

Subject Leader Planning Grid Subject: RE

Year Group: Year 1	Skills as a theologian.	Disciplinary Knowledge	Vocabulary
<p>Au1 - The Creation Story Concept: God/Creation Key Question- Does God want Christians to look after the world?</p>	<p><u>Christianity</u></p> <p>I can say how it felt to make something during my time at school, for example, a tower. Following this, I can explain how I would feel if someone damaged my creation.</p> <p>I can express an opinion about the Christian belief about creation.</p>	<p>I can remember the Christian Creation story and talk about chronologically.</p> <p>I can start to talk about how I think the world got here.</p>	<p style="text-align: center;">God Creation Story Adam and Eve</p>

<p>Au2 - Christmas</p> <p>Concept: Incarnation</p> <p>Key Question- What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p><u>Christianity</u></p> <p>I can talk about a gift that is special to me, for example, a Christmas present.</p>	<p>I can remember the main events of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus, using ones in the Christmas story as ideas.</p> <p>I can show some awareness that Jesus is special to Christians.</p>	<p>Christians Christmas Bethlehem Gold Frankincense Myrrh Wise Men Mary Joseph</p>
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<p>Sp1 - Jesus as a friend</p> <p>Concept: Incarnation</p> <p>Key Question- Was it always easy for Jesus to show friendship?</p>	<p><u>Christianity</u></p> <p>I can talk about my friends and why I like them.</p>	<p>I can talk remember a story about Jesus showing friendship and talk about it. From each story extract the theme of friendship.</p> <p>Story of Zacchaeus (Luke 19:1-9): Jesus showing friendship to someone who was isolated and unpopular.</p> <p>Stilling the Storm (Luke 8: 22-25) Jesus taking care of His friends during a dangerous time.</p> <p>Mary, Martha and Lazarus (Luke 10: 38-41) Jesus spending time with His friends at their home.</p> <p>I can say that Jesus tried to be a good friend and was nice to people. Children should link their opinions to the bible stories they have studied above.</p>	<p>Friendship</p> <p>Jesus</p> <p>Zacchaeus</p> <p>Mary</p> <p>Martha</p> <p>Lazarus</p>
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<p>Sp2 - Easter Palm Sunday Meaning, purpose and truth Concept: Salvation</p> <p>Key Question- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p><u>Christianity</u></p> <p>I can talk about a person I admire and reflect on why, for example, a parent or member of the royal family.</p>	<p>I can recall parts of the Easter Story, focusing on Palm Sunday. Children should be aware that many of these traditions still occur today, such as Christians still waving Palm leaves when they are on Easter Pilgrimage to Jerusalem.</p> <p>I can recognise some symbols in the Easter Story, for example, the palm cross. Children should also learn the Palm Sunday hymn, Sing Hosanna.</p> <p>I can show understanding that Jesus is special to Christians and say why.</p>	<p>Christians Easter Palm Sunday Palm cross Palm leaves Jerusalem Son of God</p>
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<p>Su1 - Shabbat</p> <p>Key Question- Is Shabbat important to Jewish Children?</p> <p>Religion: Judaism</p>	<p>I can say which day of the week is my favourite.</p> <p>I can talk about food I would like to share in special meal, for example, a birthday lunch.</p>	<p>I can use the right names for things that are special to Jewish people.</p> <ul style="list-style-type: none"> - Kippah - Challah - Kiddush - Shabbat Candlesticks - Havdalah Candle <p>I can explain why special things are used during Shabbat, see above.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour. Children to experience aspects of the Shabbat meal, listen to the blessings, etc. Children to learn about the significance of the food, the blessings, the ceremony and family time.</p>	<p>Jewish Shabbat Challah Kippah Synagogue Challah Kiddush cup Shabbat candlesticks Havdalah Candle</p>
<p>Su2 - Rosh Hashanah and Yom Kippur</p> <p>Key Question- Are Rosh Hashanah and Yom Kippur important to Jewish Children?</p> <p>Religion: Judaism</p>	<p>I can say how it feels to say sorry and what I have said sorry for, for example, when I have hurt a friend's feelings.</p>	<p>I can explain Rosh Hashanah (Jewish New Year) and Yom Kippur (The day of self reflection).</p> <p>I can choose a picture (of self reflection, an apology, a unkind act or a Synagogue- page 79 of Y1 Discovery RE resources).</p> <p>I can give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	<p>Rosh Hashanah Yom Kippur Shofar</p>

Year Group: Year 2	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
<p>Au1- What did Jesus teach?</p> <p>Concept-Gospel</p> <p>Key Question- Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p><u>Christianity</u></p> <p>I can say when I have been kind to others, even when it was difficult, for example, when I had to congratulate someone on winning a prize that I wanted.</p>	<p>I can re-tell a story Jesus told about being kind.</p> <p>- (The Good Samaritan, Luke 10: 25-37).</p> <p>-Jesus healing the Paralysed Man (Mark 2: 1-12)</p> <p>I can give an example of when Jesus showed kindness, see stories above.</p> <p>I can say if I think Christians should be kind and give a reason. I can link this to familiar bible stories, see above.</p>	<p>Christianity</p> <p>Jesus</p> <p>Bible</p> <p>Parable</p> <p>The Good Samaritan</p> <p>The Paralysed Man</p>

<p>Au2- Jesus as a gift from God.</p> <p>Concept- Incarnation</p> <p>Key Question- Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p><u>Christianity</u></p> <p>I can say how I would help solve a problem by showing love, such as the one shown in the book <i>George Saves The World By Lunchtime</i>. (As God showed love to the world by giving his son as a gift.)</p>	<p>I can remember the main events in the Christmas story in chronological order and represent it pictorially.</p> <p>I can start to explain that Christians believe Jesus was a gift from God.</p> <p>I can say why Christians think God gave Jesus to the world.</p>	<p>Christianity Christmas</p> <p>Jesus</p> <p>Advent</p> <p>Stable</p> <p>Shepherds</p> <p>Wise men</p>
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<p>Sp1- Prayer at home</p> <p>Key Question:</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life?</p> <p>Religion- Islam</p>	<p>I can say how it feels to do something lots of times in a day.</p> <p>I can explain how it felt to have to stop doing something to reach the target we had set.</p>	<p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>I can explain a commitment I have made and explain why it is important that I maintain it.</p> <p>I can explain why it is difficult to maintain a commitment and link this to the impact praying five times a day might have on a Muslim's daily life.</p> <p>Using a picture of the different stages, I can label what each action symbolizes and why it is significant.</p> <p>I can explain how it feels to achieve a personal goal that I have committed to.</p> <p>www.bbc.co.uk/education/clips/zsqvcdm</p>	<p>Islam Muslim Prayer Salah Allah Qur'an Makkah/ Makkah Ka'bah</p>
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<p>Sp2 - Easter Resurrection</p> <p>Concept- Salvation</p> <p>Key Question- How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Religion- Christianity</p>	<p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p>	<p>I can recall what Christians believe happened on Easter Sunday.</p> <p>Watch the Easter story to reiterate what Christians believe, e.g. 'Good Friday and Easter eggs' www.bbc.co.uk/education/clips/z63b87h</p> <p>I understand that hot cross buns and Easter eggs are symbol of Easter and new life.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>Share and discuss the stories of resurrection appearances: The walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbeque(John 21:1-14).</p> <p>I can explain that Christians believe that Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes and that</p>	
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		<p>Jesus wasn't to save people, forgive them for their sins and offer them salvation in the form of life after death.</p> <p>I can make an Easter card to show my own way of symbolizing new life and add a personalized message to a person who is special to me.</p>	
<p>Su1- Community and belonging Key Question- Does going to a Mosque give Muslims a sense of belonging. Religion- Islam.</p>	<p>I can understand how meeting in a certain place could make feel like I belong.</p>	<p>I can explain what happens when Muslims pray alone or at the mosque. www.bbc.co.uk/education/clips/z74wmp3</p> <p>Either visit a mosque or show children a virtual tour of a mosque. Talk about mosque school and other activity, not just prayer and worship www.bbc.co.uk/education/clips/z6wfgk7 I can at different pictures of mosques, explaining that inside they all have similar things e.g. Grand mosque in Makkah/ Islamic Centre in Bournemouth.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with</p>	<p>Islam Muslims Mosque Muhammad Mosque Minaret Musalla Mihrab Minbar Qur'an Wudu Prayer mats Hajj</p>

		<p>other Muslims or when they pray on their own and say why this might be.</p> <p>I can complete wudu(Islamic washing routine). www.bbc.co.uk/education/clips/zfh9r82</p> <p>I can look at photographs of Muslims praying in different contexts and explain what is happening and which scenario Muslims would have the greatest sense of belonging in.</p> <p>Teach that Muslims believe that praying together in groups brings greater blessings than praying alone. The prophet Muhammad said, 'Prayer at home is counted once, prayer at the local mosque is equivalent to twenty-five prayers (Hadith: Sunan ibn Majah - Book of mosques and Congregations tradition number 1403).</p>	
<p>Su2- Hajj</p> <p>Key Question- Does completing Hajj make a person a better Muslim?</p> <p>Religion- Islam</p>	<p>I can share a special journey I have made.</p>	<p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p> <p>I can to vote and then work in talking partners with opposing viewpoint and share their reasons. (To answer the key question)</p> <p>I can write a postcard, describing a place that is special to me. I can link</p>	<p>Islam Muslims Hajj Hajj robes Makkah (Mecca) Qu'ran The Grand mosque Mount Arafat Five Pillars Pilgrimage</p>

		<p>my feelings towards this place to how Muslims feel about Makkah. I can draw three things that are important to Muslims when they go on Hajj, for example clothes, rituals, places.</p>	
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By the end of Key Stage One (Staffordshire Agreed Syllabus):

Beliefs teachings and sources

Engage with stories and extracts from religious literature and talk about their meanings

Explore stories about the lives and teachings of key religious figures

Find out about ways in which sacred texts are regarded, read and handled by believers

Practices and ways of life

Find out about how and when people worship and ask questions about why this is important to believers

Explore the preparations for and find out about the celebration of festivals

Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives

Expressing meaning

Explore as appropriate the special nature of artefacts used in worship

Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies

Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression

Identity diversity and belonging

Reflect and respond to stories about belonging and relating to religious communities

Identify and ask questions about customs associated with particular religious communities

Find out about ceremonies in which special moments in the life cycle are marked

Meaning purpose and truth

Ask and respond imaginatively to questions about things that are interesting or puzzling in the world

Listen to and ask questions about stories of individuals and their relationship with God

Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers

Values and commitments

Reflect and respond to stories highlighting the morals and values of believers in practice

Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions

Explore stories from religious traditions and find out about attitudes to the natural world

Year Group: Year 3	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
<p>Au1 - Divali Key Question- Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu Child? Religion- Hinduism</p> <p>- .</p>	<p>Skills I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol</p>	<ul style="list-style-type: none"> - I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. - I can start to say why Divali might bring a sense of belonging to Hindus. - Hello 	<p>Divali Ramayana Rama Sita Lakshmi Rangoli patterns Diva lamp Puja tray Mandir</p>

<p>Au1 Sikhism - The Amrit Ceremony and the Khalsa</p> <p>Key Question- Does joining the Khalsa make a person a better Sikh?</p> <p>Religion- Sikhism</p>	<p>I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging.</p>	<ul style="list-style-type: none"> • I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. • I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa. 	<p>Guru Amrit Khalsa Karah Prashad 5 Ks Kirpan Kesh Kara Kangha Kachera Khanda</p>
<p>Au2 Christianity - Christmas</p> <p>Concept- Incarnation</p> <p>Key Question- Has Christmas lost its true meaning?</p> <p>Religion- Christianity</p>	<p>- I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p>	<ul style="list-style-type: none"> • I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. • I can start to tell you what Christmas means to Christians and what it means to me. 	<p>Advent Incarnation</p>

<p>Sp1 - Jesus' miracles Concept- Incarnation Key Question- Could Jesus heal people? Were these miracles or is there some there some other explanation? Religion- Christianity</p>	<ul style="list-style-type: none"> I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. 	<ul style="list-style-type: none"> I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not. 	<p>Christianity Miracles Jesus</p>
<p>Sp2- Easter-forgiveness Concept- Salvation Key Question- What is good about Good Friday? Religion- Christianity.</p>	<ul style="list-style-type: none"> I can suggest how a person may rescue/help others who are in difficult situations. 	<ul style="list-style-type: none"> I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death. 	<p>Supper Cross Tomb Bread and Wine Maundy Thursday Good Friday Disciples Judas</p>
<p>Su1- Hindu Belief Key Question- How can Brahman be everywhere and in everything? Religion- Hinduism.</p>	<p>I can explain some of the different roles I play whilst still being me</p>	<ul style="list-style-type: none"> I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus. 	<p>Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Omnipresent</p>

<p>Su1- Sharing and Community Key Question- Do Sikhs think it is important to share? Religion- Sikhism</p>	<ul style="list-style-type: none"> I can discuss why it is important to share even though it is not always easy. 	<ul style="list-style-type: none"> I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can begin to tell you if I think sharing is important or not to Sikhs. 	<p>Guru Vaisakhi Festival Gurdwara Diwali Guru Hangobind Guru Granth Sahib Langar Karah Parshad</p>
<p>Su2 - Pilgrimage to the River Ganges Key Question- Would visiting the River Ganges feel special to a non Hindu? Religion- Hinduism</p>	<ul style="list-style-type: none"> I can explain why water is important. 	<ul style="list-style-type: none"> I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. 	<p>Ganga Varanasi Brahman Pilgrimage</p>

<p>Su2- Prayer and Worship Key Question- What is the best way for a Sikh to show commitment to God? Religion- Sikhism</p>	<ul style="list-style-type: none"> I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. 	<ul style="list-style-type: none"> I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs. 	Guru Amrit Khalsa Karah Parshad 5 Ks Kirpan Kesh Kara Kangha Kachera Khanda Guru Granth Sahib Mool Mantar
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Year Group: Year 4	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
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<p>Au1 - Beliefs and Practices Key Question- How special is the relationship Jews have with God? Religion- Judaism. Identity, diversity and belonging</p>	<ul style="list-style-type: none"> I can give examples of agreements and contracts and explain how I would feel if one was broken. 	<p>I understand that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. Jewish history begins with the covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism.</p> <p>Teacher to share the covenant story of Abraham as told in the Book of Genesis (covenant/promise) Genesis 17: 1-7 and Birth of Isaac Genesis Ch 21: 1-8.</p> <p>I can explore and discuss the ten commandments.</p> <p>I can write a conversation between myself and a Jewish child and ask and answer the key question in speech bubbles or scripted dialogue.</p> <p>I can make my own Mezuzah and write the Shema as a daily reminder of the covenant between Jewish people and God.</p> <p>I can write my own affirmation about my relationship with somebody special to me.</p> <p>I can write an explanation about how easy or difficult I think it would be for Jews to live up to their special covenant with God.</p>	<p>Covenant Abraham Isaac Moses Ten Commandments Torah Ner Tamid Synagogue Rabbi Tallit Mezuzah Shema</p>
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<p>Au2 - Christmas Concept- Incarnation Key Question- What is the most significant part of the nativity story for Christians today? Religion- Christianity</p>	<p>I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.</p>	<p>I can identify and label the symbols of the 5 main religions.</p> <p>I can explain what I think is the most important part of the Nativity story.</p> <p>I can explain what the Nativity story tells Christians about Jesus as the incarnation of God.</p> <p>I can design and make a Christmas tree decoration which symbolizes what Christmas means to Christians.</p> <p>I can design my own Christingle through drawing and labelling or sculpting.</p>	<p>Frankincense Myrrh Christingle Star of David Khanda Aum Crescent and Star Cross Dharmachakra/Dharma wheel</p>
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<p>Sp1 - Passover Key Question- How important is it for Jewish people to do what God asks them to do? Religion- Judaism.</p>	<p>- I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p>	<p>I understand that that God asks Jews to keep to certain rules on what they eat/don't eat. 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. www.bbc.co.uk/education/clips/zqwmpv4 - Kosher foods</p> <p>I can Design a Jewish child's party menu, following the kashrut rules.</p> <p>I can Retell the story of the Exodus from Egypt under Moses then explain why Passover is important to Jews.</p> <p>I can identify items on the Seder plate and understand the symbolism of them.</p> <p>I can rank order (using a Diamond 9) cards with pictures/ words relating to the things Jews do that God asks them to do, e.g. Passover/Seder/Kashrut. I can rank these in order of which they think would be most important to Jews in order to show God they are doing as He asks. I can write my reasons next to the top and bottom pictures.</p>	<p>Pesach Passover Seder Hagadah Matzah Charoset Zeroah Beitzah Maror Karpas Chazeret Exodus Moses Kashrut Kosher</p>
<p>Sp2- Easter Concept- Salvation Key Question- Is forgiveness always possible for Christians Religion- Christianity</p>	<p>I can talk about what sort of help I might need to show forgiveness.</p>	<p>I can Explore why Christians believe that Jesus had enemies and was arrested.</p> <p>I can perform a piece of drama, pretending to be either Judas or Peter, explaining their thoughts and feelings.</p> <p>I can explain what Jesus taught about forgiveness.</p> <p>I can describe what a Christian might learn about forgiveness from a Biblical text.(The Lord's Prayer Love for enemies, Luke 6:27-36 Teaching about anger, Matthew 5:21-26</p>	<p>The Lord's Prayer The Last Supper Peter Jesus Judah</p>

		<p>Forgive 70x7 Matthew 18:21-22 Teaching about revenge Matthew 5:38-42, The unforgiving servant Matthew 18:21-35, The criminal next to Jesus Luke 23:39-43) Jesus on the cross Luke 23:34 Jesus forgave the people who killed him. Is that possible? Christians believe that Jesus' death offered them forgiveness for their 'sins'.</p> <p>I can explain if I think Jesus always forgave people? (Jesus overturns the traders' tables in the Temple Mark 11:15-17)</p>	
<p>Su1 - Rites of passage and Good works Key Question- What is the best way for Jew t show commitment to God? Religion- Judaism</p>	<p>I can explain why I think some things need to wait until you are a certain age.</p> <p>I can give you examples of things I am committed to and explain which ones are more or less important to me.</p>	<p>I can explain how Jews prepare for their Bar Mitzvah and Bar Mitzvah.</p> <p>I can explain why Bar Mitzvah and Bar Mitzvah ceremonies are important for young jews.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways. To do this, I will create a pie chart, choosing six ways that Jews show this. I will colour in sections, showing which one I believe is the most important.</p>	<p>Ten Commandments Shabbat Seder Synagogue Torah Bar Mitzvah Bat Mitzvah Mitzvot Tu B'Shevat Shema</p>

		<p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p>	
<p>Su2 - Prayer and Worship Key Question- Do people need to go to Church to show they are Christians? Religion- Christianity</p>	<ul style="list-style-type: none"> I can explain some of the feelings my special place gives me and suggest why that is. 	<p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can explain why it is important for Christians to be baptized in a church and comment on whether I believe that they need to do this to show that they are Christians.</p> <p>I can explain some of Jesus' teachings about worship(Lamp under a bowl, Mark 4:21-25 - Jesus said to let your light shine, don't hide it.)</p> <p>I can explain that John the Baptist was Jesus' cousin and understood Jesus' special purpose on earth, hence baptising him in the River Jordan.</p>	<p>Church Baptism John the Baptist Eucharist/Holy Communion</p>

I can explain what the eucharist/
holy communion is and comment on
whether I believe Christians need to
do this to show that they are
Christians.

I can think of the reasons why Christians might
choose to go to church and their reasons for doing so,
and reasons why other Christians may choose not to go to
church at all(Children to be told that the local church is
being closed for a short period of time. Children to write a
letter arguing that it should remain open and why? Include
a Christian perspective).

Children to be told that despite their best efforts the church
still needs to be closed for important building work as it is
currently unsafe. The question being, if the church is
closed, how will Christians be able to show they are
Christians, and should they be public about their beliefs
anyway?

I can make a presentation (possibly a powerpoint) in
pairs reflecting as wide and varied a selection of places
that are special to somebody, somewhere, and explain.

Year Group: Year 5	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
<p>Au1 - Belief into action Key Question- How far would a Sikh go for his/her religion? Religion- Sikhism</p>	<p>I can identify the different levels of commitment I show to different things and explain these priorities.</p>	<ul style="list-style-type: none"> • I can make links between how Sikhs practise their religion and the beliefs that underpin this. • I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. 	<p>Guru Amrit Khalsa Karah Prashad 5 Ks Kirpan Kesh Kara Kangha Kachera Guru Granth Sahib Langar Golden Temple of Amritsar Guru Nanak</p>

<p>Aut B- - Prayer and Worship What is the best way for a Hindu to show commitment to God? Religion- Hinduism</p>	<ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. 	<ul style="list-style-type: none"> I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God. 	<p>Puja Tray Mantra Brahman Vedas Purusharthas Dharma Karma</p>
<p>Au2 - Christmas Key Question-Is the Christmas story true? Concept- Incarnation Religion- Christianity</p>	<ul style="list-style-type: none"> I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. 	<ul style="list-style-type: none"> I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians. 	<p>Advent Incarnation</p>

<p>Sp1- beliefs and moral values Key Question- Are Sikh stories important today? Religion-Sikhism</p>	<ul style="list-style-type: none"> I can explain how some stories can teach people about what is important and how to behave. 	<ul style="list-style-type: none"> I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. 	<p>Guru Guru Granth Sahib Guru Nanak Khalsa</p>
<p>Sp1- Hindu beliefs Key Question- How can Brahman be everywhere and in everything? Religion- Hinduism</p>	<ul style="list-style-type: none"> I can describe some of the characteristics that make me me even when I am playing different roles. 	<ul style="list-style-type: none"> I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, <p>I can express my understanding of how Brahman can/cannot be in everything</p>	<p>Brahman Trimurti Brahma Shiva Vishnu Ganesha Lakshmi Puja Atman Krishna Avatar Chadogya Upanishad</p>

<p>Sp 2- Easter Concept- Salvation Key Question-How significant is it for Christians to believe God intended Jesus to die? Religion- Christianity</p>	<ul style="list-style-type: none"> I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. 	<ul style="list-style-type: none"> I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>Holy Week Pilate Herod Mount of Olives Garden of Gethsemane</p>
<p>Sum 1-Prayer and Worship Key Question- What is the best way for a Sikh to show commitment to God? Religion- Sikhism</p>	<ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. 	<p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p>	<p>Guru Amrit Khalsa Karah Parshad 5 Ks Kirpan Kesh Kara Kangha Kachera Guru Granth Sahib Langar Golden Temple of Amritsar Guru Nanak Sewa Gurdwara</p>

<p>Sum 1- Beliefs and Moral Values Key Question- Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion- Hinduism</p>	<ul style="list-style-type: none"> I can start to express my own views about life after death. 	<ul style="list-style-type: none"> I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not. 	<p>Karma Samsara Moksha Bhagavad Gita Upanishads Atman Sadhu</p> <hr/>
<p>Sum 2 - Beliefs and practices Key Question- What is the best way for a Christian to show commitment to God? Religion- Christianity</p>	<ul style="list-style-type: none"> I can show an understanding of why people show commitment in different ways. 	<ul style="list-style-type: none"> I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians 	<p>Ten Commandments Confirmation Lord's Prayer</p>

Year Group: Year 6	Substantive Knowledge	Disciplinary Knowledge	Vocabulary
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<p>Aut 1 -Beliefs and practices Key Question-What is the best way for a Muslim to show commitment to God? Religion- Islam</p>	<p>I can show an understanding of why people show commitment in different ways.</p>	<p>I can identify and explain the five pillars of Islam.</p> <p>I can explain why Muslims pray 5 times a day.</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p>	<p>Five Pillars Zakah Sawm Qu'ran Hajj</p>
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<p>Aut 2- Christmas Concept- Incarnation Key Question- How significant is it that Mary was Jesus' mother? Religion- Christianity</p>	<p>I can explain the qualities needed in different people because of the important jobs they are chosen to do.</p>	<p>I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).</p> <p>I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p> <p>I can read Luke 1:26-38 and explain why Mary might have felt scared then read Mary's song Luke 1:47-55. As it is being read, I can jot down words and phrases to describe feelings Mary has regarding the news.</p> <p>I can read Matthew 1:18-25. And explain what I think isa meant What is meant by 'Joseph did not want to expose her to public disgrace'?</p> <p>I can say which three points of the Christmas story are the most important for Christians.</p> <p>I can say why Christians believe that Mary was chosen to be Jesus' mother and why this is significant.</p> <p>I can answer the question 'Would it matter to Christians if Mary was not a virgin?'</p>	<p>Mary Virgin Birth Incarnation Holy Spirit</p> <p>John 1:14.</p>
<p>Aut 2- Christmas Concept- Incarnation Key Question- Do Christmas celebrations and traditions help Christians understand</p>	<p>I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating and how other ways are not.</p>	<p>I can describe some of the ways that Christians would celebrate Christmas</p>	<p>Incarnation Christingle Carols</p>

<p>who Jesus was and why he was born?</p>		<p>and start to understand which of these would help them understand who Jesus was and why he was born.</p> <p>I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p> <p>Read the Christmas story from Luke 2: 1-20. Compare written source with interpretations on the internet e.g. www.biblesociety.org.uk/search/christmas/.</p> <p>I can explain why you think traditions or celebrations either may or may not help Christians understand their beliefs in Jesus as the Incarnation of God (singing carols, going to church, nativity scenes, Father Christmas, eating special food, Christmas trees).</p> <p>I can understand that 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.</p>	
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		I can create a piece of art that reflects the Christian belief that Jesus is both human and God.	
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<p>Spr 1 - Belief and Meaning Concept- Salvation Key Question - Is anything ever eternal? Religion- Christianity</p>	<p>I can express the feelings I have when I think about situations or things I would like to last forever.</p>	<p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal (link to marriage and wedding rings).</p> <p>I know that agape means eternal love.</p> <p>In groups, I can investigate how Jesus portrayed love (love your enemies Matthew 6:43-47, The two great commandments Mark 12: 29-31, The Lost Son Luke 15:11-32, Jesus heals 10 men (lepers) Luke 17:11-19, Jesus forgives the people who have crucified him Luke 23:34, God loves the world John 3:16, What is love? 1 Corinthians 13:4-13). Freeze -frame key moments and summarise teachings.</p> <p>I can Explore the Christian belief that because of Jesus' resurrection, Christians will also be able to have life after death (eternal life) John 3: 16. Use resurrection appearances e.g. The walk to Emmaus (Mark 16:12-13) and Jesus at the beach barbecue (John 21: 1-14) to illustrate this.</p> <p>Children to then read 'Jesus forgives the criminal crucified next to Him' (Luke 23: 32-43)</p> <p>I can share my views on whether people who have not done good deeds can go to heaven(parable of the sheep and the goats Matthew 25: 31-46).</p> <p>I can retell a Christian story about love and a bible story about life after death.</p>	<p>Agape Ten Commandments</p>
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<p>Spr 2- Easter Key Question- Is Christianity still a strong religion 2000 years after Jesus was on Earth? Concept- Salvation, Gospel. Religion-Christianity</p>	<p>I can explain how the influence people have had on me has affected what I see as important.</p>	<p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.</p> <p>I can create a list of religious and non-religious festivals(this unit will focus on Christian festivals so ensure that children know what they all represent) .</p> <p>I can research Christian charities doing good work to alleviate poverty, etc (CAFOD/Christian Aid/Traidcraft/Salvation Army/L'Arche) and discuss whether this shows that this religion is strong. Is it doing this work in response to Jesus' teaching to 'Love your neighbour'?(Mark 12:28-31)</p> <p>I can create a balanced argument, for and against Christianity being a strong religion 2000 years after Jesus was on Earth.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>	<p>Lent Ash Wednesday Shrove Tuesday Fish symbol CAFOD Ten Commandments Harvest Advent</p>
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<p>Su1 and 2- Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead good lives? Religion- Islam</p>	<ul style="list-style-type: none"> • I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. • I can give examples of times when I misinterpreted something. 	<p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>I can explain two different Muslim interpretations of Jihad.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>I can Mind map what I can remember about how Muslims try to live 'good' lives i.e. lives they believe will show love and respect to Allah e.g.prayer, good work, fasting in Ramadan etc.</p> <p>I can understand that that Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good i.e. every Muslim will have a judgement day which will determine whether they go to heaven after they die. It may also determine which tier/part of Heaven they are allowed to go to.</p> <p>I can Make a Diamond 9 to show what you think are the 9 most important ways a Muslim may try to follow the teachings of Allah and then rearrange them to show in Diamond 9formation which of these might need the most effort (be seen as the most challenging for the person's Greater Jihad, and explain your reasons).</p> <p>'The most honoured of you in the sight of Allah is he who is</p>	<p>Akhirah Muhammad Qu'ran Five Pillars Jihad Ummah</p>
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		the most righteous of you” Surah 49:13 What do you think being 'righteous' means to Muslims?	

By the end of Key Stage Two (Staffordshire Agreed Syllabus):

Beliefs teachings and sources

Explore the origins of sacred writings and consider their importance for believers today

Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings

Explore the life of key religious figures and make links with teachings and practices of special significance to followers

Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers

Practices and ways of life

Compare and contrast the practice of religion in the home in different religious communities

Identify the main features and patterns of an act of worship and talk about the importance of worship for believers

Investigate some features of key religious festivals and celebrations and identify similarities and differences

Investigate the life of a person who has been inspired by their faith and make links between belief and action

Expressing meaning

Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers

Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions

Compare and contrast the use of symbols, actions and gestures used in worship by different communities

Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice

Identity diversity and belonging

Explore the diversity of a range of religious traditions and identify and reflect on similarities and differences

Find out about the activities of a local religious community and make links with key religious teachings

Research some key events in the development of a religious tradition and explain the impact on believers today

Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked

Meaning purpose and truth

Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings

Investigate and reflect on a range of religious responses to suffering, hardship and death

Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life

Make links between beliefs and action and reflect on how this might have local, national and international impact

Values and commitments

Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers

Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment

Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives
Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour

