



Nurture. Inspire. Prepare.



Progression in Knowledge and Skills in RE

Government Guidance

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. ' Section 2 79 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

*RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.

*Building on the statutory requirements, it is recommended that there should be a wideranging study of religion and belief across the key stages as a whole.

*Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.

*Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.

*The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Staffordshire Agreed Syllabus

The intended outcomes of RE within the Staffordshire Agreed Syllabus are that pupils should acquire knowledge and understanding through these three themes:

***Explore**

Acquire an increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms. This can be done by exploring religious beliefs, teachings, and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals, and symbolism that offer an insight into religious and secular experiences.

***Engage**

Acquire a developing capacity to engage with ultimate questions alongside the consideration of the responses from religious and non-religious groups and worldviews and to formulate their own sense of identity and values. This can be done by engaging with fundamental questions – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions. So, gaining skills to be able to relate things studied and discussed to their own experience.

***Reflect**

Develop a growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society. This can be done by reflecting on the reality of religious diversity and on the issues raised by living in a diverse world – so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

Each key stage should involve an in-depth study of the narrative, beliefs and practices at the heart of Christianity. Alongside Christianity, Islam should feature throughout a school's RE curriculum. In selecting their in-depth study schools should take account of other principal/major faiths found in the United Kingdom. Schools may draw on examples from other major faiths where examples of belief and practice better illustrate the dimension being explored. These include:- Judaism, Sikhism (Sikhi), Hinduism and Buddhism. In choosing their in-depth study/ focus faiths, schools should take account of the religious profile of the school and the local community as well as national and international factors. Pupils should also be introduced to the presence of non-religious (secular) world views and the lifestyles these support as children from families where non-religious worldviews are held are represented in almost all classrooms.

Key Stage One

In Key stage 1, the Staffordshire Agreed syllabus suggests that children should have a focus study on Christianity and at least one other religion. At Streethay Primary we have chosen to study:

*Christianity
*Judaism
*Islam

This will help to prepare children for the next stage of their learning within KS2

Key Stage Two

In Key stage 2, the Staffordshire Agreed syllabus suggests that children should have a focus study on Christianity and at least two other religions. At Streethay Primary we have chosen to study:

*Christianity
*Hinduism
*Judaism
*Islam
*Buddhism
*Sikhism

Towards the end of the key stage, children will look at changing religion in Britain over time.

Cultural Capital

| KS1 | LKS2 | UKS2 |
|--|---|--|
| Visit to Lichfield cathedral (Easter focus) Class Assembly: Year 1 – Christianity - Easter Year 2 – Islam - Eid | Faith Trail (visiting various different places of worship within Derby: mosque, Hindu Temple, Sikh Gurdwara) Class Assembly: Year 3– Hinduism - Diwali Year 3 – None faith - Remembrance | Local Synagogue Visit Class Assembly: Year 5– Judaism - Passover |

Links to EYFS – Educational Programme for RE

In the Early Years Foundation Stage pupils should have the opportunity to develop a growing sense of awareness of self and their own community. They should encounter the diversity of faiths and world views represented in their own community and in Great Britain. Giving young children familiarity with the presence of major faiths, world views and a wide religious vocabulary raises awareness of the diverse nature of the world around them and provides a structure in which to develop their learning.

RE

| 0-3 Years (Daisies Class) | 3 – 4 Years (Daffodils Class) | Reception Children (Sunflowers Class) | ELG | COEL Links |
|--|--|--|--|---|
| What makes people special? What is Christmas? How do people celebrate? What is Easter? What can we learn from stories? What makes places special? | What makes people special? What is Christmas? How do people celebrate? What is Easter? What can we learn from stories? What makes places special? | What makes people special? <ul style="list-style-type: none"> I can name special friends and explain why they are special I can identify what a role model is I can name and describe some significant people from the bible e.g. Jesus and Moses What is Christmas? <ul style="list-style-type: none"> I can talk about gratitude and how we can show we care I can identify key events in the Christmas Story I can explain how Christmas is celebrated I can talk about why Jesus is special for Christians How do people celebrate? <ul style="list-style-type: none"> I can talk about how New Year is celebrated around the world e.g. China I know what Holi is (Hindu Festival) and why Hindu's celebrate it What is Easter? <ul style="list-style-type: none"> I can talk about signs of Spring I can explain why Easter is special I understand the importance of Jesus to Christians at Easter time I can identify some Easter religious symbols. What can we learn from stories? <ul style="list-style-type: none"> I know the importance of telling the truth I can explain why we are all special I can talk about religious stories and how the characters' feel What makes places special? <ul style="list-style-type: none"> I can describe places that are special to me e.g. my home / school I can talk about some religious places of worship e.g. churches, mosques and synagogues | <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. 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. | <ul style="list-style-type: none"> Showing a curiosity about objects, events and people Finding ways to solve problems Making links and noticing patterns in their experience Making predictions Developing ideas of grouping, sequences cause and effect |

Streethay Primary School Progression of Knowledge in History

Year 1

| <u>Unit of Work</u> | <u>Knowledge progression</u> | <u>Vocabulary</u> |
|---------------------------------------|---|---|
| <u>Creation Story</u> | <ul style="list-style-type: none"> • I know that Christianity is a religion. • I can retell the creation story. • I can discuss what God wants Christians to do to protect the world. | <i>Christian, create, bible, special, thankful</i> <i>Christmas, Jesus, Nativity</i> <i>Christianity, Jesus, bible</i> <i>Easter, Jesus, resurrection</i> <i>Jewish, Judaism, Shabbat</i> <i>Judaism, Christianity, traditions</i> |
| <u>Christmas Story</u> | <ul style="list-style-type: none"> • I can retell the Christmas story. • I can name the key characters from the Christmas story. • I can act out the Christmas story. | |
| <u>Jesus as a friend</u> | <ul style="list-style-type: none"> • I can discuss who Christians believe Jesus is. • I can discuss some lessons that Jesus taught Christians. • I can discuss how to be a good friend, as taught in the bible. | |
| <u>Easter – Palm Sunday</u> | <ul style="list-style-type: none"> • I can retell some basic events of the Easter story. • I can act out Palm Sunday. • I can discuss Jesus as a king. | |
| <u>Shabbat</u> | <ul style="list-style-type: none"> • I know that Judaism is a religion. • I can recall some basic facts about Judaism. • I can discuss why Shabbat is important to Jewish children. | |
| <u>Rosh Hashanah & Yom Kippur</u> | <ul style="list-style-type: none"> • I can discuss some similarities and differences between Judaism and Christianity. • I can explain who Rosh Hashanah and Yom Kippur are. • I can discuss why Rosh Hashanah and Yom Kippour are important to Jewish children. | |

Streethay Primary School Progression of Knowledge in History

Year 2

| <u>Unit of Work</u> | <u>Knowledge progression</u> | <u>Vocabulary</u> |
|--|--|---|
| <u>What did Jesus teach?</u> | <ul style="list-style-type: none"> I can discuss who Christians believe Jesus was/is. I can discuss some of the key teachings of Jesus. I can reflect on how Jesus taught people to live. | <i>special, thankful, gift,</i> |
| <u>Christmas – Jesus as a gift from God.</u> | <ul style="list-style-type: none"> I can retell the Christmas story and discuss its significance. I can discuss what Christians believe about the Christmas story. I can reflect on the role of each character in the Christmas story. | <i>Christmas, Jesus, Nativity, Bible, Christian, New Year, celebrate,</i> |
| <u>The Passover</u> | <ul style="list-style-type: none"> I can discuss the similarities and differences between Christianity and Judaism. I can reflect on some of the traditions of Jewish people. I can talk about Passover and why it is important to Jewish people. | <i>festival, Holi, reincarnation, significant, Christian,</i> |
| <u>Prayer at home</u> | <ul style="list-style-type: none"> I understand that Islam is a religion, and people who believe in Islam are Muslim. I can discuss how Muslims pray, and why it is important. I can discuss some basic beliefs of Muslims. | <i>Muslim, mosque, Qu'ran, Eid</i> |
| <u>The Covenant</u> | <ul style="list-style-type: none"> I can discuss the covenant and why Jewish people think it is important. I can discuss the special relationship between God and his people. I can reflect on what Jewish people do in their religion. | <i>Jewish, Synagogue</i> |
| <u>Community & Belonging</u> | <ul style="list-style-type: none"> I know that Muslims attend mosque to worship. I can identify a Mosque and some key features. I can discuss how Mosque gives Muslims a sense of belonging. | <i>Muslim, mosque, Qu'ran</i> |
| <u>Rites of Passage and good work</u> | <ul style="list-style-type: none"> I can discuss Jewish beliefs about good work. I can discuss some things Jewish people do to show their commitment to God. I can discuss some Jewish traditions. | <i>Tradition, Hanukkah</i> |
| <u>Hajj</u> | <ul style="list-style-type: none"> I can discuss the five pillars of Islam. I can discuss Hajj and why it is important to Muslim people. I can discuss some things that Muslims do for Hajj. | <i>Islam, Muslim, Hajj</i> |

Streethay Primary School Progression of Knowledge in RE

Year 3

| <u>Unit of Work</u> | <u>Disciplinary Focus</u> | <u>Knowledge progression</u> | <u>Vocabulary</u> |
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| <u>Hinduism 1: A Hindu story: Rama and Sita Ancient stories.</u> | <i>Theology</i> <i>What does the story of Rama and Sita mean to Hindu peoples?</i> | <ul style="list-style-type: none"> The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light. | <i>Chapter 1 - believers Hindus Hinduism beliefs Indus Rama epic Ramayana Sita Lakshmana Deer</i> <i>Chapter 2 - kingdom subjects succeeds prosperous Vishnu embodiment manhood decree banish companion oath throne</i> <i>Chapter 3 - demon chariot entranced Hanuman</i> <i>Chapter 5 - victory altar dharma order duty devotion path</i> |
| <u>Hinduism 2: More Hindu stories</u> | <i>Theology</i> <i>What do Hindus learn from Vishnu's stories and symbols?</i> | <ul style="list-style-type: none"> Vishnu and his avatars - Story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu's symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 - Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita | <i>Chapter 1 - holy Manu Matsya reveal Vedas boarded</i> <i>Chapter 2 - souls journey evil conch wrestled defeated precious life-giving chakra lotus mace mind offerings offered charm chanted priest weapon purity infinite infinity</i> <i>Chapter 4 - Sanskrit sacrifices blessings consuming versions Mahabharata hero Arjuna royal warriors bow and arrow archer jealous envy exile blood raced charioteer Krishna battlefield</i> <i>Chapter 6 - conversation avatars flute</i> |
| <u>Hinduism 3: Living with Hindu Traditions</u> | <i>Social Sciences</i> <i>How can we learn about the lives and beliefs of Hindu people today?</i> | <ul style="list-style-type: none"> Ganesha stories and their meanings Parvati and Shiva - family in Mount Kailash The festival of Teej - women in Hinduism Puja ceremony Puja in Hindu stories Listening to Hindu people talk about their beliefs and practices. Optional visit to Hindu temple and/or people | <i>Chapter 1 - shrine puja puja tray sandalwood incense atmosphere impure Ganesha swirl aarti</i> <i>Chapter 2 - supreme tradition murti contentment</i> <i>Chapter 3 - wise wisdom good fortune joy prayer truth</i> <i>Chapter 4 - Parvati Shiva fierce warlike guard threatened</i> <i>Chapter 5 - meditating hustle and bustle focus trident timeless necklace renewal shed</i> <i>Chapter 6 - Nepal henna Teej fasting procession thankful</i> |
| <u>Judaism 1 - Abraham, Isaac, Jacob</u> | <i>Theology</i> <i>Why is the Promised Land so important in Judaism?</i> | <ul style="list-style-type: none"> How have stories from the Hebrew Bible shaped Judaism? How did the Jews explain what they saw and experienced? Including stories from the Hebrew Bible. Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel Contexts relating to land, kinship, war. | <i>Chapter 1 - Jewish Jew Hebrew Bible Abraham</i> <i>Chapter 2 - Abram inheritance Promised Land famine deceived</i> <i>Chapter 3 - covenant Sarah Isaac angels</i> <i>Chapter 4 - ram</i> <i>Chapter 5 - dependable draw water comforted Jacob</i> <i>Chapter 6 - Esau inherit birthright ladder</i> |
| <u>Judaism 2 - Joseph, Moses and the Exodus</u> | <i>Theology</i> <i>Why do Jews celebrate the festival of Passover?</i> | <ul style="list-style-type: none"> Including the following stories from the Hebrew bible: Joseph in Egypt Moses, Passover and the Exodus (Red Sea and the wilderness and tabernacle) Mount Sinai and 10 commandments Promised Land | <i>Chapter 1 - Joseph descended coat of many colours envy dream mauled grieved enslaved servant interpret plenty overseer guilty</i> <i>Chapter 2 - twelve tribes of Israel Israelites outnumber enslave whipped mortar adrift bulrushes princess gurgling Moses Struck exile herding forty years extraordinary burning bush deliver delivered</i> <i>Chapter 3 - confident stammer slither magicians heart was hard plagues</i> <i>Chapter 4 - slaughter unleavened bred lintels angel of death firstborn wailing Passover dawn conversations deliverer Exodus</i> |

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| | | <ul style="list-style-type: none"> Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising. | <p><i>Chapter 5 - Red Sea the land flowing with milk and honey hooves pursued sea bed Mount Sinai forty days forty nights ten commandments golden calf idolatry tabernacle cherubim Ark of the Covenant reverently</i></p> <p><i>Chapter 6 - Seder kiddush haggadah Seder plate matzah Hallel bitter herbs reclining recline</i></p> |
| <p><u>Judaism 3 – The Kings, The Temple and Living as a Jew</u></p> | <p>Social Sciences How do Jews today show the importance of the Jewish Temple and the kingdom of Israel?</p> | <ul style="list-style-type: none"> Stories inc. David and Goliath and King David. Solomon and the building of the Temple in Jerusalem Babylonian captivity and destruction of the Temple Babylonian stories, e.g. Daniel in the lions' den, King Nebucadnezzar Jews return to Promised Land (link to Persian king Cyrus from Y3 History) | <p><i>Chapter 1 - high priest Sabbath report scout scouts fortified flowed with milk and honey grumble doubted venomous bronze serpent generation Jordan River blessing</i></p> <p><i>Chapter 2 - Torah Levi courageous prosperous spies Jericho spare faith faithful judges Samuel prophet Saul anointed</i></p> <p><i>Chapter 3 - plundered plunder disobedient David Philistines Goliath giant insults sling prevailed Jerusalem consulted</i></p> <p><i>Chapter 4 - alliance newborn temple suitably mount stonecutters Most Holy Place atone atone Atonement Yom Kippur Judah</i></p> <p><i>Chapter 5 - captives captivity Esther orphan Haman decree fast gallows</i></p> <p><i>Chapter 6 - Maccabees menorah Hanukkah synagogue Tanakh Purim</i></p> |

Streethay Primary School Progression of Knowledge in RE

Year 4

| Unit of Work | Disciplinary Focus | Knowledge progression | Vocabulary |
|---|--|---|---|
| <u>Christianity 1 - Family of Jesus</u> | History and Theology <i>Why is the idea of 'Messiah' so important to Christians?</i> | <ul style="list-style-type: none"> Paint a picture of the Roman province of Judea in first century BC. New Testament stories: Jesus's family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah (the Christ) Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme) Mary and the Angel (the Annunciation). Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? Strong emphasis on diverse cultural depictions of Jesus in art. Jesus was not white, and each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European). | <p><i>Chapter 1 - Judea Herod pledges</i> <i>Chapter 2 - Messiah anointing foretold the Davidic line</i> <i>Chapter 3 - Mary Nazareth Joseph carpenter engaged lily Old Testament testament New Testament Gospels Christ</i> <i>Chapter 4 - Elizabeth Gabriel the Annunciation Hail Mary Christmas carol</i> <i>Chapter 5 - rejoicing</i> <i>Chapter 6 - appearance angelic</i></p> |
| <u>Christianity 2 - Birth of Jesus</u> | Theology and Social Sciences <i>How do Christians express their beliefs about Jesus at Christmas time?</i> | <ul style="list-style-type: none"> New Testament stories: birth of Jesus (Matthew and Luke's Gospels) The nativity story The shepherds' story The Wise Men (the Epiphany) Herod and the killing of the infants Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? | <p><i>Chapter 1 - Christmas Nativity New Testament Holy Bible testament</i> <i>Chapter 2 - decree census Bethlehem Jesus inn swaddling manger Virgin Mary</i> <i>Chapter 3 - shepherds pondered</i> <i>Chapter 4 - wise men from the East Magi adored gold frankincense myrrh</i> <i>Chapter 5 - Holy Family dwell</i> <i>Chapter 6 - Incarnation God took flesh mystery advent Advent symbolise</i></p> |
| <u>Christianity 3 - Life and Teachings of Jesus</u> | Theology and Social Sciences <i>How does the life and teaching of Jesus affect the way in which Christians live?</i> | <ul style="list-style-type: none"> New Testament stories: life of Jesus and its meaning for Christians Jesus in the Temple Jesus is baptised and tempted Disciples and Sermon on the Mount Miracles of Jesus Parables of Jesus Transfiguration of Jesus Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? | <p><i>Chapter 1 - childhood Jesus of Nazareth prepare baptised sins forgiven John the Baptist baptism devil tempt</i> <i>Chapter 2 - Sea of Galilee disciples tax collectors sinners mercy peacemakers Beatitudes an eye for an eye turn the other cheek love your enemies the Lord's Prayer forgive authority Sermon on the Mount</i> <i>Chapter 3 - leprosy lepers healed miracles blind deaf paralysed faith Lazarus resurrection</i> <i>Chapter 4 - Samaritan eternal life parables repents</i> <i>Chapter 5 - transfigured beloved transfiguration the good shepherd</i> <i>Chapter 6 - resisted sinner</i></p> |
| <u>Christianity 4 – The Death and Resurrection of Jesus</u> | Theology and History <i>What do the death and resurrection of Jesus mean in Christian traditions?</i> | <ul style="list-style-type: none"> New Testament stories: Jesus rides into Jerusalem (Palm Sunday), Jesus turning over the money changers' tables in the Temple Last Supper (Maundy Thursday) Crucifixion & idea of sacrifice* (Good Friday), Resurrection (Easter Sunday). *Link back to Exodus and the sacrifice of the Passover Lamb, but keep distinction between Jewish and Christian interpretations. Why are these stories important to Christians? | <p><i>Chapter 1 - Palm Sunday commemorated courtyard Gentiles authority</i> <i>Chapter 2 - Judas Iscariot betray Holy Communion convey denied</i> <i>Chapter 3 - authorities Pilate crown of thorns mocked release crucify</i> <i>Chapter 4 - crucified Calvary Golgotha Mary Magdalene Good Friday crucifix</i></p> |

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| | | | <p><i>Chapter 5 - pierced resurrected Resurrection Easter Day</i></p> <p><i>Chapter 6 - witnesses haul depiction depicting</i></p> |
| <p><u>Christianity 5 – The Early Church/The Message of Jesus Spreads</u></p> | <p>Theology and History <i>How did Christianity develop in the early church and how do we know?</i></p> | <ul style="list-style-type: none"> • Stories from Acts of the Apostles: St Paul's missionary journeys • Letters of St Paul • Spread of Christianity across Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world. • Early Christian church incl beliefs, worship and practices | <p><i>Chapter 1 - Acts of the Apostles ascending Ascension apostles apostle address accompanied cast lot Day of Pentecost tongues perplexed</i></p> <p><i>Chapter 2 - sermon custody prison cell boldness cornerstone educated released colonnade persecuted proclaiming persecution</i></p> <p><i>Chapter 3 - devote community appointed Stephen martyr stoned guides bound the road to Damascus persecute persecuting speechless regain</i></p> <p><i>Chapter 4 - forbidden unclean scattered Christians</i></p> <p><i>Chapter 5 - Paul epistle Christianity numerous Church bishops bishop</i></p> <p><i>Chapter 6 - compromise debate Council of Jerusalem distinction yoke apostolic missionary the body of Christ interrogated shipwrecked catacombs</i></p> |
| <p><u>Islam 1 Muslim beliefs, claims about truth and worldviews/Ramadan</u></p> | <p>Theology <i>What does Ramadan mean to Muslims?</i></p> | <ul style="list-style-type: none"> • Muhammad's teachings about Sawm and Ramadan • Ramadan and the Muslim calendar • The meaning and experience of Ramadan to two Muslims living in Britain today – from Turkish and Bangladeshi traditions • The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions | <p><i>Chapter 1 - marvelled straining crescent Ramadan illuminates new moon full moon cycle phases of the moon lunar sliver at first light suhoor thread dusk break their fast iftar</i></p> <p><i>Chapter 2 - Jibril the Prophet Muhammad scriptures corrupted Seal of the Prophets Qur'an Night of Power reverence</i></p> <p><i>Chapter 3 - themes imam character zakat charity wholesome spiritual prioritise hardship ease</i></p> <p><i>Chapter 4 - Sawm distract distracting prescribed mindful mankind glorify obedience Hadith deeds compassion reflect faults muezzin</i></p> <p><i>Chapter 5 - reflections couscous salah occupy Khatam Eid madrasa</i></p> <p><i>Chapter 6 - national holiday donations purify</i></p> |

Streethay Primary School Progression of Knowledge in RE

Year 5

| <u>Unit of Work</u> | <u>Disciplinary Focus</u> | <u>Knowledge progression</u> | <u>Vocabulary</u> |
|---|--|---|--------------------------|
| <u>Islam 2</u> | <i>Social Science</i> <i>How do Muslim practices vary round the world?</i> | <ul style="list-style-type: none"> • Festival of Eid: real personal stories from UK • Muslim families: 'What Eid means to me'. • Islam around the world • Two depth studies: North Africa and Pakistan | TBC |
| <u>Islam 3</u> | <i>Theology</i> <i>What do art, architecture, prayers and practices tell us about Muslim views of God?</i> | <ul style="list-style-type: none"> • Islam in Britain and London • Visits to mosques: how to 'read' a mosque • Interviews with Muslims from various traditions - celebrating and understanding diverse Muslim communities (e.g. Bangladeshi, Turkish and Kurdish community groups) | TBC |
| <u>Christian traditions and practices</u> | <i>Social Sciences and Theology</i> <i>How are Christian beliefs and practices around the world similar and different?</i> | <ul style="list-style-type: none"> • Christianity around the world: Britain (inc Wales – chapels and churches), Greek Orthodox Christianity (link with work on Byzantine Empire, Constantinople in history), Christianity in South America (links to Brazil in Year 5, Autumn 1, geography). • Visits to churches: how to 'read' a church • Interviews with Christians from various traditions (Anglican, Baptist, pentecostal, Catholic) • How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions? | TBC |
| <u>Buddhism 1</u> | <i>How does the life and teaching of Siddhartha Gotama affect the way in which Buddhists live?</i> | <ul style="list-style-type: none"> • Geographical and historical setting incl story of Siddhartha Gotama • Suffering and human desire • Hindu origins • Enlightenment • Siddhartha, Devadatta and the swan • Links to ancient civilisations | TBC |
| <u>Buddhism 2</u> | <i>What do Buddhist stories teach Buddhists about enlightenment?</i> | <ul style="list-style-type: none"> • Stories of the spread of Buddhism • More Buddhist stories incl King Banyan and the deer • The god in the Banyan tree • The monkey king and the water demon • Buddhist practices including prayer beads, and attitudes towards alcohol, violence, and vegetarianism (link to Y3 Spring 2 Agriculture) • Buddhism today in UK, Tibet, Thailand. | TBC |
| <u>Sikhism</u> | <i>How do Sikhs use their stories and sayings in their everyday lives?</i> | <ul style="list-style-type: none"> • Hindu origins Guru Nanak • The Guru Granth Sahib. • Comparisons with other sacred texts. stories incl The Milk and the Jasmine Flower, Duni Chand and the Silver Needle • The gurdwara Sikhism today incl communities in Wolverhampton and Sandwell. | TBC |

Streethay Primary School Progression of Knowledge in RE

Year 6

| <u>Unit of Work</u> | <u>Disciplinary Focus</u> | <u>Knowledge progression</u> | <u>Vocabulary</u> |
|--|----------------------------------|--|--------------------------|
| <u>Synoptic overview of the origins of two major families of religion</u> | TBC | <ul style="list-style-type: none"> Abrahamic religions (Judaism, Christianity, Islam) Dharmic religions (Hinduism, Buddhism and Sikhism). Overview: on origins (comparisons of place, culture, stories, time, beliefs) plus one or two issues only (e.g worship or justice) | TBC |
| <u>Changing religion in England over time</u> | TBC | <ul style="list-style-type: none"> Christianity – splits and schisms Henry VIII and the break with Rome Protestant and Catholic | TBC |
| <u>Changing religion in England over time</u> | TBC | <ul style="list-style-type: none"> Big picture: spread of religions linked to demographic change (recall specific geog knowledge). Then examine religious traditions in two British communities with strong links with two different parts of the world (Turkey, North Africa and/or Pakistan). One London, one Liverpool or Peterborough. e.g. focus could be Islam and Hinduism, or Alevism and Christianity. Final chapters on worldviews beyond (though often connected with) the 6 great religious traditions eg humanism, secularism and atheism. Light, overview reference to religious traditions and worldviews existing beyond these two families and/or as offshoots of these two families | TBC |
| <u>Changing religion in England over time</u> | TBC | <ul style="list-style-type: none"> Judaism and Jewish traditions in England. How Jewish communities have interacted with other religious and secular communities Judaism and Jewish traditions in 12th century Norman Sicily. How and why did Jewish, Muslim and Christian art and architecture come together in the Royal Palace of the Kings of Sicily? | TBC |
| <u>Deepening understanding of religious traditions through religious art, music and literature</u> | TBC | <p>Term-long project to be planned with focus on:</p> <ul style="list-style-type: none"> traditions ancient and modern in Christian art, music and poetry traditions ancient and modern in Hindu art, music and poetry traditions in Muslim art, music and poetry How do the arts relate to worship in these traditions? | TBC |