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| **Religious Education Progression of knowledge and skills – Stockham Primary School** |

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| **Intent**  At Stockham Primary School, we engender a sense of curiosity about Religions of the World through the use of Big Questions to develop and deepen knowledge and understanding. We encourage the children to ask questions to find out more about religions other than their own, to ensure that the children are well rounded, knowledgeable citizens who are respectful of the beliefs of others, both now and in the future.  Through our R.E curriculum we:   * Encourage and develop Curiosity about a wide range of religions of the world * Develop a sense of Adventure by thinking of our learning as a journey through life using the extensive school grounds and the school pilgrimage * Encourage an understanding of empathy towards others regardless of their beliefs   **Implementation**  Lessons in Religious Education are fundamentally important to our curriculum. By using the ***Discovery RE*** scheme of work, we ensure that our children spend time learning about a range of religions. Throughout the school children are taught the following religions Christianity, Judaism, Hinduism, Islam, Sikhism, Buddhism. Except Foundation who teach all the listed religions, year 1 through to year 6 focus on two of the listed religions in the year. RE at Stockham Primary School is predominantly taught weekly, occasionally it is taught through themed days or in bulk to fully immerse the children in the learning. R.E teaching is taught in numerous creative and engaging ways such as using puppets, drama, role play, art and story-telling to name but a few. This variety allows all children the opportunity to engage in their learning.   Our whole school approach to the teaching and learning of RE involves the following:     * Across the school, children learn their RE though Big Questions. * In Early Years, RE is taught weekly using Discover RE. It links to Understanding the World and PSED. The Early Years focus on: Christianity, Islam, Hinduism, Sikhism, Judaism * Year 1 focus on: Christianity and Judaism * Year 2 focus on: Christianity and Islam * Year 3 focus on: Christianity and Hinduism * Year 4 focus on: Christianity and Buddhism * Year 5 focus on: Christianity and Sikhism * Year 6 focus on: Christianity and Islam * Work is recorded in individual books. Year 4 are currently trialling recording children’s work in a floor book. |
| National Curriculum – There is not a National Curriculum for RE, however it is statutory requirement.  We have selected the Early Learning Goals that link most clearly to the RE curriculum   |  | | --- | | Understanding the World (People and Culture)  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; |   **Local agreed syllabus**  The Oxford Agreed syllabus can be found here: <https://www.oxfordshire.gov.uk/sites/default/files/file/our-work-schools/TheAgreedSyllabus2015-2020.pdf>  It was drawn up by an Agreed Syllabus Conference (ASC), which has a similar membership to the SACRE.  The publication of the new Oxfordshire Agreed Syllabus has been delayed as a result of the pandemic. It should be available in January 2023. Still awaiting publication. |

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|  | **Foundation** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Term 1** | **Christianity/Judaism** | **Christianity** | **Christianity** | **Hinduism** | **Buddhism** | **Sikhism** | **Islam** |
|  | Theme: Special People  Key question: What makes people special?  **(Understand that some places are special to members of the community.**  **Recognise that people have different beliefs and celebrate times in different ways)** | Theme: Creation Story  Key question: Does God want Christians to look after the world?  We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.  Concept – God/Creation  SMSC – Spiritual, Moral | Theme: What did Jesus teach?  Key question: Is it possible to be kind to everyone all the time?  We are learning to re-tell Bible stories that show kindness and to explore how this makes Christians behave towards other people.  Concept – Gospel  SMSC – Moral, Social | Theme: Diwali  Key question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?  We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus.  SMSC – Social, Cultural | Theme: Buddha’s teachings  Key question: Is it possible for everyone to be happy?  We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.  SMSC – Spiritual, Social | Theme: Belief into action  Key question: How far would a Sikh go for his/her religion?  We are learning to compare the different ways Sikhs put their religion into practice.  SMSC – Spiritual, Cultural | Theme: Beliefs and Practises  Key question: What is the best way for a Muslim to show commitment to God?  We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.  SMSC – spiritual, Cultural |
| **Term 2** | **Christianity** | **Christianity** | **Christianity** | **Christianity** | **Christianity** | **Christianity** | **Christianity** |
|  | Theme: Christmas  Key questions: What is Christmas?  **(Understand that some places are special to members of the community.**  **Recognise that people have different beliefs and celebrate times in different ways)**  Concept – Incarnation | Theme: Christmas  Key question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?  We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.  Concept – Incarnation  SMSC – Spiritual, Cultural | Theme: Christmas – Jesus as a gift from God  Key question: Why do Christians believe God gave Jesus to the world?  We are learning to reflect on the Christmas story and the reasons for Jesus’ birth.  Concept – Incarnation  SMSC – Spiritual, Moral | Theme: Christmas  Key question: Has Christmas lost its true meaning?  We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.  Concept: Incarnation  SMSC – Spiritual, Cultural | Theme: Christmas  Key question: What is the most significant part of the nativity story for Christians today?  We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.  Concept – Incarnation  SMSC – Spiritual, Cultural | Theme: Christmas  Key question: Is the Christmas story true?  We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.  Concept – Incarnation  SMSC – Spiritual, Moral | Theme: Christmas  Key question: Do Christmas celebrations  and traditions help Christians  understand who Jesus was and why  he was born?  We are learning to evaluate  different Christmas  traditions and celebrations  in the light of their reference  and relevance to Christian  beliefs in Jesus.  Concept – Incarnation  SMSC - Spiritual |
| **Term 3** | **Hinduism** | **Christianity** | **Islam** | **Christianity** | **Buddhism** | **Sikhism** | **Christianity** |
|  | Theme: Celebrations  Key question: How do people celebrate?  **(Understand that some places are special to members of the community.**  **Recognise that people have different beliefs and celebrate times in different ways)** | Theme: Jesus as a friend  Key question: Was it always easy for Jesus to show friendship?  We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.  Concept – Incarnation  Moral, Social | Theme: Prayer at home  Key question: Does praying at regular intervals help a Muslim in his/her everyday life?  We are learning to explain what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day.  SMSC – Spiritual, Moral, Cultural | Theme: Jesus Miracles  Key question: Could Jesus heal people? Were these miracles or is there some other explanation?  We are learning to retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.  Concept – Incarnation  SMSC - Spiritual | Theme: The 8-fold path  Key question: Can the Buddha’s teachings make the world a better place?  We are learning about the teaching of the Buddha and exploring what he taught about change  SMSC – Spiritual, Moral | Theme: Beliefs and moral values  Key question: Are Sikh stories important today?  We are learning to understand the relevance of Sikh stories today  SMSC – Spiritual, Moral | Theme: Beliefs and Meaning  Key question: Is anything ever eternal?  We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.  Concept – Salvation  SMSC – Spiritual, Moral |
| **Term 4** | **Christianity** | **Christianity** | **Christianity** | **Christianity** | **Christianity** | **Christianity** | **Christianity** |
|  | Theme: Easter  Key question: What is Easter?  **(Understand that some places are special to members of the community.**  **Recognise that people have different beliefs and celebrate times in different ways)**  Concept - Salvation | Theme: Easter: Palm Sunday  Key question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  We are learning to know that Jesus is special to Christians and how his welcome on Palm Sunday shows this.  Concept – Salvation  SMSC – Spiritual, Cultural | Theme: Easter: Resurrection  Key question: How important is it to Christians that Jesus came back to life after His crucifixion?  We are learning to re-tell the Easter story and understand what Jesus’ resurrection means for Christians.  Concept – Salvation  SMSC - Spiritual | Theme: Easter - Forgiveness  Key question: What is ‘good’ about Good Friday?  We are learning to recall key events in the Easter story and understand why Jesus’ crucifixion symbolises hope for Christians.  Concept – Salvation  SMSC – Spiritual, Moral | Theme: Easter  Key question: Is forgiveness always possible for Christians?  We are learning to understand how Jesus’ life, death and resurrection teaches Christians about forgiveness.  Concept – Salvation  SMSC – Spiritual, Moral | Theme: Easter  Key question: How significant is it for Christians to believe God intended Jesus to die?  We are learning to question whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week  Concept – Salvation  SMSC – Spiritual, Moral | Theme: Easter  Key question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?  We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion  Concept – Gospel  SMSC – Cultural, Social |
| **Term 5** | **Christianity, Islam. Hinduism, Sikhism** | **Judaism** | **Islam** | **Hinduism** | **Buddhism** | **Sikhism** | **Islam** |
|  | Theme: Story Time  Key question: What can we learn from stories?  **(Understand that some places are special to members of the community.**  **Recognise that people have different beliefs and celebrate times in different ways)** | Theme: Shabbat  Key question: Is Shabbat important to Jewish children?  We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.  SMSC – Spiritual, Cultural | Theme: Community and belonging  Key question: Does going to a mosque give Muslims a sense of belonging?  We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.  SMSC – Spiritual, Cultural | Theme: Hindu beliefs  Key question: How can Brahman be everywhere and in everything?  We are learning to understand the Hindu belief that there is one God with many different aspects.  SMSC - Spiritual | Theme: The 8-fold path  Key question: What is the best way for a Buddhist to lead a good life?  We are learning how Buddha’s teachings make a difference to how Buddhists choose to live.  SMSC – Spiritual, Moral | Theme: Prayer and worship  Key question: What is the best way for a Sikh to show commitment to God?  We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.  SMSC – Spiritual, Cultural | Theme: Beliefs and moral values  Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?  We are learning to identify ways in which Muslims try to lead good lives and how their beliefs in Akhirah influences this.  SMSC – Moral, Social |
| **Term 6** | **Christianity, Islam, Judaism** | **Judaism** | **Islam** | **Hinduism** | **Christianity** | **Christianity** | **Islam** |
|  | Theme: Special Places  Key question: What makes places special?  **(Understand that some places are special to members of the community.**  **Recognise that people have different beliefs and celebrate times in different ways)** | Theme: Rosh Hashanah and Yom Kippur  Key question: Are Rosh Hashanah and Yom Kippur important to Jewish children?  We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.  SMSC – Spiritual, Cultural | Theme: Hajj  Key question: Does completing Hajj make a person a better Muslim?  We are learning to understand what happens during Hijj and to explore the importance of this to Muslims.  SMSC – Spiritual, Moral, cultural | Theme: Pilgrimage to the River Ganges  Key question: Would visiting the River Ganges feel special to a non-Hindu?  We are learning to understand the significance of the River Ganges both for a Hindu and no-Hindu  SMSC – Spiritual, Cultural | Theme: Prayer and Worship  Key question: Do people need to go to church to show they are Christians?  We are learning to understand how important going to church is to show someone is a Christian.  SMSC – Spiritual, Social | Theme: Beliefs and Practises  Key question: What is the best way for a Christian to show commitment to God?  We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.  Concept – Gospel  SMSC – Spiritual, Cultural | Theme: Beliefs and moral values  Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?  (double unit)  We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven  SMSC – Moral, Social |

**Foundation Stage**

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| **Big question** | **Term 1**  **Christianity, Judaism** | **Term 2**  **Christianity** | **Term 3**  **Hinduism** | **Term 4**  **Christianity** | **Term 5**  **Christianity, Islam, Hinduism, Sikhism** | **Term 6**  **Christianity, Islam,Judaism** |
| **What makes people special?** | **What is Christmas?** | **How do people celebrate?** | **What is Easter?** | **What can we learn from stories?** | **What makes places special?** |
| **Vocabulary** | * Jesus * Moses * Miracle * Unique * Special * Role Models * Rules | * Mary * Joseph * Frankincense * Myrrh | * Nowruz * Holi * Vishnu * Resolutions * celebration | * Jesus * Palm Sunday * The Last Supper * Cross * Tomb * Crucifix | * Parable * Allah * Brahmin * Sadhana * Guru Nanak | * Church Mihrab * Font Minbar * Altar Qur’an * Lecturn Synagogue * Mosque Ark * Minaret Torah * Musalla Prayer shawls * Kippah |
| **Outcomes** | Children to know what makes them unique. Children will understand what makes people special to them and that these people are special for different reasons and that is ok. Children will have an understanding of the meaning of a role model and that this was what made Jesus special to Christians. Children to understand the importance of rules and will be able to make some connection to the ten commandments. | Children to know the Christmas story and who was born and the meaning of Christmas to Christians. Children will understand that not everyone celebrates Christmas and that people who do, celebrate for different reasons to them. | Children to understand the meaning of resolution and that some people makes these for a New Year. Children will have an understand of the preparation that happens for a celebration. Children will understand the importance of Hindu celebrations and how they celebrate these events. | Children will have an understanding that Spring is seen as the season that welcomes new life, within nature and wildlife. During spring many animals are born and plants grow. Children will have an understanding of the Easter Story. | Children will understand the importance of stories from around the world and these teach us about their faiths. | Children will have an understanding of what makes a special place special to them. They will understand what makes a place special to someone can be for a different reason and that this can be a place of worship. |
| **Key facts for memory** | Jesus is the central figure of Christian devotion. Jesus is the second person of the Trinity. Moses was a prophet who became a religious leader. | Mary is the Mother of Jesus, also referred to as Mother of God.  Joseph is Mary’s husband, Jesus’ earthly father.  Why Christmas is important to Christians. | Nowruz is Persian New Year.  Holi is the festival of colours, celebrated in the Spring.  The traditions of some of the Hindu’s celebrations. | Jesus was placed on the crucifix and died on Good Friday. Christians believe that Jesus came back to life and appeared to his disciples on Easter Sunday. | Parable is a story with a moral or meaning about everyday life told by Jesus.  Allah is the Islamic name for God in the Arabic language.  Brahmin is a member of the social grouping from which priests are drawn.  Sadhana is a Sikh spiritual practice to remember  God-may be praying or meditating.  Guru Nanak was the first Guru and founder of the Sikh faith (1469-1539). | A special place called mosque and is used by Muslims to worship and pray to Allah |

**Year 1**

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| **Big question** | **Term 1**  **Christianity** | **Term 2**  **Christianity** | **Term 3**  **Christianity** | **Term 4**  **Christianity** | **Term 5**  **Judaism** | **Term 6**  **Judaism** |
| **Does God want Christians to look after the world?** | **What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem** | **Was it always easy for Jesus to show friendship?** | **Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?** | **Is Shabbat important to Jewish children?** | **Are Rosh Hashanah and Yom Kippur important to Jewish children?** |
| **Concept/**  **Theme** | God/Creation | Incarnation | Incarnation | Salvation | Shabbat | Rosh Hashanah/ Yom Kippur |
| **Vocabulary** | * Creation story * Adam * Eve | * Mary * Joseph * Frankincense * Myrrh * Incarnation | * Zacchaeus * Mary, Martha and Lazarus | * Palm Sunday * Palm cross | * Shabbat * Challah | * Rosh Hashanah * Yom Kippur * Shofar |
| **Outcomes** | Say how it felt to make something.  Retell the Christian Creation Story.  Express an opinion about the Christian Creation Story | Talk about a gift that is special to me.  Remember and retell the Christmas story.  Suggest a gift I would give to Jesus | Talk about when I have been a good friend.  Tell a story about Jesus and his friends.  Say how Christians show friendship. | Talk about a person I admire.  Recall parts of the Easter story.  Understand that Jesus is important to Christians. | Explain my favourite day and why.  Explain what happens during Shabbat.  Discuss the connection between being Jewish and decisions making about behaviour. | Say how it feels to say sorry.  Explain about Rosh Hashanah and Yom Kippur.  Explain what is important during Rosh Hashanah and Yom Kippur |
| **Key facts for memory** | Creation Story is in the book of Genesis in the Old Testament  God is the creator of the world  God gave the first humans responsibility to look after the world | Mary was chosen by God to be the mother of his son  Jesus was born in Bethlehem  The star in the sky symbolises Jesus’ importance and how he could be the light of the world  Christians believe Jesus was God in human form (incarnation) | Christians believe Jesus was God in human form (incarnation)  Jesus was friends with everyone – even those others didn’t like | Palm Sunday is the day Jesus rode into Jerusalem  Salvation – Jesus died to save mankind  Trinity – God the Father, God the Son, God the Holy Spirit | Shabbat is the Jewish day of rest (God rested on the 7th day)  Shabbat starts with a special meal  Shabbat is celebrated both at home and in the synagogue | Rosh Hashanah is the Jewish new year  Yom Kippur is 10 days after Rosh Hashanah |

**Year 2**

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| **Big question** | **Term 1**  **Christianity** | **Term 2**  **Christianity** | **Term 3**  **Islam** | **Term 4**  **Christianity** | **Term 5**  **Islam** | **Term 6**  **Islam** |
| **Is it possible to be kind to everyone all of the time?** | **Why do Christians believe God gave Jesus to the world?** | **Does praying at regular intervals help a Muslim in his/her everyday life?** | **How important is it to Christians that Jesus came back to life after his crucifixion?** | **Does going to a mosque give Muslims a sense of belonging?** | **Does completing Hajj make a person a better Muslim?** |
| **Concept/**  **Theme** | Gospel | Incarnation | Prayer at Home | Salvation | Community and belonging | Hajj |
| **Vocabulary** | * Samaritan * Parable | * Advent * Agape | * Salah * Allah * Qur’an * Makkah/ * Makkah * Ka’bah | * Easter egg * Hot Cross Bun * Resurrection * Crucifixtion | * Mosque * Minaret * Musalla * Mihrab * Minbar * Qur’an * Wudu * Prayer mats * Hajj | * Hajj * Hajj robes * Makkah/Mecca * Qur’an * Grand Mosque * Mount Arafat * Five Pillars * Pilgrimage |
| **Outcomes** | I can give examples of being kind.  Give ways that Christians try to follow Jesus being kind. | Explain the Christmas story and how Christians believe it was a gift from God | Explain what commitment means  to us and to Muslims by knowing about how Muslims pray 5 times a day. | Explain Christian belief in Jesus and why it is important to them.  Explain what difference the resurrection makes to Christians | Children to have an understanding of why Muslims visit the mosque and to explore whether this gives  them a sense of belonging | To understand what happens  during Hijj and to explore the importance of this to Muslims. |
| **Key facts for memory** | Bibles stories that show kindness and how Christians show kindness to others. | Know the meaning of the word Advent  Jesus brought Gods love to the world in human form  Agape is universal love, such as the love for strangers, nature, or God. It is also called charity | Salah is an Islamic prayer and worship of Allah. Salah is carried out five times a day at set times.  Allah is the name for God in the Arabic language.  Qur’an is the Holy book of Islam revealed to the Prophet Muhammad. | Christians believe Jesus was put to death on Good Friday  He was placed in a tomb with a boulder over the entrance  On Easter Sunday the tomb was empty and Jesus is believed to have risen | Muslims use prayer mats which is a rug or piece of fabric placed  between the ground and the  worshipper for cleanliness.  Hajj is an annual pilgrimage to Makkah that each Muslim must undertake once in their lifetime if they have adequate health and wealth. | Those completing the Hajj are known as Hajji. The Hajj is considered to cleanse the soul, bringing purity, hope and renewal. Hajj is the most spiritual event that a Muslim experiences. |

**Year 3**

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| **Big question** | **Term 1**  **Hinduism** | **Term 2**  **Christianity** | **Term 3**  **Christianity** | **Term 4**  **Christianity** | **Term 5**  **Hinduism** | **Term 6**  **Hinduism** |
| **Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?** | **Has Christmas lost its true meaning?** | **Could Jesus really heal people? Were these miracles or is there some other explanation?** | **What is “good” about Good Friday?** | **How can Brahman be everywhere and in everything?** | **Would visiting the River Ganges be special to a non-Hindu?** |
| **Concept/**  **Theme** | Diwali | Incarnation | Incarnation | Forgiveness | Hindu Beliefs | Pilgrimage to the Ganges |
| **Vocabulary** | * Divali * Ramayana * Rama * Sita * Lakshmi * Rangoli patterns * Diva lamp * Puja tray * Mandir | * Advent * Incarnation * Census * Magi | * Miracle | * Jesus * Palm Sunday * The Last Supper * Cross * Tomb * Bread and Wine * Maundy Thursday * Good Friday * Disciplines * Judas | * Brahman * Trimurti * Brahma * Shiva * Vishnu * Ganesha * Lakshmi * Puja * Omnipresent | * Ganga * Varanasi * Brahman * Pilgrimage |
| **Outcomes** | Explain how to be in a group.  Describe how Hindus celebrate Divali.I can tell you three important actions.  I can talk about how Divali brings a sense of belonging. | Explain what Christmas means to me.  Explain that Christians believe Jesus is God and discuss why God gave him to the world.  Explain what Christmas means to Christians. | Explain what some people think of as miracles.  Explain a Christian viewpoint of one of Jesus’ miracles.  Give opinions about what they believe. | Explain how one person can help/rescue another.  Explain why Christians believe Jesus’ death is important.  Reflect on whether I agree with Christian beliefs. | To understand the Hindu belief that there is one God with many  different aspects. To explain some of the different roles I play whilst still being me. Describe what a Hindu might believe about one of  the Hindu gods and start to understand that Brahman is in  everything. I can recognise what I think about some Hindu beliefs  about Brahman and gods, showing respect to Hindus. | Explain why water is important,  Describe the Hindu ritual of pilgrimage.  Describe how a Hindu might feel and experience when visiting the R. Ganges. |
| **Key facts for memory** | Rama and Sita were sent to the forest for 14 years  Sita was captured by Ravana  Rama helped by Hanuman and all the animals fought Ravana  Rama ad Sita were welcomed back in to the city with lights being lit by the side of the road  Lighting of small lamps signals moving from darkness to light or from ignorance to knowledge  The purpose of rangoli is to be decorative but is also thought to bring good luck. | **Shepherds**: first people to learn of the birth of Christ.  **Star:** The star led the wise men from a great distance to Jesus. It also portrays to Christians that Jesus is the light of the world.  **Wise men and their gifts:** chose gifts fit for royalty and which signified Jesus’ life to come  **Stable:** Earthly royalty would be born in a palace, but Jesus was born in a stable because there was no room at the inn. | How Jesus healed the paralysed man and the blind man.  A miracle is an event not explicable by natural or scientific laws. | **Salvation**: the belief that Jesus’ death and resurrection saved humans and opened the way back to God for eternity.  The passing of the cup of wine and breaking of bread at this supper is commemorated in the Christian sacrament of **communion**.  Maundy Thursday is the day before Good Friday and the day of the Last Supper | Braham is the creator and God of knowledge. The ultimate reality or all-pervading reality, from which everything emanates.Brahma is the Hindu deity an aspect of Brahman, one of the Trimurti, in charge of creative power. | The Ganges is a river that flows through northern India  The River Ganges is considered to be sacred and spiritually pure for Hindus  Bathing here will help Hindus spiritually  A place where the dead are cremated |

**Year 4**

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| **Big question** | **Term 1**  **Buddhism** | **Term 2**  **Christianity** | **Term 3**  **Buddhism** | **Term 4**  **Christianity** | **Term 5**  **Buddhism** | **Term 6**  **Christianity** |
| **Is it possible for everyone to be happy?** | **What is the most significant part of the Christmas story for Christians today?** | **Can the Buddha’s teachings make the world a better place?** | **Is forgiveness always possible for Christians?** | **What is the best way for a Buddhist to lead a good life?** | **Do people need to go to church to show they are Christians?** |
| **Concept/**  **Theme** | The life of the Buddha | Incarnation | Buddha’s teachings | Salvation | Beliefs into Practices | Gospel |
| **Vocabulary** | * Buddha * Bodhi * 8-fold path * Prince * Siddhattha * Gautama * Yasodhara | * Advent * Incarnation | * Buddha * Bodhi * 8-fold path | * The Lord’s Prayer * The Last Supper * Pete | * Buddha * 8-fold path | * Church * Baptism * John the Baptist * Eucharist/Holy Communion * Sacraments |
| **Outcomes** | To describe the life of the Buddha and to understand how he tried to be happy and stay happy. Show an understanding of why people think it is difficult to be happy all the time. To say why some of the things Siddhattha did to try to be  happy and explain why I think they didn’t work for him. Begin to show an understanding of what being happy means to Buddhists. | Design a symbolic object to show the significance of Christmas or the Christmas holiday to me.  Describe one thing a Christian might learn about Jesus from a Christmas symbol.  Ask questions about what Christmas means to Christians and compare this with what it means to me. | To explain the teachings of the Buddha and understand what he  taught about change. To suggest why there may be problems in the world and how people could help solve them. To recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it. To give an example of how Buddhists could learn from this and put the teaching into practice to make the world a  better place. | Talk about what sort of help I might need to show forgiveness.  Describe what a Christian might learn about forgiveness from a Biblical text.  Show an understanding of how Christians believe God can help them show forgiveness. | To understand how Buddha’s teachings, make a difference to how Buddhists choose to live. Describe one of my ‘good’ choices and the consequence of it. I can also explain the consequences of  making a different choice. Describe how aspects of the 8-fold path would help Buddhists know how to live good lives. Begin to explain why some aspects of the 8-fold path might be hard for some Buddhists to stick to. | Explain some of the feelings my special place gives me and suggest why that is.  Describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.  Start to understand the impact a Christian’s special place has on him/her. |
| **Key facts for memory** | Bodhi is the tree under which Buddha reached enlightenment: known as the tree of wisdom.  The eightfold path is Right Understanding, Right Intent, Right  Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and  Right Concentration. | The elements of the Christingle have a symbolism  The **orange** represents the world.  The **candle** reminds Christians of Jesus whom they believe to be the light of the world.  The **red ribbon** goes all round the 'world' and being the colour of blood, reminds Christians that Jesus died.  The **four cocktail sticks** are the four seasons  The **sweets** (or sometimes dried fruit) remind Christians of God's gifts to the world | The word Buddha means the Awakened One. The Buddha did not teach that a God created the Universe. | Jesus was without sin, but his actions in the temple show a different side to him | Buddhists try to practise the Buddha virtues actively in their everyday lives. | Baptism – naming ceremony for a baby and taking their place in Gods world  **Sacraments:** rites which are often performed in Churches such as marriages, baptisms and communion/Eucharist. |

**Year 5**

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| **Big question** | **Term 1**  **Sikhism** | **Term 2**  **Christianity** | **Term 3**  **Sikhism** | **Term 4**  **Christianity** | **Term 5**  **Sikhism** | **Term 6**  **Christianity** |
| **How far would a Sikh go for his/her religion?** | **Is the Christmas story true?** | **Are Sikh stories important today?** | **How significant is it for Christians to believe God intended Jesus to die?** | **What is the best way for a Sikh to show commitment to God?** | **What is the best way for a Christian to show commitment to God?** |
| **Concept/**  **Theme** | Belief into Action | Incarnation | Beliefs and moral values | Salvation | Prayer and worship | Gospel |
| **Vocabulary** | * Guru * Amrit * Khalsa * Karah Prashad * 5 Ks * Kirpan * Kesh * Kara * Kangha * Kachera * Guru Granth * Sahib * Langar * Golden Temple * of Amritsar * Guru Nanak | * Advent * Incarnation | * Guru * Guru Granth Sahib * Guru Nanak * Khalsa | * Holy week * Pilate * Herod * Mount of Olives * Garden of Gethsemane | * Guru * Amrit * Khalsa * Karah Parshad * 5 Ks * Kirpan * Kesh * Kara * Kangha * Kachera * Guru Granth * Sahib * Langar * Golden Temple of Amritsar * Guru Nanak * Sewa * Gurdwara | * Ten commandments * Confirmation * Lord’s Prayer |
| **Outcomes** | Children will be able to compare the different ways Sikhs put their religion into practice. Identify the different levels of commitment I show to different things and explain these priorities. Make links between how Sikhs practise their religion and the beliefs that underpin this. Respectfully ask questions about some of the ways  Sikhs choose to behave and the levels of commitment they show. | Start to explain how ‘true’ can mean different things.  Explain the Christian belief that Jesus was the incarnation of God.  Express an opinion about whether the Christmas story is true. | Understand the relevance of Sikh stories today. Explain how some stories can teach people about  what is important and how to behave. Recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. | Give an example of someone with a strong sense of purpose.  Start to explain whether God intended Jesus to be crucified.  Express my opinion about Jesus’ crucifixion being his purpose. | Understand how Sikhs show their commitment to God and to evaluate if there is a best way. To show an understanding of why people show commitment in different ways. Describe how different practices enable Sikhs to  show their commitment to God and understand that some of these will be more significant to some Sikhs than others. Start to express what I think about the best way a Sikh could show commitment to God. | Understand why people show commitment in different ways.  Describe how different practices enable Christians to show their commitment to God. |
| **Key facts for memory** | Khalsa means “The community of the pure”. The initiated Sikh community.  5 Ks is the symbols of Sikhism worn by Sikhs.  The 5 ks are: Kirpan, Kesh, Kara, Kangha, Kachera | Christians believe Jesus is the incarnation of God on Earth  The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.  Stories are changed over time and are different depending on a view point | Guru Nanak was the first Guru and founder of the Sikh faith (1469-1539).  Guru Granth Sahib is the Sikh Holy Book. | Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins.  The Bible cites many examples where Jesus says he knows he will be going to his death. | Golden Temple of Amritsar is the holiest Sikh gurdwara located in  the city of Amritsar, Punjab, India.  Gurdwara is a Sikh place of worship: literally means the doorway to the Guru. | Jesus’ commandments to love God and love your neighbour. (Golden Rule)  Jesus did not change or discard the original 10 Commandments. His teaching made it easier to understand that in essence the first 3 Commandments are about loving God and the other 7 are about loving your neighbour |

**Year 6**

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| **Big question** | **Term 1**  **Islam** | **Term 2**  **Christianity** | **Term 3**  **Christianity** | **Term 4**  **Christianity** | **Term 5**  **Islam** | **Term 6**  **Islam** |
| **What is the best way for a Muslim to show commitment to God?** | **Do Christmas celebrations**  **And traditions help Christians understand who Jesus was and why he was born?** | **Is anything ever eternal?** | **Is Christianity still a strong religion 2000 years after Jesus was on Earth?** | **Which beliefs help Muslims lead good lives?**  **(life after death, 99 names of Allah, working in the community)** | |
| **Concept/**  **Theme** | Beliefs and practices | Incarnation | Salvation | Salvation, Gospel | Beliefs and Moral values | |
| **Vocabulary** | * Five Pillars * Zakah * Sawm * Qu’ran * Hajj | * Incarnation * Crib * Carols | * Agape * Ten commandments | * Lent * Ash Wednesday * Shrove Tuesday * Fish symbol * CAFOD * Ten Commandments | Akhirah  Muhammed  Qu’ran  Five Pillars  Jihad  Ummah | |
| **Outcomes** | Understand why people show commitment in different ways.  Describe how Muslims show commitment to God in different ways.  Explain why some make be better than others for Muslims. | Explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.  Describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.  Explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus. | Express the feelings I have when I think about situations that I would like to last forever.  Make links between Christian beliefs and their views on whether anything is ever eternal. | Explain the influence people have had on me.  Explore a range of arguments to suggest that Christianity is a strong religion.  Express my own opinion about Christianity as a strong religion. | Beliefs about right and wrong have a consequence.  Explain how believing in Akhirah influences Muslims to do their best to lead good lives.  Recognise what motivates and influences Muslim to lead a good life and compare to what motivates Muslims.  Explain two Muslim interpretations of Jihad  Explore my own and other people’s attitudes and interpretations of Jihad and recognise stereotyping. | |
| **Key facts for memory** | The five pillars are  The Shahadah is a statement which is repeated many times a day ‘There is one God, Allah, and Muhammad is his prophet’  Salat - prayer, 5 times a day  Zakat - Giving 2.5% annual savings to charity  Fasting – sawm.The fast lasts a month and is during daylight hours  Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime | Christians are grateful because they believe Jesus brought to earth a message from God about how to live a good life. Jesus performed miracles, helped people and offered forgiveness of sins. Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God “incarnate”(God made man). | Christians believe that God’s love for humankind is eternal in that God will never stop loving humanity. | Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus’ time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years’ Palm Sunday are placed on believers’ foreheads) are all aspect of Christian preparation for Easter. Advent is the preparation time for Christmas.  Christian charities can demonstrate Jesus’ teaching to love your neighbour (demonstrate Agape) | **Part 1**  Akhirah - Life after death  Muslims believe that when you die there is a judgment day. Allah will decide on your next step after looking at the evidence collected during your life  **Part 2**  Jihad is defined as a personal struggle against evil.  Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil.  Just War  A Just war is one that might be acceptable to fight  Holy War  A Holy war has religion as the driving force – usually to defend it from attackers | |