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| **­Year** | | Autumn 1 | Autumn 2 | | | | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | | |
| Early Years | Reception Antartica  Antartica | It’s Good to be Me | Celebrate Good Times Come On! | | | | | Past, Present and Future | | Amazing Animals | | Come Outside | | Imagine a Story | | |
| EYFS | | | | | | | | | | | | | | |
| **Early Learning Goals** | | | | | | | | | | | | | | |
|  | Understanding the World  People, Culture and Communities  • 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. | | | | | Understanding the World  People, Culture and Communities  • 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. | | Understanding the World  People, Culture and Communities  • 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. | | Understanding the World  People, Culture and Communities  • 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. | |  | | |
| **Religious Enquiry** | | | | | | | | | | | | | | |
|  | What can we learn  from special stories? | | | | | What are festivals? | | What times are special  to us? | | What do Muslims celebrate? | |  | | |
| **Vocabulary** | | | | | | | | | | | | | | |
|  | | | Diwali, Hindu, Hinduism, Pray, Rama, Sita  Christmas, Jesus, present, gift, celebration, birth | | | festival, new year, Chinese, dragon, | | Bible, Church, Easter, God, Jesus, Prayer, Vicar, cross, eggs, spring, new life | | Eid, muslims, pray, Ramadan, fast, Quran, Mosque | | |  | |
| **Key Skills** | | | | | | | | | | | | | | |
|  | * Learn about the story of Jesus and preparation for Christmas * Re-tell the Christmas story * Know how Christians celebrate Christmas * Describe how they feel on special occasions * Identify the special role of Diwali within Hinduism. * Learn about how Hindus celebrate Diwali. * Re-tell the story of Rama and Sita. * Discuss similarities and differences between how Diwali is celebrated compared to how Christmas is celebrated. | | | | | * Learn about how Chinese New Year is celebrated. * Re-tell the story of the Chinese Zodiac. * Discuss similarities and differences between how Chinese New Year is celebrated compared to Christmas and Diwali. | | • Learn what happened at the first Easter  • Know that Easter is a special time for Christians  • Learn how Easter is celebrated  • Talk about signs of new life  • Discuss symbols of Easter | | * Learn about how and why Muslims observe Ramadan. * Learn about how Muslims celebrate the end of Ramadan with Eid al-Fitr. * Discuss similarities and differences between how Eid al-Fitr is celebrated compared to the other festivals we have learnt about this year. | |  | | |
| **Knowledge and Understanding: End Point Assessment** | | | | | | | | | | | | | | |
|  | | Talk about some ways that Christians celebrate Christmas.  Re-tell key points in the Christmas story.  Talk about some ways that Hindus celebrate Diwali.  Name a similarity and a difference between how Christians celebrate Christmas and Hindus celebrate Diwali. | | | Talk about some ways that Chinese New year is celebrated.  Name a similarity and a difference between how Chinese New year is celebrated compared to Christmas or Diwali. | | Talk about some ways that Christians celebrate Easter.  Name some important symbols of Easter. | | | | Name some of the ways Muslims observe Ramadan.  Talk about some ways that Muslims celebrate Eid al-Fitr.  Name a similarity and a difference between how Eid al-Fitr is celebrated compared to Christmas or Diwali. | | |  |
| KS1 | Y1 Africa | My town. My school. My road. | United Kingdom | | | | | Toys | | Paws, Claws and Whiskers | | Kenya | | Seaside Holidays! | | |
| Year 1 | | | | | | | | | | | | | | |
| **Religious Enquiry (inc Worldivews)** | | | | | | | | | | | | | | |
|  | | | Christianity  **What do Christians believe about God?What can we learn from Creation stories?** | | |  | | Islam  **What is Islam?** | | Judaism  **What does it**  **mean to be**  **a member of**  **the Jewish**  **community?** | |  | | |
|  | | | | | | | | | | | | | | |
|  | | | God, Jesus, Holy Trinity ***(Father, Son, Holy Spirit)***  Creator, Bible, church, baptism. Creation, Creator, faith, Harvest, Earth, Christmas | | |  | | Islam, Muslims, Five Pillars, Mosque, God/Allah, Prophet Muhammad, eid al fitur, ramadan | | Torah, The Ten  Commandments, synagogue,  Shabbat,  kashrut laws, Sukkot | |  | | |
| **Questions to Explore** | | | | | | | | | | | | | | |
|  | | | What does the Bible say about God?  For Christians, what are the main attributes of God?  What do Christians mean by the Trinity?  How does the Bible help Jews and Christians to understand Creation?What do other religious traditions believe about Creation?  What makes our world so special and how do faith communities seek to look after it?  What are religious festivals and holy days and what ceremonies, actions, foods are associated with these festivals? | | |  | | Who is a Muslim and how does someone become a Muslim?  What do Muslims believe about God (Allah)?  What is the Qur’an and why is it so important?  What are the Five Pillars of Islam?  What festivals are most important to Muslims | | What role did the Patriarchs (Abraham, Isaac and Jacob),  Moses and King David play in laying the foundations for  Judaism?  What happens within the synagogue?  Why is Shabbat so important to Jewish people?  Why are the Torah and the Hebrew language so important within Judaism?  What is the role of Judaism in family life? | |  | | |
| **Skills Progression** | | | | | | | | | | | | | | |
|  | | | Understand that the bible is the principle source for Christians in their understanding of God.  Understand that Christians believe in God as creator, redeemer and sustainer.  Recognise the role of worship in shaping the Christian understanding of God (baptism, prayer, confession).  Understand the key elements of Creation and talk about how the Earth got here.  Explain the importance of and describe the common practice of Harvest and Christmas festivals. | | |  | | Understand the core beliefs that Islam holds about God.  Describe where and how Muslims pray.  Recognise the importance of the Qur’an.  Understand the importance of the Five Pillars in Islamic life.  Explain the importance of and describe the common practice of Eid. | | Recognise the role of Abraham, Isaac, Jacob, Moses and David for Jewish self-identity.  Describe the importance of the synagogue and identify its features.  Understand the key place of the Torah in Jewish life and practice.  Explain the importance of and describe the common practice of Sukkot and Shabbat. | |  | | |
| **Knowledge and Understanding: End Point Assessment** | | | | | | | | | | | | | | |
|  | | | * Talk about the importance of belief in God for Christians. (AT1) * Identify and discuss the distinctive attributes of the three persons of the Holy Trinity: Father, Son and Holy Spirit (for example, Creator, Saviour, Sustainer).(AT1)   Retell the creation story and talk about why it is important (AT1)   * Identify the main elements of key festivals such as Christmas and Harvest. (AT1) * Speak about their own experiences of marking religious or non-religious ceremonies and special days (AT2). | | |  | | * Retell some stories about the Prophet Mohammad. (AT1) * Express the importance of the Qur’an and Eid (AT1) * Speak about the Islamic belief in Allah, as the sole and true God who is alone as the creator, sustainer and judge of all. (AT1) * Show an appreciation of Islamic design, architecture and calligraphy. (AT2) | | * Understand the role of the synagogue in Jewish religious life and be able to identify its main features. (AT1) * Identify the importance of Shabbat. (AT1) * Respond sensitively to the Jewish reverence for the Torah and   speak about the place that this plays within Jewish worship. (AT2) | |  | | |
|  | **Summative Assessment** | | | | | | | | | | | | | | |
|  |  | | | **Card Sort Activity:**  Childen to have a word bank and will be tasked to sort the Creation story picture cards in order and use the word bank to re-tell key elements of the story (voice record via Seesaw or written).  **Writing Unit:**  Christmas related writing unit | | |  | | **True and False Questions:**  Children to have a series of statements about their learning of Islam and they need to decide if they are true or false. | | **Museum Curator:**  Provide children with a series of Jewish artefacts/pictures. Children to choose 3 that could be on display in a Jewish Museum. Children to write a sentence next to each one explaining what it is and its purpose. E.g. Torah scroll, Menorah Candle, Kiddush Cup. | |  | | |
| Y2 UK, Australasia and Oceania | Fighting Fit! | Around the World | | | | | Fire, Fire! | | Australia | | Nightingale and Seacole | | Go Wild! | | |
| Year 2 | | | | | | | | | | | | | | |
| **Religious Enquiry (inc Worldivews)** | | | | | | | | | | | | | | |
| Christianity  **What is the place of the Church in Christianity?** |  | | | | |  | | Hinduism  **What does it mean to be a Hindu?** | |  | | Buddhism  **What is Buddhism?** | | |
| **Vocabulary** | | | | | | | | | | | | | | |
| Church, aisles, stained-glass  windows, graveyard, monuments, reredos, font, altar, Bible,  lectern, candles, vicar. |  | | | | |  | | Diwali, good, evil, karma, dharma, mandir, kindness. | |  | | Buddah, Four Noble Truths, Eightfold Path, enlightenment, dukkha.*.* | | |
| **Questions to Explore** | | | | | | | | | | | | | | |
| What does the church mean for Christians?  What are the main features of churches?  How is the church used for Christian worship?  What is meant when the church is described the body of Christ or the bride of Christ? | How do Hindus worship? | | | | |  | | What is Hinduism and when did it develop?  What do Hundus believe about God?  What stories and scultpures are most important within Hinduism? | |  | | What is Buddhism?  What does it mean to be a Buddhist?  Who was Siddhartha Gautama (the Buddah)?  What are the most important elements in the Buddah’s life? | | |
| **Skills Progression** | | | | | | | | | | | | | | |
| Recognise that the word ‘church’ carries different meanings: theological, institutional, sociological and architectural.  Appreciate that Christians understand the church as both united to, and as an expression on earth of, Jesus.  Recognise that the church is also symbolic of the Christian community.  Understand the significance of the church for Christian  worship.  Be sensitive to the forms of behaviour and activities that are appropriate within a church.  Recognise that sacred scriptures are used within both personal devotions (such as daily prayer) and in collective worship. |  | | | | |  | | Understand that Hinduism is an ancient and complex religious system.  Appreciate the value of stories within Hinduism and the role  that these play in Hindu life and belief.  Recognise that God takes many forms for Hindus.  Understand that for Hindus divinity is encountered in the  natural world.  Recognise the important place of karma and dharma within  Hinduism.  Recognise that sacred scriptures are used within both personal devotions (such as daily prayer) and in collective worship. | |  | | Appreciate the distinctive place of Buddhism as a non-theistic religious tradition.  Understand the Buddha’s teaching about suffering – Dukkha – and the role of meditation in promoting enlightenment.  Appreciate the importance of compassion, wisdom and  ethical conduct.  Be sensitive to the primary place of practice within the  Buddhist tradition.  Recognise that sacred scriptures are used within both personal devotions (such as daily prayer) and in collective worship. | | |
| **Knowledge and Understanding: End Point Assessment** | | | | | | | | | | | | | | |
| * Speak about the importance of the church for Christians. (AT1) * Identify the most significant features, objects and symbols of church buildings. (AT1) * Identify the principal types of service and ceremony that take place in churches. (AT1) * Describe the way in which sacred scriptures are used, both in personal prayer and devotion, and in acts of public prayer and worship in religious buildings. (AT1) * Identify the roles played by different people involve in the life of a church. (AT2) |  | | | | |  | | * Demonstrate an understanding of Hindu worship in the mandir and in the home. (AT1) Recall some of the principal Hindu festivals and their associated stories. (AT1) * Identify and speak about the main Hindu symbols and artefacts. (AT1) * Describe the way in which sacred scriptures are used, both in personal prayer and devotion, and in acts of public prayer and worship in religious buildings. (AT1) * Identify the similarities and differences between Hindusim and other religious traditions. (AT2) | |  | | * Speak about who the Buddha was, what he taught and how he achieved enlightenment. (AT1) * Describe the way in which sacred scriptures are used, both in personal prayer and devotion, and in acts of public prayer and worship in religious buildings. (AT1) * Identify and talk about the elements of the Eightfold Path. (AT1) * Identify the Three Jewels (or Three Refuges): the Buddha, the dharma and the Sangha. (AT1) * Make connections between the Dharma (the Buddha’s teachings) and their experience of life. (AT2) | | |
|  |  | **Summative Assessment** | | | | | | | | | | | | | | |
|  |  | **End of topic quiz questions:**  Tick the people you would see in a church. Match the person to their role within the church. Tick the types of services/ceremonies that take place in a church. Label the inside of a church. |  | | | | |  | | **Re-tell the story of Rama and Sita:**  (Writing Unit)  Children to re-tell the story of Rama and Sita using picture prompts. | |  | | **True and False Questions:**  Children to have a series of statements about their learning of Buddhism and they need to decide if they are true or false. | | |
| **KS1** | | | | | | | | | | | | | | | | |
| **Beliefs and Practices** | | | | | | **Stories and Writing** | | | | | **Symbols and Actions** | | | | | |
| **Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.** | | | | | | **Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come.** | | | | | **Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.** | | | | | |
| **Trips and Visits** | | | | | | | | | | | | | | | | |
| * Visit to Christian place of worship to support learning. * Y2 – Diwali Dance Workshop - beliefs, practice and values. | | | | | | | | | | | | | | | | |

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| **­Year** | | | Autumn 1 | | | Autumn 2 | | | | Spring 1 | | Spring 2 | | | Summer 1 | | Summer 2 | | | | |
| LKS2 | | Y3 Europe | Tribal Tales | | | | | The Iron Man | | | | Mountains, Volcanoes and Natural Disasters | | Plants of the World | Local History | | | | Espana | |
| Year 3 | | | | | | | | | | | | | | | | | |
| **Religious Enquiry (inc Worldivews)** | | | | | | | | | | | | | | | | | |
|  | | Humanism  **What is Humanism and what do Humanists believe?** | | | | | | |  | | Christianity  **What is the significance of Easter within Christianity?** | Judaism  **Why are festivals, celebrations and High Holy Days so important within Judaism?** | | | | Sikhism  **What does Sikhism teach us about selfless service?** | |
| **Vocabulary** | | | | | | | | | | | | | | | | | |
|  | | equality, non-religious, independent, open-mindedness, respect, atheist, philosophy, ethical, ceremony | | | | | | |  | | Ash Wednesday, Palm Sunday, Good Friday, Mothering Sunday, crucifixtion, resurrection | celebration, synagogue, Shabbat, Bar Mitzvah, Torah, challah bread | | | | tan, man, dahn, sewa, Guru Granth Sahib, Gurus | |
| **Questions to Explore** | | | | | | | | | | | | | | | | | |
|  | | What is Humanism and what are its origins?  How do Humanists help others in society today?  How do Humanists decide what is right and wrong?  What do Humanists believe are the elements of a good  society? | | | | | | |  | | Why is Easter such an important festival and season within the Christian year?  What does Good Friday represent and why is it so  significant within the context of the Easter story?  How do Christians celebrate Easter within the church? | What are the main Holy Days and festivals that are celebrated within Judaism?  What other events are a source of celebration for Jewish people  (e.g. Bar/Bat Mitzvah and weddings)?  What are the origins of Shabbat and how is it celebrated in the  home and in the synagogue?  What foods are traditionally associated with each of the Jewish  events (e.g. challah bread on Shabbat, apples and honey at Rosh  Hashanah, the Seder food items at Pesach, and fried food at Chanukah)? | | | | What is Sikhism?  Who was Guru Nanak and how did Sikhism begin?  What is the Guru Granth Sahib?  Where and how do Skihs worship? | |
| **Skills Progression** | | | | | | | | | | | | | | | | | |
|  | | Acknowledge that not all people are religious.  Understand that Humanism offers a meaningful perspective  for many individuals.  Recognise the contribution that Humanists make to societal  well-being, for example through healthcare chaplaincy, prison  visiting, education and campaigns for justice.  Appreciate the most important attitudes and values that are held by Humanists.  Understand the significant role that symbols play in religious traditions. | | | | | | |  | | Recognise that for Christians, Easter is the most important festival in the year.  Understand the importance of particular points within Easter such as Ash Wednesday, Mothering Sunday and Passiontide.  Talk about that Easter is the term for a season, as well as a signle day, which lasts for 50 days.  Acknowledge the importance and theological significance  of Jesus’ death and resurrection for Christians.  Recognise that, for Christians, Jesus remains as a presence  in the world through the church, in the Eucharist and  through the Holy Spirit.  Understand the significant role that symbols play in religious traditions. | Appreciate the importance of festivals, celebrations and Holy Days within Judaism.  Understand how these are connected with the Jewish lunar calendar.  Explain why Shabbat is so significant within Judaism.  Understand the how and why rites of passage are marked within  Judaism (e.g. circumcision of baby boys, Bar/Bat Mitzvah and  weddings).  Understand the significant role that symbols play in religious traditions. | | | | Discuss that the word ‘Sikh’ is derived from the Sanskrit word ‘Sikha’ which means to learn.  Recognise sewa as a core principle within the Sikh religious tradition.  Reflect on the core principle that Sikhs perform sewa without any expectation of reward or recognition.  Understand the significant role that symbols play in religious traditions. | |
| **Knowledge and Understanding: End Point Assessment** | | | | | | | | | | | | | | | | | |
|  | | * Say what is meant by Humanism and what Humanists believe. (AT1) * Identify the key ethical principles that govern life for Humanists: responsibility, truth, honesty, integrity, cooperation, thoughtfulness and compassion. (AT1) * Identify the ceremonites and celebrations available to Humanists. (AT1) * Describe the role of artefacts within religious ceremonies and acts of worship. (AT1) * Explain why a growing number of people now describe themselves as Humanists. (AT2) | | | | | | |  | | * Describe the key events within the Christian season of Lent, the events of Holy Week and the celebration of Easter Day. (AT1) * Express the significance of Jesus’ death and resurrectionfor Christians. (AT1) * Describe the role of artefacts within religious ceremonies and acts of worship. (AT1) * Articulate their own response to the stages in the Easter narrative and identify where these connect with personal experiences of sorrow, lament, joy and celebration. (AT2) | * Recognise the importance of celebration within Judaism and be able to identify when this takes places (Shabbat, feativals, Bar Mitzvah). (AT1) * Talk about the importance of reprentance on Rosh Hashanah and Yom Kippur. (AT1) * Describe how festivals and holy days are marked both in the home and in the synagogue. (AT1) * Describe the role of artefacts within religious ceremonies and acts of worship. (AT1) * Identify both the similarities and differences between key Jewish and Christian events. (AT2) | | | | * Explain what is meant by sewa and explain why it is so central within Sikhism. (AT1) * Describe the role of artefacts within religious ceremonies and acts of worship. (AT1) * Understand that sewa has three different dimensions: Tan, Man and Dhan.(AT1) * Connect the principle of sewa with the teachings of the Gurus and the texts in the Guru Granth Sahib. (AT1) * Explain how the generosity, sacrifice, compassion and social responsibility shown by Sikhs in practicing sewa has parallels in religions and other worldviews. (AT2) | |
|  | **Summative Assessment** | | | | | | | | | | | | | | | | | |
|  |  | | **Poster:**  Children to create a poster to explain what Humanism is and to show the celebrations and ceremonies that are available for Humanists. | | | | | | |  | | **Storyboard:**  Children to have picture cards showing the events during Holy Week. Children to sequence them and write a short explanation of each. | **Diary Entry:**  (Writing Unit)  Children to write a diary entry as if they have just celebrated Shabbat. Children to write about the festival including what they did, wore, ate and beliefs. | | | | **True and False/Identify mistake**  Children to have a series of statements about their learning of Sikhism and they need to decide if they are true or false. The children then need to identify the mistake and correct it. | |
| Y4 Asia | The Roman Rule | | Electricity | | | | | | | Water World | | Tomb Raiders | India | | | | The Sound of Music | |
| Year 4 | | | | | | | | | | | | | | | | | |
| **Religious Enquiry (inc Worldivews)** | | | | | | | | | | | | | | | | | |
|  | | Buddhism  **What does it mean to follow the Buddha?** | | | | | | | Islam  **What do Muslims believe?** | |  | Hinduism  **What do sacred texts within Hinduism say about God?** | | | |  | |
| **Vocabulary** | | | | | | | | | | | | | | | | | |
|  | | The Buddha, wisdom, loving-kindness, The Four Noble Truths, mindfulness | | | | | | | Allah, Qur’an, The Five Pillars (Shahada, Salah, Zakat, Sawm and Hajj), Mecca, monotheism | |  | Sanskrit, Vedas and the Upanishads, The Trimurti, chant, mantra, shrine | | | |  | |
| **Questions to Explore** | | | | | | | | | | | | | | | | | |
|  | | When and where did the Buddha live?  What are the key events in the Buddha live?  What are the Four Noble Truths? | | | | | | | How do the Siz Articles of faith express the core beliefs of Islam?  What is the Qur’an and why is it so important to Muslims?  Why is the Prophet Muhammad considered the most special of the prophets? | |  | What do hindu’s mean by conceiving of God (Brahman) as the source of and present in all things within the universe?  What role do avatars murtis and idols play in the Hindus worship of God?  What are the principle sacred writings within Hinduism? | | | |  | |
| **Skills Progression** | | | | | | | | | | | | | | | | | |
|  | | Know that Buddhism is the fourth-largest religion in the world and that it is growing in popularity in contemporary Western societies.  Acknowledge that, for Buddhists, the Buddha is the principle source of wisdom and that his teachings show how human life should be lived.  Recognise the enormous importance of the Buddha to Buddhists and the inspiration that he has provided to many people of other faiths.  Appreciate the impact of religious and humanist leaders on individuals, communities and within society. | | | | | | | Understand that, for Muslims, God (Allah) is beyond human comprehension and that there is nothing greater than God.  Explain that, although God cannot be explained, God’s attributes can be expressed through the 99 names of God.  Identify the significance of Muhammad and the Qu’ran in helping Muslims to understand God’s relevation of himself to humanity.  Appreciate in close integration of believing, behaving and belonging in Islam and how these are represented in the Five Pillars.  Appreciate the impact of religious and humanist leaders on individuals, communities and within society. | |  | Recognise the immense diversity in the canon of Hindu sacred writings.  Appreciate that most Hindus believe in one supreme and all-powerful God, Braham who is known in three ways: a creator (Braham), as sustainer (Vishnu) and as a destroyer (Shiva).  Recognise that, for Hindus, Vishnu comes to earth in many avatars.  Appreciate that, for Hindus, God is encountered all things in the created world, including people, animals, plants, stars and planets.  Appreciate the impact of religious and humanist leaders on individuals, communities and within society. | | | |  | |
| **Knowledge and Understanding: End Point Assessment** | | | | | | | | | | | | | | | | | |
|  | | * Describe who the Buddha was and the main events in his life. (AT1) * Identify and discuss the meaning of The Four Noble Truths. (AT1) * Speak about why the Buddha is one of the world’s most influential and inspirational religious leaders. (AT2) | | | | | | | * Explain what Muslims believe about the nature of God. (AT1) * Speak about the active revelation in Islam and the importance of the Qur’an to Muslims. (AT1) * Describe how each of the Five Pillars is a reflection of the Islamic belief. (AT1) * Speak about the contributions that Islam makes to the development of social well-being. (AT2) | |  | * Explain how Hindus conceive of God (Brahman) as the ultimate foundation of and ever-present reality within the universe. (AT1) * Retell some of the most important Hindu stories and comment on their symbolic importance. (AT1) * Describe how Hindus perform acts of worship in the home and temple. (AT1) * Identify and name the principle foundational figures and leaders that are associated with each major religious and non-religious tradition. (AT1) * Articulate their personal reflections on Hindu conceptions of Brahman, the symbolic importance of avatars and the themes in the main Hindu stories. (AT2) | | | |  | |
|  | |  | **Summative Assessment** | | | | | | | | | | | | | | | | | |
|  | |  |  | | **Writing a speech:**  Children to write a speech discussing what it means to follow the Buddha. | | | | | | | **Poster:**  Children to create a poster to answer the question ‘What do Muslims believe?’ | |  | **Quiz questions:**  Children to complete quiz questions to consolidate theur learning. | | | |  | |
| **­Year** | | | Autumn 1 | | | Autumn 2 | | | | Spring 1 | | | | Spring 2 | | | Summer 1 | | | Summer 2 | |
| UKS2 | | Y5 North America | Anglo-Saxons | | | Vikings | | | | Extreme Environments | | | | The Ancient Maya | | | Natural Resources | | | Star Gazers | |
| Year 5 | | | | | | | | | | | | | | | | | | |
| **Religious Enquiry (inc Worldivews)** | | | | | | | | | | | | | | | | | | |
| Buddhism  **What does Buddhism teach us about human experience?** | | |  | | | | Hinduism  **What place do festivals, worship and celebrations have within Hinduism?** | | | | Islam  **What does it mean to be a Muslim?** | | |  | | |  | |
| **Vocabulary** | | | | | | | | | | | | | | | | | | |
| Eightfold path, eight-spoked wheel, suffering, mindfulness | | |  | | | | lunar calendar, temple, bhajan (hymn or song), Brahman, prayer  ***\*List of Gods and festivals on syllabus document\**** | | | | mosque, Ramadan, festivals, dietry lawa, haram | | |  | | |  | |
| **Questions to Explore** | | | | | | | | | | | | | | | | | | |
| What significance does Buddhism attach to the experience of human suffering?  What did the Buddha believe were the main causes of human suffering?  What is the Eightfold path? | | |  | | | | What does worship mean within Hinduism?  How do Hindus worship in the home and in the temple?  Which are the most important festivals within Hinduism and what do they represent?  How do Hindus celebrate religious festivals? | | | | What role does prayer, at home and in the mosque, play in the life of Muslims?  What is the importance of Ramadan for Muslims?  Which festivals are celebrated by Muslims?  How do the Qur’an, the Hadith and the Sunnah determine the customs, behaviours and actions that are commended for Muslims? | | |  | | |  | |
| **Skills Progression** | | | | | | | | | | | | | | | | | | |
| Appreciate that, as a non-theistic religious tradition, Buddhism is primarily concerned with human experience rather than worship of God.  Recognise what leads to suffering and unhappiness, in Buddhist terms.  Appreciate how Buddhist teaching identifies the path that we should follow in order to lead responsible and fulfilled lives.  Identify the importance of art, symbols, icons, statues and gestures in religious worship. | | |  | | | | Understand that worship is part of a Hindu’s dharma, or religious duty.  Appreciate Hindus believe that everyone should worship God in the way that is right for them.  Understand that Hinduism allows for many different ways of worship and different gods to worship.  Recongise the importance of the Hindu lunar calendar and cycle of festivals within Hinduism.  Understand that gods and goddesses have both fierce and gentle forms.  Identify the importance of art, symbols, icons, statues and gestures in religious worship. | | | | Understand how closely integrated believing, behaving and belonging are for Muslims.  Appreciate how submission to Allah will have an influence within all areas of the life of Muslims.  Understand the way in which the day, week and year are structured within Islam.  Understand how some actions are prohibited (haram) whilst others are particularly to be commended, for Muslims.  Identify the importance of art, symbols, icons, statues and gestures in religious worship. | | |  | | |  | |
| **Knowledge and Understanding: End Point Assessment** | | | | | | | | | | | | | | | | | | |
| * Understand how Buddhism promotes right behaviours, actions and attitudes that lead to the wellbeing of self and others. (AT1) * Recognise that the eight-spokes of the Eight-spoked Wheel can be grouped into three sections: body, speech and mind. (AT1) * Identify how the key principles and teachings of Buddhism have relevance for human society roday. (AT2) | | |  | | | | * Recount the principle stories that are associated with gods, goddesses and festivals in Hinduism. (AT1) * Identify the most important Hindu festivals within the year and speak about how these are marked. (AT1) * Describe the Major Features of and the activities that take place within a Hindu temple or mandir. (AT1) * Discuss how and why all of the senses are involved in Hindu worship, celebrations and festivals. (AT2) | | | | * Identify and explain the function of the main features within a Mosque. (AT1) * Identify the principle festivals within Islam and explain how these are celebrated (AT1). * Identify the similarities and differences between Islamic faith and practice and the beleifs and behaviours associated with other faith traditions. (AT2) * Identify the way in which a variety of forms of art (including art, symbols, icons, gestures) plays in the world’s religious tradition. (AT1) | | |  | | |  | |
|  | **Summative Assessment** | | | | | | | | | | | | | | | | | | |
|  | **Poster:**  Children to create a poster to answer the question ‘What does Buddhism teach us about human experience?’ | | |  | | | | **Quiz questions:**  Children to complete quiz questions to consolidate theur learning. | | | | **Diary Entry:**  Children to write a short diary entry focused on ‘What is it like to be a Muslim?’ | | |  | | |  | |
| Y6 South America | Life in Tudor Times | | | Heart Beaters | | | | Brazil, Biomes and Urbanisation | | | | Crime and Punishment | | | | | | Global Trade | |
| **Year 6** | | | | | | | | | | | | | | | | | | |
| **Religious Enquiry (inc Worldviews)** | | | | | | | | | | | | | | | | | | |
| Humanism  **What can we learn from Humanism?** | | |  | | | | Christianity  **In what ways do Christians in different denominations worship?** | | | | | | | Judaism  **Why is the Torah so important within Judaism?** | | | Sikhism  **What happens in the Gurdwara?** | |
| **Vocabulary** | | | | | | | | | | | | | | | | | | |
| Humanist, secular, ethics, morals, the Golden Rule | | |  | | | | worship, denomination, Eucharist,Gospel, Liturgy of the World | | | | | | | Torah, Simchat Torah, treated, festival, holy ark | | | Gurdwara, Sri Guru Granth Sahib, Diwan Hall or Darbar Sahib (the ‘holy court’ or main prayer hall), Shabad (a hymn or paragraph from the Guru Granth Sahib), Akhand Path (the continuous reading of the scriptures)  Langar Hall- the community kitchen in all Gurdwaras  Nishan Sahib- the Sikh Flag  Guru- Human teacher | |
| **Questions to Explore** | | | | | | | | | | | | | | | | | | |
| What do Humanists believe are the principle things that give human life meaning and purpose?  How do Humanists mark the main rites of passage in human life like births, marriages and funerals?  What can Humanists and people of faith learn from each other? | | |  | | | | What are the main elements in a Christian act of worship within a church?  What role do words, Bible readings and sermons play in Christian worship?  How are major festivals marked by the church? | | | | | | | What is the Torah?  What are the main stories, themes and principles within the Torah?  How is the Torah celebrated at Simchat Torah? | | | What is a gurdwara?  How is worship performed in the gurdwara?  Why is the Sri Guru Granth Sahib so important to Sikhs and how is its status demonstrated? | |
| **Skills Progression** | | | | | | | | | | | | | | | | | | |
| Acknowledge that many religious people will embrace the principles of Humanism.  Understand the importance that Humanists attribute to the legacy of human achievement in intellectual, scientific, artistic, cultural and philosophical spheres.  Recognise the awe and wonder that Humanists may hold for the natural world. | | |  | | | | Understand that Christian worship involves a combination of words, images, actions, gestures, symbols, music and movement.  Recognise the other major denominations: Eastern Othodox, Anglican, Lutheran, Methodist, Baptist, Quaker, Evangelical, Charismatic and Pentecostal.  Appreciate that some Christians particularly appreciate silence and stillness in worship. | | | | | | | Know what the Torah contains, what its main messages are and why these are important.  Account for the special place of the Torah within Judaism.  Understand the particular status of the Torah for Jewish people and be aware of traditions that goven how it is treated.  Recognise how the Torah is treasured by Judiasm and the way in which its special place within the life of Jewish people is celebrated at Simchat Torah. | | | Appreciate the importance of the gurdwara for Sikh worship and community life.  Recognise that any house that houses the Guru Granth Sahib becomes a gurdwara.  Appreciate the importance of morning and evening prayer and the Akhand Path in the gurdwara. | |
| **Knowledge and Understanding: End Point Assessment** | | | | | | | | | | | | | | | | | | |
| * Define Humanism and articulate what Humanists believe about human origins, values, purpose and destiny. (AT1) * Discuss the value that Humanists attribute to the visual arts, music, cinema, comedy, architecture and other aspects of human culture. (AT1) * Speak about how Humanists embrace the ‘Golden Rule’ and how this perspective is shared with people who have a religious faith. (AT2) | | |  | | | | * Explain why different Christian denominations emphasise different elements of worship. (AT1) * Describe the role of the church space, art, objects and artefacts within Christian worship. (AT1) * Describe the form of Christian worship during the occasional offices (baptisms, weddings, funerals). (AT1) * Talk about the place of worship in major national events (e.g. coronations or Royal weddings). (AT2) | | | | | | | * Explain what the Torah is and what rolle it has within Judaism. (AT1) * Describe some of the main elements of the Torah (e.g. the stories of Creation, the Patriarchs, Joseph, Moses, the Exodus, the giving of the Ten Commandments). (AT1) * Describe the ways in which the Torah scroll is treated and why these are important (e.g. dressing and storage, procession, burial). (AT2) | | | * Identify and describe the role of the principle features of a gurdwara (washing rooms, shoe racks, Diwan Hall, takht, manji, chauri, Sach Khand, Nishan Sahib, pictures of the Gurus, kitchen, langar). (AT1) * Describe what happens in an act of worship within a gurdwara and the roles of those involved in this. (AT1) * Describe how the Guru Granth Sahib is comprised of nearly 6,000 poetic compositions called Shabads within 1430 pages. (AT1) * Describe and explain the reasons for the behaviours that are expected in the gurdwara (e.g. taking off shoes, covering one’s head, not turning one’s back or pointing one’s toes at the Guru Granth Sahib). (AT2) | |
|  | |  | **Summative Assessment** | | | | | | | | | | | | | | | | | | |
|  | |  | **Write a speech:**  Write a short speech around ‘The Golden Rule’ and what we can learn from Humanism’ | | |  | | | | **True and False Questions:**  Children to answer some true and false quiz questions to consolidate their learning. Discuss corrections on questions which are false. | | | | | | | **Poster:** Children to create a poster to promote the importance of the Torah. | | | **Create a board game in groups:**  Children to create a ‘monopoly style’ board game to show their learning of Sikhism. Children to create the game board questions for another group to answer. | |
| **KS2** | | | | | | | | | | | | | | | | | | | | | | | |
| **Beliefs and Practices** | | | | | | | | | **Stories and Writing** | | | | | | **Symbols and Actions** | | | | | | | | |
| **Describe and make connections between different features of the religions and worlsviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.** | | | | | | | | | **Describe and understand links between stories and other aspets of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beleifs and teachings that arise from them in different communities.** | | | | | | **Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.** | | | | | | | | |
| **Trips and Visits** | | | | | | | | | | | | | | | | | | | | | | | |
| * Y3 trip to Manchester Jewish Museum – beliefs, practice and values. | | | | | | | | | | | | | | | | | | | | | | | |