

**Application of skill and Knowledge**

		Cultural Capital (KS1)	Year 3	Year 4	Year 5	Year 6
<p><b>What is the end goal?</b> By the end of KS2, pupils should be able to:</p> <ul style="list-style-type: none"> <li>comment on connections between questions, beliefs, values and practices</li> <li>describe the impact of beliefs and practices on individuals, groups and communities</li> <li>describe similarities and differences within and between religions and beliefs</li> <li>gather, select, and organise ideas about religion and belief</li> <li>suggest answers to some questions raised by the study of religions and beliefs</li> <li>suggest meanings for a range of forms of religious expression, using appropriate vocabulary</li> <li>describe how sources of inspiration and influence make a difference to themselves and others</li> <li>apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives</li> <li>suggest what might happen because of their own and others' attitudes and actions.</li> </ul>		<p>Identify similarities in features of religions and beliefs</p> <ul style="list-style-type: none"> <li>retell religious, spiritual and moral stories</li> <li>identify possible meanings for stories, symbols and other forms of religious expression</li> <li>identify how religion and belief is expressed in different ways</li> <li>respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings</li> <li>ask questions about their own and others' ideas, feelings and experiences</li> <li>give a reason why something may be valued by themselves and others</li> <li>recognise that some questions about life are difficult to answer</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices</li> </ul> <p>Empathy – this includes:</p> <ul style="list-style-type: none"> <li>Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow</li> <li>Seeing the world through the eyes of others, and seeing issues from their point of view</li> </ul> <p>Investigation – this includes:</p> <ul style="list-style-type: none"> <li>Asking relevant questions</li> <li>Knowing how to gather information from a variety of sources</li> <li>Knowing what may constitute evidence for justifying beliefs in religion</li> </ul> <p>Interpretation – this includes:</p> <ul style="list-style-type: none"> <li>Drawing meaning from artefacts, works of art, music, poetry and symbolism</li> <li>Interpreting religious language</li> <li>Suggesting meanings of religious texts</li> </ul> <p>Evaluation – this includes:</p> <ul style="list-style-type: none"> <li>Debating issues of religious significance with reference to evidence and argument</li> </ul> <p>Analysis – this includes:</p> <ul style="list-style-type: none"> <li>Distinguishing between opinion and fact</li> <li>Distinguishing between the features of different religions and beliefs</li> </ul> <p>Synthesis – this includes:</p> <ul style="list-style-type: none"> <li>Linking significant features of religion and belief together in a coherent pattern</li> <li>Connecting different aspects of life into a meaningful whole</li> </ul> <p>Application – this includes:</p> <ul style="list-style-type: none"> <li>Making the association between religion / belief and individual, community, national and international life</li> </ul> <p>Expression – this includes:</p> <ul style="list-style-type: none"> <li>Explaining concepts, rituals and practices</li> <li>Expressing views, and responding to questions of religion and belief through a variety of media</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices</li> </ul> <p>Empathy – this includes:</p> <ul style="list-style-type: none"> <li>Considering the thoughts, feelings, experiences, attitudes, beliefs and values 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<p>What do Christians believe God is like? Who is God?</p>	<p>Why this? Why now?</p>		<p>Year 3 start with mainly Christian knowledge from their KS1 learning. To be able to build to more 'complex' and perhaps 'unfamiliar' religions and concepts further through the school years.</p>	<p>Year Four are encouraged to draw upon their past learning and make comparisons between the religions they have learnt about. The question- who is God? Who is 'My god?' will reappear in Judaism and Sikhism to allow children to learn more remember more.</p>	<p>Islam is taught in year Five because the concepts within it are more abstract and the religion has many aspects to consider. This topic is blocked because it allows children to be more philosophical.</p>	<p>IN Year Six, the Year three learning is revisited to allow children a deeper understanding of the concepts first visited in year 3. Children are able to show progress in their understanding.</p>
	<p>Knowledge</p>	<p>What do Christians believe God is like? To help children to share their own thoughts and ideas about God, and begin to understand that words, pictures and images can convey deep meanings. During this unit they will investigate some images of God contained within the Bible and think about how these help to show Christians who God is. Many of these images are shared by Jews.</p>	<p>That God is a trinity – father, son and holy spirit That God has many titles and these reflect aspects of his character That God's nature is holy, loving, just/fair and forgiving That the person of Jesus reveals what God is like – for example through parables That one of the titles for God is father Christians can experience God through a number of ways e.g. through the bible/personal experience/ natural world/other people/silence God is a trinity – father, son and holy spirit</p>	<p>Comparative Unit What is Wisdom Judaism- Who is their God? Sikhism – Who is their God?</p>	<p>Who do people of Muslim faith believe is their god?</p>	<p>God is a trinity – father, son and holy spirit God is three-and yet one- and equal That each person of the trinity has a distinct character and purpose but is still part of the other two That this understanding of God as a three is unique to Christianity That symbols are sometimes used to express deep Christian beliefs about the trinity That Jesus and God- the father- are with Christians in the Person of the Holy Spirit</p> <p>What do Hindus and Buddhists believe is their God? Do any of the religions believe the same thing?</p>

						Can people believe in the same thing or are they all different?
Who is Jesus?						
	Knowledge	To explore the key events in Jesus' life, so that pupils can appreciate the span of his life being 33 years (rather than a term between Christmas and Easter!), but also to appreciate that Christians believe that the events of his life (including his miracles) show he was both human, and divine (God). To explore how Jesus was a friend and Saviour ('rescuer'), to people he met, who often included the poor and friendless. During this unit, pupils should consider how meeting Jesus changed peoples' lives ('rescued' them), and reflect on how Jesus is still	That Jesus befriended ordinary people e.g. fisherman and outcasts of society-lepers, women and tax collectors, Christians believe that encountering Jesus changed the lives of people who met him Christians believe that Jesus showed that he was god's son by performing miracles Each miracle reveals something different about who Jesus is What impact these events might have on Christians today	Comparative Unit- What is Wisdom?	that Jesus' teaching challenged the people he met, and is still challenging people today What Jesus taught about money, happiness and how to live That Jesus sometimes used parables to teach people deep truths about God and his kingdom that Jesus' teaching has an impact on the lives of Christians today why Christians believe that Jesus is the Son of God About the 'I AM' statements that through his life, Jesus showed people what God is like how, for Christians, these statements express different beliefs about Jesus The significance of the names of Jesus, e.g. Christ, Emmanuel, Lord, Saviour, Redeemer, Messiah, King What Jesus said about himself and his relationship with God	Through PAW group speaking to children about what Faith means to them. Through comparative Unit – What is the Golden rule?  Who is Jesus in other religions? – Consider Hinduism? Do they have a 'Jesus'?
What can we learn from religious books/stories/parables?			Introduction to the religious text that children covered in KS1. Children to learn how to respect and treat a religious text to show respect for other faiths.	Children to build on their understanding of religious texts.	Islam- Qur'an has to be treated in a certain way. Can the children make any links between past knowledge?	Back to the Bible to be able to actually interpret the bible. What do people of that faith believe about the Bible? Why? Can we apply this to other religions- What Golden Rules can we gain from these religious texts?
	Knowledge	important that pupils are also given opportunities to explore the reasons why Jesus told them, to help them to make connections between the parables and what Christians believe. To introduce the idea of the Bible as the 'big story' of God and his people, to familiarise the children with stories and people from the Bible and to learn that the Old Testament precedes the life of Jesus. Schools may wish to focus on stories from the Old Testament because many of the	that Christians believe)the Bible contains events for which there is historical evidence the Bible can be read in many different formats and languages that the books in the Bible were written at different times and by different people that Christians believe that: the Bible reveals the character and purposes of God the Bible is the living word of God and tells his story that this story of salvation has an impact on Christians' lives	Comparative Unit What is Wisdom Tora- Judaism	Islam- Qur'an	that Christians believe that: there are links between events in Genesis and the events of Easter and Christmas ancient prophecies in the Old Testament foretell the birth and death of Jesus ancient prophecies in the Old Testament show that God still loved His people even when they disobeyed Him Jesus did the job that it was prophesied He would do

		Christianity units at KS1 focus on accounts from the life of Jesus, but exploring a range will help children get an idea of the 'beginning, middle and end' of the 'big' Bible story.				Comparative Unit
Why do people use symbols in their religion?						The symbolism in these religions is far more detailed and of a mature context.
			<p>the significance of the events of Pentecost</p> <p>the key features of the life of the Church at its beginning</p> <p>about Peter and Paul's work to establish the Church</p> <p>how the Church began to spread</p> <p>what most Christians believe about the Holy Spirit</p> <p>that Christian symbols for the Holy Spirit include the flame and the dove, and have their origins in the events of Pentecost</p> <p>that communion is linked to the Passover meal</p> <p>about the story of the Last Supper and what Jesus said to the disciples</p> <p>that the symbols of communion are a way of remembering Jesus and his sacrifice</p> <p>that by sharing communion as a group Christians are showing unity</p>	<p>that Christianity is a worldwide religion: festivals are celebrated across the world, but may have different cultural traditions</p> <p>that Christian worship, through art, music ritual and festival, varies throughout the world</p> <p>that all Christians have a set of core beliefs that are expressed within a cultural context</p> <p>that the cross is an important symbol for all Christians</p> <p>that in some countries, Christians (and other religions) are forbidden to gather for public worship</p> <p>to reflect on the meaning of some actions and words involved</p> <p>Christmas unit</p>	Symbolism explored in Islam	Hinduism- explore symbolism
What would be in my prayers?				More detailed knowledge built upon from Year 3.	Do people of the Islamic faith pray like those of a Christian or Jewish/Sikh faith? Routines around prayer	Routines around prayer
		To explore and compare how different religious communities pray, and to consider why other people choose not to pray.	<p>about the significant features found in churches of two Christian denominations</p> <p>the meaning of Christian symbols found in churches and the different beliefs these express</p> <p>that communion and baptism are practices for all Christians because Jesus told them to do these things</p> <p>different denominations have features and practices unique to them</p> <p>that there are similarities and differences between Christian denominations</p>	<p>that the Lord's Prayer helps many Christians to live their everyday lives</p> <p>that Jesus taught people how to pray using the model of the Lord's Prayer</p> <p>that there are important Christian beliefs contained within the Lord's Prayer</p> <p>that this prayer is prayed in Christian communities all over the world</p> <p>that there are different versions of the Lord's Prayer to help people to understand it better</p>	Revisited through Islamic prayer	<p>Hinduism and Buddhist – what are in my prayers if I were a Hindu/Buddhist</p> <p>PAW group visiting- What does your faith mean to you?</p>
Christmas Unit						

	<p>To explore the key events in the Christmas narrative and consider why Christmas is such an important celebration for Christians.</p> <p>To explore the Christmas nativity account for signs (e.g. angels, visit of the Magi, new star) that Christians believe show Christians who Jesus is and why he was born.</p>	<p>Why do people give gifts at Christmas? about the significance of the gifts and what they say about Christian belief about Jesus</p> <p>Gold – a gift for a king Frankincense – for a priest Myrrh – for burial</p> <p>Christians believe: that God values human beings above anything else, which is why Jesus came, as a gift, to earth that Christmas has become over-commercialised,</p>	<p>why artists, throughout history and around the world, have attempted to depict events surrounding the birth of Jesus</p> <p>that artists use symbolism to express the mysterious events of the nativity and to express deep Christian beliefs about the person of Jesus</p> <p>that the way in which Christmas is represented by artists around the world tells us about the importance of Jesus to Christians as God ‘incarnate’</p>	<p>about the different ways in which light is used as a sign at Christmas that Christians believe that the birth of Jesus was a fulfilment of the Old Testament prophecy ‘A light for all people of the world’ (Isaiah 42 v5-6)</p> <p>about the significance of Jesus as the ‘Light of the World’ (John 8 v 12)</p> <p>that light is also used in other religions but in specific ways to convey diverse meanings</p>	<p>There are four Gospels: Matthew, Mark, Luke and John that people experience and recall the same events in different ways that the events of the nativity are recorded as historical by the writers that the Gospel accounts reveal ‘good news’ that there are similarities and differences between the two birth accounts in Matthew and Luke to evaluate reasons why this might be</p>
Easter Unit					
	<p>To consider why the symbols of crosses and eggs are important at Easter time, and what they have to do with the Easter story. This unit includes an opportunity for pupils to make an Easter garden.</p> <p>To explore what the Easter narrative shows Christians about Jesus, and that at the heart of the story is the Christian belief that Jesus died to ‘mend’ people’s friendship with God.</p>	<p>about the events of Holy Week and Easter Sunday and their significance for Christians: Palm Sunday (e.g. triumphal entry, money changers) Maundy Thursday (e.g. foot washing, Passover meal) Good Friday (e.g. trial and crucifixion) Easter Sunday (e.g. resurrection)</p> <p>about the events of Holy Week and Easter Sunday and their significance for Christians: Palm Sunday (e.g. triumphal entry, money changers) Maundy Thursday (e.g. foot washing, Passover meal) Good Friday (e.g. trial and crucifixion) Easter Sunday (e.g. resurrection)</p> <p>about the symbols associated with Easter and their links with what Christians believe about Jesus as King and Saviour (e.g. palm crosses; cross / crucifix; purple robes; bread and wine)</p> <p>about the links between Passover and Easter</p>	<p>about the story of Jesus in the desert and its significance at Lent for Christians</p> <p>that Lent is a time of preparation for Christians</p> <p>that Christians mark Lent in different ways</p> <p>that Ash Wednesday is a time for Christians to seek God’s forgiveness about the significance of the symbols and rituals used during Lent</p>	<p>There are four Gospels: Matthew, Mark, Luke and John that people experience and recall the same events in different ways that the life of Jesus is documented in records other than the Bible that there are similarities (and differences) between the accounts of Holy Week in the Gospels to evaluate reasons why this might be</p>	<p>that Christians believe: Jesus died as a atonement for sin Jesus chose to die Jesus died to show how much God loves people and wants to be reconciled to them</p>
Where would my church be?					
	<p>To learn that ‘church’ is not just a building, but a community of people, and consider why ‘church’ is a special place for Christians. Through this unit, pupils should explore the key features of your local church (exterior/interior/people) and</p>	<p>PSHE- Where are safe places? Where could I go to reflect?</p>	<p>about the significant features found in churches of two Christian denominations</p> <p>the meaning of Christian symbols found in churches and the different beliefs these express</p>	<p>Islam Christianity</p>	<p>Hinduism- temple Buddhist – temple</p>

	investigate Christian symbols that are found there, making connections with what Christians believe, but also recognise that 'worship' is one of the most important things that happens in a church.		that communion and baptism are practices for all Christians because Jesus told them to do these things different denominations have features and practices unique to them that there are similarities and differences between Christian denominations Judaism – synagogue		
Judaism unit					
	To introduce pupils to the Torah as the special holy book for Jews, but also to encourage them to make connections between the Torah and the part of the Bible that Christians call the 'Old Testament'. KS1 5-6 hours Why do Jewish families celebrate Shabbat? To explore why rest might be important, and investigate the importance for Jewish families of Shabbat as a time set apart from the rest of the week. (It is also the 4th of the Ten Commandments)	how its significance is reflected in the location and treatment of the scrolls  about the significance of the synagogue for Jews in terms of being a place for worship, learning and community  that Jews believe the Torah is law, teaching and guidance  the meaning behind the key features, artefacts and symbols found in a synagogue  that the shema is both a prayer and a statement of belief that the teachings contained within the Torah include the shema, and form the core beliefs of Judaism	that Jews mark stages in life through special ceremonies such as Bar / Bat Mitzvah and weddings that Yom Kippur (Day of Atonement) is a time for repentance and forgiveness that Rosh Hashanah celebrates Jewish New Year that Sukkot is a Jewish harvest festival and recalls God's provision in the desert that Pesach (Passover) recalls the events of the Exodus and is celebrated each year with the Seder meal	Are there similarities between any other religions already looked at?	What is Wisdom?
Islam unit					
	To explore how some of Allah's 99 names express who Allah is for Muslims, and how worship of Allah is central to Muslim families and how they live their lives. A visit to a mosque might help develop the learning in this unit. To explore key Muslim beliefs about Muhammad (pbuh), the last and greatest prophet of Islam, and the Qur'an in order to help pupils to understand what's important for Muslim	Eid and assemblies	Eid and assemblies	the meaning behind the key features, artefacts & symbols found in a mosque that the mosque is a place of worship and learning and is led by an Imam that in prayer, Muslims submit to the will of Allah there is no God but God (Allah) and that he is without equal that God is One (Tawhid) the Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic the Qur'an should be read in the original Arabic that reading the Qur'an in Arabic is an act of worship as well as a source of guidance	Comparative Unit What is the Golden Rule? (compares all religions taught across the school)

	families and how it shapes their lives. 'Respect' and 'peace' are important concepts within this unit. Pupils should also be given opportunities to explore stories about the life of the Prophet during this unit and think about why they might be important for Muslim families.			about the pillars (or duties) of Islam Shahadah 'There is no God but Allah and Muhammad is his messenger' Prayer (salah and ritual cleanliness**) Fasting (Sawm) – Ramadan Almsgiving (Zakah) Pilgrimage (Hajj) about celebrations Id-ul-Fitr – this marks the end of Ramadan Id-ul-Adha – celebrates the end of Hajj how the pillars of Islam affect the way Muslims live their lives	
Sikhism					
		Assemblies and Cultural celebrations	that Guru Nanak Ji* was the founder of Sikhism & that he is not worshipped as a god that 'guru' means 'teacher' and that there are ten gurus of Sikhism Sikhs believe that God is one (il Onkar) and present in all living things (Naam) that equality is very important in Sikh society that Sikhs have special symbols which reflect Sikh identity, including the Five Ks that the Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider the content to be holy, not just the book that Sikhs worship at home and at the Gurdwara that the three main duties of a Sikh are to 'Pray, Work and Give'	Assemblies and Cultural celebrations Comparisons to Prior learning	Comparative Unit What is the Golden Rule? (compares all religions taught across the school)
Hinduism Unit					
		Symbolism in religions PSHE- Reflection and well-being	Symbolism in religions PSHE-reflection and well being	Symbolism in religions PSHE-Reflection and Well-being	Hinduism (Sanatan dharma) is a religious tradition that has many cultural expressions and is a way of life that Hindus believe in a supreme reality (Brahman) who is present in all things and represented in many forms the names / roles of some of the key deities and avatars of Hinduism and their place in Hindu worship

					<p>to draw meaning from Hindu images to develop understanding of the Hindu concept of the supreme reality</p> <p>the key rituals of Hindu worship in the home and at the mandir</p> <p>that Hindus have their own sacred writings which are made up of stories with morals and meanings</p>
Buddhism Unit					
		<p>Symbolism in religions</p> <p>PSHE- Reflection and well-being</p>	<p>Symbolism in religions</p> <p>PSHE-reflection and well being</p>	<p>Symbolism in religions</p> <p>PSHE-Reflection and Well-being</p>	<p>about the story of how Prince Siddattha became Buddha</p> <p>that 'Buddha' means 'awakened' or 'enlightened one'</p> <p>that there is no supreme deity in Buddhism</p> <p>that Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating</p> <p>that there are Four Noble Truths in Buddhism</p> <p>that Buddhists follow the teachings of the Eightfold Path</p> <p>that there are artefacts that help Buddhists to meditate</p> <p>that worship and meditation are different</p>
Comparative Units			At the end of Lower Key Stage two		End of Key stage
			<p>What is wisdom?</p> <p>Recap/ evaluation/ reflection on all learning from lower key stage 2</p>		<p>What is the Golden Rule?</p> <p>Recap/learning/reflection on all religions across Key Stage 2-</p>