



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. 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 thinking to be able to participate in well-balanced conversations about theosophical issues. We want children to be religiously literate using academically informed judgements.



EFYS 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.

Autumn 1 CHRISTIANITY/JUDAISM	Spring 1 HINDUISM	Summer 1 BUDISM/CHRISTIANITY/ISLAM/HINDUISM/SIKHISM
Theme: Special People Key Question: What makes people special to me and others? Core knowledge 1. Know some Christian Stories 2. Talk about members of their immediate family and community. 3. Name and describe people who are familiar to them. 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.	Theme: Belonging - Celebrations Key Question: How do people celebrate? Core knowledge 1. Recognise that people have different beliefs and celebrate special times in different ways. 2. Recognise some similarities and differences between life in this country and life in other countries. 3. Understand the effect of changing seasons on the natural world around them. 4. Why do Sanatana Dharma celebrate Holi?	Theme: : Storytime Key Question: What can we learn from stories? 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
Skills -Understand how to listen carefully and why listening is important. -Learn new vocabulary. -Ask questions to find out more and to check they understand.		



-Describe events in some detail. -Use talk to help work out problems and organise thinking and activities. -Explain how things work and why they might happen. -Engage in story times. -Listen to and talk about stories to build familiarity and understanding. -Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.							
Key Vocabulary							
Religion	Rules	Moses	Celebration	Sanatana Dharma	Story	moral	Priest
Ten Commandments	Judaism	Jews	India	Holi	Sikh	equal	creation
Role Model	Jesus	Christians	Good	Evil	Muslim	Islam	Allah
Son of God	Miracle	healing					
Enrichment Opportunities							
sharing own experiences			Walk around town/ sharing own experiences		Visit our local church / sharing own experiences		
RECEPTION							
Key content knowledge.							
Autumn 2 CHRISTIANITY			Spring 2 CHRISTIANITY		Summer 2 CHRISTIANITY/ISLAM/JUDAISM		
Theme: Christmas - Belonging Key Question: What is Christmas? Core knowledge 1.Know the Nativity story. 2. Know and talk about members of their immediate family and community. 3.Name and describe people who are familiar to them. 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. 6.Recognise some similarities/differences between life in this country and life in other countries.			Theme: : Easter - Belonging Key Question: What is Easter? Core knowledge 1.Know the Christmas Easter Story. 2.Talk about members of their family & community. 3.Name and describe people who are familiar to them. 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.		Theme: Special Places Key Question: What makes places special? Core knowledge 1.Talk about members of their immediate family and community. 2.Name and describe people who are familiar to them. 3.Understand that some places are special to members of their community. 4.Recognise that people have different beliefs and celebrate special times in different ways.		



Attleborough Primary School – R.E Curriculum: EYFS – Year 6

Skills

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Ask questions to find out more and to check they understand.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities.
- Explain how things work and why they might happen.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Key Vocabulary

Jesus	Christmas	Jesus	Easter	Jesus	Church
Candle	Christians	Christians	celebrate	Christian	God
Son of God	present	Easter Egg	Jerusalem	Worship	Prayer
Shepherds	Angel	Donkey	Romans	Wedding	Baptism
Joy	Saviour	palm leaves	Hosanna	Ceremony	Muslim
Role Model	Incarnation	Last Supper	Disciples	Mosque	Islam
King	Wise Men	garden of Gethsemane	prayer	Allah	Worship
Gold	Frankincense	Judas	Trial	Prayer	Rules
Myrrh	Nativity	Cross	Hot Cross Bun		
celebrate		Weather	Resurrection		



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
Theme: Creation Key Question: What do Christians believe about God? Core knowledge 1. Know the Christian Creation Story 2. Remember some Christian beliefs about God and talk about them 3. Know actions a Christian might take because of their beliefs about God Skills -Express an opinion about some Christian beliefs about God. -Start to link Christian beliefs and good actions	Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Core knowledge 1. Know how we can show friendship to others. 2. Pupils will know why it can sometimes be difficult to show friendship to others. 3. Pupils will know the things a good friend does, and does not, do. 4. Pupils will know the traits of a good friendship. Skills Start to link Christian beliefs and good actions	Theme: Introduction to Judaism Key Question: Who was God to the Jew Core knowledge 1. Know the stories of Abraham and the Idols, Abrahams Covenant with God, Moses leading the slaves out of Egypt and Moses and the Ten Commandments. 2. Know why Abraham and Moses are important to Jewish people today Skills -Talk about an agreement Jewish people make with God and begin to explain why this is important -Start to say why these covenants might make Jewish people feel they have a special relationships with God



Key Vocabulary								
Create/creation/creator	proud		Friendship, value, include.			Trust	agreement	rules
Protective	respect					Charter	promise	agreement
Harvest	sacred					Covenant	Abraham	rules
Agape	precious					Ten Commandments		Canaan
						Journey	consequences	Moses
			Mount Sinai	Mitzvah/Mitzvot				
Enrichment Opportunities								
Creation stories			Discussion and debate			Video clips		
Autumn Term 2 CHRISTIANITY			Spring Term 2 CHRISTIANITY			Summer Term 2 JUDAISM		
Theme: Christmas Key Question: What gifts might Christians give Jesus if he had been born in my town today? Core knowledge 1.Remember some of the Christmas story 2.Link meaning to parts of the story. E.g. what the gifts said about Jesus Skills - Suggest a gift a Christian might give to Jesus -Start to explain why Jesus is special to Christians			Theme: Easter – Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity on Palm Sunday? Core knowledge 1.Retell some of the Easter story (Before and during Palm Sunday) 2.Recognise some symbols in the story Skills -Show awareness that Jesus is special to Christians -Start to explain why Jesus is special to Christians			Theme: Shabbat Key Question: Is shabbat important to Jewish children? Core knowledge 1.Know The Creation Story from Genesis. 2.Use the right names for things that are special to Jewish people during Shabbat and explain why Skills -Start to make a connection between being a Jewish child and decisions about behaviour or actions		
Key Vocabulary								
gift/present	meaningful	gold	Special	important	qualities	Priority	routine	sacrifice
frankincense	myrrh	anointing	admire/admiration	celebrity	Disciples	Creation	sabbath	commandment
wise men/magi	incarnate/ incarnation		Saviour	Messiah	Romans	Shabbat	Challah bread	Kiddush cup
			Judas	miracle	tomb	Wine	blessing	prayer
						Kippah	Havdalah candle	Shalom
						spice box		
Enrichment Opportunities								
Nativity			Easter craft activities			Video clips		



Year 2 Key content knowledge.								
Autumn Term 1 CHRISTIANITY			Spring Term 1 JUDAISM			Summer Term 1 JUDAISM		
Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all the time? Core knowledge 1.Remember something Jesus said or did to be kind 2.Re-tell a story Jesus told about being kind (e.g. The Good Samaritan or Zacchaeus the Tax Collector) Skills -Say if I think most Christians think they should be kind and give a reason			Theme: Worship in a synagogue Key Question: Does visiting a Synagogue help Jewish children feel closer to God Core knowledge 1.Explain what happens when Jews visit the synagogue for worship and prayer 2.Name items at the Synagogue and explain how they are used 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			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 the story of Abraham and Isaac. 2.Describe some of the ways that Jews choose to live a good life and consider that they do this in different ways. 3.Choose and evaluate actions a Jew might take to lead 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		
Key Vocabulary								
kind/kindness	Jews		Feelings	emotions	activities	Agreement	Rules	Tikkun olam
Samaritan	gospel		Atmosphere	appearance	Ark	Charter	contract	Tu B'Shevat
Zaccheus	parables		Yad	Hebrew	Bimah	Relationship	trust	Worship
tax collector	unpopular		Ner tamid	Tallit	Mezuzah	Commitment	Abraham	Shabbat
Galilee	Peter		Kippah/Kippur	Jerusalem	Temple	Isaac	sacrifice	Mitzvoth
			Western Wall/Wailing Wall		Reform	Lamb	wedding	Mitzvah Day
			Orthodox	Tanakh	sofer	Marriage	ceremony	sincerity
			Mantle	mitzvah	prayer	Promise	(c)huppah	vows
			community	celebrate		Kippah	ketubah	
						The 10 commandments		
Enrichment Opportunities								
Discussion and debate			Video clips			Discussion and debate		



Autumn Term 2 CHRISTIANITY			Spring Term 2 CHRISTIANITY		Summer Term 2 JUDAISM		
Theme: Christmas – Jesus as gift from God Key Question: Why do Christians believe God gave Jesus to the world? Core knowledge 1.Remember the Christmas story and start to explain that Christians believe Jesus was a gift from God 2.Explain how Jesus coming to the world might show Christians how they could love or help people and the world Skills -Explain why Christians think God gave Jesus to the world			Theme: Easter - Resurrection Key Question: How important is it to Christians that Jesus came back to life after His Crucifixion? Core knowledge 1.Recall what Christians believe happened on or after Easter Sunday. 2.Explain the Christian belief in the resurrection of Jesus and why this might be so important to them Skills -Suggest what I think happened to Jesus after the tomb was found empty. -Explain what Christians might believe about the resurrection of Jesus, and give my own opinion, and to evaluate how important this might be to them		Theme: Passover Key Question: How does celebrating Shavuot help Jewish children feel closer to God? Core knowledge 1.Know the Sheema Prayer 2.Recall the Ten Commandments 3.Recall the main story of Shavuot and talk about some of the key beliefs and practices Skills -Reflect on the Shavuot festival and explain how a child may feel when they take part in Shavuot activities -Explain how some aspects of Shavuot may help a Jewish child feel closer to God		
Key Vocabulary							
Environment	pollution	recycling	Seasons	arrest	Belonging	ceremony	club
Reduce	repair	respect	Crucifix/crucifixion	Easter	Celebrate	logo	organisation
Reuse	saving	Saviour	Garden of Gethsemane	Palm Sunday	Rite	10 Commandments	promise
Behaviour	Advent	calendar	Symbol	Emmaus	Passover	Shavuot	Tikkun
Diverse	diversity	expecting	Resurrection	interpretation	Bikkurim	festival	harvest
preparation	Aboriginal	Australian	Saviour	Heaven	Pilgrimage	Shema	tefillin
forgiveness	gift	healing	Last Supper		Mezuzah	tallit	prayer
kindness	Love	symbol/symbolise			sacred	affirmation	relationship
Enrichment Opportunities							
Christmas Drama/performance			Norwich Cathedral / Easter craft activities		Video clips / discussion and debate		



Key Stage 2 National Curriculum Objectives (Year 3-6)

In-depth investigation of:

1. Christianity
2. Two other principal world religions. 1. and encountering:
3. At least one other religion, or worldview.

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

- 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

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).

Year 3
Key content knowledge.

Autumn Term 1 Hinduism	Spring Term 1 CHRISTIANITY	Summer Term 1 HINDUISM
Theme: Diwali Key Question: What might Hindus (Sanatanis) learn from the story of Rama and Sita and the celebrations of Diwali? Core knowledge 1. Know the story of Rama and Sita 2. Describe some of the ways a Sanatani might celebrate Diwali and how these celebrations relate to the story of Rama and Sita Skills - Say how Diwali helps a Sanatani child feel like they belong - Explain why the story of Rama and Sita might be important to Sanatanis today	Theme: Miracles Key Question: Could Jesus heal people? Were these miracles or is there other explanations? Core knowledge 1. Retell a story about Jesus healing someone (e.g.: Jesus healing the Leper, Jesus healing the blind man or Jesus healing the paralysed man 2. Explain one Christian viewpoint about one of Jesus' healing miracles Skills - Say what I think might have happened in one of Jesus' healing miracles. - State opinion on whether Jesus actually healed people or not	Theme: pilgrimage Key Question: Does visiting the River Ganges make a person a better Hindu (Sanitani)? Core knowledge 1. Know a quote from the Puranas about The Ganges 2. Describe a ritual that might happen at or in the Ganges and explain why it is important to the Sanatanis taking part 3. Start to link Sanatani belief in Brahman to rituals performed at the river Skills - 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								
Belonging	Commitment	Promise	Health	Injury	Dehydrated	Fertile	Flood plain	
Gratitude	Welcoming	Diwali	Miracle	Operation	Nutrients	Source	Vital	
Included/Excluded	Puja	Festival	Sickness	Healing	Water	Waterfalls	Impurity	
King Ravana	Hanuman	Lakshmana	Incarnation	Leper/Leprosy	Pilgrimage	Purifying	Ashes	
Ramayana	Rama	Sita	Blindness	paralysed	Cremation	Rituals	Pollutant	
Light/Dark	Good/Evil	Right/Wrong			Toxins			
Rangoli	Mendhi patterns	Diva lamps						
Enrichment Opportunities								
Diwali craft activities			Stories / Discussion and debate			Video Clips		
Autumn Term 2 CHRISTIANITY			Spring Term 2 CHRISTIANITY			Summer Term 2 HINDUISM		
Theme: Christmas Key Question: Has Christmas lost its true meaning Core knowledge 1.Know what the nativity story might tell Christians about Jesus (given to the world by God) 2.Explain that Jesus was God in human form and why God gave him 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			Theme: Easter - Forgiveness Key Question: What is Good about Good Friday? Core knowledge 1.Know what some of the symbols of Easter represent (cross/bread/wine) 2.Know why Christians might see Jesus' death as important Skills -Reflect on the Easter story and explain what might be good about Good Friday to a Christian			Theme: Hindu Beliefs Key Question: What do some deities tell Sanatanis about God? Core knowledge 1.Know the stories of Ganesha, Ganesha's Wisdom and Lakshmi 2.Describe different deities and explain why they may be important to Sanatanis Skills -Explain why or how these deities might tell Sanatanis more about God		
Key Vocabulary								
Christmas	meaning	Bethlehem	betray	rescue	save/salvation	Aspects	Attributes	Personality
Wise Men/Magi	shepherds	incarnation	Saviour	Easter Sunday	Good Friday	Reflections	Avatar	Essence
Stable	Prince of Glory	Lord of love	Communion	Covenant	disciples	Trimurti	Ganesha	Lakshmi
Saviour of the World			Gospel	Last Supper	sacrifice			
Enrichment Opportunities								
Christmas drama/performance			Easter activities			Video clips		



Year 4 Key content knowledge.								
Autumn Term 1 JUDAISM			Spring Term 1 ISLAM			Summer Term 1 ISLAM		
Theme: Beliefs and Practices Key Question: What is the best way for a Jew to show commitment to God? Core knowledge 1.Know how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others Skills -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			Theme:: Prayer Key Question: Does praying at regular intervals help a Muslim in everyday life? Core knowledge 1.Know the story of the Night Journey. 2.Describe the Muslim prayer routine and where they might choose to pray 3.Start to give reasons to explain why Muslims might pray in different places Skills -Explain how Muslims might be helped in their everyday lives by regular prayer			Theme:: Pilgrimage Key Question: Does completing a pilgrimage make a person a better Muslim? Core knowledge 1.Know the story of the Hijra. 2.Describe important places and actions on the Hajj 3.Explain how some of the events during Hajj could help Muslims feel a sense of commitment to God Skills -Consider if completing the Hajj makes a person a better Muslim and say why or why not		
Key Vocabulary								
Promise	effort	Dedication	Exercise	Commitment	Respect	Journey	Preparation	Ka’bah
Patience	Responsibility	Commitment	Prayer (Salat/Salah)	Thankfulness	Mosque	Makkah	Pilgrimage	Pilgrim
Covenant	Shabbat	Kashrut	Self-discipline	Ka’bah	Pilgrimage	Grand Mosque	Mina	Arafat
Ten commandments		Worship	Hajj Dome,	Minaret	Washroom	Hajj	Belonging	Commitment
Seder	Festivals	Tallit	Forgotten	Remembering		Ummah	Ihram	
Yad	Mitzvah	Bar Mitzvah						
Ceremony	Rites of passage	milestone						
denomination								
Enrichment Opportunities								
Discussion and Debate			Video clips			Video clips		



Autumn Term 2 CHRISTIANITY			Spring Term 2 CHRISTIANITY			Summer Term 2 CHRISTIANITY		
Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Core Knowledge 1.Describe some of the symbolism of Christmas and explain a Christian belief about Jesus 2.Explain incarnation (Jesus becoming human) Skills -Consider what might be 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			Theme Easter Key Question: Is forgiveness always possible for Christians? Core Knowledge 1.Recall a Christian story about forgiveness and say what it tells people about how to treat each other. 2.Describe what a Christian might learn about forgiveness from a Bible text. 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			Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Core Knowledge 1.Describe some of the ways Christians use Churches to celebrate important events and services such as Baptisms and Holy Communion 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		
Key Vocabulary								
diverse/diversity	meaningful	symbol	deliberate	forgive/ness	hurtful	Associate	feelings	impact
cultural	local	represent	meaningful	resentment	arrested	Special	church	communion
worldwide	universal	incarnation	enemy	teaching	beliefs	Gurdwara	Guru Granth Sahib	Langar
religious	secular	Clergy	crime	diversity	heaven	Mandir	mosque	prayer mat
diversity	significant	lens/lenses	kingdom	Messiah	paradise	Puja	Qur'an	synagogue
Christingle			salvation	saviour	significant	rite(s) of passage	tallit	Torah
						Veda	chalice	Host
						Wafer	denomination	diversity
						Evangelical	worship	Baptism
						prayer		
Enrichment Opportunities								
Christmas drama/performance			Answering philosophical questions			Video clips / Discussion and Debate		



Year 5 Key content knowledge.								
Autumn Term 1 HINDUISM:			Spring Term 1 SIKHISM			Summer Term 1 HINDUISM		
Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God? Core Knowledge 1.Know and explain some different ways in which a Sanatani might show commitment to God Skills -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			Theme: Beliefs and moral values Key Question: How are sacred teachings and stories interpreted by Sikhs today? Core Knowledge 1.Know The Story of Bhai Kanaya, The Story of Bhai Lallo Ji and Malik Bhago and The Story of Bibi Bhani 2.Know the key events in the life of Guru Amar Das 3.Recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story Skills -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			Theme: Beliefs and moral values? Key Question: Do beliefs in karma and moksha help Hindus lead good lives? Core Knowledge 1.Recall Chapter 2 Verse 22 from the Bhagavad Gita 2.Know and explain some Sanatani beliefs about life after death Skills -Express an opinion whether the Sanatani belief in reincarnation helps them lead good lives and explain why I think this		
Key Vocabulary								
Commitment	Improvement	Determination	Stories	meanings	moral	Choices	Consequences	
Perseverance	Sacrifice	Attentiveness	Teacher	Guru Gobind Singh	Bhai Kanaya	Reincarnation	Dharma – Duty	
Loyalty	Resilience	Puja	Care	compassion	share	Karma – Action	Reincarnation	
Shrine	Murti	Devotion	Kindness	equality	Chapati	Atman	Samsara	
Mandir	Pilgrimage	Prayer	Malik Bhago	Parable	values	Moksha	Sadhu	
Worship	Achievement	Difficulties	Guru Amar Das	Gender equality	Equal rights			
Resilience			Women’s rights	Guru Amar Das Ji	concept			
Enrichment Opportunities								
Video clips			Discussion and debate			Video clips		



Autumn Term 2 CHRISTIANITY			Spring Term 2 CHRISTIANITY			Summer Term 2 CHRISTIANITY		
Theme: Christmas Key Question: Is the Christmas Story true? Core Knowledge 1.Describe what a Christian might learn from the Christmas story. 2.Explain the Christian belief that Jesus was the incarnation of God Skills -Express an opinion on whether the Christmas story is true and what this might mean to Christians			Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Core Knowledge 1.Know some events in Holy Week tell Christians about Jesus’ purpose/destiny 2.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 Skills -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			Theme: Beliefs and Practices Key Question: What is the best way for Christians to show commitment to God? Core Knowledge 1.Recall key Christian verses: The 10 Commandments and 'Love your neighbour as yourself'. 2.Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others Skills -Explain why I think some ways of showing commitment to God might be better than others for Christians. -Explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments they make in life		
Key Vocabulary								
Account	eye-witness	historical	Destiny	free will	intention	Commitment	dilemma	ideals
Lens	media	personal	Purpose	crucifixion	forgiveness	Values	Commandments	promises
Scientific	scholar	source	Incarnation	life after death	Pharisee	Denominations	Trinity	
Substance	version	communion	Resurrection	salvation	saviour	Communion	confirmation	
Confirmation	denomination	rites of passage	Pilate	conscience		Denomination	rites of passage	
Incarnation	personal							
Enrichment Opportunities								
Carols at local church			Discussion and debate			Discussion and debate		



Year 6 Key content knowledge.								
Autumn Term 1 ISLAM			Spring Term 1 ISLAM			Summer Term 1 Humanism		
Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Core Knowledge 1.Explain some of the ways that Muslims might show commitment to God 2.Understand that some examples of commitment are more significant to some Muslims than others Skills -Say which I think is the best way for a Muslim to show commitment to God and say why			Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Core Knowledge 1.Explain how believing in Akhirah influences Muslims to do their best to lead good lives 2.Explain different Muslim interpretations of Jihad and explore their justifications for these Skills -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			Theme Key Question: What motivates Humanists to lead good lives? Core Knowledge 1.Name a Humanist symbol 2.Explain some things that Humanists might believe Skills -Explain how Humanists might act in their daily lives		
Key Vocabulary								
Commitment	Belonging	Ramadan	Motivation	Achievement	Satisfaction	Actions	choices	consequences
Makkah	Zakat	Charity	Akhirah	Surah	Ayat	Atoms	Big bang	curiosity
Purify	Sawm (Fasting)	Afterlife	Hadith	Jihad	Strive	evolution/evolved	freedom	gases
Akhirah	Mosque	Compassionate	Struggle	Vision		problem	solution	carbon
Merciful	Dedication	Effort				climate	global warming	symbol
						environment	food bank	resources
						wildlife		
Enrichment Opportunities								
Video clips			Cambridge Mosque visit			Discussion and debate		



Attleborough Primary School – R.E Curriculum: EYFS – Year 6

Autumn Term 2 CHRISTIANITY	Spring Term 2 CHRISTIANITY	Summer Term 2 Humanism
Theme: Christmas Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth Core Knowledge 1. Know and describe one way that Christianity seems to be a strong religion today 2. Suggest opposing arguments as well Skills 1. Give my opinion as to whether Christianity is a strong religion and why I think this	Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Core Knowledge 1. Recall some key Christian stories: The Road to Emmaus; The Breakfast on the Beach and the Parable of the Sheep and the Goats 2. Make links between different Christian beliefs and their views on whether anything is ever eternal Skills - Explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives	Theme Key Question: How do inspirational people impact on how Humanists live today? Core Knowledge 1. Explain what a Humanist might find as an inspiration and say why Skills - Explain how Humanists might act as a result of this inspiration
Key Vocabulary		
Forever influence inspiration Legacy festival charity Poverty starvation symbol British Values impact persecution Prejudice respect Commandments	Eternal/eternity forever agape Binding conditional / unconditional Consubstantial promise serious Covenant law oath	Actions impact inspiration role-model atheist Physics Nobel Prize evolution naturalist natural selection anatomist anthropologist archaeology palaeopathology skeleton ethical criteria commonality difference inspirational
Enrichment Opportunities		
Carols at local church Drama and debate	Discussion and Debate Answering philosophical questions	Debate