

Mixed-age curriculum

Religious Education



United Curriculum
Primary

Part of United Learning

United Curriculum: Religious Education



	N3 - 4	Reception	Year 1 - 2		Year 3	Year 4	Year 5 - 6	
			Cycle A	Cycle B			Cycle A	Cycle B
Autumn 1	What makes people special?	What makes people special?	Does God want Christians to look after the world?	Is it possible to be kind to everyone all of the time?	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	How special is the relationship Jews have with God?	How far would a Sikh go for his/her religion?	What is the best way for a Muslim to show commitment to God? How significant is it that Mary was Jesus' mother?
Autumn 2	What is Christmas?	What is Christmas?	What gifts might Christians in my town 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 significant part of the nativity story for Christians today?	Is the Christmas story true?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?
Spring 1	How do people celebrate?	How do people celebrate?	Was it always easy for Jesus to show friendship?	Does praying at regular intervals help a Muslim in his/her everyday life?	Could Jesus heal people? Were these miracles or is there some other explanation?	How important is it for Jewish people to do what God asks them to do?	Are Sikh stories important today?	Is anything ever eternal?
Spring 2	What is Easter?	What is Easter?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	How important is it to Christians that Jesus came back to life after His crucifixion?	What is 'good' about Good Friday?	Is forgiveness always possible for Christians?	How significant is it for Christians to believe God intended Jesus to die?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?
Summer 1	What can we learn from stories?	What can we learn from stories?	Is Shabbat important to Jewish children?	Does going to a mosque give Muslims a sense of belonging?	How can Brahman be everywhere and in everything?	What is the best way for a Jew to show commitment to God?	What is the best way for a Sikh to show commitment to God?	Does belief in Akhirah (life after death) help Muslims lead good lives?



Understanding the World



Pupils should be able to:

Development matters

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.

	What the children will do	What the practitioners should do
Activity	Children to share a picture of when they were a baby. Talk about what is the same/different about them as a baby. Talk about their parents and grandparents having been children.	<ul style="list-style-type: none"> • Model sharing your own photograph. Describe how you have changed. • Ask questions: <i>What can you remember about...? What do you know about...? How do you know...? What changes have happened since you were a baby?</i> • Invite parents and grandparents to come and talk about their childhood.
Activity	Share photographs of their family. Describe family routines and costumes. What they do with their families when they get home from school or at weekends? <i>Bake cakes, do homework, read books, do puzzles, ride scooters or bikes, play computer games, watch TV.</i> What jobs do their older family members do?	<ul style="list-style-type: none"> • Share some photographs your family with the class and discuss the relationship of each. • Model talking about family and what they do together. • Introduce the different professions parents and carers may have.
Activity	Look at pictures and books about children around the world.	<ul style="list-style-type: none"> • Share pictures and books about children around the world. What do they and their families do? Point out similarities and differences.
Enhanced Provision: Role Play	Use prompts to re-enact home routines. Talk freely about family and home life.	<ul style="list-style-type: none"> • Provide visual prompts to support children acting out routines at home. Model using these scaffolds.



Understanding the World

Pupils should be able to:

Development matters

- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

	What the children will do	What the practitioners should do
Activity	In small groups, share their photographs of their families.	<ul style="list-style-type: none"> • Model vocabulary: Mum, dad, parent, carer, grandad, grandma, nana, aunty, uncle, niece, nephew etc.
Activity	<p>Ask the children what types of jobs their families need to do at home and what jobs they can help with.</p> <p>Sing the song (sung to Mulberry Bush)</p> <p>Extension: What do family members do outside the home?</p>	<ul style="list-style-type: none"> • Teach the song words through modelling. "This is a job we do at home at home, do at home, do at home. This is a job we do at home, my family and me!" • Suggest jobs with actions: doing dishes, folding clothes, washing the dog, etc.
Enhanced Provision: Small world	<p>Use small-world figures to talk about families and re enact their experiences at home.</p> <p>Talk about who lives in their house.</p> <p>Name other family members who live outside their household.</p>	<ul style="list-style-type: none"> • Talk about how all families are different and have families have different numbers of people in them. Share some examples through books about families. • Talk about extended family relationships beyond the people they live with.
Enhanced Provision: Role play	Take on the role of different family members completing tasks around the house and garden. Talk about their immediate family.	<ul style="list-style-type: none"> • Provide images of the different jobs around the house introduced through the song. • Model acting out these tasks.

Nursery 3/4





Understanding the World



Pupils should be able to:

Development matters

- Use all their senses in hands-on exploration of natural materials.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people

	What the children will do	What the practitioners should do
Activity	<p>1) Find out about who Guru Nanak is. Learn how Guru Nanak's birthday is celebrated. (<i>Fireworks, new clothes, visit to the Gurdwara, candles, holiday from work/school, processions in the street, sweets and Langar</i>).</p> <p>2) Know that Christmas is a Christian celebration of Jesus' birthday. (<i>The First Christmas by Lois Rock</i>). How do Christians celebrate Jesus' birthday?</p> <p>3) Talk about their own birthday celebrations. Explore the similarities and differences between the different birthday celebrations.</p>	<ul style="list-style-type: none"> • Tell the story of Guru Nanak using age-appropriate language. • Talk about how Sikhs celebrate his birthday. • Explain new vocabulary Gurdwara, langar, advent, church, census. • Make links between the different celebrations. Celebrate similarities and differences. • Make links to other celebrations the children have experienced e.g. <i>Eid, Diwali, Easter, Hannukah, weddings and christenings</i>. • Share artefacts that are important to celebrations.
Enhanced Provision: Sensory Play Tuff Spot / Science Exploration	<p>Explore the smell, texture and appearance of Christmas themed materials. <i>Festive pom poms, cone cones, dried orange, cinnamon, cloves, sequins, ribbons, branch from a Christmas tree.</i> Sort the materials in different ways including natural and man-made (artificial) materials.</p>	<ul style="list-style-type: none"> • Ask questions about what the children can see, touch and smell. <i>What does it look like? How does it smell? How does it feel?</i> • Talk about what items are made from, modelling new vocabulary including natural and artificial/man-made • Model sorting the materials in different ways.
Enhanced Provision: Role Play (Home Corner)	<p>Role-play preparations for a familiar celebration such as a birthday party, Christmas, Eid, Diwali, Guru Nanak's birthday.</p>	<ul style="list-style-type: none"> • Introduce simple story lines. • Reinforce the similarities between celebrations in different cultures.

Nursery 3/4



Understanding the World



Pupils should be able to:

Development matters

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

ELG (Past and Present)

- Talk about the lives of people around them and their roles in society

	What the children will do	What the practitioners should do
Activity	Share photographs of their family, name and talk about them.	<ul style="list-style-type: none"> • Model sharing a photograph of family. • Explain new vocabulary. • Provide sentence stems. • Ask questions to encourage children to elaborate.
Activity	Using a folded house template, draw who lives in their house and label using initial sounds.	<ul style="list-style-type: none"> • Model drawing and labelling their family. • Provide alphabet charts/ sound mats. • 'Tell me about...'
Enhanced Provision: Small World	Use a dolls house to reenact familiar experiences at home and with family.	<ul style="list-style-type: none"> • Model introducing story lines. • Model vocabulary linked to homes and families. • Provide dolls that reflect the diversity of the setting.
Enhanced Provision: Role Play	Use photographs of different families to support role play. Role-play visiting different family members.	<ul style="list-style-type: none"> • Model role-play scenarios. • Provide images of different types of family from around the world.



Understanding the World



Pupils should be able to:

Development matters

- Comment on images of familiar situations in the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

ELG (Past and Present)

- 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.

	What the children will do	What the practitioners should do
Activity	<p>Watch <i>Jessica and her family prepare for Diwali</i> from bbc.co.uk</p> <p>Read <i>Diwali Lights</i> by Rina Singh</p> <p>What do Jessica and her family do to prepare for Diwali? Are there any words we haven't come across before? What do they mean?</p> <p>What festivals do you celebrate? How? What is similar/different to Diwali celebrations?</p>	<ul style="list-style-type: none"> • Make links to other celebrations the children will have experienced e.g.: Christmas, Eid or Hannukah. • Draw children's attention to similarities and differences in how they celebrate festivals that are important to them. • Share images of temples explaining that they are special places for Hindus and Sikhs.
Activity	<p>How does your family celebrate Christmas/ Eid/ Diwali/Hannukah? Share pictures from home.</p> <p>Look at pictures of celebrations in the past to explore what has changed.</p>	<ul style="list-style-type: none"> • Ask questions to prompt children to look closely at the photographs shared. How was it different for your parents/ grandparents? • Invite parents and grandparents into the setting to share their experiences.
Enhanced Provision: Role-Play	<p>Engage in role-play around Diwali, Hannukah and then Christmas in the home corner. This could include making cards and special meals, dressing up in special clothes, getting ready to go to the temple, decorating the house. (Link to PSED)</p>	<ul style="list-style-type: none"> • Provide resources that enhance the opportunities available in the role-play area. • Display photographs of celebrations in the home. • Model expected play.



Reception: Autumn 2



Week	Focus	Core texts and learning tasks
1/2	<p>Communication and Language:</p> <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Learn rhymes, poems and songs <p>Literacy</p> <ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. Sequence the main events in a story Retell the main events in a story <p><i>ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</i></p>	<p>Rama and Sita: The story of Diwali by Malachy Doyle</p> <ul style="list-style-type: none"> Listen to the story a number of times to become familiar with it. Build up a bank of new vocabulary related to Diwali. Identify key events in the story. Order the key events in the story on a washing line. Use a simple story map to retell the main events in the story. Read and write labels for firework pictures. Learn the Rama and Sita song, 'There was a Princess long Ago.' (There was a princess long ago. Rama was a handsome prince. They went to live in the forest green. A lovely deer came running by. Ravana took Sita away. The monkeys came and rescued he. Everyone is happy now.)
3/4	<p>Communication and Language:</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. <p>Literacy</p> <ul style="list-style-type: none"> Answer who, what and where questions about a book. Write their first name without a reference. Spell words by identifying the sounds and then writing the sound with letter/s. <p><i>-write the correct initial sounds of words</i> <i>-write CVC words using the sounds they have been taught</i></p>	<p>The Jolly Christmas Postman by Allan & Janet Ahlberg</p> <ul style="list-style-type: none"> Talk about the Characters in the book. What do we know about them? Where do they live? Where have we heard these characters before? Who do you think the card is written too? Write Christmas Cards. Write a letter to Santa Claus.





Understanding the World



Pupils should be able to:

Development matters

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.

ELG Assessment

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

	What the children will do	What the practitioners should do
Activity	<p>Compare pictures of Queen Elizabeth II with those of historical queens (Queen Elizabeth I and Queen Victoria). What is similar/ different between the present queen and queens in the past?</p> <p>Find out more about an historical figure who lived in a castle, the people who worked in castles through books and online learning.</p>	<ul style="list-style-type: none"> • What kind of person lives in a castle? How do you know? When were castles built? How long ago? • Share picture of Queen Elizabeth II and Queen Elizabeth I. What do you notice about their clothes? • Talk about who the king or queen (monarch) is, and that they are important in a country • Model close observation and ask questions to encourage children to look closely and make comparisons. • Model key vocabulary e.g. monarch, servant, ruler.
Activity	<p>Listen to <i>Lanterns and Firecrackers: A Chinese New Year Story</i> by Jonny Zucker</p> <p>Look at Chinese dragons and how they are used in a processions.</p>	<ul style="list-style-type: none"> • Ask questions about the text. How to people in China celebrate their New Year? • Explain that Chinese dragons are believed to bring people luck and are a symbol of wisdom, power and wealth.
Enhanced Provision: Home Corner Role Play	<p>Use Chinese-style bowls spoons, woks, chop sticks and ladles in their play. Role-play preparations for Chinese New Year.</p>	<ul style="list-style-type: none"> • Model how to use the new resources. • Model decorating the home, making cards and sending money and messages in red envelopes. • Provide images from inside a Chinese home.
Enhanced Provision: Creative Area	<p>Make a paper chain dragons and Chinese lanterns (Link to PSED and Physical Development).</p>	<ul style="list-style-type: none"> • Ask the children to recall why the Chinese dragon is important at New Year. • Model joining techniques and working together.



Understanding the World (1/2)



Pupils should be able to:

Development matters

- Draw information from a simple map.
- Understand that some places are special to members of their community.

ELG Assessment

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

	What the children will do	What the practitioners should do
Activity	Walk around the immediate local area. Draw images of key landmarks, and talk about whether the drawing is the same size as the real life landmark Take photographs of key landmarks and places of importance to themselves.	<ul style="list-style-type: none"> • Complete a risk assessment/ school visit forms. • Ask questions: <i>What can you see/ did you see? What was your favourite place? Which places do you visit regularly?</i> • Model how to find places on a map.
Activity	See a map as a view from above. Practise drawing objects from above by drawing round them, and identify objects from their plan view	<ul style="list-style-type: none"> • Provide objects that children can draw around • Provide images/photographs of objects that have been drawn/taken from above
Activity	Look at a simple picture map of their locality. Learn what basic map symbols represent. Find places on the map and draw out the route they walked.	<ul style="list-style-type: none"> • Create and share a simple picture map of the locality with a key to landmarks. • Model how to find places on a map.
Activity	1) Look for their house and familiar places using a photograph taken from diagonally above (oblique photograph). Identify other features. Compare this with photographs taken on the ground (elevation view) 2) Look at a photograph taken of a different place in the UK from diagonally above. Identify features Compare it with your local area Use language <i>beach, hill, forest, river, sea, village, town, city.</i>	<ul style="list-style-type: none"> • Help children if they can they find key places in their community. • Prompt children to suggest places they have been on holiday. • Model words that describe physical features.
Enhanced Provision: Construction / Small World	Make 3D and 2D representations of maps/ plans of their locality. Use in their play with small world toys. Use some map symbols where appropriate.	<ul style="list-style-type: none"> • Provide large sheets of paper/rolls and mark making tools, examples of maps and a key to symbols. • Model positional and directional language (<i>nearer, further, in front of, behind</i>)
Enhanced Provision: Outdoor Provision	Play games using laminated maps of their outdoor area, locality and imaginative towns and cities.	<ul style="list-style-type: none"> • Model exploring pretend locations using the maps. • Model positional and directional language.

B Year 1-2: Autumn 1

Is it possible to be kind to everyone all of the time?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon	
Substantive	All pupils:	<ul style="list-style-type: none"> • Does God want Christians to look after the world? • Was it always easy for Jesus to show friendship? 	<ul style="list-style-type: none"> • The Bible teaches Christians how to behave and treat others through parables • The story of The Good Samaritan teaches Christians to love everyone, including their enemies. It is easy to love friends and family, but it is much more difficult to love those who you may not get along with, or even those who may hurt you. • The story of Jesus healing the Paralysed Man <p>Vocabulary</p> <ul style="list-style-type: none"> • Bible - the Holy book • Kind - to be friendly, caring and considerate of other people's feelings • Samaritan - a charitable or helpful person • Parable - a simple story that teaches a moral lesson 	<ul style="list-style-type: none"> • In Year 3 children will learn how Jesus healed people. Were they miracles or some other explanation? • In Year 5/6 children will learn about the best way to show commitment to God.
	Year 1 age pupils:	Jesus is the Son of God and the Bible is the Holy book		
	Year 2 age pupils:	<p>Know the Christian Creation story and what it means for Christians</p> <p>Christians are people who follow Christianity and believe that Jesus is the son of God.</p> <p>The Bible is the holy book for Christians and it teaches how to live through lots of stories</p>		



B Year 1-2: Autumn 1

Is it possible to be kind to everyone all of the time?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	Know the symbols and signs of Easter and the key message that Jesus was crucified and resurrected.	<ul style="list-style-type: none"> To be able to discuss a time when you have had to be kind to others, even when it was difficult To retell a story Jesus told about being kind Give an example of when Jesus showed kindness Be able to say if Christians should be kind and give a reason. 	<p>In Year 3 children will learn how Jesus healed people. Were they miracles or some other explanation?</p> <p>In Year 5 children will learn about the best way to show commitment to God.</p>
	Year 1 age pupils:	The Christian belief that Jesus is the son of God The theme and symbols of the Easter story		
	Year 2 age pupils:	The Bible is the Holy book and it teaches Christians how to live by telling lots of stories		
Vertical concepts		<p>Christianity Beliefs, teachings and sources Describe and explain beliefs and practices</p> <p>Values and commitment explain ideas about how beliefs, practices and forms of expression influence individuals and communities</p>	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources Describe and explain beliefs and practices Values and commitment explain ideas about how beliefs, practices and forms of expression influence individuals and communities Moral and social enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth explain ideas about how beliefs, practices and forms of expression influence individuals and communities Spiritual and moral find out and investigate key concepts and questions of belonging, meaning, purpose and truth



B Year 1-2: Autumn 2

Why do Christians believe God gave Jesus to the world?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • That Jesus is the son of God • The Christmas Story • Christians look forward to Christmas as a time to celebrate the birth of Jesus • The story of the Good Samaritan and The Paralysed Man and their morals 	<p>To reflect on the Christmas story and the reasons for Jesus' birth</p> <p>That God gave Jesus to the world to save it/help it.</p> <p>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</p> <p>Vocabulary Advent calendar – a special calendar used to count the days until Christmas</p> <p>Trip to the church</p>	<ul style="list-style-type: none"> • In Year 3 children will explore if Christmas has lost its true meaning. • In Year 4 children will explore what the most significant part of the nativity story is for Christians today. • In Year 5 children will explore if the Christmas story is true.
Year 1 age pupils:	<ul style="list-style-type: none"> • The symbols and signs of the Christmas story 		
Year 2 age pupils:	<ul style="list-style-type: none"> • Jesus was born in Bethlehem and the Nativity is the story of his His birth 		





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	Reflect on the Christmas story and decide what gifts would be meaningful for Jesus	<ul style="list-style-type: none"> Express our own ideas about the value of times to reflect, give thanks, praise and celebrate. Explain some of the meanings for believers of symbols of belonging. Describe the meaning behind actions and symbols of Christmas 	<p>In Year 3 children will explore if Christmas has lost its true meaning.</p> <p>In Year 4 children will explore what the most significant part of the nativity story is for Christians today.</p> <p>In Year 5 children will explore if the Christmas story is true.</p>
	Year 1 age pupils:			
	Year 2 age pupils:			
Vertical concepts		<ul style="list-style-type: none"> Christianity Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Identity, diversity and belonging express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth explain ideas about how beliefs, practices and forms of expression influence individuals and communities Spiritual and moral find out and investigate key concepts and questions of belonging, meaning, purpose and truth 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teaching and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth explain their ideas about how beliefs, practices and forms of expression influence individuals and communities Spiritual enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all



B Year 1-2: Spring 1

Does praying at regular intervals help a Muslim in his/her everyday life?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Muslims believe in one God, called Allah. • A Muslim's place of worship is a Mosque. It is a special place for Muslims to feel close to Allah 	<ul style="list-style-type: none"> • Explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. • The most important Muslim practices are the Five Pillars of Islam and Salah is the second pillar. • Praying keeps Muslims in close contact with Allah. • Praying helps Muslims remain committed to living a good and purposeful life. <p>Vocabulary</p> <ul style="list-style-type: none"> • Allah – the name for God in the Arabic language • Commitment – being dedicated to something • Obligation - something that you must do • Five Pillars of Islam – The five obligations that every Muslim must carry out to live a good life according to Islam • Salah – Islamic prayer and worship of Allah. Carried out five times a day at set times • Quran – The Holy book of Islam revealed to the Prophet Muhammad (pbuh) • Makkah – The city where Prophet Muhammad (pbuh) was born and where the Kabah is located • Kabah – A cube shaped structure in the centre of the Grand Mosque in Makkah 	<ul style="list-style-type: none"> • In Year 6 children explore the best way for a Muslim to show commitment to God
Year 1 age pupils:			
Year 2 age pupils:			



B Year 1-2: Spring 1

Does praying at regular intervals help a Muslim in his/her everyday life?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		<ul style="list-style-type: none"> Express our own ideas about the value of times to reflect, give thanks, praise and celebrate. Explain some of the meanings for believers of symbols of belonging. Describe the meaning behind actions and symbols of the five pillars of Islam. Develop our understanding and skills needed to know the meaning of different answers to what makes some places sacred 	<ul style="list-style-type: none"> The best way for Muslims to show commitment to God
	Year 1 age pupils:			
	Year 2 age pupils:			
Vertical concepts			<p>Islam</p> <ul style="list-style-type: none"> Practices and way of life articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Values and commitment explain ideas about how beliefs, practices and forms of expression influence individuals and communities Spiritual, moral and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Islam</p> <ul style="list-style-type: none"> Practices and ways of life enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all Identity, diversity and belonging find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> • Palm Sunday is the story of when Jesus travelled into Jerusalem on a donkey. He was treated like a king and palm leaves laid down for him to travel over. Jesus entered the temple and healed the blind and the lame. • After Palm Sunday, Jesus was put to death on the cross but he came back to life again on Easter Sunday. 	<ul style="list-style-type: none"> • Retell the Easter Story and understand what Jesus' resurrection means for Christians. • Symbols of Easter The Easter egg symbolizes new life. The cross on the hot cross bun symbolizes the cross that Jesus was crucified on. • Why did Jesus die? Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes. Jesus was sent to 'save' people, forgive them for their 'sins' and offer them 'salvation'. • How do Christians know that Jesus came back to life? • Christians believe that stories of resurrection appearances in the Bible show them this e.g. the walk to Emmaus, and Jesus at the beach barbeque. • Why did Jesus come back to life? Christians believe Jesus came back to life to show them that there is life after death in heaven and Christians therefore celebrate this. <p>Vocabulary</p> <ul style="list-style-type: none"> • Resurrection - the rising of Christ from the dead • Crucifixion - the death of Jesus upon the cross • Salvation - Life after death • Tomb - a place to bury the dead 	<ul style="list-style-type: none"> • In Year 5 children will explore how significant it is for Christians to believe God intended Jesus to die
Year 1 age pupils:			
Year 2 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		<ul style="list-style-type: none"> Express our own ideas about the value of times to reflect, give thanks, praise and celebrate. Explain some of the meanings for believers of symbols of belonging. Describe the meaning behind actions and symbols of Easter Develop our understanding and skills needed to know the meaning of different answers to what makes some places sacred 	<ul style="list-style-type: none"> How significant is it that Christians believe that God intended Jesus to die?
	Year 1 age pupils:			
	Year 2 age pupils:			
Vertical concepts		<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources Describe and explain beliefs and practices Values and commitment explain ideas about how beliefs, practices and forms of expression influence individuals and communities 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teaching and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities Spiritual enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

B Year 1-2: Summer 1

Does going to a mosque give Muslims a sense of belonging?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Muslims believe in one God, called Allah. • A Muslim's place of worship is a Mosque. It is a special place for Muslims to feel close to Allah. • The most important Muslim practices are the Five Pillars of Islam and Salah is the second pillar • Praying keeps Muslims in close contact with Allah and helps Muslims remain committed to living a good and purposeful life. 	<ul style="list-style-type: none"> • Mecca is in Saudia Arabia and is the birthplace of the prophet Muhammad (pbuh). It is home to the Kaaba, which is the cube shaped building at the centre of the Grand Mosque • Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammad (pbuh) said, "Prayer at home is counted once, prayer at the local mosque is equivalent to twenty five prayers". • Hajj is an annual Islamic pilgrimage to Mecca, which is the holiest city for Muslim. Muslims wear special Hajj robes. • Wudu is a washing routine conducted before Islamic prayers. <p>Vocabulary</p> <ul style="list-style-type: none"> • Mosque – The Islamic place of worship • Minaret - A tall thin tower in a mosque • Mihrab - An alcove that shows the direction Mecca • Minbar - A place in the mosque where the prayer leader stands • Musalla - An open space used for prayer outside a mosque <p>Trip to the Mosque</p>	<ul style="list-style-type: none"> • In the Summer term children will explore if going to a mosque gives Muslims a sense of belonging. They will also explore whether completing Hajj makes a person a better Muslim.
Year 1 age pupils:			
Year 2 age pupils:			



B Year 1-2: Summer 1 Does going to a mosque give Muslims a sense of belonging?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		<ul style="list-style-type: none"> Express our own ideas about the value of times to reflect, give thanks, praise and celebrate. Explain some of the meanings for believers of symbols of belonging. Describe the meaning behind actions and symbols of Islamic Aqiqah. Develop our understanding and skills needed to know the meaning of different answers to what makes some places sacred 	<ul style="list-style-type: none"> If going to a mosque increases a sense of belonging and if Hajj makes a person a better Muslim
	Year 1 age pupils:			
	Year 2 age pupils:			
Vertical concepts		<p>Islam</p> <ul style="list-style-type: none"> Practices and way of life articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Values and commitment explain ideas about how beliefs, practices and forms of expression influence individuals and communities Spiritual, moral and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Islam</p> <ul style="list-style-type: none"> Practices and ways of life enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all Identity, diversity and belonging find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Islam</p> <ul style="list-style-type: none"> Practices and ways of life articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Values and commitments explain their ideas about how beliefs, practices and forms of expression influence individuals and communities Spiritual, moral and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all





Substantive

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> • Muslims believe in one God, called Allah. • The most important Muslim practices are the Five Pillars of Islam and Hajj is the fifth pillar. • Hajj is an annual Islamic pilgrimage to Mecca, which is the holiest city for Muslims 	<ul style="list-style-type: none"> • To learn to understand what happens during Hajj and to explore the importance of this to Muslims • Muslims have five duties which are called the Five Pillars of Islam. Every Muslim tries to carry out these five things, and it helps them to feel that they are members of the worldwide Muslim community. • Mecca is the heart of Islam and is a very special place to all Muslims. Everyday Muslims pray in the direction of this city no matter where they are in the world. • Hajj - Every Muslim is expected to pilgrimage to Mecca at least once in their life and gather at Mount Arafat for Hajj prayers. • In Mecca there is a huge mosque called the Grand Mosque. Inside is a stone building covered in black cloth which is known as the Kaaba. This is the holiest place in the world and Muslims face the Kaaba when praying. <p>Vocabulary</p> <ul style="list-style-type: none"> • Salah - Muslims must pray five times a day • Shahadah - This pillar is believing and saying the words 'There is no God except Allah' • Pilgrimage - A special journey to a place of religious significance • Five Pillars – Muslims are expected to pray, fast, have faith, give to charity and Hajj 	<ul style="list-style-type: none"> • In Year 6 children will explore whether belief in Akhirah (life after death) helps Muslims lead good lives.
Year 1 age pupils:			
Year 2 age pupils:			

B Year 1-2: Summer 2

Does completing Hajj make a person a better Muslim?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		<ul style="list-style-type: none"> Express our own ideas about the value of times to reflect, give thanks, praise and celebrate. Explain some of the meanings for believers of symbols of belonging. Describe the meaning behind actions and symbols of Islamic Aqiqah. Develop our understanding and skills needed to know the meaning of different answers to what makes some places sacred 	<ul style="list-style-type: none"> Does a belief in life after death make a person a better Muslim?
	Year 1 age pupils:			
	Year 2 age pupils:			
Vertical concepts		<p>Islam</p> <ul style="list-style-type: none"> Practices and ways of life enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all Identity, diversity and belonging find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Islam</p> <ul style="list-style-type: none"> Practices and ways of life articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Values and commitments explain their ideas about how beliefs, practices and forms of expression influence individuals and communities Spiritual, moral and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Islam</p> <ul style="list-style-type: none"> Practices and ways of life appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. Values and commitments articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives Spiritual and cultural appreciate and appraise varied dimensions of religion





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> • Diwali is the Hindu festival of lights 	<ul style="list-style-type: none"> • To investigate what happens during the festival of Diwali and how the celebrations bring a sense of belonging to Hindus • Diwali is the festival of lights and is celebrated in the late Autumn. Diwali celebrates good's victory over evil with lots of lights around homes. Fireworks, presents and new clothes are used to celebrate. • To know the story of Rama and Sita and to learn that good can overcome evil and light can drive away darkness. <p>Vocabulary</p> <ul style="list-style-type: none"> • Belonging- To feel part of or have a connection with a place or group of people • Rangoli - traditional Indian decoration and patterns, made with rice • Diva lamp - An oil lamp made from clay • Puja - Act of worship for Hindus • Puja tray - A tray used during worship, with items such as a bell, pot of water, diva lamp, incense burner, pot of powder and a spoon. 	<ul style="list-style-type: none"> • In the Summer term children will explore how Brahman can be everywhere and in everything. They will also explore if how visiting the River Ganges would feel special to a non-Hindu.
	Year 3 age pupils:			
	Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> Explain some of the meanings for believers of symbols of belonging. 	<ul style="list-style-type: none"> Know that people who follow different religions have different beliefs about God Identify beliefs about God that are held by Hindus. Describe some of the ways in which Hindus describe God Identify how and say why it makes a difference in people's lives to believe in God Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts Know the purpose of prayer in Hinduism Know what some believers say and do when they pray and how praying helps believers Be able to find, describe and explain similarities and differences between how people pray 	<ul style="list-style-type: none"> in the Summer term children will explore how Brahman can be everywhere and in everything. They will also explore if how visiting the River Ganges would feel special to a non-Hindu.
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts			<p>Hinduism</p> <ul style="list-style-type: none"> Practices and ways of life describe and explain beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals Forms of expressing meaning Identity, diversity and belonging find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Social and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Hinduism</p> <ul style="list-style-type: none"> Beliefs, teachings and sources appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> • Christmas is the festival celebrating the birth of Jesus • Christians believe that Jesus was given to the world as a gift from God 	<ul style="list-style-type: none"> • What the true meaning of Christmas is to Christians and compare this with what Christmas means to us • Christians celebrate Christmas by attending church services, singing Christmas carols and spending time with their loved ones. They give each other cards and gifts, which reminds them of the gift of Jesus. • Christmas is important to Christians because it reminds them that Jesus came to Earth for all people, to rescue them. It reminds them that Mary and Joseph had a strong faith in God, despite the difficulties they faced. <p>Vocabulary</p> <ul style="list-style-type: none"> • Incarnation - The Christian belief that Jesus is God in a human form • Salvation - To save a person from sin, evil or harm <p>Trip to the Church</p>	<ul style="list-style-type: none"> • In Year 4 children will explore what is the most significant part of the nativity story for Christians today. • In Year 5 children will explore if the Christmas story is true.
Year 3 age pupils:			
Year 4 age pupils:			





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</p> <ul style="list-style-type: none"> Describe the meaning behind actions and symbols of Christmas 	<ul style="list-style-type: none"> Know that people who follow different religions have different beliefs about God Identify beliefs about God that are held by Christians Describe some of the ways in which Christians describe God Identify how and say why it makes a difference in people's lives to believe in God Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts Know what Christians believe and how they show their faith within the family church Know the purpose of prayer in Christianity Know what some believers say and do when they pray and how praying helps believers 	<ul style="list-style-type: none"> In Year 4 children will explore what is the most significant part of the nativity story for Christians today. In Year 5 children will explore if the Christmas story is true.
	Year 3 age pupils:		
	Year 4 age pupils:		
Vertical concepts	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teaching and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities Spiritual enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources describe, explain and analyse beliefs and practices Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, Spiritual articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> The Bible is the Holy book for Christians. It has two parts, The Old Testament and The New Testament. The Bible teaches Christians how to behave and treat others through parables. The story of The Paralysed Man. 	<ul style="list-style-type: none"> Retell Bible stories when miracle have happened and question whether Jesus really did perform miracles Jesus had a special ability to heal people. Christians believe Jesus is God in a human body so has the power of God and can do anything including healing people by performing miracles Jesus in the incarnation of God. Bible stories – The Blind Man (John 9:1-12), The Paralysed Man (Mark 2:1-12) <p>Vocabulary</p> <ul style="list-style-type: none"> Miracle – An extraordinary event that can't be explained Incarnation - The Christian belief that God took human form in Jesus Christ Disciples – The followers of Jesus 	<ul style="list-style-type: none"> In Year 4 children will explore if forgiveness is always possible for Christians. In Year 6 children will explore if Christianity is still a strong religion 2000 years after Jesus was on the Earth.
	Year 3 age pupils:			
	Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	Make links between how some Christian teachings effect how Christian people live.	<ul style="list-style-type: none"> Identify beliefs about God that are held by Christians Describe some of the ways in which Christians describe God Identify how and say why it makes a difference in people's lives to believe in God Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts Know what Christians believe and how they show their faith within the family church Suggest why it may be hard to be a Christian in Britain today, why it might be a good thing to be a Christian in Britain today Know the purpose of prayer in Christianity Be able to find, describe and explain similarities and differences between how people pray 	<ul style="list-style-type: none"> In Year 4 children will explore if forgiveness is always possible for Christians. In Year 6 children will explore if Christianity is still a strong religion 2000 years after Jesus was on the Earth.
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources describe, explain and analyse beliefs and practices Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, Spiritual articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Christianity</p> <ul style="list-style-type: none"> Forms of expressing meaning explain their ideas about how beliefs, practices and forms of expression influence individuals and communities Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and moral articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> • Palm Sunday • Jesus was put to death on a cross, but he came back to life again on Easter Sunday • Christians believe Jesus came back to life to show them that there is life after death in heaven, and Christians therefore celebrate this. 	<ul style="list-style-type: none"> • Recall events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians • The Last Supper – Jesus used the bread to symbolise his body and the wine his blood. This was a sign that Jesus knew what was coming. • Palm Sunday - As Jesus rode into Jerusalem, people cut branches from palm trees and laid them at his feet. This was a sign that they believed his message and that he was king. The leaders in Jerusalem were jealous. • Good Friday - When Jesus was crucified on the cross alongside two thieves and his body was taken down and placed in a stone tomb. • Why did Jesus die? It was God's plan to show people they can be forgiven and start afresh. When people started to forget how to be good to each other, He sent Jesus to make things better and redeem the situation. This meant forgiving people for what they had done wrong. <p>Vocabulary</p> <ul style="list-style-type: none"> • Tomb – A grave for burying the dead • Judas - The disciple who betrayed Jesus • Cross – The Christian symbol that remembers how Jesus died • Resurrection – The rising of Jesus Christ from the dead • Maundy Thursday - The Thursday before Easter, commemorates the Last Supper of Jesus Christ • Good Friday - The day after Maundy Thursday, a day to remember Jesus' crucifixion 	<ul style="list-style-type: none"> • In Year 4 children will explore the question: Is forgiveness always possible for Christians?
Year 3 age pupils:			
Year 4 age pupils:			





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils: Make links between how some Christians teachings effect how Christian people live. Explain some of the meanings for believers of symbols of belonging.	<ul style="list-style-type: none"> Identify beliefs about God that are held by Christians Describe some of the ways in which Christians describe God Identify how and say why it makes a difference in people’s lives to believe in God Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts Know what Christians believe and how they show their faith within the family church 	<ul style="list-style-type: none"> Is forgiveness always possible?
	Year 3 age pupils:		
	Year 4 age pupils:		
Vertical concepts	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources describe, explain and analyse beliefs and practices Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, Spiritual articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. 	<p>Christianity</p> <ul style="list-style-type: none"> Forms of expressing meaning explain their ideas about how beliefs, practices and forms of expression influence individuals and communities Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and moral articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. 	<p>Christianity</p> <ul style="list-style-type: none"> Forms of expressing meaning express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives.





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> • Diwali is the festival of lights and is celebrated in the late Autumn. • Diwali celebrates good's victory over evil with lots of lights around homes. • The story of Rama and Sita and that Hindus believe that good can overcome evil and light can drive away darkness 	<ul style="list-style-type: none"> • Understand that Hindu belief that there is one God with many different aspects • Hindus believe in a universal soul/God called Brahman, who is present in all things. They believe that there is a part of Brahman in everyone and this is called Atman. Atman means 'eternal self' and is often referred to as a 'spirit' or 'soul'. • Hindus believe Brahman takes on many forms, which some Hindus worship as Gods or Goddesses in their own right. These Gods/Goddesses are sent to help people find/understand Braham. • The Gods are 'tr-murti', which means that they take on three form. • Most Hindus also have a personal God or Goddess, such as Shiva, Krishna or Lakshmi to whom they pray regularly. <p>Vobaulary</p> <ul style="list-style-type: none"> • Brahman - The concept of God in Hinduism • Vishnu - Hindus believe he is the preserver God • Shiva - One of the three main Gods, believed to destroy evil • Qualities - The good things or traits in people • Role - People may have different roles such as son, brother, friend and employee • Ganesha - The Hindu God of wisdom, success and luck • Lakshmi - The Hindu Goddess of money and good luck 	<p>In the summer term children would explore the question: Would visiting the River Ganges feel special to a non-Hindu?</p>
Year 3 age pupils:			
Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	Express our own ideas about the value of times to reflect, give thanks, praise and celebrate.	<ul style="list-style-type: none"> • Know that people who follow different religions have different beliefs about God • Identify beliefs about God that are held by Hindus. • Describe some of the ways in which Hindus describe God • Identify how and say why it makes a difference in people's lives to believe in God • Identify some similarities and differences between ideas about what God is like in different religions • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts • Know the purpose of prayer in Hinduism • Be able to find, describe and explain similarities and differences between how people pray 	<ul style="list-style-type: none"> • In the summer term children would explore the question: Would visiting the River Ganges feel special to a non-Hindu?
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<p>Hinduism</p> <ul style="list-style-type: none"> • Practices and ways of life describe and explain beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals • Forms of expressing meaning • Identity, diversity and belonging find out about and investigate key concepts and questions of belonging, meaning, purpose and truth • Social and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Hinduism</p> <ul style="list-style-type: none"> • Beliefs, teachings and sources appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning • Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth • Spiritual articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Hinduism</p> <ul style="list-style-type: none"> • Forms of expressing meaning find out about and investigate key concepts and questions of belonging, meaning, purpose and truth • Values and commitments articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. • Spiritual and cultural appreciate and appraise varied dimensions of religion



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> Hindus celebrate Diwali, which celebrates good's victory over evil Hindus believe in a universal soul/God called Brahman, who is present in all things. They believe Brahman takes on many forms, which some Hindus worship as Gods and Goddesses in their own right. These Gods are sent to help people find/understand Brahman. 	<ul style="list-style-type: none"> Understand the significance of the River Ganges both for a Hindu and a non-Hindu. What is the River Ganges used for? It is important to both residents and pilgrims. Hindus see the river as a goddess and believe that bathing in the river helps to cleanse the soul. People are baptised in the water and the ashes of people who have died are poured into the river. It is also used for farming, washing and bathing. What do Hindus believe about the River Ganges? Hindus believe Brahman is in the water (a life source). People bathe in the river to wash away the wrong things they have done then will be pure/cleansed. Hindu legend says that the goddess of the Ganges, Ganga, was raised in the heavens and then came to earth and formed the river. Where is the River Ganges? It starts high up in the Himalayan mountains and flows through the northern part of India into the Bay of Bengal. Pilgrimage to the River Ganges. Hindus try to make a visit to the River Ganges at least once in their lifetime so they can bathe in the waters. Many Hindus come during the festival Kumbh Mela. <p>Vocabulary</p> <ul style="list-style-type: none"> River Ganges - A sacred river that flows through India and Bangladesh. Ritual - A ritual is a set of actions that are followed carefully. Cleanse - Hindus believe bathing in the River Ganges can cleanse or wash away sins. Pure - To be pure is to be without sin. Pilgrim - A person who journeys to a sacred place for religious reasons. Pilgrimage - Is a sacred journey, undertaken for religious reasons. Life cycle - Hindus believe in a life cycle of birth, death and rebirth 	
Year 3 age pupils:			
Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<p>Explain some of the meanings for believers of symbols of belonging.</p> <p>Develop our understanding and skills needed to know the meaning of different answers to what makes some places sacred</p>	<ul style="list-style-type: none"> • Know that people who follow different religions have different beliefs about God • Identify beliefs about God that are held by Hindus. • Describe some of the ways in which Hindus describe God • Identify how and say why it makes a difference in people's lives to believe in God • Identify some similarities and differences between ideas about what God is like in different religions • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts • Know the purpose of prayer in Hinduism • Be able to find, describe and explain similarities and differences between how people pray 	
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<p>Hinduism</p> <ul style="list-style-type: none"> • Beliefs, teachings and sources appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning • Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth • Spiritual articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Hinduism</p> <ul style="list-style-type: none"> • Forms of expressing meaning find out about and investigate key concepts and questions of belonging, meaning, purpose and truth • Values and commitments articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. • Spiritual and cultural appreciate and appraise varied dimensions of religion 	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> Shabbat is a holy day for Jews. It lasts from sundown on Friday to sundown on Saturday. Jews celebrate it as family. They enjoy a special meal with prayers and songs. Jewish people go to a synagogue to worship. The most important part of the synagogue is the Ark, where the Torah is kept. The Torah is the Jewish holy book. Rosh Hashanah is the Jewish New Year Festival and Yom Kippur is a day of atonement. 	<ul style="list-style-type: none"> Understand how special the relationship between Jews and God is and the promises they make to each other Jewish history begins with the covenant between God and Abraham around 1812BC and Abraham is considered to be the founder of Judaism. Jews believe that there is one God who created the world. Jews believe that they can have a personal and individual relationship with God. Moses was given the ten commandments and God asked the Jewish people to live by these as their promise to Him. <p>Vocabulary</p> <ul style="list-style-type: none"> Covenant - Agreement between God and Abraham, and God and the Jews Ten Commandments - Ten important rules for Jews, given to Moses by God Ner Tamid – The eternal light above the Holy Ark in the synagogue Synagogue – A place of worship for Jewish people Rabbi - Jewish religious leader and teacher Kippah - A special cap worn by Jewish men and boys to show respect to God Tallit - Four cornered Prayer Shawl with fringes, used by Jewish men to pray. Mezuzah - Small container placed on the doorposts of Jewish homes containing the Shema. Shema - Jewish prayer affirming belief on one God. Torah - The Jewish Holy book Ark - The place Abraham - Regarded as the first Patriarch of the Jewish people. Issac - Abraham's son Moses - A prophet who became a religious leader 	<ol style="list-style-type: none"> In the spring and summer terms children will explore how important it is for Jewish people to do what God asks them to do.
	Year 3 age pupils:			
	Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		To develop the understanding and skills needed to know the meaning of different answers to this question, to question the answers as well as develop answers of their own. Make links between how some Jewish teachings effect how Jewish people live.	<ul style="list-style-type: none"> In the spring and summer terms children will explore how important it is for Jewish people to do what God asks them to do.
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<p>Judaism</p> <ul style="list-style-type: none"> Practices and ways of life find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Identity, diversity and belonging describe, and explain beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals 	<p>Judaism</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Identity, diversity and belonging find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual, moral and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Judaism</p> <ul style="list-style-type: none"> Beliefs, teachings and sources appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. Identity, diversity and belonging articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> Christians believe that God gave Jesus to the world to teach everybody to love one another and to be kind to each other. In this way, the world would become a better place. The Christmas story Christians celebrate Christmas by giving each other cards and gifts because this reminds them of the gift of Jesus. Christmas reminds Christians that Mary and Joseph had a strong faith in God, despite the difficulties they faced. 	<p>Christmas symbols:</p> <ul style="list-style-type: none"> The angel symbolises that Jesus was not just an ordinary man. Angels are not an everyday occurrence and were there to show people that Jesus was a special gift from God. The star guided the wise men, just as Jesus is the light that guides people to God. The wise men and the Shepherds are a contrast between rich and poor, showing that Jesus is a gift from God to everyone. The gifts from the wisemen Gold is a precious metal, symbolising how precious Jesus is. Frankincense is used in perfume and incense, representing Jesus' religious role. Myrrh is used in perfumes and in Jesus' time, it was used as an embalming ointment which symbolises his death. <p>Incarnation</p> <ul style="list-style-type: none"> Incarnation is about how God became human in the form of Jesus and suffered as a human can do. Christians believe that God is an all-powerful creator and that through his incarnation as Jesus, he was not a 'big giant in the sky', but a regular human with qualities found in all of us. God being an all-powerful creator and a vulnerable human is a paradox. <p>Vocabulary</p> <ul style="list-style-type: none"> Symbol - A symbol is something that stands for something else. Incarnation - To become flesh. Christingle - This means 'Christ Light' and is used to celebrate Jesus Christ as the "Light of the World". Paradox - A contradictory idea. 	<ul style="list-style-type: none"> In Year 5 children will explore if the Christmas story is true, and what is the best way for a Christian to show commitment to God.
Year 3 age pupils:			
Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<p>Know what Christians believe and how they show their faith within the family church</p> <p>Suggest why it may be hard to be a Christian in Britain today, why it might be a good thing to be a Christian in Britain today</p> <p>Know the purpose of prayer in Christianity</p>	<p>To develop the understanding and skills needed to know the meaning of different answers to this question, to question the answers as well as develop answers of their own.</p> <p>Make connections between codes of living used by Christians</p>	<ul style="list-style-type: none"> In Year 5 children will explore if the Christmas story is true, and what is the best way for a Christian to show commitment to God.
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives 	<p>Christianity</p> <ul style="list-style-type: none"> Forms of expressing meaning express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Christianity</p> <ul style="list-style-type: none"> Practices and ways of life articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives Identity, diversity and belonging describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> Shabbat is a holy day for Jews. It lasts from sundown on Friday to sundown on Saturday. Jews celebrate it as family and enjoy a special meal with prayers and songs. Jewish people go to a synagogue to worship. The most important part of the synagogue is the Ark, where the Torah is kept. The Torah is the Jewish holy book. Rosh Hashanah is the Jewish New Year Festival and Yom Kippur is a day of atonement. Jewish history begins with the covenant between God and Abraham around 1812BC, and Abraham is considered to be the founder of Judaism. Jews believe that there is one God who created the world. Jews believe that they can have a personal and individual relationship with God. Moses was given the ten commandments and God asked the Jewish people to live by these as their promise to Him. 	<ul style="list-style-type: none"> Understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. God asks Jews to keep rules on what they can and cannot eat. These rules are called the Kashrut rules. Keeping these rules is their choice and if they choose to do this, it is because they respect God and want to do as He asks. They respect God’s authority and believe they have a special relationship with Him. During the Exodus of Egypt, Jews believe it was God who allowed the Israelites to be free from slavery. On the night they escaped, he asked them to remember this night forever. They do this with Passover and the Sedar meal. <p>Vocabulary</p> <ul style="list-style-type: none"> Passover - The angel of death passed over the houses to save the first born Sedar - Home based ceremonial meal during Passover. Hagadah - A book used at Passover Matzah - A fire-cracker like bread Charoset - Sweet, dark coloured paste made of apples, nuts and cinnamon Zeroah - Roasted bone to remind Jews of the Passover offering. Beitzah - Hard boiled egg Maror - Horseradish root: bitter herbs symbolise the harsh suffering and bitter times the Jews went through in Egypt as slaves. Karpas - Green vegetables, dipped in salt water, representing the tears cried as slaves. Chazeret - Romaine lettuce eaten with the Maror Exodus - The departure of the Israelites from Egypt under the leadership of Moses. Moses - A prophet who became a religious leader Kashrut - Laws relating to keeping a kosher home and lifestyle. Kosher - Fit and proper. Also refers to foods allowed by Jewish law 	<ul style="list-style-type: none"> In the Summer term children will explore the best way for a Jew to show commitment to god.
Year 3 age pupils:			
Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		To develop the understanding and skills needed to know the meaning of different answers to this question, to question the answers as well as develop answers of their own. Make links between how some Jewish teachings effect how Jewish people live.	<ul style="list-style-type: none"> In the Summer term children will explore the best way for a Jew to show commitment to god.
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<ul style="list-style-type: none"> Judaism Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Identity, diversity and belonging find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual, moral and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<ul style="list-style-type: none"> Judaism Practices and ways of life articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<ul style="list-style-type: none"> Judaism Practices and ways of life find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Forms of expressing meaning explain their ideas about how beliefs, practices and forms of expression influence individuals and communities Values and commitment articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Spiritual, moral and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes. Jesus was sent to 'save' people, forgive them for their 'sins' and offer them 'salvation'. The Christmas story Christians believe Jesus came back to life to show them that there is life after death in heaven and Christians therefore celebrate this. 	<ul style="list-style-type: none"> Understand how Jesus' life, death and resurrection teaches Christians about forgiveness. The Last Supper was the meal eaten by Christ with his disciples on the night before his Crucifixion. Crucifixion is an ancient form of execution in which a person was nailed or bound to a cross. The Lord's Prayer is the prayer taught by Christ to his disciples. Christians believe that Jesus' death was a sacrifice and offers them forgiveness from God. With Jesus' help they can do their best to forgive other people. <p>Vocabulary Disciples – The 12 followers of Jesus Stations - The artistic representation of the different stages of the Easter story. Salvation – Rescue Peter – One of Jesus' disciples who denied knowing him three times Forgiveness - A conscious, deliberate decision to release feelings of resentment or vengeance toward a person or group who has harmed you.</p>	<ul style="list-style-type: none"> In Year 5 children will explore the significance for Christians to believe that God intended Jesus to die.
Year 3 age pupils:			
Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		<p>Discuss their understanding of the concepts of knowledge and beliefs</p> <p>Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people</p> <p>Explain how beliefs shape the way believers see the world and others</p>	<ul style="list-style-type: none"> In Year 5 children will explore the significance for Christians to believe that God intended Jesus to die.
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<p>Christianity</p> <ul style="list-style-type: none"> Forms of expressing meaning explain their ideas about how beliefs, practices and forms of expression influence individuals and communities Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and moral articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and moral articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<ul style="list-style-type: none"> Christianity Practices and ways of life find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Identity, diversity and belonging express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value Spiritual and social enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> Jewish history begins with the covenant between God and Abraham around 1812BC and Abraham is considered to be the founder of Judaism. Jews believe that there is one God who created the world and that they can have a personal and individual relationship with God. Jewish people go to a synagogue to worship. The most important part of the synagogue is the Ark, where the Torah is kept. The Torah is the Jewish holy book. Shabbat is a holy day for Jews. It lasts from sundown on Friday to sundown on Saturday. Jews celebrate it as family. They enjoy a special meal with prayers and songs. Rosh Hashanah is the Jewish New Year Festival and Yom Kippur is a day of atonement. God asks Jews to keep rules on what they can and cannot eat. These rules are called the Kashrut rules. During the Exodus of Egypt, Jews believe it was God who allowed the Israelites to be free from slavery. On the night they escaped, he asked them to remember this night forever. They do this with Passover and the Sedar meal. 	<ul style="list-style-type: none"> Understand how Jews show their commitment to God, comparing their practices to explore which shows the most commitment. It is important for Jews to show commitment to God because they believe God created the world and that he looks after them and they should do their best to keep God's rules. Jews follow rules about food, they pray, read the Torah, go to the synagogue and keep the Sabbath day holy. At Passover, people celebrate by eating a special meal called the Seder Meal. Jews try to do good deeds and look after the environment because it is the world that God gave them. They believe they are in a special relationship (covenant/promise) with God and have loyalty to God, their ancestors and their family. Jewish babies have a special ceremony called a Brit. It takes place on the Sabbath, at home/synagogue. Blessings are recited and wine is placed in the child's mouth. The child is given its official Hebrew name. Then the family celebrate with a special meal. A Bar or Bat Mitzvah is a coming of age ceremony for Jewish boys and girls when they reach the age of 12 or 13. The ceremony marks the time when a boy or girl becomes a Jewish adult. This means that they are now responsible for their own actions and can decide for themselves how they would like to practice Judaism. <p>Vocabulary</p> <p>Commitment – To be dedicated to something</p> <p>Synagogue - Jewish place of worship.</p> <p>Bar Mitzvah - An initiation ceremony for a Jewish boy who has reached the age of 13.</p> <p>Bat Mitzvah - A ceremony to show a Jewish girl has become an adult. It happens when a girl is 12 years old.</p> <p>Tu Bishvat - A Jewish holiday occurring on the 15th day of the Hebrew month of Shevat.</p> <p>Trip to the Jewish Museum</p>	
Year 3 age pupils:			
Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		<p>Explain how beliefs shape the way believers see the world and others</p> <p>Discuss their understanding of the concepts of knowledge and beliefs</p> <p>Develop their understanding and skills needed to know the meaning of different answers to this question, to question the answers as well as develop answers of their own</p> <p>Make connections between Jewish beliefs and practices and their commitment to God</p>	
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<ul style="list-style-type: none"> • Judaism • Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews • Identity, diversity and belonging find out about and investigate key concepts and questions of belonging, meaning, purpose and truth • Spiritual, moral and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Judaism</p> <ul style="list-style-type: none"> • Practices and ways of life find out about and investigate key concepts and questions of belonging, meaning, purpose and truth • Forms of expressing meaning explain their ideas about how beliefs, practices and forms of expression influence individuals and communities • Values and commitment articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. • Spiritual, moral and cultural enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> The Christmas story Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes. Jesus was sent to 'save' people, forgive them for their 'sins' and offer them 'salvation'. Christians believe Jesus came back to life to show them that there is life after death in heaven and Christians therefore celebrate this. Christians believe that Jesus' death was a sacrifice and offers them forgiveness from God. With Jesus' help they can do their best to forgive other people. 	<p>Understand how important going to church is to show someone is a Christian.</p> <p>Baptism is a ceremony that symbolises a commitment to living a life as a Christian. Holy water is put on a person being baptised by a church leader as a symbol of being cleansed and made ready for a new life for God.</p> <p>Christians have a special 'meal to do just what Jesus did. They break bread to remember his body (death) and drink juice/wine to remember his blood. Christians remember that Jesus died for them and forgave them – Holy Communion</p> <p>John the Baptist was Jesus' cousin and understood Jesus' special purpose on earth, hence baptising him in the River Jordan.</p> <p>Worship varies according to the type of church. Evangelical worship is joyous and lively yet Quakers worship is silent and contemplative.</p> <p>Vocabulary The Last Supper - The Last Supper was the meal eaten by Christ with his disciples on the night before his Crucifixion. Worship - A private or public display of emotion used to communicate with God. Eucharist - Another word for the ceremony of the Holy Communion. Commandments - The rules given by God that are mentioned in the Bible.</p>	<ul style="list-style-type: none"> In Year 6 children explore the theme of is anything eternal? They also explore if Christianity is still a strong religion 2000 years after Jesus was on the Earth.
Year 3 age pupils:			
Year 4 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		<p>Make connections between Christian practices and beliefs and their commitment to God</p> <p>Explain how beliefs shape the way believers see the world and others</p> <p>Discuss their understanding of the concepts of knowledge and beliefs</p>	<ul style="list-style-type: none"> In Year 6 children explore the theme of is anything eternal? They also explore if Christianity is still a strong religion 2000 years after Jesus was on the Earth.
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and moral articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Christianity</p> <ul style="list-style-type: none"> Practices and ways of life find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Identity, diversity and belonging express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value Spiritual and social enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all 	<p>Christianity</p> <ul style="list-style-type: none"> Practices and ways of life find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Identity, diversity and belonging. identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Values and commitments articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Cultural and social express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value

B Year 5-6: Autumn 1

What is the best way for a Muslim to show commitment to God?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> Muslims believe that there is only one God called Allah. They believe Allah is the only ruler of the universe. The word 'Islam' means submission and obedience to Allah. Muhammed is so highly respected that Muslims will say 'peace be upon him' after his name is spoken. Five Pillars of Islam: Shahadah: Muslims say a declaration of faith. Salah: Muslims pray five times a day. Before prayer, they must wash themselves and then face Mecca whilst praying. Zakat: Muslims must donate to charities. Sawm: Muslims fast for one month during a time called Ramadan. Hajj: Muslims have to travel to Mecca once in their lifetime, if they can afford to. Muslim holy book is called the Qur'an. Muslims believe that it is a record of the exact words that Allah said. The main Muslim festivals are: Ramadan, Eid-al-Fitr, Eid-al-Adha, Dhu al-Hijja. During Ramadan, Muslims try to give up bad habits and become better Muslims by praying more. 	<ul style="list-style-type: none"> Understand some of the ways Muslims to show commitment to God and evaluate whether there is a best way. Muslims believe that they need to pray 5 times a day to show their belief and be reminded of God. Muslims believe that they can worship God anywhere. Muslims believe it is their duty to give charity because everything they own belongs to God. Muslims fast because God says in the Quran that they should. Fasting shows that they are living in the way God wants and remembering people who are hungry. It shows that their religion is the most important thing in their lives – far more important than eating or drinking. <p>Vocabulary</p> <p>Commitment - You can show commitment by doing something regularly and by demonstrating loyalty, hard work and belief.</p> <p>5 Pillars of Islam - The 5 obligations that every Muslim must satisfy in order to live a good and responsible life.</p> <p>Pray – To relate or communicate with God</p> <p>Allah - The Arabic term for God.</p> <p>Ramadan - The 9th month of the Islamic calendar observed by Muslims as a month of fasting, prayer, reflection and community.</p> <p>Ummah – Muslim community</p> <p>Holy Quran - The holy words revealed to Prophet Muhammed by Angel Jibril.</p> <p>Trip to the Mosque</p>	<ul style="list-style-type: none"> In the Summer term children will explore if the belief in Akhirah (life after death) helps Muslims lead a good life.
Year 5 age pupils:			
Year 6 age pupils:			

B Year 5-6: Autumn 1 What is the best way for a Muslim to show commitment to God?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> Explain how beliefs shape the way believers see the world and others Discuss their understanding of the concepts of knowledge and beliefs. Develop their understanding and skills needed to know the meaning of different answers to this question, to question the answers as well as develop answers of their own 	<p>Make connections between Muslim practices and beliefs and their commitment to God</p> <p>Consider the diverse ways in which people practice and express beliefs</p> <p>Discuss the ways in which beliefs shape individual identity and ways of life</p>	<ul style="list-style-type: none"> In the Summer term children will explore if the belief in Akhirah (life after death) helps Muslims lead a good life.
	Year 5 age pupils:			
	Year 6 age pupils:			
Vertical concepts		<p>Islam</p> <ul style="list-style-type: none"> Practices and ways of life enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all Identity, diversity and belonging find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Islam</p> <ul style="list-style-type: none"> Practices and ways of life appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. Values and commitments articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives Spiritual and cultural appreciate and appraise varied dimensions of religion 	<p>Islam</p> <ul style="list-style-type: none"> Beliefs, teachings and sources appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. Identity, diversity and belonging appreciate and appraise varied dimensions of religion.





All pupils:

Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
<ul style="list-style-type: none"> The Christmas story – Almost 2000 years ago, a woman called Mary was visited by an angel called Gabriel. He told her that she was going to have a baby called Jesus and that he would be the son of God. Mary travelled to Bethlehem with Joseph and gave birth to baby Jesus. They were visited by shepherds and three wise men brought gifts for Jesus. The Christian Holy book is the Bible Christmas is celebrated on the 25th of December. Christians celebrate by giving cards and gifts to each other because it reminds them of the gift of Jesus. Christmas reminds Christians that Mary and Joseph has a strong faith in God despite the difficulties they faced. Christmas symbols: <ul style="list-style-type: none"> Angels symbolise that Jesus was not just an ordinary man. A star guided the wise men, just as Jesus is the light that guides people to God. 	<ul style="list-style-type: none"> Analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. Mary was chosen for the important role of Jesus' mother because she was a young, pure, ordinary girl. Joseph was going to break off his engagement to Mary because he thought that she had betrayed him. After the angel had visited Joseph he realised that God had put the baby inside her. What was conceived in her was from the Holy Spirit. Mary did not choose to have a baby. This choice was made for her, by God. A virgin was chosen so that it was obvious that Jesus was not just a human with 2 human parents but was also God. <p>Vocabulary Mary – The Mother of Jesus Virgin Birth - The miraculous conception of Jesus by the Virgin Mary through the power of the Holy Spirit without a human father. Conceived- To become pregnant Incarnation – God taking human form in Jesus Holy Spirit – God in spirit form: 3rd person of the Trinity Engagement – Agreement to marry</p> <ul style="list-style-type: none"> Evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus. Celebrations can remember a past event (e.g. Guy Fawkes night) and some celebrate something new (e.g. a marriage). Christians celebrate Christmas in lots of different ways, e.g. singing songs, going to church, giving presents, Christmas cakes, crackers, Christmas trees, stars, angels, Christmas cards, holy wreaths, build nativity scenes, decorations, turkey, Father Christmas, reindeer etc. Christians celebrate the arrival of Jesus as God's son – The Incarnation. They are grateful because they believe Jesus brought to Earth a message from God about how to live a good life. He performed miracles, helped people and offered forgiveness of sins. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God 'incarnate' (God man made) Christians believe that Jesus was born so that God could become fully human as well as fully divine and show by his example how people should live. He was born into poor surroundings to show that he was not a worldly King and that he had come to give his good news to everyone. Some people argue that the 'true meaning of Christmas' is now lost and that Christmas has instead become victim to commercialism. Other people disagree with this and say that the important messages of Christmas are still remembered. <p>Vocabulary Tradition – the passing on of ways of thinking, acting and/or believing Commercialism - A focus on making money</p>	<ul style="list-style-type: none"> In the spring term children will explore if Christianity is still a strong religion 2000 years after Jesus was on the Earth.

B Year 5-6: Autumn 2

How significant is it that Mary was Jesus' mother? Do Christmas celebrations and tradition help Christians understand who Jesus was and why he was born?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> Discuss their understanding of the concepts of knowledge and beliefs Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people Explain how beliefs shape the way believers see the world and others 	<p>Explain the influence of belief in historical events on Christian worldviews</p> <p>Explain how the Gospels connect with Christian beliefs and discuss their reliability</p>	<ul style="list-style-type: none"> In the spring term children will explore if Christianity is still a strong religion 2000 years after Jesus was on the Earth.
	Year 5 age pupils:			
	Year 6 age pupils:			
Vertical concepts		<p>Christianity</p> <ul style="list-style-type: none"> Forms of expressing meaning express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Christianity</p> <ul style="list-style-type: none"> Practices and ways of life Values and commitments articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives Identity, diversity and belonging. express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value,





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> Jannah is an eternal place for Muslims, which is based on the Islamic ideas of paradise. There are different levels of paradise. The highest one is Firdous, where the Prophets and most truthful people live. The Quran says that these people will be greeted by angels and will join their loved ones who have already passed away (if they have entered Jannah). Everyone will be the same age and will have everything their heart desires. Olam Ha-Ba is an important Jewish idea that refers to a heavenly realm where souls live on after physical death. It is linked to the Garden of Eden and Jewish people believe that all humans will return to the blissful existence that Adam and Eve experienced there (before the 'fall'). Sikhs believe in the idea of reincarnation. Their ultimate goal is emancipation from the cycle of birth, death and reincarnation. This is achieved through gaining good karma by meditating and doing good deeds. In Sikhism, the word mukti involves becoming one with God. Sikhs believe that God does not have any particular form. Hindus believe in the idea of reincarnation. Their ultimate goal is emancipation from the cycle of birth, death and reincarnation. This is achieved through gaining good karma by meditating and doing good deeds. After emancipation from reincarnation, Hindus believe that the atman (the soul) will become one with the god Brahma. This is called moksha. 	<ul style="list-style-type: none"> Evaluate different beliefs about eternity and to understand the Christian perspective on this. Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them. Jesus portrayed love in the Bible; He taught that love should be eternal and unconditional. Christians believe that because of Jesus' resurrection, Christians will be able to have life after death (eternal life). Christians believe it is Jesus' sacrifice of salvation that means they can enter heaven where they can live eternally being loved by and loving God. Christians believe that for eternal life they need to: believe in God, do their best to follow the Ten Commandments and the Two Great Commandments, and ask for forgiveness when they need it. In a Christian wedding, the bride and groom promise to love each other for their whole lifetime. They give each other rings which symbolise eternity. <p>Vocabulary</p> <p>Eternal – lasting/existing forever, without end</p> <p>Unconditional – without conditions or limitations</p> <p>Agape - A Christian word, meaning 'universal and unconditional love.'</p> <p>Parable - A story used to illustrate a moral or lesson, as told by Jesus in the Gospels.</p> <p>Sacrifice - To give up something for something else considered more important.</p> <p>Reincarnation – Rebirth after death</p> <p>Emancipation – Freedom</p>	<ul style="list-style-type: none"> In summer children will explore whether belief in life after death (Aakhirah) helps Muslims lead a good life
Year 5 age pupils:			
Year 6 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> Know that people have different answers to religious questions about the world and seek answers in different places 	<p>Make links between different Christian beliefs and their views on whether anything is ever eternal</p> <p>Consider the nature of knowledge, meaning and existence</p> <p>Discuss reasons why people answer philosophical questions in different ways</p> <p>Begin to decide whether religious reasoning is clearly expressed</p>	
	Year 5 age pupils:			
	Year 6 age pupils:			
Vertical concepts		<ul style="list-style-type: none"> Christianity Beliefs, teachings and sources <ul style="list-style-type: none"> identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth <ul style="list-style-type: none"> find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and cultural <ul style="list-style-type: none"> articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	<p>Christianity</p> <ul style="list-style-type: none"> Beliefs, teachings and sources <ul style="list-style-type: none"> identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth <ul style="list-style-type: none"> find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and moral <ul style="list-style-type: none"> appreciate and appraise varied dimensions of religion 	<p>Christianity</p> <ul style="list-style-type: none"> Practices and ways of life <ul style="list-style-type: none"> find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Identity, diversity and belonging. <ul style="list-style-type: none"> identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Values and commitments <ul style="list-style-type: none"> articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Cultural and social <ul style="list-style-type: none"> express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value,





Substantive

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> Almost 2000 years ago, a woman called Mary was visited by an angel called Gabriel. He told her that she was going to have a baby called Jesus and that he would be the son of God. Mary travelled to Bethlehem with Joseph and gave birth to baby Jesus. They were visited by shepherds and three wise men brought gifts for Jesus. 	<ul style="list-style-type: none"> Examine the influence Christianity still has in the world and to evaluate whether it is still a strong religion. There are many Christian festivals: Mother's Day - Traditionally, daughters who were servants would have a day off to visit their mothers. It was also important for people, who normally worship in their local parish, to return home to their 'mother church' once a year to worship at a 'main' church or cathedral. Lent - The time of year Christians prepare for Easter. It lasts 40 days. Many Christians 'go without' in memory of Jesus who fasted for 40 days so that he could resist temptation and do important work for God. Ash Wednesday - The first day of Lent. Palm leaves are burnt to make ashes. Christians are saying sorry for their sins and that they will use the period of Lent to correct their faults. Easter - The celebration of the resurrection of Jesus from the tomb, on the third day after his crucifixion. Shrove Tuesday - The day before Lent, known as Pancake Day. Traditionally, people use up all their 'rich' food before fasting during Lent. Advent - Advent means 'coming'. It is the 4 weeks before Christmas. A time for preparing and remembering the real meaning of Christmas. Christmas - An annual Christian holy day that marks the birth of Jesus. Each year it is on the 25th of December. Harvest - On the 1st October 1843, Rev. Robert Hawker held the first harvest to say 'thank you' to God for the harvest. This has remained a tradition ever since. Vocabulary Lent - The 40 days leading up to Easter. Ash Wednesday - First day of Lent. Christians can receive the sign of the cross in ash on their foreheads. Shrove Tuesday - The day before Ash Wednesday: typically a time to finish up rich food ready for fasting in Lent; traditionally called Pancake Day in the UK. Fish symbol - Known as ichthys: means fish in Greek, but the letters are also the initials of five Greek words that mean "Jesus Christ, Son of God, Saviour" CAFOD - Catholic Agency for Overseas Development. Ten Commandments - Laws or rules handed down to Moses by God on Mount Sinai. 	<ul style="list-style-type: none"> In Ks3 children will learn about what is so radical about Jesus. They will also learn and investigate whether religion helps people to be good and what difference does it make to believe in a religion.
Year 5 age pupils:			
Year 6 age pupils:			



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> Know the key beliefs of Christianity – Jesus, Incarnation, resurrection 	<p>Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted</p> <p>Discuss the influences Christianity still has in the world and to evaluate whether it is still a strong religion</p> <p>Explain theological similarities and differences within Christian worldviews</p>	
	Year 5 age pupils:			
	Year 6 age pupils:			
Vertical concepts		<ul style="list-style-type: none"> Christianity Beliefs, teachings and sources identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Spiritual and moral appreciate and appraise varied dimensions of religion 	<p>Christianity</p> <ul style="list-style-type: none"> Practices and ways of life find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Identity, diversity and belonging. identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews Values and commitments articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. Cultural and social express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, 	



B Year 5-6: Summer 1 Does belief in Akhirah (life after death) help Muslims lead good lives?



Substantive

Year 5-6 B: Summer 1

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<ul style="list-style-type: none"> • Muslims believe that there is only one God called Allah and that Prophet Muhammed (pbuh) was the last messenger of Islam. • The Six Main Beliefs: <ol style="list-style-type: none"> 1. Belief in Allah as the one and only God. 2. Belief in angels. 3. Belief in the holy books. 4. Belief in the prophets and that Muhammad was the final prophet. 5. Belief in the Day of Judgement (the day when Allah decides if a person goes to heaven or hell). 6. Belief in predestination (the belief that Allah has already planned out what will happen). • The Muslim place of worship is called a mosque. Services are held in mosques every day. The most important service for Muslims is on a Friday. • Muslim holy book is called the Qur'an. Muslims believe that it is a record of the exact words that Allah said. • The main Muslim festivals are: Ramadan, Eid-al-Fitr, Eid-al-Adha, Dhu al-Hijja. • Mecca is an important place to Muslims. It is where Muhammad was born and the direction that Muslims face when they pray. Muslims are expected to make a pilgrimage to Mecca once in their lifetime. 	<ul style="list-style-type: none"> • The concept of Jihad can be interpreted differently leading to different actions and consequences. • Akhirah - The term used in Islam to describe the belief in everlasting life after death. Muslims regard life on Earth as a test from Allah, to prepare them for eternal life. • Janna and Jahannam - In Islam, Heaven or Paradise is known as Janna. In the Qur'an, Janna is regarded as a place of bliss, reward and pleasure for eternity. Muslims believe that people will be reunited with their families in Janna (if Allah deems them to have lived a good life and followed the 5 pillars of Islam) Jahannam is a place of eternal punishment. Hell is often described as a place of fire for those who have lived an evil life and not believed in Allah. • Judgment Day - Muslims believe that on a day decided by Allah, life on Earth will come to an end. On this day all the people who have ever lived will be raised from the dead and will face judgement by Allah. This day is known by several names: <ul style="list-style-type: none"> • The Day of Resurrection (Yawm al-Qiyamah) • The Day of Judgement (Yawm al-Din) • The Last Hour (as-sa'a) Allah will balance the good deeds a person has done in their life against the bad deeds • Holy War (Military Jihad) - Some Muslims interpret this as meaning, not just a personal struggle inside themselves, but a struggle involving fighting or Holy war (a military Jihad), a struggle to protect the freedom of Muslims to practice their faith or to protect Muslims against attack. The Qur'an makes it clear that Muslims may fight in self-defence but must not start a fight or a war. <p>Vocabulary</p> <p>Jihad – effort or struggle</p> <p>Greater Jihad - The spiritual struggle or effort of every Muslim to follow the teachings of Allah in their own lives. E.g. overcoming anger, greed, pride, working for social justice.</p> <p>Prophet Muhammad (pbuh) - The last and most important prophet of Islam.</p> <p>Ummah – An Arabic word meaning 'community'</p>	<ul style="list-style-type: none"> • In KS3 children will investigate if religion is a power for peace or a cause of conflict in the world today
Year 5 age pupils:			
Year 6 age pupils:			



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> The key beliefs of Islam 	<p>Understand the concept of Jihad can be interpreted differently leading to different actions and consequences.</p> <p>Explain how believing in Akhirah influences Muslims to do their best to lead good lives</p> <p>Know that people have different answers to religious questions about the world and seek answers in different places</p> <p>Discuss reasons why people answer philosophical questions in different ways</p>	
	Year 5 age pupils:			
	Year 6 age pupils:			
Vertical concepts		<p>Islam</p> <ul style="list-style-type: none"> Practices and ways of life appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. Values and commitments articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives Spiritual and cultural appreciate and appraise varied dimensions of religion 	<p>Islam</p> <ul style="list-style-type: none"> Identity, diversity and belonging explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities Beliefs, teachings and sources describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals Meaning, purpose and truth find out about and investigate key concepts and questions of belonging, meaning, purpose and truth Moral and social articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives. 	





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> The key beliefs and views of the main religions studied 	<p>Make connections between beliefs about the earth and activist behaviour in different religions.</p> <p>Understand the challenges facing the planet and responses from different religions.</p> <p>Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'</p> <p>Investigate issues of climate change, environmental protection and the future sustainability of the planet, in the light of teaching and practice from different religions.</p> <p>Use a case study about Greta Thunberg to introduce the issues of climate justice.</p> <p>Key concepts of Khalifa (Islam), stewardship (Christianity), Bhumi (goddess in Hindu dharma) and TuB'Shevat (Jewish) which have implications for care of the earth. Link these ideas to stories from sacred texts.</p> <p>Discuss what must happen for people and planet to survive and re-balance the ways humans have exploited the earth.</p>	<ul style="list-style-type: none"> In KS3 children will investigate if religious buildings should be sold to feed the starving. They will also look at how people can express the spiritual through the arts.
Year 5 age pupils:			
Year 6 age pupils:			





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		<p>Explain similarities and differences between religious beliefs about the Earth</p> <p>Consider the contributions religions can make to environmental protection</p> <p>Express ideas about key questions to do with the need for 'greener religions'</p>	
	Year 5 age pupils:			
	Year 6 age pupils:			
Vertical concepts		<ul style="list-style-type: none"> • Worldviews /green religion • Moral and social • express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues • Identity, diversity and belonging • identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews 	<p>Worldviews /green religion</p> <ul style="list-style-type: none"> • Moral and social <p>express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues</p> <ul style="list-style-type: none"> • Identity, diversity and belonging <p>identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews</p>	

