



Attleborough Primary Curriculum Intent for R.E

At APS, we want our children to become outstanding global citizens who celebrate the diverse world that we live in with empathy and respect. We teach the children to value differences including differences in religion. We follow the Norfolk Agreed RE Syllabus curriculum to teach the children the fundamental values and beliefs of different world religions and non-religious viewpoints, using the JIGSAW RE scheme. As our pupils move through our school, they will explore concepts and themes of Christianity, Hinduism, Sikhism, Judaism, Islam, Buddhism and Humanism, supporting the children to discover differences and similarities between themselves and others – RE is an important component of children’s personal, social and spiritual development. At APS, RE lessons allow the children to question, challenge and develop their own thinking and beliefs to be able to participate in well-balanced, informed conversations.

Children are able to withdraw from part or all of an RE unit.

EYFS Statutory Framework R.E Related Objectives

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

Norfolk Agreed Syllabus

Religions

1. Christianity
2. At least one other religion, religious belief or worldview.

Pupils begin to explore religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.



| RECEPTION Key content knowledge. | | |
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| Autumn 1 CHRISTIANITY/JUDAISM | Spring 1 HINDUISM | Summer 1 BUDISM/CHRISTIANITY/ISLAM/HINDUISM/SIKHISM |
| <p>Theme: Special People Key Question: What makes people special to me and others?</p> <p>Core knowledge 1. Talk about members of their immediate family and community. 2, Describe people who are familiar to them and why they are special 3, Know some Christian and Jewish Stories – Moses and Jesus’ miracles 4.. Compare and contrast characters from stories, including figures from the past. 5. Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Theme: Belonging - Celebrations Key Question: How do people celebrate?</p> <p>Core knowledge 1. Recognise that people have different beliefs and celebrate special times in different ways. 2. Understand concept of New Year 2. Recognise some similarities and differences between life in this country and life in other countries. 4. Why do Hindu’s celebrate Holi?</p> | <p>Theme: : Storytime Key Question: What can we learn from stories?</p> <p>Core knowledge 1. Know the story of The Crocodile and The Priest 2. Know the story of Bilal and the beautiful Butterfly 3. Know the Christian story of the lost coin 3. Compare and contrast characters from stories, including figures from the past. 4. Recognise that people have different beliefs and celebrate special times in different way</p> |
| <p>Skills</p> <ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Ask questions to find out more and to check they understand. -Use talk to help work out problems and organise thinking and activities. -Listen to and talk about stories to build familiarity and understanding. | | |
| <p>Key Vocabulary</p> | | |
| <p>Bond, baby, carer, Christian, friend, family, grandparent, Jews/Judaism, Jesus, love, Moses neighbour, parent, relationship, religion, special,</p> | <p>Celebration, China, Hindu, Holi, India, New Year, seasons</p> | <p>Allah, creation, equal, Islam, moral, Muslim, story, Sikh, truth</p> |
| <p>Enrichment Opportunities</p> | | |
| <p>sharing own experiences</p> | <p>Walk around town/ sharing own experiences</p> | <p>Visit our local church / sharing own experiences</p> |



| RECEPTION Key content knowledge. | | |
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| Autumn 2 CHRISTIANITY | Spring 2 CHRISTIANITY | Summer 2 CHRISTIANITY/ISLAM/JUDAISM |
| <p>Theme: Christmas - Belonging Key Question: What is Christmas?</p> <p>Core knowledge 1.Know the Nativity story. 2. Understand the importance of gifts to Christians 3.Know the importance of Jesus to Christians, 4.Compare and contrast characters from stories, including figures from the past. 5.Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Theme: : Easter - Belonging Key Question: What is Easter?</p> <p>Core knowledge 1.Know the Christmas Easter Story. 2.Know some symbols of Easter 4.Recognise that people have different beliefs and celebrate special times in different ways. 5.Recognise some similarities and differences between life in this country and life in other countries. 6.Understand the effect of changing seasons on the natural world around them.</p> | <p>Theme: Special Places Key Question: What makes places special?</p> <p>Core knowledge 1.Understand that some places are special to members of their community for worship. 2.Churches for Christians 3. Mosques for Muslims 4. Synagogue for Jews 5.Recognise that people have different beliefs and celebrate special times in different ways.</p> |
| <p>Skills</p> <ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Learn new vocabulary. -Describe events in some detail. -Engage in story times. -Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <ul style="list-style-type: none"> -Ask questions to find out more and to check they understand. -Use talk to help work out problems and organise thinking and activities. -Explain how things work and why they might happen. -Listen to and talk about stories to build familiarity and understanding. | | |
| Key Vocabulary | | |
| Angel, celebrate, Christmas, Christians, Gold, Frankincense, Myrrh , gift, Jesus, King, Nativity, Shepherds, Wise Men | Celebrate, Disciples, donkey Easter, egg Jesus Jerusalem, Romans | Allah, Church, Christian, God, Jew, Islam, Mosque, Muslim, Prayer, synagogue, Worship |
| Enrichment Opportunities | | |
| Nativity Performance | Easter Activities | Visit to local Church |



Key Stage 1 Norfolk Agreed Syllabus (Year 1 and 2)

In-depth investigation of:

1. Christianity
2. One other principal world religion. and encountering :
3. At least one other principal religion or worldview reflected in the local context.

Schools should consider the following factors when deciding what to study as 2 and 3:

- Understanding of the beliefs and practices of a ‘non-Abrahamic’ tradition, e.g. Sikhism.
- Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam.
- The local context. · Provide foundations for KS2

More time should be spent on Christianity than any other individual religion or worldview. A minimum of 50% of allocated curriculum time should be spent on (1) and a minimum of 25% on (2). The remainder on (3).

Year 1
Key content knowledge.

| Autumn Term 1 CHRISTIANITY | Spring Term 1 CHRISTIANITY | Summer Term 1 JUDAISM |
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| <p>Theme: Creation Key Question: What do Christians believe about God?</p> <p>Core knowledge 1.Christians believe that God is the Creator of the World 2. Know the Christian Creation Story 3. Know how Christians think God wants them to behave towards the world. 4. Know how it feels to take care of something or somebody 5. Know how to take of the World</p> <p>Skills -Express an opinion about some Christian beliefs about God. -Start to link Christian beliefs and good actions</p> | <p>Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship?</p> <p>Core knowledge 1. Know how we can show friendship to others. 2. Know some stories from the Bible where Jesus showed friendship. 3. Know when it is easy to show friendship. 4. Know why it can sometimes be difficult to show friendship to others. 5. Know the things you value about friendship.</p> <p>Skills Start to link Christian beliefs, friendship and good actions (Discovery RE Unit)</p> | <p>Theme: Introduction to Judaism Key Question: Who was God to the Jews?</p> <p>Core knowledge 1.Know what a promise is and understand that trust is important when making an agreement. 2.Know how some important Jewish beliefs began. 3.Know that Jews believe in one God. 4. Know the Ten Commandments and their purpose. Know the stories of Abraham and the Idols, 5. Understand why agreements are important 6. Know how rules can help us lead a happy life.</p> <p>Skills -Talk about an agreement Jewish people make with God- explain why this is important -Say why these</p> |



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| | | make Jews feel they have a special relationship with God |
| Key Vocabulary | | |
| Bible, Christian, create/creation/Creator, Earth, God, proud, precious, respect, wonder, World | Bible, Christian, Friend/friendship. Jesus | Abraham, agreement, covenant God, Jews, Judaism, mitzvah, Moses ,rules, synagogue, Ten Commandments, Torah |
| Enrichment Opportunities | | |
| Creation stories | Discussion and debate | Video clips |
| Autumn Term 2 CHRISTIANITY | Spring Term 2 CHRISTIANITY | Summer Term 2 JUDAISM |
| <p>Theme: Christmas/Incarnation Key Question: What gifts might Christians give Jesus if he had been born in my town today? Core knowledge 1.Know what a meaningful gift is. 2. Remember some of the Christmas story 3. Know why the gifts given to Jesus might have been meaningful in Bethlehem 4. Retell the Christmas story and know what gifts may be different today 5. Know what makes a gift special to me 6.Know the feelings of giving and receiving special gifts. Skills - Suggest a gift a Christian might give to Jesus -Start to explain why Jesus is special to Christians</p> | <p>Theme: Easter – Palm Sunday Key Question: Why was Jesus welcomed like a King or celebrity on Palm Sunday? Core knowledge 1.Know the qualities in people I admire 2.Know why Christians think Jesus may have been special or important to the people around him. 3.Retell some of the Easter story (Before and during Palm Sunday) 4. Retell some of the Easter story (Palm Sunday to Easter Sunday) 5. Know who to talk about why I admire a person. Skills -Show awareness that Jesus is special to Christians -Start to explain why Jesus is special to Christians</p> | <p>Theme: Shabbat Key Question: Is shabbat imp. to Jewish children? Core knowledge 1.Know importance of a favourite day of the week. 2. Retell the creation story and know how it relates to the Sabbath 3. Know how Shabbat is celebrated 4. Understand why a Jewish family might go to a synagogue to celebrate Shabbat 5. Know what happens on Shabbat 6. Understand why having a regular time of peace or rest might be good for me and others Skills -Start to make a connection between being a Jewish child and decisions about behaviour or actions</p> |
| Key Vocabulary | | |
| Bible, Christian, frankincense, gift/present, gold, incarnate/ incarnation, meaningful, myrrh, nativity, wise men/magi | admire/admiration, Bible, celebrity, Christian, Disciples, Jesus, Messiah, qualities, Palm Sunday, Romans, salvation | Jews/Judaism, kippah, prayer, Rabbi, routine, Sabbath, Shabbat, Shalom, Star of David, synagogue, Torah |
| Enrichment Opportunities | | |
| Nativity | Easter craft activities | Video clips |



| Year 2 Key content knowledge. | | |
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| Autumn Term 1 CHRISTIANITY | Spring Term 1 JUDAISM | Summer Term 1 JUDAISM |
| <p>Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all the time? Core knowledge 1. Know how to be kind to others even when this is difficult. 2. Re-tell a story Jesus told about being kind (e.g. The Good Samaritan) 3. Know about a time in the Bible when Jesus showed kindness to somebody that was unpopular 4. Re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. 5. Know why kindness is important and ways to show kindness Skills -Say if I think most Christians think they should be kind and give a reason</p> | <p>Theme: Worship in a synagogue Key Question: Does visiting a Synagogue help Jewish children feel closer to God Core knowledge 1. Know about my favourite place and say why it is special to me 2. Know Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue. 3. Know about the Jewish Holy Book 4. Know about special clothing Jews wear when visiting the synagogue 5. Explain feelings when I visit a place that is special to me 6. Think about how the synagogue might give special feelings to Jews, and include similar features in a special place I have designed Skills -Talk about how Jewish children may feel closer to God if they visit the synagogue. -Explain reasons why a Jewish child might feel closer to God in the synagogue</p> | <p>Theme: Abraham and Isaac, marriage Mitzvah Day Key Question: What is best way for a Jew to lead a good life? Core knowledge 1. Know about agreements I have made and say why they are important. 2. Know why Abraham is important to Jewish people and talk about his commitment and trust in God 3. Know how Jews can commit to each other through marriage 4. Know how Jewish believers try to lead a good life through doing good in the world 5. Know examples of things to live a good life and explain which ones are more/less important. 6. Know how I choose different ways to live out my understanding of a good life Skills -Express opinion on ways that might be the best ways for Jews to live a good life and start to give reasons</p> |
| Key Vocabulary | | |
| Bible, Christian, commandment, disciples, gospel, kind/kindness, parable, Samaritan | Jerusalem, Jews/Judaism, Kippah/Kippur, Mezuzah, Mitzvah, Rabbi, Shabbat, Star of David, synagogue, Torah | Abraham, agreement, ikkun Olam Judasim/Jews, Mitzvah Day, Mitzvoth, Rabbi, Shabbat, Star of David Synagogue. Torah, Tu B'Shevat |
| Enrichment Opportunities | | |
| Discussion and debate | Video clips | Discussion and debate |



| Autumn Term 2 CHRISTIANITY | Spring Term 2 CHRISTIANITY | Summer Term 2 Sikhism |
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| <p>Theme: Christmas – Jesus as gift from God Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Core knowledge 1. Know why the world needs special care 2. Understand that a Christian might believe Jesus came to save the world 3. Know something a Christian might use to prepare for Christmas and what this might look like in different places in the world 4. Describe the gifts Christians might think Jesus brought to the world 5. Know how I could help people in the world by showing love</p> <p>Skills -Explain why Christians think God gave Jesus to the world</p> | <p>Theme: Easter - Resurrection Key Question: How important is it to Christians that Jesus came back to life after His Crucifixion?</p> <p>Core knowledge 1. Know about what I believe happens when something or somebody dies and how memories help me to remember 2. Recall parts of the Easter story: to the crucifixion and say what I think happens next; 3. after the crucifixion; 4. after the resurrection 5. Start to explain what I believe happens to you when you die 6. Know what symbols I would like to use when celebrating people I love or new life</p> <p>Skills -Suggest what I think happened to Jesus after the tomb was found empty. -Explain what Christians might believe about the resurrection of Jesus, give my own opinion, evaluate how important this might be to them</p> | <p>Theme: Special People Key Question: Who is God to Sikhs?</p> <p>Core knowledge 1. Talk about important people in my life and explain what makes them special 2. Retell the story of Guru Nanak and share a key message from the story about how Sikhs believe people should live 3. Explain what the Guru Granth Sahib is and why it is special to Sikhs 4. Know 3 things Sikhs believe about God 5. Re-tell a story of the Sikh religion and begin to explain what Sikhs believe about God 6. Understand how to treat people that are special to me and can talk about how what people believe can help them to try and live a better life</p> <p>Skills -Explain how Sikh beliefs can help them try and live a better life</p> |
| Key Vocabulary | | |
| Agape, bible, Christian, gift, God, Jesus, incarnation, salvation, trinity | Crucifix/crucifixion, disciples, Easter, Palm Sunday, New Testament, Resurrection | Care, equal, generosity, Gurdwara, Guru, honest living, kindness, love, respect, share, Sikh |
| Enrichment Opportunities | | |
| Christmas Drama/performance | Norwich Cathedral / Easter craft activities | Video clips / discussion and debate |



| Key Stage 2 Norfolk Agreed Syllabus (Year 3-6) | |
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| <p>In-depth investigation of:</p> <ol style="list-style-type: none"> 1. Christianity 2. Two other principal world religions. 1. and encountering: 3. At least one other religion, or worldview. <p>Schools should consider the following factors when deciding what to study as 2 and 3:</p> <ul style="list-style-type: none"> • Understanding of the beliefs and practices of a Dharmic tradition, e.g. Hinduism • Understanding of connections between Abrahamic religions, e.g. Christianity, Judaism and Islam. • The local context. • Build upon learning at KS1, provide foundations for KS3 | <p>More time should be spent on Christianity than any other individual religion or worldview. A minimum of 35% of allocated curriculum time should be spent on (1) and a minimum of 20% on each of (2). The remainder on (3).</p> |

| Year 3 Key content knowledge. | | |
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| Autumn Term 1 Hinduism | Spring Term 1 CHRISTIANITY | Summer Term 1 HINDUISM |
| <p>Theme: Diwali Key Question: What might Hindus (Sanatanis) learn from the story of Rama and Sita and the celebrations of Diwali?</p> <p>Core knowledge</p> <ol style="list-style-type: none"> 1. Understand what it means to ‘belong’ and can talk about the feelings a sense of belonging brings. 2. Know the story of Rama and Sita 3. Describe how the story of Rama and Sita helps Hindus understand right and wrong 4. Know how the story of Rama and Sita informs some elements of Sanatana Dharma practice 5. Know why belonging is important to me 6. understand what it means to ‘belong’ and can talk about the feelings a sense of belonging brings <p>Skills</p> <ul style="list-style-type: none"> -Say how Diwali helps a Sanatani child feel like they belong -Explain why story of Rama & Sita might be imp, to Hindus today | <p>Theme: Miracles Key Question: Could Jesus heal people? Were these miracles or is there other explanations?</p> <p>Core knowledge</p> <ol style="list-style-type: none"> 1. Explain what I think a miracle is 2. Explain Christian viewpoints about some of Jesus’ healing miracles 3. Know about some of the things in the world that people think of as miracles and whether there might be another explanation 4. Talk about a miracle I would like to see happen in the world today <p>Skills</p> <ul style="list-style-type: none"> -Say what I think might have happened in one of Jesus' healing miracles. -State opinion on whether Jesus actually healed people or not | <p>Theme: pilgrimage Key Question: Does visiting the River Ganges make a person a better Hindu (Sanitani)?</p> <p>Core knowledge</p> <ol style="list-style-type: none"> 1. Understand the importance of water 2. Explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything 3. Know what actions Hindus might carry out in the river Ganges 4. Know a ritual that happens at the Ganges and explain why this is important and significant to Hindus 5. Know how I can protect water. <p>Skills</p> <ul style="list-style-type: none"> -Explain the significance of the Ganges to Sanatanis and how carrying out a ritual there might make a person feel like a better Sanatani |
| Key Vocabulary | | |



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| Belonging, Brahma, Brahman, Deity, diva, Diwali, Festival, gratitude, Mendhi, Puja, Rama, Sita | Bible, disciples, God, Jesus, incarnation, miracle, New Testament, Salvation | Brahma, God, River Ganges pilgrimage, purifying, rituals , scared, spiritual |
| Enrichment Opportunities | | |
| Diwali craft activities | Stories / Discussion and debate | Video Clips |
| Autumn Term 2 CHRISTIANITY | Spring Term 2 CHRISTIANITY | Summer Term 2 HINDUISM |
| <p>Theme: Christmas Key Question: Has Christmas lost its true meaning Core knowledge 1. Know about what the Christmas celebrations or holidays mean to me 2. Explain why certain Christmas items or symbols might be meaningful to Christians 3. Explain why kindness might be meaningful to Christians at Christmas 4. Consider how a Christian might explain why Jesus was sent to Earth 5. Explain what Christmas means to me and talk about whether this involves giving and receiving gifts 6. Explain what gift I would like to give to the world Skills -Talk about some of the different way Christmas is celebrated by Christians and non-Christians -Tell you what Christmas means to Christians and what it's true meaning might be to them and to me</p> | <p>Theme: Easter - Forgiveness Key Question: What is Good about Good Friday? Core knowledge 1. Explain how somebody might rescue or help others in a difficult situation 2. Explain why Jesus' death might be important to Christians because of what happened at the Last Supper 3. Explain why Jesus' death might be important to Christians because of what happened on Good Friday 4. Explain what I think might or might not be good about the story of Easter as a rescue 5. Reflect on how rescuing somebody by taking action or showing them a better way to live might be a good thing Skills -Reflect on the Easter story and explain what might be good about Good Friday to a Christian</p> | <p>Theme: Hindu Beliefs Key Question: What do some deities tell Sanatanis about God? Core knowledge 1. Know how people show different aspects of their personalities 2. Explain the Hindu belief that Brahman is one supreme deity with different aspects 3. Explain what some Hindus might believe about Ganesha 4. Explain what some Hindus might believe about Lakshmi 5. Understand how different aspects of my character help others see who I really am 6. Know how I could show more of my positive aspects Skills -Explain why or how these deities might tell Sanatanis more about God</p> |
| Key Vocabulary | | |
| Bethlehem, Bible, Christmas, God, Jesus, Saviour, shepherds, Wise Men/Magi | Betray, bible, Crucifixion, disciples, Easter Sunday Good Friday, Gospel, incarnation, Jesus, Last Supper, New Testament, resurrection, sacrifice. | Attributes, Brahma, Brahman, deity, Ganesha, Lakshmi, supreme, Trimurti |
| Enrichment Opportunities | | |
| Christmas drama/performance | Easter activities | Video clips |



| Year 4 Key content knowledge. | | |
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| Autumn Term 1 JUDAISM | Spring Term 1 ISLAM | Summer Term 1 ISLAM |
| <p>Theme: Beliefs and Practices Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Core knowledge</p> <ol style="list-style-type: none"> 1. Understand how people show commitment in their lives 2. Know how a Jewish practice and describe how it enables Jews to show their commitment to God 3. Describe how Bar and Bat Mitzvah enable Jews to show their commitment to God 4. Describe how the different practices can enable Jews to show commitment to God and compare to similar rites of passage that I know about 5. Show an understanding of why people show commitment in different ways 6. Explain how people show different levels of commitment in public, although their beliefs might be the same <p>Skills</p> <ul style="list-style-type: none"> -Explain why some ways of showing commitment to God might be better than others for Jews. -Explain that individuals choose to show different degrees of commitment to their religion | <p>Theme: Prayer Key Question: Does praying at regular intervals help a Muslim in everyday life?</p> <p>Core knowledge</p> <ol style="list-style-type: none"> 1. Consider how making a regular commitment to something can increase its effectiveness 2. Know some reasons why Muslims might pray 3. Explain what parts of Muslim’s life might be helped by regular prayer 4. Explain why Muslims might want to pray in a Mosque 5. Explain how commitment can be hard and can describe how it would feel to reach a goal 6. Consider what regular actions are important to me and how I can remember them <p>Skills</p> <ul style="list-style-type: none"> -Explain how Muslims might be helped in their everyday lives by regular prayer | <p>Theme: Pilgrimage Key Question: Does completing a pilgrimage make a person a better Muslim?</p> <p>Core knowledge</p> <ol style="list-style-type: none"> 1. Know what I might need for a special journey 2. Know what preparation might be needed to visit Makkah for Hajj 3. Explain what happens at different stages of Hajj 4. Explain how a Muslim might act and feel at different stages of Hajj explain how a Muslim might act and feel at different stages of Hajj 5. Consider a special journey I have taken or would like to take and explain the feelings it may cause 6. Know how to describe a special journey <p>Skills</p> <ul style="list-style-type: none"> -Consider if completing the Hajj makes a person a better Muslim and say why or why not |
| Key Vocabulary | | |
| Bar/Bat Mitzvah, Commitment, Hebrew, prayer, Rabbi, Shabbat, synagogue, Tenakh, Torah | Commitment dome/minaret, Hajj, Ka’bah, Makkah, Mosque. Muhammad, Muslim, pilgrimage, prayer (Salat/Salah), Qur’an | Arafat, commitment, 5 Pillars of Islam, Hajj, Ihram. Ka’bah. Makkah, Mosque, Muslim, pilgrimage, Qur’an |



| Enrichment Opportunities | | |
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| Discussion and Debate | Video clips | Video clips |
| Autumn Term 2 CHRISTIANITY | Spring Term 2 CHRISTIANITY | Summer Term 2 CHRISTIANITY |
| <p>Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Core Knowledge 1. Explain why symbols are used and the meaning of some symbols to me 2. Explain what Christmas symbols might refer to the Christian story of Jesus’ birth 3. Explain what parts of the Nativity story might be meaningful to some Christians 4. Explain the symbolism within a Christingle 5. Know what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me 6. Know how to design a symbolic object to show the significance of Christmas time to me</p> <p>Skills -Consider what is significant for a Christian about the Nativity story and what it tells them about Jesus. -Reflect on how I feel about Christian beliefs about Christmas and the incarnation</p> | <p>Theme Easter Key Question: Is forgiveness always possible for Christians?</p> <p>Core Knowledge 1. Explain what forgiveness is and why it might be difficult in some situations 2. Describe what a Christian might learn about forgiveness from a Bible story 3. Retell a Bible story where Jesus forgave somebody 4. Discuss how some Christians might feel about forgiveness 5. Know whether I think showing forgiveness might be important 6. Explain what forgiveness might mean to me</p> <p>Skills -Show an understanding of how Christians might believe God can help them show forgiveness. -Start to give examples of when Jesus showed forgiveness and explain why I think he asked people to follow this example</p> | <p>Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians?</p> <p>Core Knowledge 1. Describe the feelings I associate with a special place 2. Discuss some events or services that might happen at a church (with a focus on Baptism) 3. Discuss some events or services that might happen at a church (with a focus on Holy Communion) 4. Discuss how a church might support a Christian with prayer and worship in their lives today. 5. Explain some of my feelings about a special place and suggest why they exist</p> <p>Skills -Understand why a Church may have an impact on a Christian. -Start to say why the church may or may not be important to Christians</p> |
| Key Vocabulary | | |
| Bethlehem, Bible, Christmas, Christingle, God, Jesus, significant, symbol | Deliberate, forgive/ness, Gospel, heaven, hurtful, kingdom, meaningful, resentment | Baptism, Christening, Church, confirmation, feelings Prayer, marriage, Significance, Special, symbol worship |
| Enrichment Opportunities | | |
| Christmas drama/performance | Answering philosophical questions | Video clips / Discussion and Debate |



| Year 5 Key content knowledge. | | |
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| Autumn Term 1 HINDUISM: | Spring Term 1 SIKHISM | Summer Term 1 HINDUISM |
| <p>Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Explain what commitment means and how it can be demonstrated in different ways 2. Explain the significance of Puja and how Puja shows commitment to God 3. Explain how Hindus worship and show devotion to the gods and goddesses 4. Explain why a Hindu pilgrimage to the Ganges might show commitment to God 5. Explain what commitment means to me and how I show it. <p>Skills</p> <ul style="list-style-type: none"> -Say what I think is the best way for a Sanatani to show commitment to God and explain my reasons -Stat to explain that individuals choose to show different degrees of commitment to their religion | <p>Theme: Beliefs and moral values Key Question: How are sacred teachings and stories interpreted by Sikhs today?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Know an example of a story that teaches me how to behave towards other people 2. Describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important 3. Recognise that stories can be an important way of expressing belief and meaning 4. Consider how the teachings and example of one of the Gurus changed women’s rights in Sikh 5. Explain how some stories can teach people about what is important and how to behave 6. Give my opinion as to why stories may be important to people today <p>Skills</p> <ul style="list-style-type: none"> -Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs -Explain why Sikh stories could be considered important today | <p>Theme: Beliefs and moral values? Key Question: Do beliefs in karma and moksha help Hindus lead good lives?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Explain what consequences might come from actions I could take 2. Explain the Hindu belief in Karma and Reincarnation and different types of Dharma 3. Explain how a belief in Karma could help Hindus live good lives 4. Explain how some Hindus choose to live a good life because of their beliefs 5. know my views on life after death and start to explain how these views may make a difference to how I live my life 6. Reflect how my beliefs may support me in leading a good life <p>Skills</p> <ul style="list-style-type: none"> -Express an opinion whether the Sanatani belief in reincarnation helps them lead good lives and explain why I think this |
| Key Vocabulary | | |
| Brahma, Brahman, deity, Dharma, eternal, Mandir, Puja, shrine, Vedas | Compassion, equality, Gurdwara, Guru Granth Sahib, Guru Nanak, moral, parable | Brahma, Brahman, Deity, Dharma-duty, Karma, Moksha, reincarnation, Samsara, suprême, TriOmurti |
| Enrichment Opportunities | | |
| Video clips | Discussion and debate | Video clips |



| Autumn Term 2 CHRISTIANITY | Spring Term 2 CHRISTIANITY | Summer Term 2 Buddhism |
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| <p>Theme: Christmas Key Question: Is the Christmas Story true?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Understand how there might be different versions of events which are all true to some extent and to some people 2. Retell a version of the Christmas story from the Bible 3. Compare versions of the Christmas story from the Bible 4. Explain what a Christian might believe is true from the Christmas Story 5. Explain how “true” could mean different things to different people, and how stories can be “true” in different ways 6. Explain how people can see truths in stories which may not be completely true <p>Skills</p> <ul style="list-style-type: none"> -Express an opinion on whether the Christmas story is true and what this might mean to Christians | <p>Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Understand how some people believe in destiny and how others might believe in having free will to make their own choices 2. Consider whether the crucifixion was a consequence of the events of Holy Week 3. Consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God’s plan: (Last Supper to praying in the garden) 4. (The trials, Peter’s denial, crucifixion, burial and resurrection) 5. Explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week 6. Know an example of someone with a strong sense of purpose in their life and give my opinion on this <p>Skills</p> <ul style="list-style-type: none"> -Consider important questions about whether Jesus knew he was going to be crucified -Express an opinion on whether Jesus’ crucifixion was his destiny or purpose | <p>Theme: Key Buddhist beliefs Key Question: What is the best way for Buddhists to show commitment to their beliefs?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Know what might be important to me and understand that might be different to other people 2. Explain why the Buddha might be thought of as a Jewel or Refuge by some Buddhists 3. Explain how a Buddhist might show commitment to the Dhamma – the teachings of the Buddha 4. Explain how being part of the Sangha would help a Buddhist show commitment to their beliefs 5. Explain why the three Jewels or Refuges might be valuable to Buddhists 6. Explain the characteristics of a safe space and consider how to make one in school <p>Skills</p> <ul style="list-style-type: none"> - Say which of the 3 Jewels or Refuges I think would help a Buddhist show commitment to their beliefs |
| Key Vocabulary | | |
| Bethlehem, bible, Christmas, confirmation, disciples, God, gospels, Jesus, scholar | Betray, crucifixion, destiny, disciples, Easter, Good Friday, gospel, incarnation, New Testament, Pharisee, resurrection, sacrifice | Buddha, Buddhism/Buddhist, commitment Dhamma, enlightenment, monastery, refuge, Sangha, value |
| Enrichment Opportunities | | |
| Carols at local church | Discussion and debate | Discussion and debate |



| Year 6 Key content knowledge. | | |
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| Autumn Term 1 ISLAM | Spring Term 1 ISLAM | Summer Term 1 Humanism |
| <p>Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Discuss what I have been committed to and what I would like to commit to in the future 2. Explain why some reasons for prayer might be important to Muslims 3. Explain why helping the poor or needy might support a Muslim in showing commitment to God 4. Explain how fasting might show commitment to God for a Muslim 5. name a commitment that is important to me and say why it is important 6. Identify commitments I could improve upon and say how <p>Skills</p> <p>-Say which I think is the best way for a Muslim to show commitment to God & why</p> | <p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Consider what motivation means and how people can be helped when others are motivated to do good deeds 2. Interpret some things the Qur'an says about life after death 3. Say how instructions in the Qur'an can help Muslims lead a good life 4. Explain some actions a Muslim might take as Jihad 5. Give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow 6. Express a vision of how leading a good life could make the world the place I want it to be <p>Skills</p> <p>-Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims -Explore my own and other people's attitudes towards interpretations and recognise and challenge stereotyping</p> | <p>Theme Key Question: What motivates Humanists to lead good lives?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Discuss what is a "good" life 2. Know what rule a Humanist might choose to live by to live a good life 3. Know what a Humanist might believe about how the world began 4. Know what actions a Humanist may take to live a good life. 5. Explain some actions a Humanist might take to lead a good life 6. Say what would motivate me to lead a better life <p>Skills</p> <p>-Explain how Humanists might act in their daily lives</p> |
| Key Vocabulary | | |
| Allah, Hajj, Makkah, Mosque, Muhammad, Muslim, pilgrimage, prayer (salay/salah), Qur'an, Ramadan, Zakat | Akhirah, Allah, fasting, motivation, Muslim, prayer (salat.salah), Qur'an. Ramadan, strive | Atheist,ethical, evolution, Humanist, inspiration Naturalist, Non-religious, worldview |
| Enrichment Opportunities | | |
| Video clips | Cambridge Mosque visit | Discussion and debate |



| Autumn Term 2 CHRISTIANITY | Spring Term 2 CHRISTIANITY | Summer Term 2 Humanism |
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| <p>Theme: Christmas Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Explain who has been an influence or inspiration in my life and why 2. Discuss different types of festivals and celebrations and discuss what they demonstrate about Christianity 3. Explain some ways in which Christianity is influencing lives today regarding symbols and Christian organisations 4. Explain some ways in which Christianity is influencing lives today with its impact on people round the world and in this country 5. explain how the influence people have had on me has affected my views 6. Explain a legacy I would like to leave the world <p>Skills</p> <ol style="list-style-type: none"> 1. Give my opinion as to whether Christianity is a strong religion and why I think this | <p>Theme: Beliefs and Meaning Key Question: Is anything ever eternal?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Explain why I think some things will last forever and what I mean by that 2. Discuss different types of love and whether they may be able to last for ever 3. Discuss the Christian beliefs in heaven and what actions a Christian might take to obtain eternal life 4. Discuss the Christian beliefs in forgiveness and eternal life and how this might motivate a Christian to do good 5. Explain my own beliefs about whether anything is ever eternal 6. Explain my own beliefs about what it means to lead a good life <p>Skills</p> <ul style="list-style-type: none"> -Explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives | <p>Theme Key Question: How do inspirational people impact on how Humanists live today?</p> <p>Core Knowledge</p> <ol style="list-style-type: none"> 1. Discuss the characteristics of a role model 2. Discuss how inspirational people might inspire a Humanist and say why 3. Know something which has inspired me and how I live 4. Say whether the people we have studied might be a role model to me and others <p>Skills</p> <ul style="list-style-type: none"> -Explain how Humanists might act as a result of this inspiration |
| Key Vocabulary | | |
| <p>Agape, British Values, charity, festival, impact Influence, inspiration, legacy, respect, symbol</p> | <p>Agape, conditional/unconditional, disciples Eternity, forever, forgiveness, Humankind Messiah, promise, sacrifice, salvation</p> | <p>Atheist, ethical, evolution, Humanist, inspiration Naturalist, Non-religious, worldview</p> |
| Enrichment Opportunities | | |
| <p>Carols at local church Drama and debate</p> | <p>Discussion and Debate Answering philosophical questions</p> | <p>Debate</p> |