



Adel Primary School

RELIGIOUS EDUCATION Curriculum

Early Years to Year 6

Our Religious Education curriculum is designed to develop pupils' understanding of religions and worldviews, exploring their commonality and diversity, as well as to foster a sense of belonging, by helping pupils to discover their own place, identity and journey through life.

The curriculum has been built with the following specific aims:

- Enable pupils to develop a broad and balanced understanding of religions/worldviews
- Empower pupils to develop and use critical thinking skills
- Broaden perspectives of faiths and cultures, encouraging tolerance of diversity
- Support pupils to develop their own personal worldview, identity, values and spirituality
- Contribute to developing pupils as positive, participating citizens of the world



EYFS			
Autumn	Spring	Summer 1	Summer 2
<p>Which Places are Special to Members of Our Community? <i>How do People Celebrate Special Times?</i> (Supplementary Lessons)</p>	<p>Who Cares for Me and How do I Help Others? <i>How do People Celebrate Special Times?</i> (Supplementary Lessons)</p>	<p>Who Belongs in My Family and Community? <i>How do People Celebrate Special Times?</i> (Supplementary Lessons)</p>	<p>How do we Understand and Care for the World?</p>
<p>Lesson 1: What makes places special? Use the word 'special' to talk about a place that is important to you Listen and ask questions about special places for others Lesson 2: Where are special places near me? Name special places in my home, school and community. Talk about why these places are special. Lesson 3: Which places are special to Christians and why? Name the church as a special place for Christians. Talk about why churches are special places for Christians. Lesson 4: Which places are special to Muslims and why? Name the mosque as a special place for Muslims. Talk about why mosques are special places for Muslims. Lesson 5: Which places are special to Sikhs and why? Name the gurdwara as a special place for Sikhs. Talk about why gurdwaras are special places for Sikhs. Lesson 6: Which places are special to Hindus and why? Name the Mandir as a special place for Hindus. Talk about why Mandirs are special places for Hindus. Lesson 7: How are special places the same or different? Recognise and name some special places. Identify how they are the same or different.</p> <p>Lesson 1: What is a celebration? Lesson 2: Harvest Festival Lesson 3: Rosh Hashanah Lesson 4: Moon Festival Lesson 5: Hindu Diwali Lesson 6: Sikh Diwali (Bandhi Chhor Divas) Lesson 7: Hannukah Lesson 8: Christmas</p> <p>Vocabulary: community, worship, holy, Christian, Muslim, Sikh, Hindu, Jewish, Church, Mosque, Gurdwara, Mandir, Harvest, Rosh Hashanah, Diwali, Hanukkah, Advent, Christmas</p> <p>Religions / worldviews: Christianity Judaism Islam Hinduism Sikhism Non-religious</p>	<p>Lesson 1: What rules do we have at home and at school and why do we need them? Recognise rules children are familiar with at school and home. Lesson 2: Who can we help at home and at school? Talk about how children can be helpful to family members, classmates, friends and teachers. Lesson 3: How does the life and example of Jesus teach people about how to care for others? Talk about the importance of Jesus for Christians. Lesson 4: How does the life and example of the Prophet Mohammed teach people about caring for others? Talk about Prophet Mohammed as a special person for Muslims. Learn about Prophet Mohammed's teaching about caring for others. Lesson 5: What do Buddhist stories tell us about how we can care for others? Notice that Buddhists think it is important to care for all living things. Listen carefully to a story and talk about what it teaches about caring. Lesson 6: What do Hindu stories tell us about how we can care for others? Notice that Hindus think it is important to care for all living things. Listen to a Hindu story and talk about what it teaches about caring for others. Lesson 7: Who can we help in the world? Find out about people in our school, family, world who need help.</p> <p>Lesson 1: Chinese New Year Lesson 2: Ramadan & Eid Lesson 3: Lent & Mardi Gras Lesson 4: Holi Lesson 5: Passover Lesson 6: Easter</p> <p>Vocabulary: duty (dharma), golden rule, Jesus, Bible, parable, God, Qu'ran, Prophet Mohammed, Buddhists, community, fundraising, charity, fasting</p> <p>Religions / worldviews: Christianity Judaism Islam Hinduism Buddhism Non-religious</p>	<p>Lesson 1: Where do we live and belong? Recognise that we belong in our homes, families and local area. Lesson 2: What makes a good friend? Talk about our friends and say what qualities friends should display. Explain what being a friend means and how we should treat others. Lesson 3: What groups do we belong to? Talk about the groups they belong to such as a family, class, school, team or faith. Lesson 4: What does it mean to belong to a faith community? Talk about faith groups that people belong to. Lesson 5: How does the life and example of Jesus teach people about friendship? Talk about the special friends of Jesus. Lesson 6: How do Hindu families celebrate love between brothers and sisters? Notice how Hindu brothers and sisters show that they belong to each other.</p> <p>Lesson 1: Vaisakhi Lesson 2: Eid Al-Adha</p> <p>Vocabulary: Belong, belief, qualities, Raksha Bandhan</p> <p>Religions / worldviews: Christianity Islam Hinduism Sikhism</p>	<p>Lesson 1: What is beautiful about the natural world? Use your senses to explore and talk about the natural world around you. Create linked artwork using natural resources. Lesson 2: What is the Christian story of creation? Listen to and talk about the creation story from the Bible. Talk about why Christians believe they should be thankful. Lesson 3: What do Jewish people believe about creation? Listen to and talk about the Jewish creation story. Talk about Shabbat as a day of rest in Judaism. Lesson 4: What do Muslims believe about creation? Listen to and talk about the Muslim creation story; notice similarities with other stories. Talk about how Muslims care for and look after the world. Lesson 5: What do Hindus believe about creation? Listen to and explore a Hindu creation story. Lesson 6: How can we look after the world? Talk about how we can take responsibility and show care for our immediate environment and all living things.</p> <p>Vocabulary: creation, Shabbat, Torah, Allah, Aum, deities</p> <p>Religions / worldviews: Christianity Judaism Islam Hinduism Non-religious</p>



Year 1

<p>Autumn 1 Why are festivals important in the community?</p>	<p>Autumn 2 How and why do we care for others?</p>	<p>Spring Which books and stories are important?</p>	<p>Summer What does it mean to belong to a community of belief?</p>
<p>Lesson 1: How do we celebrate special occasions? Talk about what celebration means and give examples of how special occasions are celebrated. Express ideas about why saying thank you is important</p> <p>Lesson 2: Why is Harvest Festival important to Christians? Recognise that Christians and others celebrate festival days to show gratitude. Notice what happens at a Harvest Festival and suggest why</p> <p>Lesson 3: What happens at Sukkot and why is this important to Jews? Retell the story behind Sukkot. Express ideas about how the festival of Sukkot is celebrated</p> <p>Lesson 4: What happens during the holy month of Ramadan and the celebration of Eid al-Fitr ? Recognise aspects of the Muslim festival of Ramadan. Express ideas about the nature and importance of Eid</p> <p>Lesson 5: How do Hindus prepare to celebrate Diwali? Notice details about aspects of the festival of Diwali. Retell the story of Rama and Sita</p> <p>Lesson 6: How do Sikhs celebrate Diwali and Bandi Chhor Divas? Notice details about the Sikh festival of Diwali (Bandi Chhor Divas). Notice some similarities and differences between Hindu and Sikh celebration of Diwali</p> <p>Lesson 7: How do people and communities choose to celebrate? Recognise that celebrations are very special occasions. Suggest some similarities and differences between religious and non-religious celebrations</p> <p>Vocabulary: Christian, Harvest Festival, Jewish, Sukkot, Ramadan, Eid, Hindu, Diwali, diva, Sikh, Guru Hargobind, Bandi Chhor Divas</p> <p>Religions / worldviews: Christianity Judaism Islam Hinduism Sikhism</p>	<p>Lesson 1: Who do we care for and how do we care for them? Identify and talk about people we care about and explain how and why we care for them. Retell a story about caring.</p> <p>Lesson 2: How do Christians care for others? Listen to Christian stories that encourage caring for others. Explore ways in which Christians might follow these examples.</p> <p>Lesson 3: How do Muslims care for others? Listen to Muslim stories that encourage caring for others. Explore ways in which Muslims might follow these examples.</p> <p>Lesson 4: How do Sikhs care for others? Listen to Sikh stories that encourage caring for others. Explore ways in which Sikhs might follow these examples.</p> <p>Lesson 5: How do Hindus care for others? Listen to Hindu stories that encourage caring and retell these. Express ideas about how people follow these examples.</p> <p>Lesson 6: How do Buddhists care for others? Listen to Buddhist stories that encourage caring and retell these. Explore ways people follow these examples.</p> <p>Lesson 7: How do we care for others? Talk and ask questions about how they can care for others. Recall stories about caring for others.</p> <p>Vocabulary: parable, Jesus, Prophet Muhammad, Muslim, langar, sewa, dana, Buddha, enlightenment, charity.</p> <p>Religions / worldviews: Christianity Islam Hinduism Sikhism Buddhism</p>	<p>Lesson 1: Why are some books special? Recognise some special or holy books. Notice how special or holy books are treated.</p> <p>Lesson 2: What are some of life's big questions? Talk about some of life's big questions. Suggest meanings for a special story.</p> <p>Lesson 3: How do we know that the Bible is a special book for Christians? Recognise a Bible and talk about how it is treated. Suggest a moral for a Bible story.</p> <p>Lesson 4: How do we know that the Qur'an is a special book for Muslims? Recognise a Qur'an and talk about how it is treated. Suggest a moral for an Islamic story.</p> <p>Lesson 5: How do we know the Guru Granth Sahib is a special book for Sikhs? Recognise the Guru Granth Sahib and talk about how it is treated. Suggest a moral for a story from the Guru Granth Sahib.</p> <p>Lesson 6: How do we know that the Torah is a special book for Jewish people? Recognise the Torah and talk about how it is treated. Suggest a meaning for a Jewish story.</p> <p>Lesson 7: What messages can we learn from special books? Express ideas about the moral messages that can come from stories. Explain how people might follow moral examples from stories in order to live a good life.</p> <p>Vocabulary: Holy, moral, believer, sacred, Bible, Qur'an, Torah, Guru Granth Sahib</p> <p>Religions / worldviews: Christianity Judaism Islam Sikhism</p>	<p>Lesson 1: What signs and symbols show belonging? Talk about what it means to belong. Recognise and talk about some religious symbols.</p> <p>Lesson 2: What makes a place special? Name special places for people of particular faiths. Recognise similarities and differences between belonging to a school and a faith community.</p> <p>Lesson 3: How do Christians show they belong to a Church? Talk about what Christians do in Church to show they belong. Recognise that being together in church helps Christians know they belong to God's family.</p> <p>Lesson 4: What might you see inside a church? Name some of the artefacts found in Christian churches and explain how they are used</p> <p>Lesson 5: How do Muslims prepare themselves for worship and prayer? Recall and name ways Muslims prepare themselves for worship through their clothing and wudu. Talk about how Muslims show they belong by what they wear and what they do.</p> <p>Lesson 6: What might you see inside a mosque? Identify some important parts of a mosque and why they are important. Notice and talk about what happens inside a mosque.</p> <p>Lesson 7: What does it mean to belong to a synagogue? Name the synagogue as an important place of worship and community in Judaism. Name some important parts of the synagogue and describe their purpose.</p> <p>Lesson 8: Why do people choose to belong to a faith community? Express ideas about why people want to belong to a place of worship and how they show this.</p> <p>Vocabulary: church, artefacts, mosque, wudu, dome, minaret, quibla wall, Torah, synagogue</p> <p>Religions / world views: Christianity Judaism Islam</p>



Year 2

Autumn 1	Autumn 2	Spring	Summer
<p>How are symbols used to welcome new life?</p>	<p>What do religions / worldviews say about our wonderful world?</p>	<p>How and why do some people pray?</p>	<p>How can we make good choices?</p>
<p>Lesson 1: How are symbols used to welcome new life? Explain how we welcome people to our class and why this is important. Identify symbols and routines in school.</p> <p>Lesson 2: How do you welcome a baby into your family? Describe what a new baby needs. Explore the meaning of names.</p> <p>Lesson 3: How are babies welcomed into the Sikh faith? Sequence the symbolic events of a Naam Karan, Sikh naming ceremony. Explore how names are chosen in the Sikh faith.</p> <p>Lesson 4: How is a baby welcomed into the Christian faith? Explore how babies are welcomed in the Christian faith. Identify symbols and symbolic events in a christening.</p> <p>Lesson 5: How do Muslims welcome a new baby? Explore how Muslims welcome a new baby. Explain why sharing is important in the Aqiqah.</p> <p>Lesson 6: How do Humanists welcome a new baby? Explore how Humanists welcome a new baby. Create a class poem to welcome a new baby.</p> <p>Lesson 7: How are symbols used to welcome new life? Compare how babies are welcomed into the world. Describe how symbols are used to welcome new life.</p> <p>Vocabulary: Naam Karan, Guru Granth Sahib, baptism, godparent, Aqiqah, ritual, symbolic</p> <p>Religions / worldviews: Christianity Islam Sikhism Non-religious</p>	<p>Lesson 1: What is good about our world? Notice details and respond to questions about the world around you.</p> <p>Lesson 2: What does it feel like to create something? Recognise the emotions associated with being creative and appreciate that people can be creative in different ways.</p> <p>Lesson 3: What do Christian and Jewish stories say about how the world began? Recognise and retell the Jewish/ Christian story and beliefs about the origins of the world.</p> <p>Lesson 4: What do Islamic stories say about how the world began? Recognise and retell Islamic stories and beliefs about the beginning of the world.</p> <p>Lesson 5: What do other religious worldviews say about how the world began? Recognise and retell Buddhist and Sikh stories and beliefs about the beginning of the world.</p> <p>Lesson 6: What do non-religious worldviews say about how the world began? Recognise that people have different views about the origins of the world.</p> <p>Lesson 7: How do different people help to protect the planet? Recognise the importance of a collective responsibility to look after our planet.</p> <p>Vocabulary: stewardship, creation, Genesis, Allah</p> <p>Religions / worldviews: Christianity Judaism Islam Sikhism Buddhism Non-religious</p>	<p>Lesson 1: What is prayer and why do people pray? Talk about the meaning of prayer. Suggest reasons for praying.</p> <p>Lesson 2: How do Christians pray? Express ideas about actions, thoughts and feelings of Christians during prayer. Recognise some symbols and words that can help Christians to focus on prayer.</p> <p>Lesson 3: How do Muslims pray? Express ideas about actions, thoughts and feelings of Muslims during prayer. Recognise some symbols that can help Muslims to focus on prayer.</p> <p>Lesson 4: How do Sikhs pray? Talk about the importance of prayer for Sikhs. Explain how Guru Nanak's teaching about prayer guides Sikhs in their life today.</p> <p>Lesson 5: How do Buddhists meditate and follow Buddha's example? Recognise that meditation is about trying to focus the mind. Describe how Buddhists meditate.</p> <p>Lesson 6: How do Hindus pray at home and at the mandir? Talk about the objects on a puja tray. Talk about how the five senses are used in Hindu worship.</p> <p>Lesson 7: How do Jews pray? Talk about how Jews pray at home. Describe how Jews pray in the synagogue.</p> <p>Lesson 8: What does prayer / reflection mean to us? Express their own ideas about prayers / reflections. Express ideas about everyday places and objects that help children to be quiet and reflect. Design a special place for prayer.</p> <p>Vocabulary: Lord's Prayer, symbol, reflection, Muslim, wudu, salah, Guru Nanak, guru, meditate, shrine, puja, Shema</p> <p>Religions / worldviews: Christianity Judaism Islam Hinduism Sikhism Buddhism</p>	<p>Lesson 1: How do our school rules make our school a happy place? Talk about what makes a happy classroom and ways we can help to achieve this. Talk about rules and why these matter.</p> <p>Lesson 2: How do we show that we are keeping to the rules? Express ideas about how you would behave without positive guidance in your life.</p> <p>Lesson 3: How do Christians make good choices? Recognise the Ten Commandments and their importance for Jews, Christians and Muslims. Respond to questions about the teaching of Jesus that people should love God and their neighbour.</p> <p>Lesson 4: How do Muslims make good choices? Express ideas about what 'holds up' their life. Talk about the Muslim commitment to the 5 pillars of Islam. Name one of the five pillars.</p> <p>Lesson 5: How do Sikhs make good choices? Suggest why langar is an important duty for Sikhs. Talk about how the langar helps Sikhs to serve others</p> <p>Lesson 6: How do Buddhists make good choices? Notice how Buddhists show compassion to themselves and the world.</p> <p>Lesson 7: How do Hindus make good choices? Talk about Hindu belief that everyone is born with the divine soul (atman). Talk about how Hindus show respect to all creatures.</p> <p>Lesson 8: What do religious and non-religious stories say about rules and guidelines? Retell and suggest the meaning of stories and parables. Express ideas about how rules and stories guide and inspire people.</p> <p>Vocabulary: Commandments, Pillars of Islam, Zakat, Shahadah, Sikh, gurdwara, Langar, Buddhist, Buddha, Karma, atman, Ganesh, dana</p> <p>Religions / worldviews: Christianity Judaism Islam Hinduism Sikhism Buddhism</p>



Year 3

<p>Autumn 1 How do different people express spirituality?</p>	<p>Autumn 2 Why do people follow inspirational leaders?</p>	<p>Spring How do Jews use stories to remember God's covenant?</p>	<p>Summer How do the 5 pillars help Muslims to lead a good life?</p>
<p>Lesson 1: What is Spirituality? Explain their understanding of 'spiritual'. Respond thoughtfully to the meaning and significance of some symbols and artistic expressions</p> <p>Lesson 2: How do Christians use visual arts to express beliefs? Describe pictures and images used by Christians and respond thoughtfully to what is shown. Give opinions about how some Christian faith communities use and include images and pictures.</p> <p>Lesson 3: How do Muslims use calligraphy and pattern to express beliefs? Recognise that Muslims create patterns to express beliefs rather than illustrating animal or human forms. Recognise the 99 names of Allah and respond thoughtfully to these attributes.</p> <p>Lesson 4: How do religions use words as an art form to express beliefs? Explore and describe how some faith communities use words and poetry to represent beliefs.</p> <p>Lesson 5: How are different individuals and communities inspired by music? Explain how and why some faiths use music as an expression of beliefs. Respond thoughtfully to some forms of religious music and explain their meaning.</p> <p>Lesson 6: How can dance express faith? Recognise that some faiths use dance as an expression of beliefs. Explain how dance might express emotions, values and beliefs.</p> <p>Vocabulary: Spirituality, calligraphy, psalm, hymn, mool mantar, Sufism, mudras, whirling dervish, liturgical dance</p> <p>Religions / worldviews: Christianity Judaism Islam Sikhism</p>	<p>Lesson 1: What makes a good leader? Describe the position of a leader. Give examples of some leaders and recognise the qualities a leader may possess.</p> <p>Lesson 2: How do the stories about Jesus show that he was an inspirational leader? Recognise that Christians consider Jesus to be their leader. Express ideas as to why Jesus is a role model and an inspiration for Christians.</p> <p>Lesson 3: How do the teachings of the Prophet Muhammad provide Muslims with a model for living? Explain why the Prophet Muhammad is a role model and an inspiration for Muslims. Respond thoughtfully to stories about the Prophet Muhammad and explore Muslim beliefs about him.</p> <p>Lesson 4: Who is Moses and why is he still important to Jews today? Explain why Moses is a role model and give reasons why he is an inspiration for Jews. Respond thoughtfully to stories about Moses and explore Jewish beliefs about him.</p> <p>Lesson 5: Which leaders are inspirational today? Find out about some modern-day leaders and make links to their own experiences of role models. Give reasons why some modern-day leaders are seen as role models and an inspiration for different groups of people</p> <p>Lesson 6: Which leaders influence me? Explain why some modern-day leaders are seen as role models and an inspiration for different groups of people. Give reasons to explain choices.</p> <p>Vocabulary: Muhammad, prophet, Hadith, Moses, Exodus</p> <p>Religions / worldviews: Christianity Judaism Islam</p>	<p>Lesson 1: What is a covenant? Understand that a covenant is a special promise between God and people. Make links between the promises/ agreements they make and the covenant with God and Noah.</p> <p>Lesson 2: Who was Abraham and why is he an important figure for Jewish people? Explore and describe links between Abraham, Noah and the covenant with God.</p> <p>Lesson 3: Why is Moses important to Jewish people today and what do they learn from him? Link the Moses story to ideas about unfairness and the experience of the Jewish people. Give examples of how Moses continues to inspire Jews today.</p> <p>Lesson 4: Why is Pesach important to Jewish people and what happened at the first Pesach? Retell the story of the Exodus. Describe what happened at the Exodus and link to Jewish beliefs about God as their rescuer.</p> <p>Lesson 5: How do Jews celebrate Pesach today? Explain how Jewish people celebrate Pesach. Ask questions about the meaning of the Pesach seder meal, making links to the Exodus.</p> <p>Lesson 6: Why do Jews celebrate Pesach today? Demonstrate understanding and express ideas about the meaning of Pesach to Jewish people today. Give opinions about freedom and why this is a good thing.</p> <p>Lesson 7: Why do Jewish people rest on Shabbat? Give examples of some of the things some Jewish families would and would not do on Shabbat. Make links with the ways in which rest and family time are important to me.</p> <p>Vocabulary: Moses, Abraham, Exodus, Hebrew, Covenant, Torah, Ark, Sabbath/Shabbat, Passover/Pesach, Mezuzah, kosher, Seder, matzah</p> <p>Religions / worldviews: Judaism</p>	<p>Lesson 1: What are some of the most important features of Islam? Recall some important features of Islam. Ask questions and express ideas about a Muslim artefact.</p> <p>Lesson 2: How did Islam start? Recognise and recall information about the geographical origins of Islam. Describe and respond thoughtfully to the life of the Prophet Muhammad.</p> <p>Lesson 3: What is the Shahadah? Recall the correct names and some features of the five pillars of Islam. Demonstrate understanding of the importance of the Shahadah and belief in one God for Muslims.</p> <p>Lesson 4: What is Salah? Describe Salah, the second pillar of Islam. Express ideas about how Salah affects a Muslim's life and why it is so important.</p> <p>Lesson 5: What is Zakah? Describe Zakah, the third pillar of Islam. Express ideas about how Zakah affects a Muslim's life and why it is so important.</p> <p>Lesson 6: What is Sawm? Describe Sawm, the fourth pillar of Islam and express ideas about how it affects a Muslim's life. Respond thoughtfully to an Islamic text and explain its meaning and importance for Muslims.</p> <p>Lesson 7: Why do Muslims go on Hajj? Describe and explain what happens during the five days of Hajj, the fifth pillar of Islam. Explain why Hajj is important to Muslims.</p> <p>Lesson 8: What have we learned in this unit about Islam? Demonstrate understanding of, and present ideas to explain, Muslim beliefs and practices learned during the unit.</p> <p>Vocabulary: Qur'an, Makkah, Shahadah, Salah, Zakah, Sawm, fasting, Ramadan, Hajj, pilgrimage</p> <p>Religions / worldviews: Islam</p>



Year 4

<p>Autumn 1</p> <p>How do ancient stories influence modern celebrations?</p>	<p>Autumn 2</p> <p>What faiths and beliefs can be found in our country and community?</p>	<p>Spring</p> <p>How does the Bible help Christians to lead a good life?</p>	<p>Summer</p> <p>Why do the lives of the Gurus inspire Sikh believers?</p>
<p>Lesson 1: Why is the light of Hanukkah so important to Jews? Retell the story of Hanukkah and suggest deeper meanings for the story. Explain why Jewish people use food and actions to reaffirm their beliefs.</p> <p>Lesson 2: How is light important to Sikhs during Bandi Chhor Divas? Re-enact the story of Guru Hargobind and make links with the story of the Macabees. Describe what light represents during Bandi Chhor Divas.</p> <p>Lesson 3: Why is light important to Hindus during the festival of Diwali? Explain how light is a representation of good overcoming evil during Diwali. Respond thoughtfully to the themes of the Diwali story about Prince Rama and Princess Sita.</p> <p>Lesson 4: Why is Advent an important time for Christians? Explain the purpose of Advent for Christians. Recall information about past and present Advent traditions.</p> <p>Lesson 5: Why was light important in festivals of ancient civilisations? Give examples to show that light has been important to many different civilisations in the past.</p> <p>Lesson 6: Why are the solstices important to Pagans and others? Describe how the winter and summer solstices are celebrated. Explain the significance of the sun to Pagans and others.</p> <p>Lesson 7: How have ancient stories influenced how people celebrate festivals of light today? Show understanding of light as a representation of many things including hope, freedom, reflection and new life.</p> <p>Vocabulary: Menorah, dreidel, shamash, Lakshmi, rangoli, diyas, solstice</p> <p>Religions / worldviews: Christianity Judaism Hinduism Sikhism Non-religious</p>	<p>Lesson 1: What does it mean to belong to a community? Identify groups that I belong to and the symbols and actions associated with them. Explore what being part of a community means, including welcoming someone new.</p> <p>Lesson 2: Which religions are found in our local community? Identify and find out about the religions represented in the local area or community. Reflect on and express some ideas about religious diversity.</p> <p>Lesson 3: What religions are found in our region and country? Demonstrate understanding of the local significance of places of worship and symbols. Find out about and describe similarities and differences between faiths.</p> <p>Lesson 4: What range of faiths can be found in our community and country? Explain what diversity means. Find out about different faiths and explore their differences and similarities.</p> <p>Lesson 5: How do Christian places of worship differ? Describe what is important about the place of worship for believers. Explore differences and similarities within faiths.</p> <p>Lesson 6: How do different faiths and believers get on together? Explain how different faiths work together for community cohesion. Plan a project to support different faiths and believers getting on together.</p> <p>Vocabulary: community, mosque, gurdwara, synagogue, mandir, church, diversity, interfaith, community cohesion</p> <p>Religions / worldviews: Christianity Judaism Islam Sikhism Hinduism Buddhism Non-religious</p>	<p>Lesson 1: Why is the Bible such a special book for Christians? Give reasons to show why the Holy Bible is such an important book for Christians</p> <p>Lesson 2: What are the rules for a good life in the Old Testament? Give examples of Christian rules and recall what Christianity has to say about 'right' and 'wrong', values and commitment</p> <p>Lesson 3: What were the greatest commandments that Jesus taught? Revisit the idea that Jesus taught people to love God and love their neighbour. Explain what the golden rule is.</p> <p>Lesson 4: What does the parable of The Sheep and the Goats tell Christians about how to live a good life? Give examples of ways Christians follow Jesus' teaching by caring for and helping others</p> <p>Lesson 5: What does the story of Zacchaeus tell Christians about how to live a good life? Describe how Jesus befriended Zacchaeus even though he was considered a sinner. Recognise the qualities that make a good friend.</p> <p>Lesson 6: What do the Bible stories of Jesus healing others tell Christians about how to live a good life? Discuss Jesus caring for and healing people. Give reasons why Christians show care for others; give an example of personal qualities of kindness and caring.</p> <p>Lesson 7: How can you apply teachings from the Bible on how to live a good life? Present ideas to show how elements from Christian beliefs could be applied to situations they experience in your own lives.</p> <p>Vocabulary: Bible, Old Testament, New Testament, Golden Rule, parable</p> <p>Religions / worldviews: Christianity</p>	<p>Lesson 1: What is a teacher? Give examples of their experiences of learning from a teacher. Explain that a guru is a spiritual teacher.</p> <p>Lesson 2: Who was Guru Nanak? Identify key information about Guru Nanak and his early life. Explain Guru Nanak's characteristics.</p> <p>Lesson 3: What values did Guru Nanak teach? Explain the meaning of important Sikh stories. Make links between stories and their own experiences.</p> <p>Lesson 4: What do Sikhs believe about God? Express ideas about Sikh beliefs. Respond thoughtfully to a religious text.</p> <p>Lesson 5: How did the Gurus pass on their teachings? Describe the way Guru Nanak appointed his successor. Demonstrate understanding of the significance of the Golden Temple as the resting place of the Guru Granth Sahib.</p> <p>Lesson 6: How do Sikhs treat their scripture, Guru Granth Sahib? Recall information and give examples of how Sikhs treat their scripture, Guru Granth Sahib. Describe similarities and differences between how Sikhs treat their scripture, Guru Granth Sahib, and the way pupils treat books which are special to them.</p> <p>Lesson 7: How do the teachings of Guru Nanak and the other Gurus still inspire Sikhs today? Express ideas about Guru Nanak's teaching and give reasons why it is still followed today. Create a guide to the gurdwara, showing why it's important to Sikhs.</p> <p>Vocabulary: Guru, Guru Nanak, Panjab, Guru Granth Sahib, Mool Mantar, Ik Onkar, Guru Angad, Guru Gobind Singh, Golden Temple, gurdwara</p> <p>Religions / worldviews: Sikhism</p>

Year 5

<p align="center">Autumn 1</p> <p align="center">How and why are Jewish festivals celebrated?</p>	<p align="center">Autumn 2</p> <p align="center">Should we forgive others?</p>	<p align="center">Spring</p> <p align="center">What do Christians believe about old and new covenants?</p>	<p align="center">Summer</p> <p align="center">Why do some people go on pilgrimage?</p>
<p>Lesson 1: What do we know about Jews and Judaism? Summarise our knowledge of Judaism including some key facts about festivals</p> <p>Lesson 2: When and why do people make new resolutions and promises? Give examples of new year resolutions and explain why people make them. Identify and explain the symbolism used at Rosh Hashanah and Yom Kippur.</p> <p>Lesson 3: How does the festival of Sukkot remind Jewish people of their ancestors' journey in the desert? Summarise the celebration of Sukkot and explain how it acts as a reminder. Make connections between ancient stories and modern celebrations.</p> <p>Lesson 4: How is the giving of the Torah remembered at Shavuot? Summarise why the Torah is so important to Jewish People. Make connections between the festival of Shavuot and the story of Ruth.</p> <p>Lesson 5: How is the festival of Purim celebrated? Summarise the story of Esther. Explain how and why Purim is celebrated and give examples of symbolism from modern celebrations.</p> <p>Lesson 6: Why do Jewish people still celebrate so many festivals today? Explain reasons for Jewish celebrations and compare the way different people celebrate. Plan and produce a leaflet/presentation to demonstrate understanding.</p> <p>Vocabulary: Menorah, Torah, Rosh Hashanah, Yom Kippur, Atonement, Exodus, Hebrew, Simchat Torah, Shavuot, Mount Sinai, Ruth, Purim, Esther, Persecution</p> <p>Religions / worldviews: Judaism</p>	<p>Lesson 1: What is forgiveness? Define the concept of forgiveness and reconciliation. Explain the importance of trying to put wrongs right.</p> <p>Lesson 2: What did Jesus teach about forgiveness? Discuss and investigate stories Jesus told about forgiveness. Explain Jesus' beliefs about forgiveness and how he put these into practice.</p> <p>Lesson 3: Why does saying sorry matter to Christian believers? Christians believe the act of confession helps them to receive God's forgiveness. To understand the reasons Christians confess their sins.</p> <p>Lesson 4: What examples of Christian forgiveness and reconciliation can be found today? Give a considered response to practical examples of forgiveness that reflects Christian teaching. Identify and explain links between the examples of forgiveness and reconciliation studied, to the teaching and example of Jesus.</p> <p>Lesson 5: What difference might Christian beliefs about reconciliation make? Apply Christian teachings to real-life situations. Explore different outcomes through discussion.</p> <p>Vocabulary: forgiveness, reconciliation, pharisee, confession, mercy</p> <p>Religions / worldviews: Christianity</p>	<p>Lesson 1: How did the covenant start? Explain the term covenant and reflect on God's covenant with Abraham.</p> <p>Lesson 2: What do Jews and Muslims believe about Abraham from writings in the Torah and the Quran? Suggest reasons why Abraham is important to Christians, Jews and Muslims. Define the term Abrahamic faith.</p> <p>Lesson 3: What do we know about Moses, the escape from slavery and the Ten Commandments? Make connections between Moses and Abraham. Discuss who Moses was and reflect on why he is important to Jews and Christians. Suggest reasons why the Ten Commandments are important for Jews and Christians.</p> <p>Lesson 4: Why is King David important to Jews and Christians? Explain who King David was. Reflect on why he is important to Christians. Make connections between David and Abraham / David and Jesus.</p> <p>Lesson 5: What do the stories of Jesus' birth tell us about Christian beliefs about him? Explain the terms 'Incarnation', 'Messiah' and 'Saviour'. Identify evidence from Bible extracts that support Christian beliefs about Jesus.</p> <p>Lesson 6: What titles did Jesus use about himself? Suggest reasons why Jesus' 'I am' statements are important to Christians.</p> <p>Lesson 7: What titles have Christians given to Jesus and why? Reflect on the different titles attributed to Jesus and how these demonstrate his importance to Christians.</p> <p>Vocabulary: Incarnation, Salvation, Gospels, Messiah, Trinity, Son of Man, Son of God Eternal, Covenant</p> <p>Religions / worldviews: Christianity Judaism Islam</p>	<p>Lesson 1: What do we mean by pilgrimage? Give an example of a special religious place in the world. Explain the difference between a holiday and a pilgrimage.</p> <p>Lesson 2: What is it like to visit the Western Wall if you are Jewish? Give examples of experiences some pilgrims might have at the Western Wall.</p> <p>Lesson 3: How does pilgrimage to Mecca inspire Muslims? Describe and explain the significance of the journey to Mecca for Muslims.</p> <p>Lesson 4: What places or journeys are significant for Christians? Describe some Christian special places and explain how journeys influence individual Christians and give them new insights.</p> <p>Lesson 5: Why is Jerusalem a significant place of pilgrimage for Abrahamic faiths? Explain why Jerusalem is special to Christians, Jews and Muslims. Reflect on how people can work together for tolerance.</p> <p>Lesson 6: Why is pilgrimage to the River Ganges significant to Hindus? Describe and explain the significance of pilgrimage for Hindus. Give examples of new insights Hindu pilgrims might gain from their journey.</p> <p>Lesson 7: Why is Amritsar important? Give reasons why Sikhs might visit Amritsar.</p> <p>Lesson 8: How might pilgrimage transform people's lives? Recap previous learning on pilgrimage. Give reasons why pilgrimage might transform people's lives.</p> <p>Vocabulary: pilgrimage, pilgrim</p> <p>Religions / worldviews: Christianity Judaism Islam Sikhism Hinduism</p>



Year 6

Autumn 1 What do Hindu people believe about God?	Autumn 2 What is Humanism?	Spring How do Sikhs symbolise their commitment?	Summer What values do people live by?
<p>Lesson 1: What different aspects of your life do you show people? To describe how different people show different aspects of their life. To describe how Hindus believe in one God with many aspects.</p> <p>Lesson 2: What does the Trimurti mean? To understand the concept of the Trimurti. To describe how Hindu murtis show different aspects of God.</p> <p>Lesson 3: How do Hindus worship differently? To understand how Hindus worship at home. To understand how Hindus worship at the mandir.</p> <p>Lesson 4: What do Hindus believe about living a good life? To explain ideas about karma and moksha. To explain ideas about dharma.</p> <p>Lesson 5: How do Hindus show sewa or service? To describe how many Hindu people show compassion and service. To explain the importance of giving and serving based on Hindu scriptures.</p> <p>Lesson 6: How else do Hindus show devotion to God? To understand Hindu teachings on the environment. To link Hindu teachings on God to the environment.</p> <p>Vocabulary: Brahman, Paramatma, Trimurti, Murtis, Puja, Mandir, Shrine, ahimsa, dharma, karma, moksha, sewa, dana.</p> <p>Religions / worldviews: Hinduism</p>	<p>Lesson 1: What is Humanism? Explain the concept of Humanism as a non-religious worldview. Describe the core features of Humanist beliefs.</p> <p>Lesson 2: What do Humanists value? Identify the 5 values of a Humanist approach to life. Explain further why these are important to Humanists.</p> <p>Lesson 3: What is a Humanist approach to understanding the world? Explore the way that Humanists understand the world around us. Understand what a belief is.</p> <p>Lesson 4: What is a Humanist approach to living a happy life? Explore what the Humanist concept of a happy life is. Identify aspects of life that Humanists believe help to lead a happy life.</p> <p>Lesson 5: How can a Humanist know what is good? Understanding that our actions have an impact on others. Understand how Humanists use empathy and the golden rule to make good choices.</p> <p>Lesson 6: How do Humanists put their beliefs into action? Explore how humanists promote freedom, fairness and kindness. Identify ways in which Humanists take practical action to make the world a better place.</p> <p>Vocabulary: Humanism, empathy, evolution, atheist, tolerance, golden rule, equality</p> <p>Religions / worldviews: Non-religious</p>	<p>Lesson 1: What values are important? Give reasons for the different ideas people have about what is important. Reflect on and consider own values.</p> <p>Lesson 2: How do Sikhs show commitment to their faith through religious practice? Identify and explain how Sikhs demonstrate values through daily religious observance. Find meanings in a Sikh text.</p> <p>Lesson 3: How do Sikhs use symbols to show commitment to their faith? Summarise Sikh beliefs about symbols of identity and what they represent.</p> <p>Lesson 4: How are Sikh beliefs about commitment represented in their teachings? Investigate and explain how Sikh teachings and stories influence Sikh practice.</p> <p>Lesson 5: How do Sikhs show commitment to their faith through rites of passage? Define the concept of 'commitment'. Weigh up different points of view about Sikh commitment and initiation practices.</p> <p>Lesson 6: How do Sikhs show commitment by putting faith into action in daily life? Give examples of Sikh teachings and practice about service to others. Define 'sewa' and give examples of each aspect, reflecting on their own experience and ideas.</p> <p>Lesson 7: What can we learn from Sikh beliefs and ways of life? Reflect on Sikh practices and lifestyle choices. Plan and produce something that demonstrates your understanding of Sikh values.</p> <p>Vocabulary: Guru Gobind Singh, Guru Granth Sahib, Khalsa, Amrit, Baptism, Sewa, Langar, The 5Ks (kesh, kangha, kara kachera, kirpan)</p> <p>Religions / worldviews: Sikhism</p>	<p>Lesson 1: What is a code for living? Explain the concept of 'consequences' and give examples. Explain the concept of 'code for living' and give examples of some rules to live by.</p> <p>Lesson 2: What codes for living might Humanists follow? Ask thoughtful questions about religious and non-religious ways of life. Make links between religious and non-religious ideas – similarities and differences.</p> <p>Lesson 3: What codes for living might Christians follow? Summarise some Christian teaching about values and behaviour. Make links between thoughts and ideas and words and actions.</p> <p>Lesson 4: What codes for living might Muslims follow? Summarise some Muslim teaching about values and behaviour. Make connections between some Muslim teachings and how Muslims choose to live.</p> <p>Lesson 5: How do commandments (mitzvot) inform Jewish values today? Explain how some Jewish people observe commandments such as the Shema as a foundation for their values.</p> <p>Lesson 6: How do Jews live by the principles of Tikkun Olam? Explain the importance of Jewish values such as care for the world.</p> <p>Lesson 7: What are the rules and principles for Buddhist daily life? Identify some key Buddhist beliefs and explain how these are put into practice.</p> <p>Lesson 8: What codes for living do I follow? Compare, contrast and evaluate codes for living.</p> <p>Vocabulary: code for living, Hadith, Qur'an, mitzvot, Shema, tefillin, Tikkun Olam</p> <p>Religions / worldviews: Christianity Judaism Islam Buddhism Non-religious</p>