

RE CURRICULUM

Christianity - Church

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Special Places What buildings and places are special to different people?</p> <p><u>Intent-</u> Introduce special places for Christians. Understand that some places are special to members of their community.</p>	<p>How might some people show that they 'belong' to God?</p> <p>Builds on- Introduction to special places for Christians.</p> <p><u>Intent-</u> Christians have baptisms to welcome babies into God's family. Features of baptisms and why it is important. Know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies. Identify features of baptism e.g. the font, candles, godparents. Talk about their own identity as part of a family and part of the school community.</p>	<p>What unites the Christian community?</p> <p>Builds on- Special places for Christians. Features of Christians baptisms.</p> <p><u>Intent-</u> Identify and describe features of a church. Identify symbols used in Christian worship. Ask questions about signs and symbols. E.g. school logo. Relate to Christian symbols Suggest beliefs and values that might unite the Christian community. Why is worship important? Identify and describe features of a church. Talk about communities that they belong to - and how they show their commitment to these communities.</p>	<p>What do Christians mean by the 'Holy Spirit'?</p> <p>Builds on- introduction to special places for Christians. Christians have baptisms. Features of baptisms and the church. Symbols in the church.</p> <p><u>Intent-</u> Know what is meant by the Holy Spirit and how beliefs may influence forms of worship. Describe how and why Pentecost is celebrated. Know what Christians mean by the Holy Spirit and how this has an impact on people. Describe how and why Pentecost is celebrated and the procession of witness. Reflect on the people that they value in their lives - and how they show their appreciation.</p>	<p>What does 'love your neighbour' really mean?</p> <p>Builds on- Christians have baptisms. Features of baptisms and the church. Symbols in the church. Pentecost and the Holy Spirit</p> <p><u>Intent-</u> Study some of the main parables of Jesus and explain how this offer guidance to Christians. Discuss how and why fables might be an important aspect of human history and culture to Christians. Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed. Discuss examples of wisdom and guidance that they have learnt from stories. Consider what messages/words of wisdom they would want to pass on to future generations - and how they would do this.</p>	<p>How do people decide what to believe?</p> <p>Builds on- Christians have baptisms. Features of baptisms and the church. Symbols in the church. Pentecost and the Holy Spirit. Parables of Jesus.</p> <p><u>Intent-</u> Describe what is meant by one God in Trinity including symbols. Identify the beliefs of the Apostle's Creed. Describe what Christians mean when they talk about one God in Trinity. Identify the beliefs contained within the Apostle's Creed. Explain why the Christian community (The Church) might want/need an agreed statement of belief. Explain how symbols might unite the worldwide Christian Church. Describe the role of places like Taizé where Christians from different backgrounds might come together to worship.</p>	<p>If life is like a journey, what's the destination?</p> <p>Builds on- Christians have baptisms. Features of baptisms and the church. Symbols in the church. Pentecost and the Holy Spirit. Parables of Jesus. Apostles creed God in Trinity.</p> <p><u>Intent-</u> Explain how rituals and symbolisation reflect Christian beliefs and how these differ between different denominations. Consider the value of celebrating landmarks in life - for individuals and communities. And how this has changed for you. Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God and how they differ. Analyse the important of Christian rites of passage. Reflect on the journey of your life.</p>

Christianity - God

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Special times <i>How and why do we celebrate?</i></p> <p>Special stories <i>Why are some stories special? What special messages can we learn from stories?</i></p> <p><u>Intent-</u> Know some Christian celebrations and understand that the bible is special to Christians. Talk about members of their immediate family and community. Think about the perspectives of others.</p>	<p>Why do Christians say that God is a 'Father'?</p> <p>Builds on- Christian celebrations. Understanding that the bible is special to Christians. Talk about members of their family.</p> <p><u>Intent-</u> Understand why Christians refer to God as the father. Discuss prayer. Know that Christians refer to God as 'Father' Talk about how and why Christians might want to talk to God (prayer) suggest symbolic meanings of rituals and items used in Christian prayer. Talk about the ways in which they are cared for by their family. Reflect on their own role within the family and discuss who they can talk to about their feelings.</p>	<p>Does how we treat the world matter?</p> <p>Builds on- Christian celebrations. The bible being special to Christians. Understand why Christians refer to God as the father. Discuss prayer.</p> <p><u>Intent-</u> Know what Christians believe about the creation of the world. Understand why we need to care for the world. Harvest festival. Retell (simply) the Genesis 1 story of creation. Suggest why Christians might think it is important to look after the world. Describe how and why Christians might thank God for creation at Harvest festivals. Reflect and ask questions about what they can do to show that they care about the world. Talk about why our planet should matter to all humans - and how this should influence our behaviour.</p>	<p>How (and why) have some people served God?</p> <p>Builds on- Christian celebrations and the bible. Understand why Christians refer to God as the father. Discuss prayer. Know what Christians believe about the creation of the world. Harvest festival.</p> <p><u>Intent-</u> Know some stories about the prophets. Know how and why some Christians might devote their lives to serving God. Describe the qualities that inspirational people might have. Discuss who makes a good role model and why. Know that the Abrahamic faiths believe in prophets. Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah). Suggest why these prophets chose to listen to and follow God. Describe how and why some Christians might devote their lives to serving God. Talk about what is meant by a sense of vocation.</p>	<p>How and why might Christians use the Bible?</p> <p>Builds on- Understand why Christians refer to God as the father. Discuss prayer. Know what Christians believe about the creation of the world. Stories about prophets. Why some people devote their lives to serving God.</p> <p><u>Intent-</u> Know that the bible is made up of a collection of books by different authors. Know that many Christians view the Bible as an important source of moral guidance. Describe the different sources of authority that humans might look to when making decisions and reflect on morality. Explore different Christian beliefs about the Bible as the word of God. Describe why some Christians might view the Bible as an important source of authority and moral guidance. Explain why Christians might have different views about how to interpret and apply the Bible.</p>	<p>Why is it sometimes difficult to do the right thing?</p> <p>Builds on- Prayer and the bible. Know what Stories about prophets. Why some people devote their lives to serving God and view the bible as an important source of guidance.</p> <p><u>Intent-</u> Analyse the Lord's prayer and discuss why it provides guidance for Christians. Understand that Christian's believe that God can forgive our sins. Describe Christian beliefs about sin and forgiveness. Describe and explain the teaching from Genesis 3 - of how Adam and Eve disobeyed God. Suggest different ways that this story might be understood by Christians. Analyse and interpret the Lord's Prayer - and what guidance it provides for Christians. Suggest things that might lead Christians into temptation and how and why they might try to resist these temptations.</p>	<p>How do Christians mark the 'turning points' on the journey of life?</p> <p>Builds on- Know what Stories about prophets. How the bible and Lord's prayer provides guidance. Understand that Christian's believe that God can forgive our sins.</p> <p><u>Intent-</u> Explain (simply) Christian beliefs about salvation. Explain Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven. Explain how beliefs about Jesus' death and resurrection might affect Christian lives. Explain (simply) Christian beliefs about salvation. Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life and the different ways that people might seek to be forgiven (using terms confession, repentance, atonement, reconciliation). Raise questions about the meaning of life. Reflect on the benefits and difficulties of forgiveness and why Christians think it is important.</p>

Christianity - Jesus

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Special times <i>How and why do we celebrate?</i></p> <p><u>Intent-</u> Know that Christians celebrate the birth of Jesus at Christmas.</p>	<p>Why is Jesus special to Christians?</p> <p>Builds on- Knowledge that Christians celebrate the birth of Jesus at Christmas.</p> <p><u>Intent-</u> Know a simple version of the nativity story. Christmas is a special time for Christians. Talk about their own beginnings and how they were welcomed into the family. Know a simple version of the nativity story and talk about why Christians would say that Jesus is a special baby. Talk about how different characters in the nativity welcome the baby Jesus Identify religious aspects of Christmas celebrations. Talk about why Christmas is a special time for Christians Consider how and why babies might be special - and why they need love and care.</p>	<p>Why do Christians say Jesus is the 'Light of the World'?</p> <p>Builds on- Know a simple version of the nativity story. Christmas is a special time for Christians.</p> <p><u>Intent-</u> Know that Jesus can be known by different names. Suggest why Christians might refer to Jesus as 'the Light of the world'. Talk about how and why light might be an important symbol and sources of light in their own lives. Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'. Talk about the different titles that might be given to Jesus - Christ/Messiah/Saviour/Son of God. Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) - and the symbolic meaning. Discuss the importance of light - as a source of comfort, security and hope.</p>	<p>What does it mean to be a disciple of Jesus?</p> <p>Builds on- Know that Jesus can be known by different names Christ/Messiah/Saviour/Son of God. Suggest why Christians might refer to Jesus as 'the Light of the world'.</p> <p><u>Intent-</u> Know about the people who became disciples of Jesus. Know that some Christians follow the example of Jesus through mission and charity work. Talk about what it means to have charisma. Describe what makes a good leader and why people might want to follow him/her. Suggest why Jesus' disciples decided to follow him. Identify beliefs and values within religious teachings. Describe how and why Christians (and Christian organisations) might try to follow the example of Jesus through mission and charity work. Discuss their own desires to make a difference in the world/in their communities.</p>	<p>Is sacrifice an important part of religious life?</p> <p>Builds on- Know that Jesus can be known by different names. Know about disciples of Jesus. Know that some Christians follow the example of Jesus through mission and charity work.</p> <p><u>Intent-</u> Understand Lent and sacrifice. Explain what is meant by sacrificial love - agape. Consider differing attitudes to the concept of sacrifice (both positive and negative) and why people do it. Retell the story of Jesus in the wilderness. Identify Christian beliefs about Jesus reflected in this. Describe what a Christian might do during Lent and why sacrifice is important. Explain what is meant by sacrificial love - agapé - and give examples of how Christians might do this. Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were motivated by their faith.</p>	<p>What do we mean by a miracle?</p> <p>Builds on- Know that Jesus can be known by different names. Know about disciples of Jesus. Understand Lent and sacrifice. Explain what is meant by sacrificial love - agape.</p> <p><u>Intent-</u> Understand Christian beliefs about miracles as 'signs' of the divinity of Jesus. Describe why some Christians might go on pilgrimage. Consider differing interpretations of the word miracle. Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus and retell some miracle stories. Describe why some Christians might go on pilgrimage to places associated with miraculous events. Explain the impact that belief in miracles and the power of prayer might have on a Christian. Discuss their own beliefs - is there anything that they accept as truth which others may not agree with?</p>	<p>Why do Christians believe Good Friday is 'good'?</p> <p>Builds on- Know about disciples of Jesus. Understand Lent and sacrifice. Explain what is meant by sacrificial love - agape. Understand beliefs about miracles. Describe why some Christians might go on pilgrimage.</p> <p><u>Intent-</u> Understand beliefs about the suffering, death and resurrection of Jesus. Explain the events of Holy Week. Consider and discuss how people might mature and become stronger through overcoming difficulties. Retell the events leading up to and including the death of Jesus and how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life. Explain how and why Christian individuals and communities might celebrate the events of Holy Week. Explain different Christian beliefs about the Eucharist and its importance.</p>

Hindu Dharma

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Special times: How and why do we celebrate?</p> <p>Special Places: What buildings and places are special to different people?</p> <p>Intent- Know that Hindus celebrate the story of Rama and Sita as the triumph of good over evil. A Mandir is a holy place for Hindus. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>What do Hindus believe about God?</p> <p>Builds on- Rama and Sita simple story. A Mandir is a holy place for Hindus. People have different beliefs.</p> <p>Intent- Understand that Hindus believe in one God in many forms. Brahman is present in everyone and everything. Understand how and why Hindus might use statues and images (murtis) in their worship. Know that Hindus believe in one God in many forms. Know that Hindus believe that God is present in all living things. Suggest what Hindus might learn about God from the story of the blind men and the elephant. Talk about how and why Hindus might use statues and images (murtis) in their worship. Suggest symbolic meanings expressed in the images. Reflect on how others might see them and talk about the different roles that they might have (friend, child, brother/sister etc.)</p>	<p>How might people express their devotion?</p> <p>Builds on- Rama and Sita simple story. A Mandir is a holy place for Hindus. People have different beliefs. Hindus believe in one God (Brahman) in many forms. Hindus use murtis in their worship.</p> <p>Intent- Know that Brahman can be worshipped in many forms and the deities have different qualities. Describe the meaning and symbolism of items used in worship. Know that Hindus believe in one God (Brahman) and worshipped in many forms. The deities have different qualities and are portrayed in different ways. Suggest why Hindus believe that it is important to show devotion to the deities. Know that Hindus might worship at a Mandir and/or the home shrine and why this is important. Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray). Reflect on who they should be grateful to and how they might show this in words and actions.</p>	<p>Why is family an important part of Hindu life?</p> <p>Builds on- A Mandir is a holy place for Hindus. Know that Brahman can be worshipped in many forms and the deities have different qualities. Statues of the deities are called murtis. Know items on a puja tray.</p> <p>Intent- Understand what a duty is and that following dharma (religious duty) is an important part of Hindu life. Describe how and why Hindus might celebrate Raksha Bandhan. Know that following dharma (religious duty) is an important in Hindu life. Suggest the impact of belief in dharma and there are three 'debts'. Describe how and why Hindus might celebrate Raksha Bandhan and aspects which remind Hindu's of their dharma. Identify religious teachings contained within a Hindu story - and suggest how these stories might be used to teach Hindu children about dharma. Reflect on their own duties and why.</p>	<p>What might a Hindu learn through celebrating Diwali?</p> <p>Builds on- A Mandir is a holy place for Hindus. Know that Brahman can be worshipped in many forms. Understand what a duty is and that following dharma (religious duty) is an important part of Hindu life. Describe how and why Hindus might celebrate Raksha Bandhan.</p> <p>Intent- Understand good and evil in the story of Rama and Sita and what moral guidance Hindus might gain from the story. Describe how and why Hindus celebrate Diwali. Explore teachings about good and evil in the story of Rama and Sita. Describe what moral guidance Hindus might gain from the story. Make links between the actions of Rama and the belief he is an avatar of Vishnu. Describe how and why Hindus celebrate Diwali. Explain the importance of light in the Diwali celebrations - good overcoming evil. Discuss what gives them hope during difficult times and what could be inspiring during difficult times.</p>	<p>What might Hindus learn from stories about Krishna?</p> <p>Builds on- Understand what a duty is and that following dharma is an important part of Hindu life. Understand the celebration Raksha Bandhan. Understand good and evil in the story of Rama and Sita and what moral guidance can be gained from this. Describe how and why Hindus celebrate Diwali.</p> <p>Intent- Understand Hindu belief that God is present in all people and the impact of this. Describe/explain why Hindus might celebrate the festival of Holi. Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty. Explain Hindu beliefs about Krishna and what stories about him teach Hindus. Explain the Hindu belief that God is present in all people (through the atman) and the impact of this. Describe/explain a variety of ways Hindus celebrate the festival of Holi and why people might celebrate differently. Explain how Holi expresses Hindu beliefs about equality. Debate things they consider to be true.</p>	<p>Is there one journey or many?</p> <p>Builds on- Understand what a duty is and that following dharma is an important part of Hindu life. Understand good and evil in the story of Rama and Sita. Describe how and why Hindus celebrate Diwali. Understand Hindu belief that God is present in all people and the impact of this. Describe /explain why Hindus might celebrate the festival of Holi.</p> <p>Intent- Understand how belief in reincarnation and karma might affect the way in which a Hindu views the 'journey of life'. Describe and explain the four ashramas in the life of a Hindu and how individuals could change. Discuss how our rights and responsibilities might change as we go through life. Analyse Hindu beliefs about samsara, karma and moksha and how these are linked. Explain how belief in reincarnation and the law of karma might affect the way in which a Hindu views the 'journey of life'. Describe and explain the four ashramas (stages of life) in the life of a Hindu and how they might change through these. Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama.</p>

Islam

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><i>Special times: How and why do we celebrate?</i></p> <p><i>Special stories: Why are some stories special? What special messages can we learn from stories?</i></p> <p><i>Special Places: What buildings and places are special to different people?</i></p> <p><u>Intent-</u> Know that Muslims celebrate Eid-UI-Adha. Know that the Qur'an is holy because it's special to Muslims. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><i>How might beliefs about creation affect the way people treat the world?</i></p> <p>Builds on- Know that Muslims celebrate Eid-UI-Adha. Know that the Qur'an is holy because it's special to Muslims. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p><u>Intent-</u> Know that Muslims believe in one God (Allah) and the world was created by him. Understand why Muslims might value the natural world. Know that Muslims believe in one God (Allah). Know that Muslims believe the world was created by God and why they value it. Know that Islam teaches that humans should be caretakers (stewards/ Khalifahs) of the planet. Suggest how Muslims might show respect for God by caring for the natural world. Reflect on how they treat the natural world - and if they have a duty to look after it.</p>	<p><i>Why do Muslims believe it is important to obey God?</i></p> <p>Builds on- Know that Muslims celebrate Eid-UI-Adha. Know that the Qur'an is holy. Know that Muslims believe in one God (Allah) and the world was created by him. Understand why Muslims might value the natural world.</p> <p><u>Intent-</u> Describe the rituals of Islamic prayer (salah). Know that submission to God is an important aspect of Islamic life. Suggest why Muslims believe that it is important to respect and show gratitude to God. Know that submission to God is an important aspect of Islamic life. Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis. Describe the rituals of Islamic prayer (salah). Suggest how making time for the five daily prayers is an act of submission. Talk about the ways in which shared rituals might unite communities. Reflect on who they should be grateful to and how they show this.</p>	<p><i>Why is the Prophet Muhammad (pbuh) an example for Muslims?</i></p> <p>Builds on- Know that Muslims celebrate Eid-UI-Adha. Know that the Qur'an is holy. Know that Muslims believe in one God (Allah) and the world was created by him. Understand why Muslims might value the natural world.</p> <p><u>Intent-</u> Understand why Muslims might try to follow the teachings and example of the Prophet Muhammad (pbuh). Describe and give reasons for the Islamic practice of Zakah. Discuss how good role models can have a positive impact. Develop understanding of the importance of founders and leaders for religions. Identify Islamic beliefs and values contained within the story of the life of Prophet Muhammad (pbuh). Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad. Describe reasons for the Islamic practice of Zakah. Reflect on their own aspirations for themselves and others.</p>	<p><i>Why do Muslims fast during Ramadan?</i></p> <p>Builds on- Know that Muslims celebrate Eid. Know that the Qur'an is holy. Know that Muslims believe in one God (Allah) Understand why Muslims value the natural world. Understand why Muslims follow the teachings and example of the Prophet Muhammad. Describe the Islamic practice of Zakah.</p> <p><u>Intent-</u> Know some Islamic teachings about Ramadan from the Qur'an. Make links between Islamic values and beliefs. Explain the importance of Ramadan in the context of the Five Pillars of Islam. Consider the role of sacrifice within religion/communities. Explore Islamic teachings about Ramadan from the Qur'an. Make links between Islamic values and the beliefs explored so far in their study of Islam. Describe how and why Muslims fast at Ramadan and its importance in the Five Pillars of Islam. Consider the impact that fasting might have on individuals, families and communities. Reflect on their own beliefs, values and commitments.</p>	<p><i>Why is the Qur'an so important to Muslims?</i></p> <p>Builds on- Know that Muslims believe in Allah. Understand why Muslims follow the teachings and example of the Prophet Muhammad. Describe Zakah. Know the Qur'an is holy and some Islamic teachings about Ramadan.</p> <p><u>Intent-</u> Understand why the Qur'an is a source of guidance for life for Muslims and ways they might show respect for it. Explain the impact of believing that the Qur'an is divine revelation. Explore Islamic beliefs about the Qur'an as the word of God. Explain how/ why the Qur'an is a source of guidance for Muslims and how they respect it. Explain the impact of believing that the Qur'an is divine revelation. Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets. Explain how and why Muslims might commemorate the Night of Power. Discuss who/what has guided them in their own beliefs, values and commitments.</p>	<p><i>What is Hajj and why is it important to Muslims?</i></p> <p>Builds on- Describe Zakah. Know the Qur'an is holy and some Islamic teachings about Ramadan. Understand why the Qur'an is a source of guidance for life for Muslims and ways they might show respect for it. Explain the impact of believing that the Qur'an is divine revelation.</p> <p><u>Intent-</u> Understand the Five Pillars of Islam and how they are linked. Describe and explain the importance of Hajj, including the practices, rituals and impact, and how a person might change after it. Discuss how people might change and how they have changed/will change over the course of their life and support they might need. Analyse the Five Pillars of Islam and how they are linked. Explain how the beliefs and values of Islam might guide a person through life. Explain the importance of the Ummah for Muslims and that this is a community of diverse members. Describe and explain the importance of Hajj, including the practices, rituals and impact. Explain how a person might change once becoming a hajji.</p>

Judaism

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Why might some people put their trust in God?</p> <p><u>Intent-</u> Explore Jewish beliefs about God. Use some religious words and phrases to recognise and name features of religious traditions (e.g. Sukkot, festival). Talk about the way that religious beliefs and trust might influence the way a person behaves.</p> <p>Give an example of a key belief (i.e. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham). Give an example of a core value or commitment (trusting that God will keep his promise).</p> <p>Recognise and name features of religious traditions (e.g. Sukkot, festival). Talk about the way that religious beliefs might influence the way a person behaves (e.g. like Noah and Abraham, Jewish people should trust that God keeps his promises). Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals). Ask questions (about the importance of trust and who they can trust/rely on in their own lives).</p>	<p>What aspects of life really matter?</p> <p>Builds on- Jewish beliefs about God. Recognise and name features of religious traditions (e.g. Sukkot, festival). Talk about the way that religious beliefs might influence the way a person behaves.</p> <p><u>Intent-</u> Understand ways in which the Ten Commandments might influence the life of a believer. Talk about how keeping the Sabbath day holy might influence a Jewish person.</p> <p>Talk about and give examples of why some people are particularly special to us. Why is it important to make time for them? Retell the story of Moses being given the Ten Commandments. Know some of the Commandments - e.g. Keep the Sabbath Day holy, Respect your mother and father. Suggest ways in which the Ten Commandments might influence the life of a believer. Talk about how keeping the Sabbath day holy might influence a Jewish person and making time for God and family. Know about the Jewish tradition of Friday night dinner.</p>			<p>Do people need laws to guide them?</p> <p>Builds on- Recognise and name features of religious traditions (e.g. Sukkot, festival). Talk about the way that religious beliefs influence the way people behave. The Ten Commandments and their influence. Talk about how keeping the Sabbath day holy might influence a Jewish person.</p> <p><u>Intent-</u> Understand the role of rules and guidance in uniting communities. Make links between beliefs and the Torah, including how and why religious sources are used to teach and guide. Interpret the deeper meaning of symbolism - contained in stories, images and actions.</p> <p>Explain where people might seek wisdom/guidance and debate the differing sources of guidance available to them. Consider the role of rules and guidance in uniting communities. Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers. Explain the impact of Jewish beliefs and values - including reasons for diversity. Explain differing forms of expression within the context of Jewish worship. Interpret the deeper meaning of symbolism - contained in stories, images and actions.</p>	

Sikhism

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			<p>Why are the Gurus important to Sikhs?</p> <p><u>Intent-</u> Understand what is meant by the term 'guru' and why they are important role models for Sikhs. Identify beliefs and values contained within the stories of the Gurus. Understand why the Guru Granth Sahib is treated with great respect.</p> <p>Discuss the different ways that people might show that they are committed. Develop an understanding of the importance of founders and leaders for religious communities. Identify Sikh beliefs and values contained within the stories of the lives of the Gurus. Describe how and why the Guru Granth Sahib is treated with great respect. Suggest how and why Sikhs might show commitment to their faith. Reflect on their own commitments and the impact that these have on their lives.</p>	<p>How do Sikhs express their beliefs and values?</p> <p><u>Builds on-</u> Understand what is meant by the term 'guru' and why the gurus are important role models for Sikhs. Identify beliefs and values contained within the stories of the Gurus. Understand why the Guru Granth Sahib is treated with great respect.</p> <p><u>Intent-</u> Understand what moral guidance Sikhs might gain from the stories and examples of the Gurus. Make links between the beliefs, values and practices of Sikhism. Describe how and why Sikhs show their religious commitments and values. Talk about how our outward behaviour reflects our inner beliefs, values and commitments. Explore teachings and stories from Sikhism. Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus. Make links between the beliefs, values and practices of Sikhism. Describe how and why Sikhs show their religious commitments and values. Explain how clothing and behaviour might be symbolic of beliefs, values and commitments. Reflect on their own concept of living a good life and how this influences the way that they treat others. Discuss own thoughts and feelings about equality and justice.</p>		

Buddhism

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
						<p><i>What do we mean by a 'good life'?</i></p> <p><u>Intent-</u> Understand links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths. Describe and explain what is involved in following the Eight-Fold Path of Buddhism. Consider the importance of daily meditation in Buddhism. Discuss the meaning of contentment - is it the same as happiness, or something different? Raise questions about the human experience of being unsatisfied - why do humans so often want more than they have? Analyse Buddhist beliefs and teachings about how to be content. Explain Buddhist beliefs and values contained within the story of Prince Siddhartha. Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths. Describe and explain what is involved in following the Eight-Fold Path of Buddhism - and the impact that following this might have on the life of a Buddhist. Consider the importance of daily meditation in Buddhism.</p>

YEAR GROUP VOCABULARY BY STRAND

CHRISTIANITY

EYFS	Christian, Christianity, celebration, Harvest, Christmas, Easter, lent, special, family, religion, fasting, church, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, Jesus, trust, brave, strong, weak, thankful, shepherd, leper.
KS1	God, father, prayer, Jesus, baptism, ceremony, community, Genesis, creation, Harvest, gospel, special, Christmas, advent, Christingle, worship, cross, death, resurrection.
LKS2	Pentecost, Holy Spirit, procession of witness, denomination, parable, agape, guidance, fable, , Nicene creed, prophet, old testament, guide, inspire, wisdom, authority, devote, vocation, inspirational, serve, morality, disciple, worship, mission, sacrifice, Lent.
UKS2	Authority, Trinity, Apostle's Creed, unite, Taizé, sacraments, rites of passage, denomination, ritual, sin, myth, disobey, temptation, resurrection, salvation, sense of purpose, confession, repentance, atonement, reconciliation, miracle, divinity, pilgrimage, miraculous, Eucharist, companionship.

HINDU

EYFS	Hindu, sacred, holy, Qur'an, God, Allah, , mandir, temple, respect, deity, murti, namaste, aum, puja, prashad.
KS1	Role, statue, murtis, worship, symbolic, gratitude, Brahman, portray, devotion, deities, Mandir, shrine, puja tray, arti
LKS2	Authority, inspiration, duty, dharma, debts, Raksha Bandhan, celebration, Diwali, moral guidance, avatar, Vishnu.
UKS2	Guidance, tradition, society, devotion, Krishna, Prince Pralad, atman, Holi, samsara, karma and moksha, reincarnation, karma, ashramas, samskaras

ISLAM

EYFS	Muslim, Mosque, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, mosque, Jibril, prophet, heal, message/messenger, Muhammed (pbuh) , angel.
KS1	Allah, cration, caretaker, steward, Khalifah, respect, natural world, duty, gratitude, commitment, belonging, submission, prayer, salah, wudhu, ritual, community.
LKS2	Role model, community, society, prophet, zakah, charity, commitment, sacrifice, Ramadan, fasting, Five Pillars of Islam, Shahadah, Salah, Zakah (zakat), Sawm , Hajj,
UKS2	Guidance, divine, revelation, commemorate the Night of Power, symbolism, ultimate authority, Ummagh, diverse, ritual, hajj, hajji, pilgrimage.

JUDAISM

KS1	Trust, belief, value, commitment, tradition, sukkot, festival, promise, belief, ten commandments, Sabbath, synagogue.
UKS2	Wisdom, guidance, sacred ,Torah, diversity, religious practice, symbolism, synagogue, Rabbi, Bimah, Ark, Yad.

SIKHISM

LKS2	Sikh, commitment, faith, founder, leader, guru, Guru Nanak, Guru Granth Sahib, respect, moral guidance, Gurdwara.
-------------	---

BUDDHISM

UKS2	Contentment, satisfaction, Prince Siddhartha, The Four Noble Truths, Prince Siddhartha meditation, Eight Fold Path, spiritual journey, virtue, Nirvana.
-------------	---

Collective Worship Ideas

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Good relationships include giving, not just taking • Relying on others: Rama and Sita • Diwali • Trust and relationships with God • Helping each other • Newsround - Reflecting on current issues. 	<ul style="list-style-type: none"> • Remembrance Day • Happy times • How to be thoughtful • What makes a gift special? • Thinking of others with less than we have. • Christmas story • Newsround - Reflecting on current issues. 	<ul style="list-style-type: none"> • Resolutions • Saying sorry • Chinese New Year • Tashlich: Jewish practice of "casting off" sins • Lent • Newsround - Reflecting on current issues. 	<ul style="list-style-type: none"> • Being brave in the face of danger • Standing up for others • Consequences of our actions • Ramadan • Passover • Easter • Newsround - Reflecting on current issues. 	<ul style="list-style-type: none"> • Being patient with others and yourself • Letting go of mistakes • Eid al-Fitr • Wesak • Baisakhi • Newsround - Reflecting on current issues. 	<ul style="list-style-type: none"> • The qualities that make a good friend • Am I a good friend? • How do friendships grow? • Changes and challenges • Looking forward to the future • Eid al-Adha • Newsround - Reflecting on current issues.

USEFUL RESOURCES

RE	<p>Lancashire grid for learning website - NEW PASSWORD - FOE21 Plans are also saved on the server under RE</p>	<p>NATRE website Islamresources.co.uk username: c.wilcock@westend.lancs.sch.uk password: Westend! RE definitions website Twinkl - PowerPoints and resources</p>
-----------	---	---