

Limitless Dreams,  
Endless Opportunities



## Religious Education Curriculum



CHRISTIANITY



BUDDISM



ISLAM



HINDUISM



JUDAISM

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## Subject Specific Planning Documents Religious Education Cycle A

Contents of this scheme of work:

1. Our intent, implementation and impact
2. Explanation and overview of key RE concepts within our curriculum.
3. Progression of disciplinary knowledge and substantive knowledge and skills
4. Subject end points
5. Subject road map

### Intent

At Manor Park we intend to develop well rounded and informed individuals who have a growing understanding of different religions resulting in tolerance for those who share different beliefs to themselves. We aim to ensure that children can identify the impact the different religions have on the world we live in today. Therefore, children must be taught the knowledge and skills to help them link different religions with their own views, aiding them to explore the similarities and differences and discover the role religion has in their own lives.

### Implementation

The Religious Education curriculum is comprised of just over 50% learning and teaching on Christianity and the remaining 50% is on the teaching and learning of Judaism, Hinduism, Islam and Science and is delivered from Reception to Year 6. Our curriculum is implemented through weekly lessons in which children have the opportunity to explore the role and significance of religion in society and the beliefs and values that impact the world today. Through this they explore their own sense of purpose and develop an understanding of it's meaning in their lives. It's aim is to promote shared values and challenge prejudices, which will promote racial and interfaith harmony and encourage children to have respect for all. They should also be able to articulate their own and others ideas on a range of contemporary and social issues such as marriage, how we treat each other and how we take care of the world we live in.

### Impact

The impact of the RE curriculum is triangulated using several measures. Every lesson, work is placed into a shared RE book that is compromised of singular or numerous pieces of work from the whole class demonstrating their learning. This work can be shown through thought bubbles in which children write their thoughts about what they have learnt and what it means to them or the faith that they are studying. Religious Education is monitored through Lesson observations, Data Analysis, Book Scrutiny, Pupil Voice and learning environment reviews. All monitoring is recorded and feedback is given to those who deliver the subject to provide support, guidance and ensure improvement in teaching practice. Throughout the lesson, children are provided with both verbal and ,when needed, written feedback to ensure progress within and across lessons. All of the above ensures that the Religious Education Curriculum is monitored and to help the children to become have secure subject knowledge in which they have a deeper understanding of the many religions that impact on themselves and the world we live in today.

Overview of Subject Content with key concepts

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>			
<b>Year 1</b>	What do people believe about God? (Christianity/Judaism) Golden Thread: God, The world and Self. How do people celebrate special times? (Christianity) Golden Thread: Belonging	How do people decide what is right and wrong? (Christianity) Golden Thread: Personal Belief. Why do people mark Easter in different ways? (Christianity) Golden Thread: Belonging	What does it mean to belong? How do groups express this differently? (Christianity) Golden Thread: Belonging Why are some places more important than others? (Judaism) Golden Thread: Belonging
<b>Year 2</b>	What do people believe about God? (Christianity/Judaism) Golden Thread: God, The world and Self. How do people celebrate special times? (Christianity) Golden Thread: Belonging	How do people decide what is right and wrong? (Christianity) Golden Thread: Personal Belief. Why do people mark Easter in different ways? (Christianity) Golden Thread: Belonging	What does it mean to belong? How do groups express this differently? (Christianity) Golden Thread: Belonging Why are some places more important than others? (Judaism) Golden Thread: Belonging
<b>Year 3/4</b>	How do religious and non religious people talk about God? (Christianity) Golden Thread: God, the world and self. How do people decide what they believe is right or wrong? (Christianity/Judaism/Islam) Golden Thread: Authority	What does it mean to be part of a Religion and Worldview? (Judaism) Golden Thread: Belonging How do people talk about life after death? (Christianity) Golden Thread: Marking life's journey.	When do religious ideas come from? (Judaism) Golden Thread: Religion and worldviews. Why is there diversity in beliefs? (Islam) Golden Thread: Wider world.
<b>Year 5/6</b>	How do people use sources of authority to determine beliefs? (Christianity) Golden Thread: Authority and Personal Beliefs. Are pilgrimage journeys important? How have they changed over time? (Christianity/Hinduism) Golden Thread: Journey	What do people believe about the origins of the world? (Christianity) Golden Thread: Journey How do Hindus make sense of their world? (Hindu Dharma) Golden Thread: God, the world and self.	Why is light important? (Hindu Dharma) Golden Thread: God, the world and self. What does it mean to be human? (World Faiths) Golden Thread: God, the world and self/Personal Belief

Progression of substantive knowledge and disciplinary knowledge for Religious Education – Cycle A

<b>EYFS links</b>	<p>The EYFS framework is structured very differently to learning within key stage one and two as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into later learning. Religious education is not a statutory part of the national curriculum but state funded, local authority schools must provide a basic curriculum. Each local authority will have an agreed syllabus so it is important RE subject leaders are aware of the agreed syllabus and how statements from the 2020 Development Matters feed into that particular syllabus. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception. The most relevant statements for RE are taken from the following areas of learning:</p> <ul style="list-style-type: none"> <li>• Personal, Social and Emotional Development</li> <li>• Understanding the World</li> </ul>							
	Substantive Knowledge			Disciplinary Knowledge and other skills				
	<b>Children know:</b>			<b>Sources of Wisdom</b>	<b>Identity and belonging</b>	<b>Ultimate questions</b>	<b>Human Responsibility and values.</b>	<b>Justice and fairness.</b>
Reception- Making history 'relevant' to the children	Children know some similarities and differences between different religious and cultural communities in this country.  Understand the past through settings, characters and events encountered in books read in class and storytelling.  Understand that some places are special to members of their community.			Talk about the lives of the people around them and their roles in society	Develop their sense of responsibility and membership of a community.  See themselves as a valuable individual.	Think about the perspectives of others.	Show sensitivity to their own and others' needs.	Continue to develop positive attitudes about the differences between people

Key Stage 1 National Curriculum	<ul style="list-style-type: none"> <li>• Talk about stories in the Bible that describe what God is like for Christians &amp; Jews eg Jews &amp; Christians believe God is the creator who cares for all people.</li> <li>• Describe some of what happens at the synagogue &amp; why Shabbat is important to Jews.</li> <li>• Begin to talk thoughtfully with respect to a range of spiritual questions, e.g. What happens when you die? Why do people worship? What do others think about God? (Use examples from different traditions/worldviews)</li> <li>• Recall the main events from the Christmas Bible stories linking these stories with Christianity. For example, put six pictures in order to show what happened on the first Christmas</li> <li>• Identify at least 4 aspects of how Christians celebrate Christmas, explaining why the event might be important to them</li> <li>• Talk about who Christians say Jesus is e.g. called the Son of God; God made man.</li> <li>• Begin to show curiosity and ask questions about at least 3 Christian stories (Christmas)</li> <li>• Raise and suggest answers to relevant questions in response to enquiries into religious/non-religious viewpoints and attempt to support answers using simple reasoning.</li> <li>• Begin to talk thoughtfully with respect to a range of spiritual questions ie How do people decide what is right and wrong?</li> <li>• Recall the main events from the Easter Bible stories linking these stories with Christianity. For example, recall and order the five key events that happened during Jesus' last week on Earth; entry into Jerusalem, Last Supper, arrest, crucifixion, and resurrection.</li> <li>• Recognise the features of a church building and identify at least 3 artefacts found in a church explaining why they are important to Christians.</li> <li>• Describe at least three things a minister/church leader might do.</li> <li>• Describe some of the things that happen at the synagogue and why Shabbat is important to some Jews.</li> <li>• Describe at least three things a Rabbi might do eg take part in a naming ceremony.</li> </ul>
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Substantive Knowledge	Disciplinary Knowledge and other skills							
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Children know:			Beliefs and practices	Sources of wisdom	Symbols and actions	Prayers, worship and reflection	Identity and Belonging	Ultimate Questions	Human Responsibility and Values	Justice and Fairness	
<b>Year 1</b>	<p><b>What do people believe about God (Christianity)</b></p> <p>Children know the difference between man made and natural. Retell the story of creation. Name the two parts of the bible.</p> <p><b>How do people celebrate special times? (Christianity)</b></p> <p>Know what happens in a synagogue. Recall the main events of the Christmas story. Name 2 reasons why the Christmas story is important to Christians. Know why Christians say Christmas is good</p>	<p><b>How do people decided what is right and wrong? (Christianity)</b></p> <p>Understand the difference between right and wrong. Know how people might describe what is right and wrong. Understand what a lie is and what the consequences may be. Know how to be kind to others.</p> <p><b>Why do people mark Easter in different ways? (Christianity)</b></p> <p>Recall the main events of the Easter Story. Know the 5 main events in the Easter story. Entry into Jerusalem. Last super. Arrest Crucifixion Resurrection.</p>	<p><b>What does it mean to belong? How do groups express this differently? (Christianity)</b></p> <p>Know why the church is important to Christians. Identify things that belonging to the church and why they are important to Christians. Know what a vicar is and their daily duties.</p> <p><b>Why are some places more important than others? (Judaism)</b></p> <p>Know what the world refugee means. Understand the Jewish people were refugees and why. Recall Gods promise to Abraham.</p>	<p>Give at least one example of beliefs and practices including festival, worship, ritual and share meaning behind them. Recount outline s of some religious stories. Recount outlines of some religious stories.</p>	<p>Respond to religious and moral stories. Begin to raise questions about sources of wisdom and their origins.</p>	<p>Give at least one example of symbol or action and explain how it is used</p>	<p>Talk about how and where some worshippers pray. Respond to periods of stillness and reflection.</p>	<p>Talk about things and people that matter to them and how they belong to groups including faith groups.</p>	<p>Demonstrate curiosity about the wonder of world, asking and beginning to respond to questions.</p>	<p>Respond to faith stories and examples of showing care and concern for humanity and world.</p>	<p>Respond to moral stories and demonstrate what it means to be right and wrong, just and fair.</p>

			What may be inside a synagogue.								
<b>Year 2</b>	<p><b>What do people believe about God (Christianity)</b></p> <p>Know the difference between natural and man made. Retell the story of creation. Know what happens in a synagogue. Know what Shabbat is and why it is important to Jews.</p> <p><b>How do people celebrate special times? (Christianity)</b></p> <p>Recall the main events of the Christmas story. Name 4 reasons why the Christmas story is important to Christians. Know why Christians say Christmas is good.</p>	<p><b>How do people choose what is right and wrong? (Christianity)</b></p> <p>Know the difference between right and wrong. Know how people might describe what is right and wrong. Understand what a lie is and what the consequences may be. Know how to be kind to others.</p> <p><b>Why do people mark Easter in different ways? (Christianity)</b></p> <p>Recall the main events of the Easter Story. Know the 5 main events in the Easter story. Entry into Jerusalem. Last supper. Arrest. Crucifixion. Resurrection.</p>	<p><b>What does it mean to belong? How do groups express this differently? (Christianity)</b></p> <p>Know why the church is important to Christians. Identify things that belong to the church and why they are important to Christians. Know what a vicar is and their daily duties.</p> <p><b>Why are some places more important than others? (Judaism)</b></p> <p>Know what the world refugee means. Understand the Jewish people were refugees and why. Recall God's promise to Abraham. What may be inside a synagogue.</p>	Give at least three examples of different beliefs and practices including festival, worship, ritual and share meaning behind them.	Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about sacred writings, sources of wisdom and traditions from where they come.	Give at least 3 examples of symbols and actions explaining how and why they express religious learning between communities.	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.	Talk with others how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.	Ask and answer range of how and why questions about belonging, meaning and truth, expressing own ideas and opinions.	Tell stories and share real life experiences of how people care and concern for humanity and world. Think; talk and ask questions and why they do this.	Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair

Key Stage 2 National Curriculum

- In brief explain Christians see God as 'three in one'
- Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg Creation; The Fall,
- Contrast the Christian Jewish & Muslim ideas of God linking their ideas in with other secular views & perspectives.
- Describe and suggest reasons why Christians call Jesus 'Saviour' at Christmas
- Compare & contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians.
- Explain how Jews, Muslims & Christians welcome babies, suggesting differences & similarities between them. Compare & contrast non-religious ceremonies.
- Explain what Christians can learn about Jesus from the nativity stories, eg. 'God with us 'Emmanuel' messiah. The concept and roles of the Trinity in Christianity
- Describe 3 ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah.
- Explain the key events in a Jew's life (eg. freedom) and suggest why it is important to Jews.
- Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer & rescuer
- Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg. Easter, The Story of Zacchaeus.
- Explain with reference to the creative arts how God has a salvation plan for humans.
- Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses.
- Identify ways in which many Jews show respect for the Torah.
- Explain why the 10 commandments are important to both Jews & Christians. Link ideas to other sacred texts/non-religious teachings.
- Describe what Christians & Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide & protector
- Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham.
- Explain how Muslims describe Allah, eg using 99 names.
- Know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God
- Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.
- Explain using key texts, (eg parables, miracles, teaching) the Christian idea of the 'Kingdom of God'. and how Christians seek to live to advance the Kingdom on earth. Example key texts: Beatitudes; The Lord's Prayer; Jesus' Temptations; Parables of the Kingdom
- Outline, compare key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.
- Compare & contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers
- Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.
- Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.
- Analyse & evaluate Hindu beliefs about reincarnation, vegetarianism & caring for the environment
- Explain the Hindu idea of 'Karma and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied
- Identify key Hindu symbols and explain their meaning, eg Aum, Swastika.
- Describe various forms of worship that happen in the Hindu Temple
- Describe how and suggest why Hindus celebrate Diwali and Holi.
- Outline some of the stories of Vishnu, Rama and Sita and explain their significance for a Hindu
- Compare & contrast what motivates people of a religious faith and a non-religious belief to work together to impact UK society & the wider world.

Substantive Knowledge				Disciplinary Knowledge and other skills							
Children know:				Beliefs and Practices	Sources of Wisdom	Symbols and actions	Prayers, Worship and Reflection	Identity and Belonging	Ultimate Questions	Human Responsibility and Values	Justice and Fairness
<b>Year 3/4</b>	<b>How do religious and non-religious people talk about God? (Christianity)</b> Know God is omnipresent, omnipotent and omniscient through the Holy Spirit. Identify 3 similarities and differences between the Jewish and Christian Faith. Explain why Jewish	<b>What does it mean to be a part of Religion and (Judaism) worldview?</b> Describe 3 ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah. Explain the key events in a Jew's Life (eg freedom) and suggest why it is important to Jews.	<b>Where doe religious ideas come from? (Judaism)</b> Know why the Torah is important to Jews, eg given by God to Jews through Moses. Name 3 ways in which many Jews show respect for the Torah. Know why the 10 commandments are important to both Jews & Christians. Describe what Christians & Jews can learn about	Describe using specific religious vocab the impact of celebrations and key moments in life in religious communities. Describe, make connections and reflect on some religious and nonreligious worldviews studied.	Show awareness, respond, describe and interpret a range of stories, sacred writings, psalms, poems hymns, prayers and artefacts. Develop an impact of different communities and on individual believers.	Ask and answer questions about places of prayer and worship and the impact they might make on faith communities. Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet though	Give two examples of how individuals show they belong to a faith community. Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet though appropriate	Give two examples of how individuals show they belong to a faith community. Recognise how some religious people are guided by their religious leaders. Recognise how some religious people are guided by their religious leaders. Show an understanding of some of the challenges	Through creative media, express an understanding of a range of ultimate questions, reflecting on questions difficult to answer. Respond to a range of challenging 'if' and 'why' questions about making sense of the world,	Recognise importance of showing care and responsibility of the world. Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair. Consider and discuss questions on matters that are important in the world including choices about what is right or wrong

	<p>people view God as their Saviour. Understand the persecution of the Jewish people in WW2.</p> <p>Identify 3 similarities between Muslim, Buddhist, Hindu, Humanist and Christian Views.</p> <p><b>How do people decide what they believe is right or wrong? (Christianity/Judaism/Islam)</b></p> <p>Identify 3 similarities and differences between an 'infant' and 'believers' baptism.</p> <p>Know why baptism is important to Christians.</p> <p>Identify and recall the different ways in which Jewish, Muslims, Christian and non-religious people welcome babies.</p> <p>Know the different roles of the Holy Trinity in the Christmas story.</p> <p>Identify the lessons about Jesus in the Nativity story and why he is seen as the 'Messiah'.</p>	<p>Identify why Freedom is linked to Passover.</p> <p>Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer &amp; rescuer.</p> <p><b>How do people talk about life after death? (Christianity)</b></p> <p>Identify and recall the reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg. Easter, The Story of Zacchaeus</p> <p>Explain with reference to the creative arts how God has a salvation plan for humans.</p>	<p>God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as a guide and protector.</p> <p>Recall at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham.</p> <p><b>Why is their diversity within beliefs? (Islam)</b></p> <p>Know how Muslims describe Allah eg using 99 names.</p> <p>Know all Muslims believe Muhammed (pbuh) to be a 'Messenger of God'' eg use of Rumi.</p> <p>Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.</p>		<p>Explain a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.</p> <p>Describe some similarities between communities.</p>	<p>and where appropriate express personal reflections.</p>	<p>express personal reflections.</p>	<p>individuals face in a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p>	<p>expressing personal reflections</p>		
<b>Year 5/6</b>	<p><b>How do people use sources of authority to determine beliefs? (Christianity)</b></p> <p>Explain using key texts, (eg parables, miracles, teaching) the</p>	<p><b>What do people believe about the origins of the world? (Christianity)</b></p> <p>Investigate by gathering, selecting, organising or refining questions and ideas about religious/non religious viewpoints</p>	<p><b>Why is light important? (Hindu Dharma)</b></p> <p>Describe how and suggest why Hindus celebrate Diwali and Holi.</p> <p>Outline some of the stories of Vishnu, Rama and Sita and</p>	<p>Describe, make connections and reflect on some religious and worldviews studied.</p> <p>Use specific religious vocab to describe how</p>	<p>Show awareness, respond and interpret a range of stories, sacred writings and sources of wisdom, recognising and</p>	<p>Compare and describe how and why a range of beliefs, actions and expressions communicate meaning.</p> <p>Identify and describe similarities and differences</p>	<p>Explain why, where and how, worshippers connect to prayer and worship.</p> <p>Actively engage in periods of stillness;</p>	<p>Recognise the challenge of commitment for individuals belonging to a living faith.</p> <p>Raise questions on how faith today is shaped by</p>	<p>Present a range of views and answers to challenging questions about belonging, meaning and truth.</p>	<p>Describe the diversity of local and national communities.</p> <p>Explain how communities can live together, identifying common values</p>	<p>Describe the diversity of local and national communities.</p> <p>Explain how communities can live together, identifying</p>



	<p>Christian idea of the 'Kingdom of God'. Know and identify how Christians seek to live to advance the Kingdom on earth.</p> <p><b>Are pilgrimage journeys important? How have they changed over time? (Christianity/Hinduism)</b></p> <p>Outline and compare key Christian, Hindu and Muslim beliefs about God and make links to other perspectives and viewpoints. Name 3 reasons people believe/don't believe in God. Compare &amp; contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers</p>	<p>through the exploration of creation. Suggest lines of enquiry and plan investigations into religious/non religious viewpoints.</p> <p><b>How do Hindu's make sense of their world? (Hindu Dharma)</b></p> <p>Analyse &amp; evaluate Hindu beliefs about reincarnation, vegetarianism &amp; caring for the environment Explain the Hindu idea of 'Karma and consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied. Identify key Hindu symbols and explain their meaning, eg Aum, Swastika. Describe various forms of worship that happen in the Hindu Temple.</p>	<p>explain their significance for a Hindu. <b>What does it mean to be human? (World Faiths)</b></p> <p>Compare &amp; contrast what motivates people of a religious faith and a non-religious belief to work together to impact UK society and the wider world. Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p>	<p>celebrations and key moments in life are marked by communities.</p>	<p>understanding the impact on different communities and individuals.</p>	<p>between and within communities.</p>	<p>describe their reflective experiences. Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</p>	<p>identity; religious guidance and leadership Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives</p>		<p>, justice, respect and shared responsibility. Use personal responses to challenge</p>	<p>common values, justice, respect and shared responsibility. Use personal responses to challenge</p>
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## Curriculum End Points – RE

The end points for each year group show how children apply the disciplinary and substantive knowledge and other skills they are taught before moving on with their learning.

<b>Year 1 and 2 – Cycle A</b>					
Key Concepts –					
What do people believe about God  (Christianity/Judaism)	How do people celebrate special times?  Christianity	How do people decide what is right or wrong?  Christianity	Why do people mark Easter in different ways?  Christianity	What does it mean to belong? How do groups express this differently? Christianity	Why are some places more important than others?  Judaism
Children can: Explain what Jews and Christians believe about Creation To name the 2 main parts of the Bible To name some artefacts which are important to Jews	Children can: Order the main parts of the Christmas story Name 4 ways in which Christmas is celebrated Talk about why Christians say Christmas is good news	Children can: Explain the difference between right and wrong Talk about why Christians believe lying is wrong	Children can: Recall the 5 key events which happened during Jesus's last week on earth Name 4 ways in which Christians celebrate Easter at home and in church Retell the story of Palm Sunday	Children can: Name and label the key features of a church Identify 3 artefacts found in a church and know why they are important Talk about the name of a church minister and what they do	Children can: To explain what a Synagogue is and why it is important to Jews Name and label the key features of a synagogue Identify 3 artefacts found in a synagogue and know why they are important

<b>Year 3 and 4</b>					
Key Concepts –					
How do religious and non religious people talk about God?  Christianity	How do people decide what they believe is right or wrong?  World Faiths	What does it mean to be part of Religion and Worldview?  Judaism	How do people talk about life after death?  Christianity	Where do Religious ideas come from?  Judaism	Why is there diversity within beliefs?  Islam
Children can: Explain how Christians use symbols to describe God Talk about what other faiths believe about God	Children can: Compare and contrast how babies are welcomed through different world faiths To know the difference between baptism of a baby compared to a believer	Children can: Describe in detail the Jewish festival of Passover Talk about why the Passover is important to Jews	Children can: Retell the Easter story including the death and resurrection of Jesus	Children can: Identify 3 people from the Bible who God made a covenant with and retell one of the stories Describe and explain why the Torah is important to Jews	Children can: Explain how Muslims express their beliefs about God Talk about the importance of Muhammed to Muslims

<b>Years 5 and 6 – Cycle A</b>					
How do people use sources of authority to determine beliefs? (Christianity)	Are pilgrimage journeys important? How have they changed over time? (World Faiths)	What do people believe about the origins of the world? (Christianity)	How do Hindus make sense of their world? (Hindu Dharma)	Why is light important? (Hindu Dharma)	What do people believe about God? (World Faiths)
Children can: Retell the story of the Sermon on the Mount and explain it's importance to Christians	Children can: Explain what a pilgrimage is Name different places linked to pilgrimages and know the religions they relate to	Children can: Compare and contrast different viewpoints around the origin of the world	Children can: Analyse & evaluate key Hindu beliefs Identify key Hindu symbols and explain their meaning, Describe various forms of worship that happen in the Hindu Temple	Children can: Name the 2 Hindu festivals linked to light Retell the story of Rama and Sita and explain their significance to Hindus	Children can: Compare & contrast what motivates people of a religious faith and a non-religious belief to work together to impact UK society and the wider world.

**Christianity:** Talk about stories in the bible that describe what God is like for Christians.  
To begin to talk thoughtfully with respect to a range of different spiritual outcomes.

**Judaism:** Talk about stories in the bible that describe what God is like for Jews.  
Describe some of what happens at the synagogue and why Shabbat is important to Jews.

**Christianity:** To recall the main events from the Christmas bible story and identify how Christians celebrate Christmas.  
To talk about who Christians say Jesus is.

**Christianity:** To raise and suggest relevant questions in response to enquiries into religious and non/religious viewpoints. To talk thoughtfully about the spiritual question how do people decide what is right or wrong?

**Christianity:** Recall the main events from the Easter Bible story.  
To order the five events that happened within the day.  
To recognise the key features of a church building and the importance of a church leader.

**Judaism:** To describe some of the things that happen at a Synagogue.  
Describe at least three things a Rabbi might do.



Year  
1/2



Visitors – Judaism and Islam.  
Trips – Visit a Mosque.  
Easter Experience  
Visits to cathedrals

**Judaism:** Describe and explain why the Torah is important to Jews.  
To identify ways in which Jews show respect to the Torah.  
Explain why the 10 commandments are important to both Jews and Christians.  
Explain two aspects of the 'covenant' God made with Jews.

**Christianity:** Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key stories and texts.  
Explain how God has a plan for the salvation of humans.

**Judaism:** Explain the importance of Jewish festivals such as Passover.  
Explain the key events in a Jew's life and why it is important to Jews.  
Describe what Christians and Jews can learn from old testament stories.

**Christianity:** Describe and suggest why Christians call Jesus the saviour at Christmas.  
Compare and contrast different types of Baptism and their importance to Christians.  
Explain what Christians can learn about Jesus from the Nativity.  
Explain how Jews, Muslims and Christians welcome babies.



Year  
3/4



**Christianity:** To briefly explain Christians see God as the Holy Trinity.  
To describe and suggest reasons why Christians call Jesus 'Saviour'.  
Contrast the Christian and Muslim ideas of God.

**Islam:** Explain how Muslims describe Allah.  
Know all Muslims believe Muhammed to be a messenger of God.  
Recall five key facts about the story of the 'Night of Power'.



**Christianity/Hinduism and Islam:** Outline and compare key Christian, Hindu and Muslim beliefs about God.  
Identify some of the reasons people believe/don't believe in God.  
Compare and contrast Christian/Hindu/Muslim pilgrimages and reflect on how they affect believers.

**Christianity:** Investigate religious and non religious viewpoints. Suggest lines of enquiries and plan investigations into religious/non religious viewpoints.

**Hindu Dharma:** Analyse and evaluate Hindu beliefs about reincarnation, vegetarianism and caring for the environment.  
Explain the Hindu idea of Karma.  
Identify key Hindu symbols and explain their meaning.  
Describe various forms of worship that happen in the Hindu Temple.

**Hindu Dharma:** Describe and suggest why Hindus celebrate Diwali and Holi.  
Outline some of the stories of Vishnu, Rama and Sita.

**World Faiths:** Compare and contrast what motivates people of a religious faith and non religious faith to work together to impact the UK and the wider world.

**Christianity:** Explain the Christian idea of the Kingdom of God and how Christians seek to live to advance the kingdom of God.



Year  
5/6







