences linked to Bible stories that they have explored • Can discuss how Christians believe in God and that the Bible is a special book • Can discuss some different Bible stories 	<p>End Point</p> <ul style="list-style-type: none"> • I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. • I can see how I can work together with others even if we have differences.
<p>Summer 1 Sikhism - An Introduction to Sikhism</p>	
<p>Key Learning</p> <p>Can tell you about aspects of a Gurdwara and about how Sikhs worship.</p> <p>Key Questions</p> <ul style="list-style-type: none"> • What are the key Sikh beliefs? 	<p>Vocabulary</p> <ul style="list-style-type: none"> • 5 Fingers: Sikhism, Sikh, Guru, Punjabi, Gurdwara • Gurdwara: A Sikh place of worship/holy building • Guru: A Hindu spiritual teacher • Guru Granth Sahib: Also called Adi Granth, is the holy book of the religion Sikhism

Together we learn, grow and dream



- Who was Guru Nanak and what did he teach?
- What is the Gurdwara and how is it used?
- What is the symbolism of the 5Ks?
- What festivals are important to us and important to Sikhs?
- How does Sikhism compare to Christianity?

- **Vaisakhi:** The Sikh New Year Festival
- **Punjabi:** Belonging to or relating to the Punjab region of India or Pakistan, it's people or it's language
- **The 5Ks:** Five items that Sikhs are commanded to wear at all times

Required Prior Knowledge

Children will have no prior knowledge of Sikhism but may be able to make comparisons with aspects of Christianity.

End Point

- I can talk about beliefs and values that belong to the Sikhism faith.
- I know who Guru Nanak is and what he taught.
- I can talk about some elements of the 5Ks
- I can describe and make connections between different religions.

Summer 2 Hinduism - An Introduction to Hinduism

Key Learning

I can explain how Hindus celebrate Diwali, making reference to the story of Rama and Sita.

Key Questions

- How do Hindus view God?
- What is the Trimurti?
- What are the key beliefs of Hinduism?
- What happens in the story of Rama and Sita?
- How do Hindus celebrate Diwali?
- How does Hinduism compare to another religion?

Vocabulary

- **5 Fingers:** Hinduism, Hindu, Temple, Mandir
- **Brahman:** The concept of God in Hinduism - infinite with no beginning and no end.
- **Trimurti:** The three aspects of God in his form as Brahma, Vishnu and Shiva. Also known as the Hindu Trinity.
- **Ramayana:** The story of Rama and Sita, celebrated during Diwali.
- **Diwali:** Hindu Festival of Light.



Required Prior Knowledge

Children will have knowledge of the festival of Divali

End Point

- I can talk about some key beliefs of the Hindu religion.
- I retell the story of Ramayana.
- I am beginning to understand how Hindus view God.
- I can talk about how Hindus celebrate Diwali.

LKS2
Year A
Autumn 1
Hinduism
How do Hindus worship?

Key Learning

Give an example on how to explain the Hindu concept of God and the cycle of Create, Preserve and Destroy. Explain how Hindus worship at home and in the Mandir and the associated symbols and gestures. Tell you about the Hindu festival of Holi and why it is celebrated.

Some children may further be able to give a simple explanation for the concepts of reincarnation and their own view on life after death.

Key Questions

- What would a Hindu parent want their child to know about God?
- What is the meaning of Aum?
- What does it mean to have one God in many forms?
- Why is a shrine important in a Hindu home?
- How do Hindus worship and celebrate at the festival of Holi?
- What do Hindus understand about the journey of life?
- What values about the family and how to care for the Earth are important for Hindus?

Vocabulary

- **5 Fingers:** Hinduism, Hindu, Mandir, Brahmanm, Aum
- **Brahman:** The concept of God in Hinduism - infinite with no beginning and no end.
- **Aum:** Most sacred Hindu symbol - like calling God's name.
- **Diwali:** The Hindu Festival of Light.
- **Reincarnation:** Rebirth of the soul into a new body.
- **Shrine:** A special place where offerings are made and prayers are said. It could include pictures or statues of deity.
- **Holi:** A Hindu festival which celebrates the end of Winter at the start of Spring.
- **Murti:** An image or statue of a deity in Hindu culture.

Required Prior Knowledge

End Point

- Can talk about some key beliefs of the Hindu religion.
- Can retell the story of Ramayana.
- Is beginning to understand how Hindus view God.
- Can talk about how Hindus celebrate Diwali.

- I can describe and make connections between different features of the religions and worldviews we have studied.
- I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.
- I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.
- I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.

Autumn 2 Humanism - What do Humanists value?

Key Learning

- Describe the main beliefs of Humanism and begin to compare it to following a religious belief
- Say what Humanists think about God
- Explain how Humanists believe they can be happy
- Explore the happy human symbol
- Describe how Humanists celebrate in their lives
- Explain how Humanists lifestyle plays a role in modern society.

Key Questions

- Describe the main beliefs of Humanism and begin to compare it to following a religious belief
- Say what Humanists think about God

Vocabulary

- **Humanist:** A follower of the beliefs of Humanism.
- **Humanism:** The belief that human need and values are more important than religious beliefs.
- **The Happy Human:** An important symbol to Humanists to represent the significance of happiness as a core part of Humanism.
- **The Golden Rule:** 'Treat other people as you'd want to be treated in their situation.' 'Do not treat others in a way you would not like to be treated yourself.'
- **Curiosity:** Asking lots of questions and wanting to know new things.
- **Celebrant:** Provides an alternative to religious ceremonies for people wishing to celebrate or commemorate key life events in a non-religious way.

<ul style="list-style-type: none"> • Explain how Humanists believe they can be happy • Explore the happy human symbol • Describe how Humanists celebrate in their lives • Explain how Humanists lifestyle plays a role in modern society. 	<ul style="list-style-type: none"> • Naming Ceremony: A way of celebrating and welcoming a new addition to the family.
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Can explain some Humanists beliefs and why they believe that. • Can discuss and compare Humanists beliefs to other religions. 	<p>End Point</p> <ul style="list-style-type: none"> • I can explore how human beings are special and human life is valuable. • I can explore how human beings can find their own way to be happy. • I can explain why Humanists celebrate marriage with a wedding ceremony. • I know that human beings should be good to each other. • I can explain key Humanists beliefs, including the absence of the belief in God.
<p>Spring 1 Christianity - How do Christians use the Bible to help them with their lives?</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> • Give examples of stories which they have come across in the Bible and demonstrate how to find a particular book. • Explain how Christians use the Bible for guidance and how it is in many different languages around the world. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Five Fingers: Christianity, Christians, Bible, Hebrew, Church • Bible: The book of sacred writings accepted by Christians as coming from God. • Sacred: Something that is sacred is believed to be holy and to have a special connection with God.

<ul style="list-style-type: none"> Explore their own views and values in relation to how a Christian gains wisdom from the Bible. <p>Key Questions</p> <ul style="list-style-type: none"> What is a sacred text? Is the Bible a Best Seller? What is in the Bible and who wrote it? How do you find particular verses in the Bible? Why are there different kinds of Bible? What does the Bible mean to a Christian? How is art used in the Bible? 	<ul style="list-style-type: none"> Verses: One of the short parts of a chapter in the Bible. Christian: Christians are people who believe that Jesus Christ is the Son of God, and follow his teachings and those of the Christian Churches. Widom: Wisdom is the knowledge or learning gained over time. Testaments: Either of two main divisions of the Bible. Old Testament - Before Jesus' birth. New Testament - After the birth of Jesus. Parable: A Parable is a simple story with a moral or a story told to teach a lesson.
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> Can retell a religious story using prompts and know that it is from a sacred text and is special to some people. Can recognise some religious symbols and words. Can ask questions about belonging, meaning and truth and can express own ideas and opinions in response. 	<p>End Point</p> <ul style="list-style-type: none"> I can make connections between different stories/sayings and what they teach followers of different religions/worldviews. I can explore belief in action and make connections with my own life and communities. I understand the commitment and dedication needed for different faith followers. I can reflect on my own values and explore what I can learn from the values of believers.
<p>Spring 2 Sikhism - How do Sikhs Worship?</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> Explain how Sikhs believe in all pathways leading to God 	<p>Vocabulary</p>

- Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life
- Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect
- Explain the symbolism of the 5Ks
- Analyse how Sikhs show community and equality in their lives

Key Questions

- What is the Gurdwara? How is this important to the community?
- What is the Khanda?
- How do Sikhs worship in the Gurdwara?
- Why do Sikhs have a Langar?
- How do Gurdwaras look different or similar around the world? What is the Golden Temple like?
- How do Sikhs celebrate with their local communities?

- **Five Fingers:** Sikhism, Sikh, Guru Granth Sahib, Punjab, Gurdwara
- **Gurdwara:** A Sikh place of worship/holy building.
- **Guru:** A Hindu spiritual teacher.
- **Guru Granth Sahib:** Also called Adi Granth, is the holy book of the religion Sikhism.
- **Punjabi:** Belonging or relating to the Punjab region of India or Pakistan, it's people of it's language. Punjabi is the language spoken in Punjab.
- **Gurmukhi:** The script used to write the sayings of the Gurus and used to write the Punjab language,
- **Langar:** Free community kitchen in the Gurdwara for all visitors.

Required Prior Knowledge

- Can talk about beliefs and values that belong to the Sikhism faith.
- Knows who Guru Nanak is and what he taught.
- Can talk about some elements of the 5Ks
- Can describe and make connections between different religions.

End Point

- I can describe and make connections between different features of the religions and world views we have studied. I can begin to talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.
- I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.
- I can discuss using correct terminology key elements of the Sikhism religion.

Summer 1

Christianity - What is my point of view about God and why do people have faith?

Key Learning

Explain the story of Abraham and how this was following his belief.
Explain and discuss a view of God which is not their own.
Give examples of how believers demonstrate their faith in God.

Key Questions

- What do I think about God?
- How do Christians describe God?
- How have artists portrayed God in different times?
- How is God seen in different faiths? How does this compare to Christianity?
- How does faith impact on decisions? What did Abraham's faith mean to him?
- What questions do I have to interview Christians about their belief in God?

Vocabulary

- **Five Fingers:** Christianity, Christian, Bible, Hebrew, Greek, Church
- **Faith:** A belief and trust in and loyalty to God.
- **Sacrifice:** The act of giving up something of great value to show loyalty or deep affection. The gift of something to a God as an act of worship.
- **Omnipresent:** Existing in all places at any given time.
- **Omniscient:** Infinite in knowledge, all knowing.
- **Omnibenevolent:** All loving or infinitely good.

Required Prior Knowledge

- Had experience of sharing opinions and should be able to say what is important to themselves and to others.
- Have discussed ideas which are important to them and can say what they think to be right and wrong.

End Point

- I can describe religions and world views, connecting my ideas and prior learning.
- I understand the commitment and dedication needed for different faith followers.

- I can reflect on my own values and explore what I can learn from the values of believers.

Summer 2 Islam - How do Muslims worship?

Key Learning

- Recognise the Qu'ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God)
- Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque.
- Analyse how the main features of a mosque explain Muslim key beliefs.

Key Questions

- Where do Muslims worship?
- How is art used to express belief in Islam?
- How do Muslims prepare to pray?
- What do Muslims believe about the Qur'an?

Vocabulary

- **Five Fingers:** Islam, Muslims, Qur'an, Arabic, Mosque
- **Wudu:** The ritual washing performed by Muslims before prayer.
- **Mosque:** A place of worship for Muslims.
- **Allah:** Allah is the Arabic word for God - whom Muslims worship.
- **Islam:** The second most popular religion in the world.
- **Muhammad (PBUH):** The founder of Islam. Muslims say he is a messenger from God and is the last of the prophets.
- **Muslim:** Someone who follows Islam. Muslims believe that there is only one God, Allah.
- **Prophethood:** Muslims believe that Prophets are messengers sent from God, or Allah, to help Muslims follow the straight path.
- **Qur'an:** The Qur'an is a book in the Arabic language that Muslims believe to be the actual words of Allah.

Required Prior Knowledge

- Can explain Yasmin's beliefs about Allah and can talk about the Night of Power and Muhammad (PBUH).
- Is able to recall some of the 99 names of Allah.

End Point

- I can retell and suggest meanings to some religious and moral stories.
- I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.

- Is able to link Yasmin's beliefs to those of a Muslim and can explain why Allah is important to all Muslims and how Islam is a worldwide community.
- Can understand why Muslims respect and worship Allah.

- I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.
- I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.

LKS2

Year B

Autumn 1

Hinduism

How do Hindus view God and celebrate Diwali?

Key Learning

- Explain how a Hindu may worship at home or in the mandir
- Describe and explain how a Hindu celebrates Diwali and Holi
- Explain how a Hindu may view God

Key Questions

- How do Hindus view God?
- What is the Trimurti?
- Why does this murti have the head of an elephant and the body of a boy?
- How do Hindus celebrate Diwali?
- How does the Ramayana teach Hindus about good and evil?
- Which words of wisdom from the Bhagavad Gita are important to you? How would these words be viewed by a Hindu?

Vocabulary

- **5 Fingers:** Hinduism, Hindu, Vedaas, Sanskrit, Mandir
- **Brahman:** The concept of God in Hinduism - infinite with no beginning and no end.
- **Aum:** Most sacred Hindu symbol - like calling God's name. Usually related to Shiva.
- **Trimurti:** The three aspects of God in his forms as Brahman, Vishnu and Shiva. Also known as the Hindu Trinity.
- **Brahma:** The Creator.
- **Vishnu:** The Preserver.
- **Shiva:** The Destroyer.
- **Ganesha:** Elephant headed God. God of wisdom, success and good luck.
- **Ramayana:** The story of Rama and Sita, celebrated during Diwali.
- **Diwali:** Hindu festival of light.

Required Prior Knowledge

End Point

- Can talk about some key beliefs of the Hindu religion.
- Can retell the story of Ramayana.
- Is beginning to understand how Hindus view God.
- Can talk about how Hindus celebrate Diwali.

- I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.
- I can give thoughtful responses using different forms of expression.
- I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.

Autumn 2 Christianity - Why do Christians think about Incarnation at Christmas?

Key Learning

- Explain how Christians see God as 'Three in One' through symbols.
- Analyse what Christians can learn about Jesus from nativity stories.
- Describe and suggest reasons why Christians call Jesus, Saviour.
- Explain the concept of salvation.
- Describe how Christians live their lives as disciples.

Key Questions

- How do different Bibles tell the story of the Nativity?
- What is a Christingle and how does it help us develop our understanding of the Incarnation?
- Why is the incarnation an important concept in Christianity?
- How do Christians around the world celebrate the Incarnation?

Vocabulary

- **Incarnation:** Is the belief that Jesus, who is the non-created second person of the triune Good, took on a human body and everything that is human and became both man and God.
- **Christingle:** Is a symbolic object used in the Advent, Christmas, and Epiphany services of many Christian denominations. Christingle, from a word of German origin, Christkindl, meaning 'Little Christ Child', is used to celebrate Jesus Christ as the "Light of the World".
- **Word made Flesh:** The premise of the Bible is that the God who created the universe wants to be known by human beings. ... God the only Son, who is at the Father's side, has made God known" (1:18). We speak of this idea of the Word becoming flesh as the Incarnation.
- **Pilgrim/Pilgrimage:** A person who travels to a holy place as an act of religious devotion. A pilgrimage is when people travel to a place of worship that is usually far away and is done for spiritual or religious reasons.
- **Worship:** To honour or respect as a divine being.

<ul style="list-style-type: none"> • How can we think more deeply about incarnation using Christmas Carols? • How do Christians worship at Christmas? which words from the Bible about incarnation may be read in church at this time? 	
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Can talk about why Christmas is celebrated by Christians? Can explain the relevance of the gifts from the Shepherds and the Magi and recognise good news for Christians. • Can talk about why Christians view Jesus as a gift and how he was to bring peace on earth. 	<p>End Point</p> <ul style="list-style-type: none"> • I can describe religions and world views, connecting my ideas and prior learning. • I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.

Christianity - How did Jesus teach about God and values through parables?	
<p>Key Learning</p> <ul style="list-style-type: none"> • Develop curiosity as to why Christians do nativity plays at Christmas. • Explain why Christians give and receive presents at Christmas. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Parable: A short story that teaches a moral or spiritual lesson especially : one of the stories told by Jesus Christ and recorded in the Bible. • Pharisee: Were members of a party that believed in resurrection and in following legal traditions that were

- Explain why Christians say Jesus is special.
- Wonder why a minister pours water on babies in a baptism.
- Talk about some things Christians might do in church.
- Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important.

Key Questions

- Why did Jesus teach about God through parables?
- How was Jesus explaining about pride and humility through the Parable of the Tax Collector and the Pharisee?
- What does the Parable of the Friend at Midnight teach a Christian about prayer?
- How does the Parable of the Judge and the Widow explore the relationship between a Christian and God?
- What is the Kingdom of God and how does the mustard seed help to explore this concept?
- What values do Christians learn from the parables which Jesus told?

ascribed not to the Bible but to "the traditions of the elders." Like the scribes, they were also well-known legal experts: hence the partial overlap of membership of the two groups.

- **Humility:** Is an asset for self-improvement. By living a humble life, you recognise the areas of your life that need work.
- **Tax Collector:** Is a person who collects unpaid taxes from other people or corporations. Tax collectors are often portrayed in fiction as being evil, and in the modern world share a similar stereotype to that of lawyers.
- **Pride:** Means having a feeling of being good and worthy.
- **Persistence in Prayer:** To persevere, not to give up but to continue to pray for the same thing. To be tenacious and determined in prayer.
- **Kingdom of God:** In the simplest terms, the Kingdom of God is the rule of God. So wherever the Lord Jesus Christ reigns, there you have the Kingdom of God. It is one of the key elements of the teachings of Jesus in the New Testament.
- **Gospel:** The word gospel comes from the Old English god meaning "good" and spel meaning "news, a story." In Christianity, the term "good news" refers to the story of Jesus Christ's birth, death, and resurrection.

Required Prior Knowledge

- Is able to retell a religious story using prompts and know that it is from a sacred text and is special to some people.
- Can see how they can work together with others even if we have differences.

End Point

- I can describe and understand links between stories and other aspects of the communities I have been investigating.
- I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

	<ul style="list-style-type: none"> • I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities. • I can describe and understand links between stories and other aspects of the communities I have been investigating. • I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.
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Christianity - How can I understand different Easter concepts?	
<p>Key Learning</p> <ul style="list-style-type: none"> • Describe and suggest reasons why Christians call Jesus, Saviour. • Explain the concept of salvation. • Describe how Christians live their lives as disciples. <p>Key Questions</p> <ul style="list-style-type: none"> • Which of the Christian Festivals is central to the teachings of Christianity? What is sin? 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Resurrection: Means a raising up. In the verb form it means 'to raise cause, to stand or rise up.' Christians believe that God raised Jesus after his crucifixion. • Servanthood: Jesus was the ultimate servant during his life on Earth because he willingly gave up his life for us. Christians honour his example of servanthood by humbly serving others in our daily lives. • Humility: Is an assert for self-improvement. By living a humble life you recognise the areas of your life that need work. • Salvation: The saving of a person from sin or evil.

<ul style="list-style-type: none"> • What is servanthood and how is this shown through the Easter story and through the life of a Christian today? • What is the significance of the Stations of the Cross for those who are Catholic? • What does the concept of Sacrifice mean to you? • How is the concept of sacrifice shown through Christian hymns and modern songs of worship? 	<ul style="list-style-type: none"> • Lent: A Christian tradition, the six week period before Easter. It is a time in which Christians are supposed to be quiet and thoughtful, preparing themselves for Easter. • Stations of the Cross: There are fourteen stations, each of which represents an event during Christ's Passion. Walking in the footsteps of Jesus. • Sacrifice: Is a loss or something you give up, usually for the sake of a better cause. • Good Friday: A Christian tradition to mark the day when Jesus Christ, the Son of God, was nailed to the cross. This is often known as the crucifixion of Lord Jesus.
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Is able to describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. 	<p>Endpoint</p> <ul style="list-style-type: none"> • I can describe and make connections between different features of the religions and worldviews we have studied. • I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.
<p>Judaism - How do Jews demonstrate their faith through their communities?</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> • Reflect on why and how Jews worship • Explain the importance of the Covenant for Jews 	<p>Vocabulary</p> <ul style="list-style-type: none"> • 5 Fingers: Judaism, Jews, Torah, Hebrew, Synagogue

- Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief
- Evaluate why Pesach is important to Jews as an act of commemoration

Key Questions

- What happens at a Synagogue? Community Centre / place of study / prayer
- What happens at Pesach (Passover) Story of Jews Exodus
- What is Sukkot? God cares for all. Protection in desert
- How do Jews remember the giving of the Torah? Shavout / First Four commandments
- What rules for Jews follow in the Torah? Kosher
- What happens during the life journey of a Jew? Naming ceremony / Bar/Bat Mitzvah / Wedding / Death

- **Synagogue:** The Place where Jews meet to worship. It means 'meeting place' in Greek.
- **The Torah:** Jews believe that the Torah is God's way of communicating with them.
- **The Ark:** The most important thing inside a Synagogue, it is a cabinet that holds the Torah scrolls.
- **Bimah:** A raised platform in a Synagogue from which the Torah is read.
- **Shavuot:** Commemorates the revelation of the Torah on Mount Sinai given to Moses and the Jewish people.
- **Pesach/Passover:** Celebrates the freedom of the Jews from slavery in Ancient Egypt.
- **Sedar:** The Sedar plate - each food is symbolic for an aspect of Passover. A roasted shank bone represents the Pesach sacrifice, an egg represents spring and the circle of life, bitter herbs represent the bitterness of slavery, haroset (an applesauce-like mixture with wine, nuts, apples, etc.)
- **Sukkot:** Commemorates the years that the Jews spent in the desert on their way to the Promised Land, and celebrates the way in which God protected them under difficult desert conditions. Can also be known as the Feast of Tabernacles.

Required Prior Knowledge

- Can retell and suggest meanings to some religious and moral stories.
- Can explore and discuss sacred writings and sources of wisdom and recognise the communities from which they come.
- Can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Endpoint

- I can explore belief in action and make connections with my own life and communities.
- I can give thoughtful responses using different forms of expression.
- I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.

- Can find out about questions of right and wrong and begin to express their own ideas and opinions.

Judaism - What do I think about Jesus and how is he portrayed in art from around the world?

Key Learning

- Use Biblical references to support discussions about Jesus and how people viewed him.
- Explain symbols associated with Jesus.
- Explore how people's views about Jesus and how they view him have changed through time and place.
- Link learning on symbols of Jesus to wider Christian concepts and how this is reflected in the world today.

Key Questions

- How do pictures of Jesus from around the world show a personal relationship with Christians?
- Why do some Christians like to have a personal image of Jesus?
- What are rosary beads?
- How would I portray Jesus in art?
- What do the Gospels tell us about Jesus as a person?
- Can we find links to pieces of art based on text?
- Jesus described himself as "The bread of Life, The Light of the World and The Good Shepherd." How has this inspired art?
- What can we recognise as a symbol on crosses from El Salvador?

Vocabulary

- **Jesus:** Christians believe Jesus is God's Son, part of the Trinity of Father, Son and Holy Spirit. The Messiah and The Saviour.
- **Appearance:** What a person or object looks like.
- **Portrayed:** How someone or something seems/how they are shown to be.
- **Rosary Beads:** The beads of a rosary count the prayers as they are recited. Relying on the rosary beads to keep track of how many times you've said a particular prayer allows you to clear your mind and meditate on your prayer more effectively.
- **El Salvador Cross:** El Salvador crosses, popular in El Salvador, are also called Crosses of Hope when made by refugees. The images of life shown on the cross are things that give the people meaning in their everyday lives e.g. sun, family, animals and where they find God present to them. The cross is a sign of freedom and hope.
- **Orthodox Crucifix:** The Russian Orthodox cross features three horizontal beams instead of the more common two.
- **Christian/Latin Cross:** The Christian cross is perhaps the most famous and instantly recognizable cross. The base of the cross is longer than its three arms. It is a plain and simple cross that is symbol of faith. It is believed to bring the wearer protection and has huge spiritual meaning, bringing the wearer comfort and peace.

<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Be able to retell the Biblical narration of the Creation in stages (although not necessarily in the correct order) and will understand the idea of God as a creator. • They will be able to notice beauty in their everyday environment as well as their favourite places. • They can explain what they consider to be beautiful and have an awareness of how faith can mean that you wish to look after the world in which you live. For Christians this means caring for the world as God would want you to care. • Start to explain how faith can mean that you want to change your life to help others. 	<p>Endpoint</p> <ul style="list-style-type: none"> • I can explore belief in action and make connections with my own life and communities. • I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. • I can find out about questions of right and wrong and begin to express my own ideas and opinions.
<p>UKS2 Year A Islam Why are the Five Pillars important to Muslims?</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> • Name the Five Pillars and explain why they are important to Muslims. • Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. <p>Key Questions</p> <ul style="list-style-type: none"> • What are the Five Pillars of Islam? 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Belief: An acceptance that something exists or is true. • 5 Pillars: The five basic rituals or obligations that every Muslims must satisfy in order to live a good and responsible life according to Islam. • Shahadah: A key Islamic statement of faith – 'There is no god but Allah, and Muhammed is his messenger.' This is the first pillar of Islam. • Qur'an: The Islamic sacred book. • Wudu: Is the Islamic procedure for the cleansing parts of the body prior to prayer. Wudu involves washing the hands, mouth, nostrils, arms, head and feet with water.

- What is the Shahadah?
- How do Muslims prepare for prayer?
- Why do Muslims fast? (Sawm)
- What is the pattern of prayer for Muslims? (Salat/Salah)
- How do Muslims show care for others? (Zakah)
- Why do Muslims go on Pilgrimage? (Hajj)

- **Sawm:** Sawm is the fasting. It's the fourth of the Five Pillars of Islam. Muslims are required to fast during Ramadan.
- **Ramadan:** Ramadan is the ninth month of the Islamic calendar, when Muslims fast during daylight hours.
- **Salah/Salat:** Salah/Salat is the obligatory Muslim prayers, performed 5 times each day by Muslims. It is the second Pillar of Islam.
- **Zakah/Zakat:** Zakat is the compulsory giving of a set of proportion of one's wealth to charity. It is regarded as a type of worship and of self-purification. It is the third Pillar of Islam.
- **Hajj:** Hajj is the Pilgrimage to Mecca. All Muslims who are physically able to must make this journey once in a lifetime.
- **Pilgrimage:** A journey, especially a long one, made to some sacred place as an act of religious devotion.

Required Prior Knowledge

- Is able to retell and suggest meanings to some religious and moral stories.
- Can explore and discuss sacred writings and sources of wisdom and recognise the communities from which they come.
- Is able to discuss why worshippers choose to attend a particular place of worship and what it means to belong.
- Can make connections between different stories / sayings and what they teach followers of different religions / worldviews.
- Pupils can explain the importance of the Qur'an for Muslims and can tell you about how Muslims worship in a Mosque and in day to day lives.

Endpoint

- I can describe and make connections between different religions and worldwide celebrations.
- I can identify differences and similarities between different religions and worldviews.
- I can discuss my views about what is right and wrong and what is just and fair and I can respect and understand the views of others.

Christianity - How and why do Christians worship? What are the benefits for believers? Compare to worship covered in other religions.

Key Learning

- Make connections between Christianity, Judaism and Islam.
- Explain key features of worship and what worship means to a believer.
- Explore the role of community for a Christian other religions
- Debate the role of prayer from own point of view and from the point of view of a believer.
- Discuss the range of initiation rites and prayer using the correct terminology when referring to a range of religions and world views

Key Questions

- What is worship?
- Do you believe in 'Something Greater'?
- What is the purpose of prayer?
- How do denominations worship in different and similar ways?
- How do believers feel when they worship?
- What is a spiritual encounter?
- How is the joining of a denomination celebrated by the community?
- What are the responsibilities of being part of community?
- Why are celebrations important to communities?

Required Prior Knowledge

Vocabulary

- **Five Fingers:** Christianity, Christian, Bible, Hebrew, Church
- **Worship:** Love or devotion shown to a being or an object considered sacred.
- **Prayer:** A form of worship that praises, requests or gives thanks to God or some other holy thing.
- **Community:** A group of people living in the same place or having a particular characteristic or interest in common.
- **Denomination:** A religious group that has slightly different beliefs from other groups that share the same religion.
- **Ceremony:** A formal religious or public occasion, done in a particular way, to celebrate a particular event, achievement or anniversary.

Endpoint

- I can discuss my own and other's spiritual experiences and

- Can describe religions and world views, connecting my ideas and prior learning.
- Understands the commitment and dedication needed for different faith followers.
- Can reflect on own values and explore what they can learn from the values of believers.

- find connections between communities.
- I can discuss the nature of religion and compare the main disciplines which we have studied.
 - I can discuss issues about community cohesion and demonstrate understanding of different views.

Sikhism - Why is community and equality important to Sikhs?

Key Learning

- Understand how Sikhs respect the Guru's (not worship) and live according to their teachings.
- Explain what Sikhs do in the Gurdwara.
- Discuss the Guru Granth Sahib and the langar.
- Link the 5Ks to different values in Sikhism and explain meaning.
- Explain the symbolism of the 5Ks.
- Analyse how Sikhs show community and equality in their lives.

Key Questions

- What do Sikhs believe?
- Who is Guru Nanak and how did he become a teacher and leader?
- What is the Guru Granth Sahib?
- What is the symbolism of the 5Ks and why is the community important for Sikhs?
- How do Sikhs lead their lives to the best of their ability?
- How do Sikhs remember the birthday of Guru Nanak?

Vocabulary

- **5 Fingers:** Sikhism, Sikh, Guru Granth Sahib, Punjabi, Gurdwara
- **Guru Nanak:** Guru Nanak was the founder of Sikhism and is the first of the ten Sikh Gurus.
- **Guru Granth Sahib:** The holy book of Sikhism.
- **Gurmukhi:** Sikh scripts- this is the language the Guru Granth Sahib is written in.
- **Panth and Khalsa:** Khalsa refers to both a community that considers Sikhism as its faith, as well as a special group of initiated Sikhs. The Khalsa tradition was initiated in 1699 by the last living Guru of Sikhism, Guru Gobind Singh. Panth is the terms used for several religious traditions in India. They are founded by a Guru or an Acharya.
- **5Ks:** The 5Ks, are five items that Guru Gobind Singh commanded Khalsa Sikhs to wear at all times.
- **Gurdwara:** A Gurdwara is the place where Sikhs come together for worship.
- **Guru:** Teacher

<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Can describe and make connections between different features of the religions and worldviews we have studied. • Can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. • Is able to explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning. • Can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect. 	<p>Endpoint</p> <ul style="list-style-type: none"> • I can explore and describe a range of beliefs, symbols and actions. • I can clearly and coherently explain the religions and worldviews I encounter. • I can explore and make personal informed responses to ultimate questions. • I can demonstrate an understanding of different views.
<p>Christianity - Which concepts do we find hard to understand in Christianity?</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> • Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation. • Outline how Christians around the world read the Bible to maintain their relationship with God. • Explain how Christians seek to live to advance the Kingdom of God on Earth. • Make connections between Christianity, Judaism and Islam. • Discuss in basic terms what the trinity is and use symbolism to demonstrate. • Tell you about what forgiveness means to them and to a Christian. • Explain how the incarnation is central to the Christmas story. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • 5 Fingers: Christianity, Christian, Bible, Hebrew, Church • Sin & Forgiveness: Sin is described as an act of offense against God by depressing his persons and Christian biblical law. Forgiveness is a manifestation of submission to Christ and fellow believers. • Incarnation: 'God became flesh'. It is the belief that God assumed a human nature and became a man in the form of Jesus Christ. • Messiah: The Son of God. • Emmanuel: God with us. • Trinity: In the Christian religion the Trinity is an idea, used to explain that three different people were called God in the Bible; God the Father, God the Son and God the Holy Spirit. • Stations of the Cross: A series of fourteen pictures or carvings representing successive incidents during Jesus's

- Explain some of the stations of the cross and how this is used for reflection in churches.
- Develop questioning skills regarding the concepts of the Trinity and Salvation referring to a range of sources.

Key Questions

- How are the concepts of sin and forgiveness developed in The Lion, The Witch and The Wardrobe?
- What examples can you use to explain the concept of the Trinity to others?
- Can I describe the concepts of Saviour, Messiah and Emmanuel?
- How are the Stations of the Cross used as an aid to prayer and reflection?
- How would you explain the resurrection to others?
- What is your view on the resurrection?
- Is Salvation a gift?

progress from his condemnation by Pilate to his crucifixion and burial, **before which devotions are performed in some Churches.**

- **Salvation:** In Christianity, Salvation is the saving of human beings from death and separation of God.

Required Prior Knowledge

- Is able to explain how Christians see God as 'Three in One' through symbols.
- Can analyse what Christians can learn about Jesus from nativity stories.
- Can describe and suggest reasons why Christians call Jesus, Saviour.
- Can explain the concept of salvation.
- Is able to describe how Christians live their lives as disciples.

Endpoint

- I can explore eyewitness accounts.
- I can explain how psychological and theoretical explanations can explain different ways of seeing the world.
- I can observe and consider different dimensions of religion.
- I can understand similarities and differences between religions and worldviews.
- I can explore moral and ethical questions using examples.

Hinduism - How do Hindus worship?	
<p>Key Learning</p> <ul style="list-style-type: none"> • Explain the Hindu concept of God and the cycle of Create, Preserve and Destroy. • Explain how Hindus worship at home and in the Mandir and the associated symbols and gestures. • Discuss the Hindu festival of Holi and why it is celebrated. • Give a simple explanation for the concepts of reincarnation and their own view on life after death. • Explain why Holi is important for a Hindu. <p>Key Questions</p> <ul style="list-style-type: none"> • What is the meaning of Aum? • What does it mean to have one God in many forms? • Is Hinduism monotheistic or polytheistic? • Why is a shrine important in a Hindu home? • What is Puja? • How do Hindus worship and celebrate at the festival of Holi? • What do Hindus understand about the journey of life? • What values about the family and how to care for the Earth are important for Hindus? 	<p>Vocabulary</p> <ul style="list-style-type: none"> • 5 Fingers: Hinduism, Hindu, Mandir, Brahmanm, Aum • Brahman: The concept of God in Hinduism - infinite with no beginning and no end. • Aum: Most sacred Hindu symbol - like calling God's name. • Diwali: The Hindu Festival of Light. • Reincarnation: Rebirth of the soul into a new body. • Shrine: A special place where offerings are made and prayers are said. It could include pictures or statues of deity. • Holi: A Hindu festival which celebrates the end of Winter at the start of Spring. • Murti: An image or statue of a deity in Hindu culture.
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them. 	<p>Endpoint</p> <ul style="list-style-type: none"> • I can describe and make connections between different features of the religions and worldviews we have studied. • I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. I can explore and describe a range of beliefs, symbols and actions

- Is able to give thoughtful responses using different forms of expression.
- Can consider an aspect of a religion and show differences and similarities to other religions or worldviews.

so that I can understand different ways of life and ways of expressing meaning.

- I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect.

Humanism - What are Humanists' knowledge and beliefs?

Key Learning

- Describe the main beliefs of Humanism and begin to compare it to following a religious belief
- Say what Humanists think about God
- Explain how Humanists believe they can be happy
- Explore the happy human symbol
- Describe how Humanists celebrate in their lives
- Explain how Humanists lifestyle plays a role in modern society.

Key Questions

- How do Humanists decide what to believe?
- Why don't Humanists believe in a God or Gods?
- What are Humanist views on happiness?
- What do Humanist celebrations tell us about the things Humanists value?
- What do Humanists value in life?
- How do Humanists believe we can lead a good life?

Vocabulary

- **Humanist:** A follower of the beliefs of Humanism.
- **Humanism:** The belief that human need and values are more important than religious beliefs.
- **The Happy Human:** An important symbol to Humanists to represent the significance of happiness as a core part of Humanism.
- **The Golden Rule:** 'Treat other people as you'd want to be treated in their situation.' 'Do not treat others in a way you would not like to be treated yourself.'
- **Curiosity:** Asking lots of questions and wanting to know new things.
- **Celebrant:** Provides an alternative to religious ceremonies for people wishing to celebrate or commemorate key life events in a non-religious way.
- **Atheist:** A person who disbelieves or lacks belief in the existence of God or Gods.
- **Atheism:** Disbelief or lack of belief in the existence of God or gods.

<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Can explore how human beings are special and human life is valuable. • Can explore how human beings can find their own way to be happy. • Can explain why Humanists celebrate marriage with a wedding ceremony. • Knows that human beings should be good to each other. • Can explain key Humanists beliefs, including the absence of the belief in God. 	<p>Endpoint</p> <ul style="list-style-type: none"> • I can explore how human beings are special and how human life is valuable. • I can explore how human beings can find their own way to be happy. • I can explain some Humanists celebrations. • I know that human beings should be good to each other. • I can explain with detail some key Humanists beliefs, including the absence of the belief in God. •
<p>UKS2 Year B Autumn 1 Sikhism -How do Sikhs worship?</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> • Explain how Sikhs believe in all pathways leading to God. • Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life. • Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect. • Explain the symbolism of the 5Ks. • Analyse how Sikhs show community and equality in their lives. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • 5 Fingers: Sikhism, Sikhs, Guru Granth Sahib, Punjabi, Gurdwara • Gurdwara: A Sikh place of worship/holy building. • Guru: A Hindi spiritual teacher. • Guru Granth Sahib: Also called Adi Granth, is the holy book of the religion Sikhism. • Khanda: The symbol of Sikhism, it is made up of a double edged sword - this represents the belief in one God. • Punjabi: Belonging to the Punjab region of India or Pakistan.

<p>Key Questions</p> <ul style="list-style-type: none"> • What is the Gurdwara? • How is this important to the community? • What is the Khanda? • How do Sikhs worship in the Gurdwara? • Why do Sikhs have a Langar? • How do Gurdwaras look different or similar around the world? • What is the Golden Temple like? • Can I introduce Sikhism to others making connections with my prior learning? 	<ul style="list-style-type: none"> • Gurmukhi: The script used to write the sayings of the Gurus and used to write the Punjabi language. • Langar: Free community kitchen in the Gurdwara for all visitors. • Pilgrimage: A journey to a special place that has religious or spiritual significance. • Rituals: A religious or solemn ceremony consisting of a series of actions performed according to a prescribed order. • Golden Temple: The holiest shrine of Sikhs also called the Harimmdir.
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> • Can tell you about the aspects of a Gurdwara and about how Sikhs worship and share food at the Langar. • Can discuss aspects of the Sikh belief using correct terms. 	<p>Endpoint</p> <ul style="list-style-type: none"> • I can describe and make connections between different features of the religions and world views we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. • I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life. • I can discuss my own and other's spiritual experiences and find connections between communities. I can discuss issues about community cohesion and demonstrate understanding of different views.

Islam - How is the Muslim faith expressed through family life?

Key Learning

- Identify, describe and explain key Muslim beliefs related to Allah (God).
- Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.
- Name the Five Pillars and explain why they are important to Muslims.
- Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.
- Explain how Muslims' organisations help people in need.

Key Questions

- What do I already know about Islam?
- What is Ramadan?
- How is Eid celebrated?
- What is Halal?
- How does Muslim family life show their belief in the Qur'an?
- How do modern Muslims follow their faith today?
- How can we tackle Islamophobia?
- Does the media show Islam in a balanced way?

Required Prior Knowledge

- Can retell and suggest meanings to some religious and moral stories.

Vocabulary

- **5 Fingers:** Islam, Muslims, Qur'an, Arabic, Mosque
- **Ramadan:** The ninth month of the Islamic calendar, when Muslims fast during daylight hours.
- **Eid:** This festival marks the end of Ramadan. It is a time of celebration.
- **Halal:** Meaning permissible or lawful. Refers to an animal or its meat slaughtered or prepared in the manner prescribed by Islamic law.
- **Haram:** Refers to any act that is forbidden by Allah.
- **Madrasah:** A school or college attached to a Mosque where young men study Theology.
- **Ummah:** Arabic word meaning community. Refers to the whole of Islam, each member bound to all the others by the special religious ties from which they find meaning.
- **Akhlaq:** Refers to the ethics, good conduct and moral character of a person.
- **Islamophobia:** Fear, hatred of or prejudice against the Islamic religion or Muslims.

Endpoint

- I can discuss my own and other's spiritual experiences and find connections between communities.
- I can understand the importance of family in Islam and how the sense of community is promoted in the wider community.

- Can explore and discuss sacred writings and sources of wisdom and recognise the communities from which they come.
- Can discuss why worshippers choose to attend a particular place of worship and what it means to belong.
- Can make connections between different stories / sayings and what they teach followers of different religions / worldviews.

- I can respond thoughtfully to ideas about community, values and respect.

Christianity - What can we learn from Christian religious buildings and music?

Key Learning

- Discuss the use of music in Christian worship.
- Explain how music can help a Christian explain their faith and can help them feel closer to God.
- Link understanding of the local church to the church as a world wide community.

Key Questions

- What would I expect to find in Christian places of worship?
- What would my local church want me to know about them?
- Which piece of art or artefact from my local church can I find out more about?
- How is music used in church?
- How does the “Lord of the Dance” and “See what a morning” tell the Gospel narratives of Easter?

Vocabulary

The Lord's Prayer - Hillsong Worship

<https://www.youtube.com/watch?v=nCxqjEz5hJ4>

The Lord's Prayer - African Sanctus

<https://www.youtube.com/watch?v=J7f5cevDigI>

The Lord's Prayer - Andrea Bocelli

<https://www.youtube.com/watch?v=u8jImIlg4UY>

The Lord of the Dance

<https://www.youtube.com/watch?v=214Vdyo6kSs>

See What a Morning

<https://www.youtube.com/watch?v=-Qlc0UIRkBk>

Remember Me <https://www.youtube.com/watch?v=nhFBX5ZSySo>

Come and See https://www.youtube.com/watch?v=y_8BZmWb2N8

Christ the Lord is Risen Today

<https://www.youtube.com/watch?v=jfNwvNhpkN4>

Sing Out an Easter

Song—<https://www.youtube.com/watch?v=0YwIX49ie0E>

<ul style="list-style-type: none"> How does the Christian community demonstrate their beliefs through song and silence? 	<p>Merciful Saviour—One Hope Project https://www.youtube.com/watch?v=915bhvKxres Blinded By Your Grace Stormzy https://www.youtube.com/watch?v=YsxBrb_uXNg Taixe—https://www.youtube.com/watch?v=M-hybuhxJg8 Will You Come and Follow Me—https://www.youtube.com/watch?v=9EU55SVdjdE Laudate Dominum (Taizé Chant) https://www.youtube.com/watch?v=mwRMT2_pi9c Jesus Remember Me (Chant) https://www.youtube.com/watch?v=RGB2E0NzO2A</p>
<p>Required Prior Knowledge</p> <ul style="list-style-type: none"> I can explore belief in action and make connections with my own life and communities. I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means. I can find out about questions of right and wrong and begin to express my own ideas and opinions. 	<p>Endpoint</p> <ul style="list-style-type: none"> I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. I can discuss my own and other's spiritual experiences and find connections between communities. I can discuss issues about community cohesion and demonstrate understanding of different views.
<p>Judaism - How do Jews show faith through practices and celebrations?</p>	
<p>Key Learning</p> <ul style="list-style-type: none"> Reflect on why and how Jews worship Explain the importance of the Covenant for Jews 	<p>Vocabulary</p> <ul style="list-style-type: none"> 5 Fingers: Judaism, Jews, Torah, Hebrew, Synagogue Synagogue: The Place where Jews meet to worship God. It means 'meeting place' in Greek.

- Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief
- Evaluate why Pesach is important to Jews as an act of commemoration

Key Questions

- What happens at a Synagogue?
- What happens at Pesach?
- What is Sukkot?
- How do Jews remember the giving of the Torah?
- What rules for Jews are there to follow in the Torah?
- What happens during the life journey of a Jew?

- **The Torah:** Jews believe that the Torah is God's way communicating with them.
- **The Ark:** The most important thing inside a Synagogue, it is a cabinet that holds the Torah scrolls.
- **Bimah:** A raised platform in a Synagogue from which the Torah is read.
- **Shavuot:** Commemorates the revelation of the Torah on Mount Sinai given to Moses and the Jewish people.
- **Pesach/Passover:** Celebrates the freedom of the Jews from slavery in Ancient Egypt.
- **Sedar:** The Sedar plate - each food is symbolic for an aspect of Passover. A roasted shank bone represents the Pesach sacrifice, an egg represents spring and the circle of life, bitter herbs represent the bitterness of slavery, haroset (an applesauce-like mixture with wine, nuts, apples, etc.)
- **Sukkot:** Commemorates the years that the Jews spent in the desert on their way to the Promised Land, and celebrates the way in which God protected them under difficult desert conditions. Can also be known as the Feast of Tabernacles.

Required Prior Knowledge

- Can explore belief in action and make connections with own life and communities.
- Can give thoughtful responses using different forms of expression.
- Can discuss why worshippers choose to attend a particular place of worship and what it means to belong.

Endpoint

- I can talk about key features of the Judaism religion, building on prior knowledge and making connections.
- I can explore belief in action and make connections with my own life and communities.
- I can give thoughtful responses using different forms of expression. I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.

Christianity - What are some of the differences and similarities within Christianity locally and globally? Link to Kenya

Key Learning

- Outline how Christians around the world read the Bible to maintain their relationship with God.
- Explain how Christians seek to live to advance the Kingdom of God on Earth.

Key Questions

- How are the churches in our local community similar or different?
- Can you compare worship in a local church compared to one in another country?
- Can you compare how communion is celebrated?
- How do local Christian communities celebrate Easter?
- How is Easter celebrated around the world?
- How is St George remembered around the world?

Vocabulary

- **5 Fingers:** Christianity, Christian, Bible, Hebrew, Church
- **Denomination:** A recognised branch of the Church which may have beliefs and practices slightly different to another branch.
- **Eucharist:** A ceremony or service in Christian Churches which remembers the wine and the bread at the Last Supper. Also known as Communion.
- **Koinonia:** Greek word for fellowship. A group of people with similar beliefs or interests.
- **Liturgy:** This is the order which an act of Christian worship may follow. May include responses, prayers, hymns, teaching, readings...etc.
- **Resurrection:** The Christian belief of Jesus rising from the dead.
- **Salvation:** Christians believe that Salvation is a gift. When Jesus died their sins were forgotten.
- **Saint:** Someone who was canonised by the Catholic Church after their death for their Christian acts.
- **Saint George:** Died 23rd April 303. A soldier. Patron Saint of England. George and the Dragon. Flag of St George.

Required Prior Knowledge

- Can describe religions and world views, connecting my ideas and prior learning.
- Understands the commitment and dedication needed for different faith followers.
- Can reflect on my own values and explore what I can learn from the values of believers.

Endpoint

- I can explain how history and culture can influence an individual and how some question these influences.
- I can discuss issues about community cohesion and demonstrate understanding of different views.

- I can develop insight and start to analyse the impact of diversity within a community.
- I can make specific links to Christianity in our partnership school, Njoro DEB in Kenya.

Christianity - What is the Kingdom of God and what do Christians believe about the afterlife?

Key Learning

- Explain what the parables teach about the Kingdom of God, give examples of Christian belief in action.
- Explain what a Christian believes about Heaven.
- Understand Bible references studied and encourage articulation of own point of view compared with a Christian point of view about life after death.

Key Questions

- What did Jesus teach about the Kingdom of God in the Parable of the Mustard Seed?
- How does Jesus use the parables of the Great Feast and the Pearl to explain the Kingdom of God?
- How does the local Church community live as God's Kingdom on Earth?
- How does a belief in the Kingdom of God inspire and influence Christians across the world?
- What do you believe about life after death?
- What do Christians believe about life after death?

Vocabulary

- **5 Fingers:** Christianity, Christian, Bible, Hebrew, Church
- **Denomination:** A recognised branch of the Church which may have beliefs and practices slightly different to another branch.
- **Eucharist:** A ceremony or service in Christian Churches which remembers the wine and the bread at the Last Supper. Also known as Communion.
- **Koinonia:** Greek word for fellowship. A group of people with similar beliefs or interests.
- **Liturgy:** This is the order which an act of Christian worship may follow. May include responses, prayers, hymns, teaching, readings...etc.
- **Resurrection:** The Christian belief of Jesus rising from the dead.
- **Salvation:** Christians believe that Salvation is a gift. When Jesus died their sins were forgotten.

Required Prior Knowledge <ul style="list-style-type: none">• Can describe and understand links between stories and other aspects of the communities I have been investigating.• Can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.• Can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.	Endpoint <ul style="list-style-type: none">• I can discuss my own and other's spiritual experiences and find connections between communities.• I can explore and make personal informed responses to ultimate questions.• I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.
Completed June 2022 G Wood	