



## **RELIGIOUS EDUCATION CURRICULUM**

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## **1. INTENT, IMPLEMENTATION AND IMPACT**

### **Intent**

The aim of the RE curriculum at Manorfield is to give children a deep knowledge of Christianity and an overview of different world religions. Children need more than ever, to gain an understanding of the cultural conventions, moral traditions, customs and faith which embody the fundamental values of all the communities which they may come into contact with locally and globally in their lifetimes.

By the end of Year 6 we hope that children have taken on board the key themes and beliefs taught to help them show empathy, tolerance and understanding for those of different faiths and to understand how different faiths and cultures have shared themes.

The curriculum is taught through the Leicestershire SACRE and Understanding Christianity. Understanding Christianity covers eight core concepts identified at the heart of mainstream Christian belief. It sets out knowledge 'building blocks', to clarify what pupils should know and understand about these concepts at each school phase.

*We want children to leave Manorfield understanding that Faith is not only made up of World religions followed by hundreds of people but is based on each individual's personal beliefs and those beliefs should influence their actions in a positive way for those around them.*

### **Implementation**

The RE subject champion and lead teachers work together to ensure that we are covering all areas in the Understanding Christianity scheme of work and Leicestershire agreed syllabus. This also helps ensure that the long-term plans build upon prior learning. RE is taught as a core subject on a weekly basis throughout the year. By ensuring that the long-term plan covers many aspects of Christianity, worldwide religious and non-religious world views children can achieve depth in their learning.

To create the interesting and engaging lessons, we use a variety of resources including, Understanding Christianity and the Diocesan syllabus resources. Memorable experiences such as visits, in-school visitors and use of ICT resources such as virtual tours and videos create excitement and interest in children.

Lessons are planned to allow all children to access the RE curriculum by using the resources provided, the 'big questions' and the 'digging deeper' sections in Understanding Christianity. School staff are able to plan lessons that will extend and challenge the most able.

SEND pupils are supported through differentiated learning activities. This may include differentiating through outcome, support or through simplifying the learning objective. We are careful to ensure that children do not always have to demonstrate learning through writing to ensure we can assess their RE skills rather than their literacy ability. As with all subjects, there is much information to take in.

## **Impact**

Each child's individual RE book shows that RE is taught regularly and learning is recorded in a variety of ways. Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. School staff can then intervene in a timely manner to clarify misconceptions and revisit areas of learning if necessary.

Emphasis is placed on children having a coherent knowledge and understanding of Christianity and other world religious and non-religious views. We also ensure that children have the chance to ask questions, express their own opinions and beliefs, in a respectful way, to help them understand the beliefs and practices of people in the world that they live in.

The outcomes of pupils are monitored by the class teachers, subject champion and SLT through assessment and marking, book look and pupil interviews.

## **Assessment**

Assessment is on-going throughout each RE topic. Teachers assess learning in lessons and misconceptions are quickly clarified.

Assessment takes different forms but may include a written activity where children demonstrate their learning.

## **What does greater depth look like in RE?**

As with all subjects, working at greater depth means **a child has mastered the learning expected for their age and stage, and is therefore able to delve into it in more detail.**

**Depth** is **more** important than overstretched breadth or merely learning more facts.

This syllabus makes space for all pupils to explore their own beliefs, values and traditions, and those of others, in engaged and engaging ways. RE taught using the new RE Agreed Syllabus aims to support children to develop positive attitudes of respect towards people from all religions and worldviews


























In terms of planning for greater depth, the question we ask ourselves is how do we extend children's learning when they have mastered the basic curriculum concepts?








The following is a selection of ideas outlining the ways we can 'dig deeper' when aiming for greater depth.

- Justifying individuals views
- Acceptance & curiosity
- Evaluate
- Apply what they've learned in one area of a subject to other areas
- Children can answer 'what if?' questions with insightful and thoughtful ideas where they make links between prior and current learning in a familiar relatable context and justify why they think this with accuracy.
- Apply ideas, making links and connections

- Apply their knowledge consistently, confidently and fluently.
- Retell and talk about a story, scenario or situation, experience or concept
- Respond sensitively
- Express views and insights
- Be able to explain a concept, idea, including teaching other children what they have learned.
- Independently use and apply correctly spelled vocabulary accurately
- Children form a relationship with their learning. It has human significance so it's relevant to the future decisions and the active contribution children can make to the world

## 2. LONG TERM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS  Christians, Muslims & Jews	F4 Being Special: Where do we belong (C, H, M)	 F2 Why is Christmas special to Christians? (Incarnation)	F1 Why is the word 'God' so   important to Christians?  (Creation & God)	 F3 Why is Easter special to Christians?  (Salvation)	F5 What places are special and why? (C, M)	F6 Which stories are special and why? (C, M)
Year 1  Christians, Muslims & Jews	 1.1 What do Christians believe God Is like? (God)	 1.3 Why does Christmas matter to Christians?  (Incarnation)	1.8 What makes some places sacred to believers? (C, M)	1.10 What does it mean to belong to a faith community? (C, J,M,NR)	1.9 How should we care for others, and why does it matter? (C, J,NR)	  1.7 (PART 1) Who is Jewish and how do they live? (God, Torah, People of God)
Year 2  Christians, Muslims & Jews	 1.4 What is the 'good news' Christians say Jesus brings? (Gospel)	1.6 Who is a Muslim and how do they live?  (God) 		 1.5 Why does Easter matter to Christians? (Salvation)	 1.2 Who do Christians say made the world? (Creation)	  1.7 (PART 2) Who is Jewish and how do they live? (God, Torah, People of God)
Year 3  Christians, Muslims, Hindus & Jews	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.12 How and why do people try to make the world a better place? (C, M, J,MR)	 L2.5 Why do Christians call the day Jesus died 'Good Friday'?  (Salvation)	L2.1 What do Christians learn from the creation story? (Creation, God)  	 L2.2 What is it like for someone to follow God? (People of God)
Year 4  Christians, Muslims, Hindus & Jews	  L2.3 What is the 'Trinity' and why is it important for Christians? (Incarnation & God)	L2.4 What kind of world did Jesus want? (Gospel) 	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Salvation, Kingdom of God)  	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people? (God, Torah, People of God, land)  	L2.11 How and why do people mark the significant events of life? (G, H, NR)

<p>Year 5</p> <p>Christians, Muslims, Hindus &amp; Jews</p>	<p>U2.8 What does it mean to be a Muslim in Britain today?</p>	 <p>U2.5 What do Christians believe Jesus did to save people? (Salvation)</p>	<p>U2.6 For Christians, what</p>  <p>kind of king was Jesus. (Kingdom of God)</p>	<p>U2.9 Why is the Torah so important to Jewish people?</p>	<p>U2.4</p>  <p>How do Christians decide how to live? 'What would Jesus do?' (Gospel)</p>	<p>U2.11 Why do some people believe in God and some people not? (C, NR)</p>
<p>Year 6</p> <p>Christians, Muslims, Hindus &amp; Jews</p>	<p>U2.10 What matters most to Humanists and Christians? (C, M, J, NR)</p>	 <p>UC 2B.3</p>  <p>How can following God bring freedom and justice? *</p>	<p>U 2.7 Why do Hindus want to be good?</p>	 <p>UC 2b.7 What difference does the Resurrection make for Christians? (Salvation)</p>	<p>U 2.5 Is religion better expressed through art/architecture or charity? * (2016-2022 AS)</p>	<p>U2.2 Creation and Science: conflicting or complimentary? (Creation)</p> 

### EYFS (F) - Discovering

### KS1 - Exploring

L = Lower KS2- Connecting

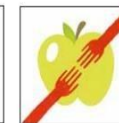
U = Upper KS2- Connecting \* not in new curriculum



GOD



CREATION



FALL



PEOPLE OF GOD



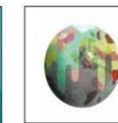
INCARNATION



GOSPEL



SALVATION



KINGDOM OF GOD

Golden Concepts						
Adversity	Change	Community	Equality	Identity	Power	Spirituality
	<b>Y1</b> – How does learning about the past help us to understand who we have shared our planet with? <i>Understanding the process through which something becomes different</i>	<b>Y1</b> – How can we work together to solve problems? <i>Having something in common with others shown by strength of connections</i>  <b>Y1</b> – Is having a Royal Family a good thing for Britain? <i>Having something in common with others shown by strength of connections</i>		<b>Y1</b> – How can we work together to solve problems? <i>A sense of belonging</i>  <b>Y1</b> – Is having a Royal Family a good thing for Britain? <i>A sense of belonging</i>	<b>Y1</b> – How does learning about the past help us to understand who we have shared our planet with? <i>The ability to direct or influence the behaviour of others or the course of events</i>	
<b>Y2</b> – Why is it important to explore different places? <i>Dealing with unknown or difficult situations</i>  <b>Y2</b> –Should we have Animal Parks? <i>Dealing with unknown or difficult situations</i>	<b>Y2</b> y is it important to explore different places? <i>Difference and change from old to new and home away</i>	<b>Y2</b> –Should we have Animal Parks? <i>The importance to community to the Masai tribe and the responsibility we have towards animals</i>  <b>Y2</b> –How can powerful people be fair to everyone in their community? <i>The responsibilities we have for the wellbeing of others and happiness in society</i>	<b>Y2</b> –How can powerful people be fair to everyone in their community? <i>Should everyone be treated equally?</i>		<b>Y2</b> –How can powerful people be fair to everyone in their community? <i>How is power evidence in the hierarchy of a castle?</i>	
<b>Y3</b> – What were the Ancient Egyptians views about the Afterlife? <i>How can the way you live your life affect your journey into the afterlife</i>  <b>Y3</b> – Is it ever right to damage the relics of the past in order to provide a better future? <i>The adversity faced by people in stone age and bronze age times</i>	<b>Y3</b> – How did Tudor exploration influence the British Empire? <i>How Tudor exploration changed society and led to the birth of the British Empire</i>  <b>Y3</b> – Is it ever right to damage the relics of the past in order to provide a better future? <i>How life changed from stone age to bronze age and the technical innovations that enabled Stonehenge to be built</i>	<b>Y3</b> – Is it ever right to damage the relics of the past in order to provide a better future? <i>The creation of Neolithic communities</i>	<b>Y3</b> – What were the Ancient Egyptians views about the Afterlife? <i>What are the differences to what happens when a wealthy Egyptian dies compared to a poor Egyptian</i>	<b>Y3</b> – How did Tudor exploration influence the British Empire? <i>How exploration can alter the identity of the crew and the civilizations being explored</i>	<b>Y3</b> – How did Tudor exploration influence the British Empire? <i>The use of power by Elizabeth I to protect England and expand her realm</i>	<b>Y3</b> – What were the Ancient Egyptians views about the Afterlife?
<b>Y4</b> – Is the use of power justified for creating an Empire?	<b>Y4</b> – Does underwater exploration justify the impact on the environment?	<b>Y4</b> – Does underwater exploration justify the impact on the environment?	<b>Y4</b> – Is the use of power justified for creating an Empire? <i>Equality and how wealth was distributed</i>	<b>Y4</b> – Is the use of power justified for creating an Empire? <i>How the identity of Britain changed during the Roman</i>	<b>Y4</b> – When so much of the land the Maya lived in was mountain and jungle, how did they become so important?	<b>Y4</b> – When so much of the land the Maya lived in was mountain and jungle, how did they become so important?

<p><i>The conflict, protest and fear between Romans and Celts</i></p> <p><b>Y4</b> – Does underwater exploration justify the impact on the environment? <i>The impact of exploration on marine environments</i></p> <p><b>Y4</b> – When so much of the land the Maya lived in was mountain and jungle, how did they become so important? <i>How Mayan's overcame the challenges of living within difficult terrain</i></p>	<p><i>How Cousteau's inventions transformed and changed the way we explore the Oceans</i></p>	<p><i>The impact of exploration on marine environments</i></p> <p><b>Y4</b> – When so much of the land the Maya lived in was mountain and jungle, how did they become so important? <i>How Mayan's lived as a community and create a high level of sustainability</i></p>		<p><i>Empire – freedoms gained and lost</i></p>	<p><i>How the social structure of Mayan civilization defined the power within the community</i></p>	<p><i>The beliefs of the Maya and how they worshipped their Gods</i></p>
<p><b>Y5</b> – What impact would a volcano have on an Island community? <i>The adversity faced by those living near volcanoes and how they manage it</i></p>	<p><b>Y5</b> – How did Katherine Johnson change the World? <i>How can one individual change a culture</i></p>	<p><b>Y5</b> – What impact would a volcano have on an Island community? <i>The impact volcanoes can have on communities and where they are located</i></p>	<p><b>Y5</b> – How did Katherine Johnson change the World? <i>How can we work together for equality</i></p>	<p><b>Y5</b> – How did economic migration effect communicates and people in the past?? <i>How can you maintain your identity as a migrant</i></p>	<p><b>Y5</b> – How did economic migration effect communicates and people in the past <i>Just because something is big doesn't mean it is powerful or scary</i></p>	<p><b>Y5</b> – How did economic migration effect communicates and people in the past <i>The beliefs of Vikings and how they worshipped their Gods</i></p>
<p><b>Y6</b> – How can we find hope and a sense of community when facing adversity? <i>Adversity and challenges faced by Jewish people during the Holocaust</i></p>	<p><b>Y6</b> – How can we find hope and a sense of community when facing adversity? <i>How the role of women changed in WW2</i></p> <p><b>Y6</b> – Do we have an obligation to protect the Earth's environments for the generations who follow us? <i>How environments have changed over time and the consequences of these changes</i></p> <p><b>Y6</b> – How does river change over-time and what can a river tell us about our history? <i>The development and change of rivers</i></p>	<p><b>Y6</b> – How can we find hope and a sense of community when facing adversity? <i>How a sense of community was created by people coming together to survive during WW2</i></p> <p><b>Y6</b> – Do we have an obligation to protect the Earth's environments for the generations who follow us? <i>How different communicates inhabit different environments and cultures develop</i></p>			<p><b>Y6</b> – How does river change over-time and what can a river tell us about our history? <i>The power of a river and it's ability to carve out landscapes</i></p>	



### 3. PROGRESSION OF SKILLS

RE		
Reception		
Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Think about the perspectives of others.</li></ul>	
Understanding the World	<ul style="list-style-type: none"><li>• Talk about members of their immediate family and community.</li><li>• Name and describe people who are familiar to them.</li><li>• Understand that some places are special to members of their community.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li></ul>	
ELG		
Personal, Social and Emotional Development	Building relationships	Children can: <b>a</b> Show sensitivity to their own and others’ needs.
Understanding the World	Past and Present	Children can: <b>a</b> Talk about the lives of the people around them and their role in society. <b>b</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People and Communities	Children can: <b>a</b> Know some similarities and differences between different religious and cultural communities in the country, drawing on their experiences and what has been read in class.
KS1	LKS2	UKS2
God		
Children will know that: <b>a</b> Christians believe in God, and they find out about God in the Bible. <b>b</b> Christians believe God is loving, kind, fair, and also Lord and King: and there are some stories that show this. <b>c</b> Christians worship God, and try to live in ways that please him.	Children will know that: (See Incarnation)	Children will know that: <b>a</b> Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. <b>b</b> Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loved, forgiving, and full of grace. <b>c</b> Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God’s love. <b>d</b> Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. <b>e</b> Christians believe getting to know God is like getting to know a person rather than learning information.
Creation and Fall		
Children will know that: <b>a</b> God created the universe. <b>b</b> The earth and everything in it are important to God.	Children will know that: <b>a</b> God the Creator cares for the creation, including human beings. <b>b</b> As human beings are part of God’s good creation, they do best when they listen to God.	Children will know that: <b>a</b> There is much debate and some controversy around the relationships between accounts of creation in Genesis and contemporary scientific accounts.

<p><b>c</b> God has a unique relationship with human beings as their Creator and Sustainer.</p> <p><b>d</b> Humans should care for the world because it belongs to God.</p>	<p><b>c</b> The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called ‘The Fall’).</p> <p><b>d</b> This means that humans cannot get close to God without God’s help.</p> <p><b>e</b> The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short.</p> <p><b>f</b> Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>	<p><b>b</b> These debates and controversies relate to the purpose and interpretation of texts; for example, does reading Genesis as a poetic account conflict with scientific accounts?</p> <p><b>c</b> There are many scientists through history and now who are Christians. The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>
<b>People of God</b>		
	<p>Children will know that:</p> <p><b>a</b> The Old testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God.</p> <p><b>b</b> The People of God try to live in the way God wants, following his commands and worshipping him.</p> <p><b>c</b> They believe the promises to stay with them, and Bible stories show how God</p>	<p>Children will know that:</p> <p><b>a</b> The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have learn new ways of following God.</p> <p><b>b</b> The story of Moses and the exodus shows how God rescued his people from slavery in Egypt: Christians see this story as looking forward to</p>
	<p>keeps his promises.</p> <p><b>d</b> The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.</p> <p><b>e</b> Christians believe that, through Jesus, all people can become People of God.</p>	<p>how Jesus’ death and resurrection also rescue the people from slavery to sin.</p> <p><b>c</b> Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice and telling the story of Jesus.</p> <p><b>d</b> Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.</p>
<b>Incarnation</b>		
<p>Children will know that:</p> <p><b>a</b> Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p><b>b</b> The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he comes to brings good news (e.g. to the poor, in Luke).</p> <p><b>c</b> Christians celebrate Jesus’ birth: Advent for Christians is a time for getting ready for Jesus’ coming.</p>	<p>Children will know that:</p> <p><b>a</b> Christians believe Jesus is one of three persons of the Trinity: God the Father, God the Son and God the Holy Spirit.</p> <p><b>b</b> Christians believe the father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers</p> <p><b>c</b> Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief.</p> <p><b>d</b> Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Children will know that:</p> <p><b>a</b> Jesus was Jewish.</p> <p><b>b</b> Christians believe Jesus is God in the flesh.</p> <p><b>c</b> They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p><b>d</b> The Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a messiah. Some texts talk about what this ‘messiah’ would be like.</p> <p><b>e</b> Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</p> <p><b>f</b> Christians see Jesus as their Saviour (see Salvation).</p>
<b>Gospel</b>		
<p>Children will know that:</p> <p><b>a</b> Christians believe Jesus brings good news for all people.</p>	<p>Children will know that:</p> <p><b>a</b> Christians believe Jesus Challenges everyone about how to live – he sets the example for loving God and your neighbor, putting others first.</p>	<p>Children can:</p> <p><b>a</b> Christians believe the good news is not just about setting an example for good behavior: it is that Jesus offers a way to heal the damage done by human sin.</p>

<p><b>b</b> For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p><b>c</b> Christians believe Jesus is a friend to the poor and friendless.</p> <p><b>d</b> Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p><b>b</b> Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people.</p> <p><b>c</b> Christians believe Jesus' life show what it means to love God (his father) and love your neighbour.</p>	<p><b>b</b> Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</p> <p><b>c</b> Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</p>
<b>Salvation</b>		
<p>Children can: <b>a</b> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p><b>b</b> Christians believe Jesus builds a bridge between God and humans.</p> <p><b>c</b> Christians believe Jesus rose from the dead, giving people hope of a new life.</p>	<p>Children will know that:</p> <p><b>a</b> Christians see Holy Week as culmination of Jesus' earthly life, leading to his death and resurrection.</p> <p><b>b</b> The various events of Holy Week, such as the Last Super, were important in showing the disciples what Jesus came to earth to do.</p> <p><b>c</b> Christians today trust that Jesus really dis rise from the dead, and so is still alive today.</p> <p><b>d</b> Christians remember and celebrate Jesus' last week, death and resurrection.</p>	<p>Children will know that:</p> <p><b>a</b> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</p> <p><b>b</b> The Gospels give accounts of Jesus' death and resurrection.</p> <p><b>c</b> The New Testament says that Jesus' death was somehow 'for us'.</p> <p><b>d</b> Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing from darkness to light, from slavery to freedom.</p> <p><b>e</b> Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</p> <p><b>f</b> Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p><b>g</b> This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</p> <p><b>h</b> Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</p>
<b>Kingdom of God</b>		
	<p>Children will know that:</p> <p><b>a</b> Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <p><b>b</b> Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him.</p> <p><b>c</b> Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God.</p> <p><b>d</b> Christians celebrate Pentecost as the beginning of the Church.</p> <p><b>e</b> Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.</p>	<p>Children will know that:</p> <p><b>a</b> Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <p><b>b</b> The parables suggest that there will be a future Kingdom, where God's reign will be complete.</p> <p><b>c</b> The Kingdom is compared to a feast where all are invited to join. Not everyone chooses to do so.</p> <p><b>d</b> Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</p>

#### 4. SEND IN RE

We teach RE to all children, whatever their ability. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we consider each child's abilities.

##### **Ambition – What are we aiming for children with SENs to achieve in this subject?**

We need to be ambitious about what our children with SEN can achieve and not believe their ability is 'fixed' for every subject. Yes, we should take into consideration their barriers to learning but we shouldn't let these limit their opportunities - just because they find reading difficult, it doesn't mean that they won't be able to interpret the messages contained in Religious texts and the moral and spiritual messages.

##### **Access – What amendments are made to the subject in order to help children with SENs to achieve?**

- Progressive and sequenced - revisiting the vocab and keys facts previously learnt. This will give children with SEN more time and opportunities to understand the concepts and vital knowledge they need to access the learning.
- Visual word mats - Visual word mats for children with SEN. These can be used to pre-teach new vocabulary prior to the lesson, to help children visualise the concepts they are using in class and to help with spelling and writing activities. These children could be given the challenge of learning the meaning of a small number of words and practise them throughout the week.
- Check in - For children with SEN, a RE lesson can be overwhelming with all the new information they are given as well as trying to comprehend ideas that may be very alien to them. It is important to find time for these children to discuss what they do understand and explaining any language, facts or ideas they are finding challenging.
- Working walls – displays including vocabulary, images and facts on working walls and refer to these regularly. Encourage children with SEN to use these if they are unsure in lessons.

**Teaching and learning**

To make religious education lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. So in your planning you need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. For some activities, you may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

**Seating**

Seating should allow all pupils in the class to communicate, respond and interact with each other and the teacher in discussions. Avoid the need for copying lots of information. For example, notes on interactive whiteboards can be printed off for all pupils.

**Unfamiliar learning environments**

Make sure pupils are well prepared for visits, particularly to different places of worship. Preparation can include using photographs, videos, artefacts etc, so that pupils are not worried about unfamiliar situations

**Multi-sensory approaches**

The acceptance that others have different views and that they have a right to hold and express them can present barriers for younger pupils and those with behavioural, emotional and social difficulties (BESD) or an autistic spectrum disorder (ASD). Many of these barriers can be removed by using multi-sensory approaches, eg through drama and role-play, visits to places of worship, or sharing special meals. Learning about religion can present barriers for pupils with complex needs because of the abstract concepts involved. For example, some pupils will have difficulty understanding abstract concepts such as spirituality, belief, opinion, friendship, justice, cooperation, conflict and empathy. Drama, role-play, games and simulations, can develop understanding of such concepts. Use of good-quality artefacts allows pupils to understand aspects of the different faiths. Artefacts can be used to develop pupils' observation skills and use of language. Pupil-made videos or digital camera presentations of situations involving moral dilemmas can be powerful aids to learning, particularly for pupils for whom writing presents barriers

**ICT**

Digital image technologies, both still and moving, are valuable tools for teaching RE. Pupils can use image technology to support the writing process – eg creating a storyboard of pictures as a scaffold for writing a narrative about a moral choice. ICT can offer alternatives to writing as a way of responding to text – eg creating an electronic presentation with images, as a response to text.

**Planning support**

Support might include: pre-tutoring important RE vocabulary, concepts and/or processes, where appropriate, and preparing grids for recording information, which can be helpful for some pupils

**Teachers' communication**

Recognise that the language of RE may be challenging for many pupils, eg: language used in religious texts may be difficult to understand and will need to be explained some vocabulary can have different meanings in different contexts, and metaphor, eg in the sayings of religious leaders or parables, can be interpreted literally by some pupils, thus creating confusion or misunderstanding. Plan to teach new vocabulary explicitly at the start of a new topic. Make sure that pre-tutoring on RE vocabulary is available for pupils, where appropriate. It may be necessary to present the same information in a range of different ways to aid understanding.

## 5. KEY KNOWLEDGE AND VOCABULARY

### EYFS

#### RE - EYFS - Unit F4 Autumn 1 - Being Special: Where do we belong

How would you welcome a baby into your family?  
And make it feel like it belongs?

#### Infant Baptism



How are you special and unique? What can you do that no one else can? How are you different to everyone else?



#### Key Vocabulary

Raksha Bandhan	A Hindu story celebrating the bond
Baptism	Outward sign of following Jesus
Value	Worth lots
Special	Something of great importance
Islam Aqiqah	Special meal celebrating Muslims
Dedication	Making promises to be committed
Unique	One of a kind



You are even more precious and valuable than a diamond.



In the bible it says that you are so special that you are written on the palm of God's hand! Even before you were born! Wow!



#### Prior Knowledge-

- Sunday school
- Family practice a particular faith

#### RE - EYFS - Unit F2 Autumn 2- Incarnation



Why is Christmas special to Christians?  
Why do Christians perform a nativity at Christmas?

Do you know any Christmas Carols? What are they about? Why do you think we sing these at Christmas time?

Who did this special baby grow up to be?

What do we know about him?  
Are there any other stories you know about Jesus?



We sing 'Happy Birthday' when it is someone's birthday, why might we sing this on Christmas day?



Can you spot the characters in this picture? Can you spot the same Character in each photo?

What are the celebrating? Why have some many people come to see the baby? Is the baby so important?



#### Key Vocabulary

Birthday	When someone is born
Magi	Wise men from the east
Shepherd	Someone who looks after sheep
Stable	Where animals sleep
Manger	Where animals eat out
Nativity	Acting out of the Christmas story
Jesus	God's Son
Carol	A special Christmas song

#### Prior Knowledge-

- Sunday school
- Family practice a particular faith



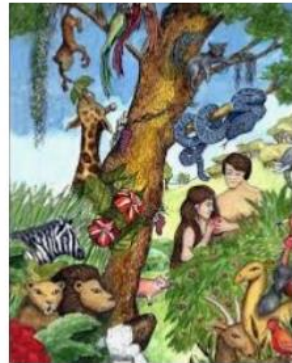
## RE - EYFS - Unit F1 - Spring 1- Creation & God



Why is the word 'God' important to Christians?



What can you see in this picture? Do you know the names of the man and woman? Where are they? Who are they?



### Key Vocabulary

VIP	Very Important Person
Creator	Someone who makes things
Bible	The Christian's Holy book
Christians	A follower of christ
God	Is the name of a special person that Christians believe made the world
Pray	To talk to Go
Commandment	God's laws
Adam and Eve	The first man and woman

Can you think of something you have made? This means you are a **Creator**.



When can you pray to God?

What would you say?

Can you think of any Prayers you may know or say in school?



### Prior Knowledge-

- Sunday school
- Family practice a particular faith

## RE - EYFS - Unit F2- Spring 2- Salvation



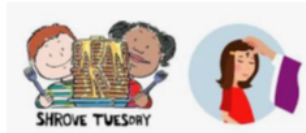
Why is Easter special to Christians?  
Why do Christians put a cross in an Easter garden?



### Shrove Tuesday and Ash Wednesday

Shrove Tuesday is also known as Pancake day. What do you like on your pancakes?

On the first day of lent people put ash on their forehead. This symbolises the cross that Jesus died on to cleanse the world of its sins.



### Key Vocabulary

Hosanna	A shout of joy to God
Palm Sunday	The Sunday before Easter when Jesus entered Jerusalem
Festival	A day of celebration
Easter	Celebrating the resurrection of Jesus Christ
Cross	Where Jesus died
Forgiveness	Letting go of feelings of upset
Good Samaritan	A man in the bible who showed kindness and love

### The Good Samaritan

Who helped the poorly man? How did he look after him and show him love? How can we show love toward others and helps those who need?

What would you do if you saw this little boy?



What can you identify in this photo? Could you tell a story using this Easter garden? The photo might help you to remember the photo.

Would your story be a happy or sad and why?



### Prior Knowledge-

- Sunday school
- Family practice a particular faith

## RE - EYFS - Unit F5 - Summer 1- What places are special and why?

Where do you feel happy?

Did you have fun there?



How do you think the children feels in these pictures?



### Key Vocabulary

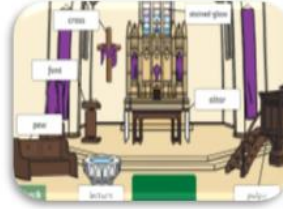
Special	Something that belongs to you and is
Memory	Something you remember about
Church	Christian place of worship
Mosque	Muslim place of worship
Pew	A long wooden bench in a church
Pulpit	Where the preacher stands

Was it a place that was important to you?

Did you feel safe?



### NEW/EXISTING KNOWLEDGE



Have you been to a church?

How did you feel?

Where do you love spending your free time?

Why do you like it there?

### Prior Knowledge-

- Sunday school
- Family practice a particular faith

## RE - EYFS - Unit F6- Summer 2 - Which stories are special and why?

Do you know any stories from the bible? Which stories are special and why?



What is your favourite story? Why do you like it?



### Key Vocabulary

Bible	The book that tells you about God, the father of Jesus
Old	Stories from before Jesus was born
New	Stories from after Jesus was born
Jesus	God's Son
Scripture	Holy book

How do you feel when you read your favourite book?



### The Bible

The bible has different types of stories in like, adventure, action, romantic, songs, history, poetry and letters.

Do you like lots of different types of stories too?



### Prior Knowledge-

- Sunday school
- Family practice a particular faith



RE - Year 1- unit 1.1- Autumn 1- God



What do Christians believe God is like?

Christians should sing praising songs, read about God in the bible, forgive and love.

What words would you use to describe God?

**KIND, LOVING, FORGIVING, MERCIFUL, CREATOR, MIGHTY, AWSOME AND BIG.**

Can you tell me how Christians may worship God?

Can they carry out their worship anywhere?



Some words that Christians might use in a prayer.....



Who made the world?

In R.E we will be doing all about Christians and their belief in God. We shall be learning the stories from the Bible and identifying what a parable is. Our overall Topic question is 'What do Christians believe God is like?' this will lead on to learning about how God is seen in the eyes of a Christian. Children will relate back to the stories they have read about to develop their understanding.

**Key Vocabulary**

Bible	A book recording the relationship between God and humans, by Christians
Parable	A story told by Jesus
Christian	Someone who has a relationship with Jesus Christ and believes in God
Worship	To show a lot of love to someone or something (God)
God	Is the name of a special person that Christians believe made the world

Prior Knowledge-

- Christians believe in God, and that they find out about God in the Bible
- Christians believe God is loving, king, fair and forgiving, and also Lord and King
- Some stories show these Christin beliefs
- Christians worship God and try to live in ways that please him

RE - Year 1- unit 1.3- Autumn 2- Incarnation



Why does Christmas matter to Christians?

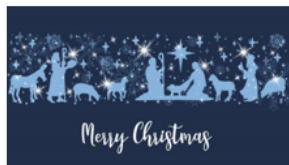
Can you name all of the people in the Nativity scene? What did they give to Jesus? Why was this baby So Special?



How do you celebrate Christmas? What type of decorations do you use?

What are you thankful for, at Christmas time?

What happened on the very first Christmas, what special person was born?



**Key Vocabulary**

Bible	A book recording the relationship between God and humans, by Christians
Incarnation	Christians believe that Jesus became man and God
Christian	Someone who has a relationship with Jesus Christ and believes in God
Gratitude	Being thankful
God	Is the name of a special person that Christians believe made the world
Advent	The arrival of something or someone

Prior Knowledge:

- Christians celebrate Jesus' birth at Christmas.
- Christians believe that Jesus is God.
- At Christmas, Christians worship God and show care for others.

What is Christmas and how do we know Christmas is coming?

At school we celebrate Christmas by learning the about the story of the Nativity and celebrating baby Jesus being born on Christmas day. Christians believe that baby Jesus was God on earth, that he was born in Bethlehem and his mum and dad were Mary and Joseph. The Bible points out that Jesus was extraordinary and came to bring good news. Christians also celebrate Advent, by getting ready for Jesus' birth and put up decorations to celebrate his birthday.

## RE - Year 1- unit 1.8- Spring 1- What makes some places sacred?

### Significant Places



**Church** - This is a special place for Christian people. Christian people go to the Church to be closer to God pray, listen to stories about Jesus and sing songs.



**Mosque** - This is the special place for Muslims. Muslims go to the Mosque to learn about Allah and pray.

### Key Vocabulary- Church

Alter	A raised area in the church where people can honour God with offerings.
Font	The font is the place where babies and older people are baptised.
Lectern	The lectern is the place where the Bible is read out from during a service.
Pulpit	The pulpit is the place where the minister preaches a sermon.

### Key Vocabulary-Mosque

Wudu	The washing area in a Mosque
Prayer mat	A special mat the Muslims kneel n to pray.
Minbar	Steps used as a platform by an Iman or preacher in a mosque to show the direction for prayer.
Mihrab	A space on the wall of the mosque, at the point nearest to Mecca, that Muslims face to pray.

What makes some places sacred?

Which places are special and why?

Why do people pray?

If God is everywhere, why do we have to go to the place of worship?

How are places of worship different?

Why are places of worship important to our community?

### Prior Knowledge:

In this unit children will make connections with their prior learning about Christianity, Islam and Judaism.

A mosque is a place where Muslims pray

A church is a place where Christians pray

A synagogue is a place where Jewish people pray

Some places and belongings are sacred, special and holy

### Candles



Christians believe candles are a symbol of Jesus, who is called 'The Light of the world.' There are many candles used in Church.

### Cross



For Christians, this is a symbol of Jesus dying on the cross. The Cross would be found in the Church in many places including stained glass windows.

### Calligraphy



For Muslims, calligraphy is very important art form used to write special words from the Qur'an.

### Prayer beads



For Muslims, each of the 99 beads is a symbol and reminder of the different names for God.

## RE - Year 1- unit 1.10- Spring 2 - What does it mean to belong to a faith community?

Prior Knowledge:

- People are part of different groups
- Some people are part of religious groups
- Our school is a Christian school

Who am I?

What does it mean to belong?

What group do you belong to?

Why do you enjoy being in that group?

Where do you feel safe and at home?

### Key Vocabulary

Community	A group of people living in the same place
Tradition	A belief or a behaviour that is repeated and passed down within a group of people
Married	A long relationship between two people who love each other
Christian	Someone who has a relationship with Jesus Christ and believes in God
Identity	Who you are, the way you think about yourself and how the world around you views you
Belong	To be part of something and fit in
Religion	A set of beliefs that a group of people passionately follow

What does it mean to be part of a group? How does it make us feel to be part of a family and a community? We shall find out about symbols of belonging e.g. crosses as necklaces, wedding rings, baptism candles and bibles. We will explore the idea that different people belong to different religions, and that some people are not part of religious communities and find out that different religions can still work together e.g. Christian aid and Remembrance Sunday.

### Baptism Symbols



gown



oil



font



candle



cross

### Belonging to the Community

We might be a part of our local community in many ways:



church



sporting team



school



visit the local shops



visit local attractions- parks, zoo, museum

## RE - Year 1- unit 1.9- Summer 1 - How should we care for others and why does it matter?

Prior Knowledge:

Christians believe God made the world.

The story of Genesis tells us how the world was made.

The creation account in Genesis is shared by followers of both the Christian and Jewish faiths. Some people believe this is an accurate description of how the world began but many Christian people see the story as a symbol or parable.



Significant People- Mother Teresa

Mother Teresa was a Roman Catholic Christian nun and missionary. She claimed to hear the calling of God, who told her to help the sick and needy. She cared for others in many ways and was good at helping others to care too. Her beliefs inspired others to do the things she did. In 1979, she received the Nobel Peace Prize for her charity work.



### Key Vocabulary

The Golden Rule	A rule for religious and non-religious people to treat other people as you would like them to treat you.
Parable	Stories from the Bible that have special meanings and help Christians learn.
Genesis	The first book of the Bible for Christians and the Tora for followers of the Jewish faith.
Tikkun olam	A Jewish phrase that means to heal or mend the world.

What is special about our world?

What can we learn from religions about deciding what is right and wrong?

What do some religions say about caring for other people?

What stories do Christians and Jewish people tell about the beginning of the world?

Does religion help people to be good?

Tzedekah	Charitable giving for Jewish people.
Tu B'shevat	A Jewish festival- New Year of the Trees. Some people plant new trees, or donate money for trees to be planted in Israel. Other people will give money to charity to remind themselves of the importance of looking after our world.
Humanism	Humanists do not believe in God. They believe it is possible to live a good and fulfilling life without religion. They also believe they have a duty to support others.

## RE - Year 1- unit 1.7 Part 1- Summer 2 - Who is Jewish and how do they live?



Did you know that the first 5 books of the Bible are called the Torah?



God, Torah,  
People of God



Shabbat

Shabbat is the Sabbath day, the holy day for Jews. They celebrate it by resting on the 7th day of the week. On this day the Jews celebrate the creation of the world when God made the world in 6 days and rested on the 7th day.

Some people call it 'the day of delight' and have a special meal with candles and special food. Why is it good to take time to rest? How do you rest?

Mezuzah

The Mezuzah is attached to the doorpost and has the words of the Shema prayer on parchment in-side. Why do many Jews have this displayed in their home? What would you have displayed in your home? What is important to you and to your family?

### Key Vocabulary

Mezuzah	Attached to the doorstep of a J house with the religious text inside
Kosher	Food that sticks to the Jewish laws set out in Leviticus
Sukkot	Jewish holiday remembering the time the Jews were in the desert.
Chanukah	Jews festival of lights
Tenakh	The Jewish Bible
Shema	A Jewish Prayer
Star of David	A symbol of modern Jewish identity

Prior Knowledge:

- How people make time to celebrate special events
- Know some special events that are celebrated
- Know that people have stories and places which are special to them



RE - Year 2- unit 1.4 - Autumn 1- Gospel



What is the good news Christians believe Jesus brings?

Have you ever received good news? What's the best news you've been given? What is the best news you've told someone?



The main things Jesus talked about were **LOVE, PEACE** and **FORGIVENESS**. Why do you think that these things are important?

Why is it so important to say 'Thank You'?



**Key Vocabulary**

Gospel	The teaching of Jesus
Disciples	The followers and friends of Jesus
Tax Collector	A person that collects money for the king
Peace	No arguments or war
Neighbour	A person near to you
Forgiveness	Not being mad when someone hurts or upsets you- forgetting what has happened
Pray	To talk to God

Can you name any of Jesus' 12 Disciples?

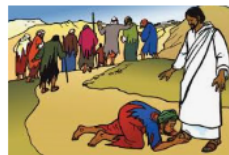
Why were these men special? Why did they follow Jesus?



Do you remember the name of the Disciple that betrayed Jesus at Easter time?



Can anyone be your neighbour? Do you show love to only those you are near or to anyone who needs your help?



Prior Knowledge:

- That Christians are followers of God and Jesus
- That Jesus spread the word of God on Earth
- The bible is the holy book for Christians

RE - Year 2- unit 1.6 - Autumn 2 & Spring 1- Who is Muslim and how do they live?



Prior Knowledge:

- Previous encounters of learning about Islam will have been in thematic units in EYFS
- There are some places are special
- There are some people who are special to us
- There are some events and stories which are special

What do different people believe about God?

Who was the Prophet Muhammad (PBUH), and why is he important to Muslims?

How and why do Muslims pray and worship at the mosque?

What can we learn from the Muslim Holy words?

**Key Vocabulary**

Tawhid	The word used to describe the oneness of Allah
Ramadan	The ninth month of the Islamic calendar during which Muslims do not drink or eat in daylight hours.
Eid-ul-Fitr	An Islamic celebration at the end of Ramadan. The end of fasting.
Mosque	A special and sacred place for Muslims where they can learn and pray.
Compass	A special tool to show what direction you are facing. Muslims use a special compass to show them the direction to face to perform prayers.



The Muslim special symbol. It shows a star and crescent moon.



A headscarf or hijab is a piece of clothing that is important to Muslim people and is worn by some Muslim women.



A Prayer mat is used by Muslims to pray. It is often decorated with special patterns and sometimes has a compass.



Muslims use prayer beads (**subha**) which have 99 beads to represent the names of Allah such as creator, judge, merciful and forgiver.



A Minaret (tower and dome can be seen on the top of the Mosque. You can also see the special Muslim symbol of a crescent moon and star

**Significant Texts-** The Qur'an is Muslim Holy Book. Muslims believe that it contains the words of Allah. Muslims believe that the Qur'an was revealed to the Prophet Muhammed (PBUH) on Mount Hira by the angel Jibril.



The Prophet Muhammed (PBUH)- More than 1400 years ago the Prophet Muhammed taught all the Muslims how to follow God. He is so special that when Muslims say his name they say 'Peace be upon him and write the letters 'PBUH' after his name. The stories he told are very important to Muslims. They teach Muslims about many ideas such as caring for animals, looking after Allah's creation and fairness for all.

## RE - Year 2- unit 1.5 - Spring 2 - Salvation



### Why does Easter matter to Christians?

#### Prior Knowledge:

- How the Easter story resembles the way in which nature comes back to life in Spring time.
- The miracle of growth and new life is like the miracle of Jesus rising from the dead.

Christians believe everyone can have a fresh start, just like the soil gaining new seeds when watered



#### Key Vocabulary

Jesus	God's son on Earth
Holy week	The week before Easter
Easter	A Christian festival celebrating the death and resurrection of Jesus
Good Friday	The day when Jesus was nailed to the cross
Forgive	To stop feeling angry towards someone for something they have done
Sin	Behave in a bad way that breaks the rules
Saviour	A person who saves someone from danger
Salvation	Being rescued from danger
Bible	The book that tells us about Jesus and God

How do you celebrate Easter? Do you know why there is a cross on a hot cross bun?



What do you already know about the Easter story? Is it a happy or a sad story? Why? Should we always forgive others? Even when it is difficult?



In RE we will be learning all about Easter. Why and what is important to Christians?

Is it all about chocolate eggs?

We will be looking at the events in the Holy Week before Easter and why they are so significant. We will look at the clear messages in the bible about forgiveness and think about what that means for us today.



## RE - Year 2- unit 1.2 - Summer 1 - Creation



### Key Vocabulary

Designer	Someone who plans and makes thing.
Genesis	The first book of the Bible
Adam and Eve	First man and woman
Creator	God made the world
Responsibility	Our duty to look after something
Nature	The natural world around you

Who do Christians say made the world?

What is the best thing about the world?

We have to be grateful for what we have and look after it. We also need to make sure everyone has enough. How can we remember this at Harvest time?



#### Prior Knowledge:

- There are different religions.
- Christians believe that God is loving and forgiving.
- Christians pray and there are 4 types of prayer.

Do you think this world came about by chance or do you think it was and designed and created by God? Why do you think so?



Have a look at the beautiful world around you and use your senses. What can you see, smell, taste, feel and hear?

On what day did God make each of the things you can see in the picture? Can you recall the whole story, with what happened each day?





## RE - Year 2- unit 1.7 part 2 - Summer 2- Who is Jewish and how do they live?



Who is Jewish and what do they believe?  
 What do different people believe about God?  
 What is precious to Jewish people?  
 What does a mezuzah remind Jewish people about?  
 How and why do Jewish people celebrate Shabbat?  
 How do Jewish people think about miracles at Chanukah?  
 The Synagogue  
 The Jewish place of worship for followers of the Jewish faith.

God, Torah,  
 People of God



### Key Vocabulary

God	The single God that Jews believe in.
Hanukkah	The Jewish festival of lights, traditionally celebrated in November or December. Also known as Chanukah.
Shabbat	The seventh day of the Jewish week, Saturday, is a special day used for prayer and rest.
Kippah	A cap that covers the top of the skull worn whilst eating, studying and praying.
Dreidel	Dreidel (a four-sided spinning top) is played during the Jewish holiday of Hanukkah. Each side of the Dreidel bares a letter of the Hebrew alphabet.

A well-known symbol in Judaism, also known as the star of David.



A Hannukiah or Channukiah is lit during the festival of Hannukah. One candle is lit for each day of the festival.



A Mezuzah can be found on a Jewish door and shows that it is a Jewish household. It contains a small scroll with a special prayer called the Shema.



Two candles are lit to welcome or honour Shabbat.



The Torah scroll is the Jewish Holy Text. It is the first five books of the 24 books in the Hebrew Bible.



The story of Hannukah celebrates a great miracle in Jewish history. A small group of Jews called the Maccabees took back Jerusalem. They mended a ruined temple and lit a lamp for God that lasted for eight days.



Prior Knowledge:

- How people make time to celebrate special events
- Know some special events that are celebrated
- Know that people have stories and places which are special to them

## YEAR 3

## RE - Year 3- unit L2.7 - Autumn 1- What do Hindus believe God is like?

### Key Vocabulary

Hindu	Hinduism is an Indian religion and dharma, or way of life
Deity	A Deity or god is a supernatural being considered divine or sacred
Ganesh	<u>Ganesh</u> or <u>Ganesh</u> , also know as <u>Ganapati</u> and <u>Vinayaka</u> , is one of the best-known and most worshiped deities in Hindu pantheon.
<u>Murtis</u>	<u>Murti</u> is a general term for an image, statue or idol of a deity or mortal in Indian culture.
Shrine	A shrine is a holy or sacred site dedicated to a specific deity, ancestor, hero or a similar figure of respect. Wherein they are worshiped.
Worship	The feeling or expression of reverence and adoration for a deity.
Diwali	Diwali, is the Hindu festival of light, usually lasting five days and celebrated during the Hindu Lunisolar month Kartika.
<u>Aum</u>	<u>OM</u> or <u>Aum</u> is a sacred sound and is a spiritual symbol in Indian religions.



**Prior Knowledge:**

Children will know that some humans believe in a God, as the creator of the universe

<b>Shiva</b>  <b>Powers: ★★</b> Destroys things that are old so that new life can come again. He can be generous and sympathetic sometimes. <b>Popularity: ★★</b>	<b>Ganesh</b>  <b>Powers: ★★</b> Removes people's difficulties and grants wisdom and strength. <b>Popularity: ★★</b>	<b>Brahma</b>  <b>Powers: ★</b> He knows all and is very creative. Has a large ego and is present everywhere. <b>Popularity: ★★</b>	<b>Vishnu</b>  <b>Powers: ★★</b> Protects the universe and maintains the physical and spiritual worlds. <b>Popularity: ★★★★★</b>
<b>Rama</b>  <b>Powers: ★</b> Courage and immense strength. He is known to be able to snap the toughest of bows. <b>Popularity: ★★★★★</b>	<b>Sita</b>  <b>Powers: ★★</b> Beautiful and loyal. A role model to all Hindu women. <b>Popularity: ★★★★★</b>	<b>Lakshmi</b>  <b>Powers: ★</b> She can award wealth and success. <b>Popularity: ★</b>	<b>Krishna</b>  <b>Powers: ★</b> He possesses knowledge and enjoyment and is not obsessed with material things. <b>Popularity: ★★</b>
Hindus believe in the <b>formless Absolute Reality</b> as God and also in God as personal Lord and Creator. This freedom makes the understanding of God in Hinduism, the oldest monotheistic religion. Hinduism is also unique in saying that God can be experienced, and, in fact, that is the ultimate goal of one's soul.			
<b>Saraswati</b>  <b>Powers: ★★</b> She possesses great knowledge and is skilled with music and arts. <b>Popularity: ★★</b>	<b>Indra</b>  <b>Powers: ★★</b> The king of the deities, Indra is a guardian and protects people and animals. <b>Popularity: ★★★★★</b>	<b>Is There a Hindu "Bible"?</b> <b>Do Hindus Worship Idols?</b> <b>Do Hindus Believe in God or Gods?</b>	

## RE - Year 3- unit L2.8- Autumn 2- What does it mean to be Hindu in Britain today?

What is important in a Hindu life?  
How do Hindus show their faith?  
Why is Mahatma Gandhi a Hindu Hero?  
What is it like to be a Hindu in Britain today?

### Key Vocabulary

Aarti	Light in darkness.
Bhajans	Songs and music used in worship.
Puja	Hindu worship or prayer. The ceremony uses all five senses.
Reincarnation	The rebirth of a soul in another body.
Dharma	Religious or moral duty.
Artha	Economic independence and providing for family.
Moksha	Unlimited liberation from the cycle of birth and death and reunion with God.
Karma	A person's action having an effect on their future fate.
Bhagavad Gita	700- verse Hindu scripture
Murtus	The statues or images of the Hindu Deities.
Deity	A Hindu word for God.

### Significant people- Mahatma Gandhi

Gandhi was a very influential man. He was born in 1869 in India. He had a career in law and was a political campaigner tackling injustice wherever he found it. He was a man of peace and spirituality. He did not believe in using violence to solve problems.



### Prior Knowledge:

- Hindus believe in deities
- Hindus celebrate Diwali 'the festival of lights'
- Most Hindus believe in reincarnation (when the soul returns to the physical realm after a person dies)

### Key beliefs-

God exists in everything so it is important to respect all living things.

Life is like a journey. You must follow your aims and duties to stay on your life's path and follow the journey.

Life is a cycle of birth, death and rebirth.

Every action we make has an effect or consequence called Karma.

Hindus believe in one god that can take the form of many different deities.

Worship of God helps to lighten the mid- light removes darkness.

## RE - Year 3- unit L2.12- Spring 1- How and why do the people try to make the world a better place?

In this unit, children will make connections with prior learning from earlier in the year: what have they already learned about how believers try to live? Why do believers want to follow the commands and teachings of their traditions?



### Key Vocabulary

Deeds	Something that is done. These can be good or bad.
Creator	A person or thing that brings something into existence.
Ten Commandments	The Ten Commandments are the fundamental laws of Jewish and Christian people which tell them how they should live.
Humanist	A person who trusts scientific method when it comes to understanding how the world works and rejects the idea of the supernatural. Find out more here <a href="https://humanism.org.uk">https://humanism.org.uk</a>
Tikkun Olam	A Jewish concept defined by acts of kindness performed to perfect or repair the world.
Tzedaka	A Hebrew word meaning 'justice' or 'righteousness' but commonly used to signify charity.
Zakah	It is compulsory for Muslims to donate money to charity one year.

### Prior Knowledge:

- Some people pray to their God to ask for forgiveness for their sins (they have disobeyed the creator)
- Christians believe God helps them through the Holy Spirit
- Muslims believe people do good and bad deeds and need God's mercy

Golden Rule - In this unit we will compare religious and non-religious ways of being good and making the world a better place.



### Inspirational Christian figures

The religious faith inspired and guided them in their lives, and their contribution to making the world a better place.

### Zakah

This is one of the 5 pillars of Islam. The charity Islamic Relief is a charity, which Muslims can donate to. They run projects to help make the world a better place.



Jewish Child's Day is a charity set up to help over 12,000 Jewish children from deprivation, disadvantage, abuse and neglect; to nurture them and offer them a better future.







## RE - Year 3- unit L2.5- Spring 2- Salvation



**HOLY WEEK**

Why do Christians call the day Jesus died 'Good



### Key Vocabulary

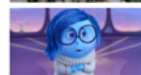
Christian	A person who believes in Christ.
Holy week	In Christianity, this is the week just before Easter.
Palm Sunday	The Sunday before Easter, on which Jesus entered Jerusalem, riding on a donkey.
Good Friday	The Friday before Easter Sunday. The day in which Jesus is crucified on the cross.
Easter Sunday	A day celebrated by Christians worldwide. The day in which Jesus rose from the dead.
Sin	To commit an act or behaviour which offends God.
Salvation	Being saved from harm or ruin.
Jesus	The son of God.
Crucifixion	Crucifixion is a method of punishment in which the victim is tied or nailed to a large wooden beam and left, until they are exhausted or die.

### Prior Knowledge:

- Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.
- Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- Christians remember and celebrate Jesus' last week, death and resurrection.

### Holy week

In Christianity, Holy week is the week immediately preceding Easter. It is also the last week of Lent, in the West - Palm Sunday, Holy Monday, Holy Tuesday, Holy Wednesday, Maundy Thursday, Good Friday and Holy Saturday- are all included.



Mary is the mother of Jesus



## RE - Year 3- unit L2.1- Summer 1- Creation, God



What do Christians learn from the creation story?

### Key Vocabulary

Christianity	Religion that believes in one God and that Jesus is the Son of God
God	Who Christians believe is the creator and ruler of the universe.
Creation	The action or process of bringing something into existence.
Bible	The Christian Holy Book which contains the old and new Testaments.
Adam and Eve	Who Christians believe were the first people on earth to be created by God.
The Fall	This happened when Adam and Eve disobeyed God's instructions.
Sin	An action that is or is felt to be bad.

**Creation: Christians believe the Universe and human life are God's good creation. Humans are made in the image of God.**

Jews and Christians believe that God created the world.

Christians believe that God wants people to look after the world he created, all of his animals and nature.

Some people believe that the world wasn't created by God.

Adam and Eve are believed by some Christians to be the first people on Earth. They believe they were created by God.

Christians believe that Adam and Eve were against God's wishes- The Fall. This is when Adam and Eve 'fell' from their close relationship with God. This was the first 'sin'.

### Prior Knowledge: (links to 1.2 & U2.2)

- God the Creator cares for the creation, including human beings.
- As human beings are part of God's good creation, they do best when they listen to God.
- The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).
- Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.







## RE - Year 3- unit L2.2- Summer 2- People of God

### What is it like for someone to follow God?

Noah's Ark The children will learn that the Christian bible has two sections, the New Testament and the Old Testament. The Old Testament is the focus of this unit. It is split up into 'books'. We will focus on the book of 'Genesis' and the story of Noah's Ark. Noah sent a dove out to see if the flood waters receded.



### Key Vocabulary

Christians	A person who believes in Christ and his teaching
God	The creator and ruler of the universe and source of all moral authority; the supreme being
Bible	The Christian Holy Book
New Testament	The second part of the Christian bible. It discusses the teaching and person of Jesus, as well as events in first century Christianity
Old Testament	This is the first part of the Christian Bible and comprises of the 39 books. It tells the story of God's plan to save humanity
Genesis	Genesis 1:1-2:3 is an ancient text that was written over 2,500 years ago. It is the first book of the Old Testament
Covenant	A promise or a pact made by god
Ceremony	A formal occasion when a promise may be made

### Prior Knowledge:

- Christians believe Jesus spread the word of God on Earth
- Christians believe God is the creator and ruler of the universe
- Parables are simple stories that Jesus told to get his message across
- Christians pray to give praise, say sorry, ask for forgiveness and to say thank you

Have you ever made a promise? What does it feel like if someone breaks a promise?

### God's Rules

God gave humans rules to live by after the great flood including to fill it with people, and rule over animals. The Creation story (Adam & Eve) and Noah's Ark show that people are given responsibilities by God and part of being the 'People of God' means living by those commandments.

### People of God:

The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God. Noah and Abraham were 'People of God'. God promised to stay with the people. The bible stories show how God kept his promises.

A rainbow is a symbol of God's promise never to destroy the Earth with a flood again. Humans make promises to. We need promises to live by. Some children make promises at Brownies or Cubs.



## YEAR 4

## RE - Year 4- unit L2.3- Autumn 1- Incarnation & God



### What is the 'Trinity' and why is it important for Christians?

### Key Vocabulary

God	God is the creator and ruler of the universe. He is also known as the Holy Father.
Trinity	The three parts are the father, the son and the holy spirit.
Creator	A person or thing that brings something into existence.
Savior	A person who saves someone or something from danger or difficulty. Christians believe Jesus was the saviour of people.
Holy Spirit	The third person of the 'trinity'. Christians believe that when Jesus died, his spirit was sent to his followers.
Gospel	A life-story or biography of the life and teaching of Jesus. It comes from the word 'good' and it refers to the 'good news' that Jesus brings.

### What does God look like?

Another aspect of this belief in God in Trinity is that God can be seen in what God does. Many children in the 7-9 age range might ask what God looks like. Christians reply that they can see God in Jesus, but that God is invisible, so they know God through what God does. The Holy Spirit — like the wind — has invisible power.



### Symbols in Christianity:

Water: it can be cleansing, refreshing, life-giving, beautiful, dangerous, still, flowing, reflective

Dove: a symbol of peace, but also that Jesus is God and came to earth. It's a symbol of the holy spirit.



### Prior Knowledge:

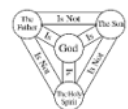
- Christians believe that God is the Trinity - the father, the Son and the Holy Spirit.
- That God is the creator of the universe, who sends his son (Jesus) to save the people. When Jesus dies, the Holy Spirit is sent to his followers.
- Christians want to understand God and Jesus better -
- Christians worship God as the Trinity - they express this in art.

### What is the Trinity?

Christians believe that God is Trinity: God as three in one. This links to the concept of Incarnation, God coming to earth in Jesus, and the concept of Gospel — the good news of God's rescue plan for humanity. In the context of the 'big story' of the Bible, God is the same throughout, Christians argue, but in broad terms, the role of God the Creator and Father, Jesus the Son and Saviour and the Spirit — Comforter and power of God — come to the fore at different parts of the story (i.e. Old Testament, Gospels, early Church).

### Belief in the trinity

Many religions believe in one God: Jews, Muslims, Sikhs and Bahá'í also say, with Christians, that God is one. Belief in the Trinity, however, is distinctive to Christianity.



### THE GRACE: 2 CORINTHIANS 13:14

This type of prayer is not addressed to God, but a 'blessing' to people. When a person is baptised, a blessing is made. Whilst prayer happens every day, a baptismal prayer happens once in a lifetime.



## RE - Year 4- unit L2.4- Autumn 2- Gospel



What kind of world did Jesus want?

### Key Vocabulary

Christian	A person who believes in Christ and his teaching.
Gospel	These are four biblical narratives (stories) about the life and death of Jesus. They were written by: St Matthew, St Mark, St Luke and St John.
Disciple	A follower of Jesus during his life.
New Testament	The second part of the Christian Bible. It discusses the teaching and person of Jesus, as well as events in the first-century Christianity.



Many Christians are part of Bible study groups. They can learn more about Jesus and try to act as he did.

### Christians are inspired by Jesus

Christians are inspired by the example and the stories of Jesus. They find them challenging, just as Jesus' listeners did. It is not easy to love the unlovable! It is not easy to keep loving God all the time, either — people can be easily distracted by things that don't matter as much

### Prior Knowledge:

- Jesus shows love and forgiveness to unlikely people
- Christians try to be like Jesus and try to get to know him better Christians try to put Jesus actions and teaching into practice in lots of ways, including church worship and social justice
- Jesus sets the example for loving

### Gospel - Spreading the Good News

Jesus spent three years preaching before his crucifixion. During this time, he taught God's salvation message to those around him. Many of his teachings, stories and actions from this time are recorded in the New Testament. They give Christians guidance on how God wants them to live in the world. Much of this guidance was new and even contradictory to conventional thinking at the time, so Jesus was showing a new way of living. Many Christians will try to follow Jesus' teachings and emulate his actions in order to come into a deeper relationship with God and know how to live well in a world where sin has an impact.

### The fisher of people

Jesus is also known as the 'fisher of men'. This is how he called the first disciples, when Jesus performed the miracle of the fish. For Christians nowadays, a vicar may identify with Jesus, trying to lead others in their walk with God. Most Christians might identify with one of the fishermen — attracted by the good news, feeling under-qualified, perhaps!



## RE - Year 4- unit L2.6- Spring 1- Salvation



For Christians, when Jesus left, what was the impact of Pentecost?

### Key Vocabulary

Christian	A person who believes in Christ.
Jesus	The son of God
Resurrection	Bringing something or someone back from the dead. Christians believe Jesus was resurrected.
Pentecost	The Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus after his Ascension, held on the seventh Sunday after Easter.
Disciple	A personal follower of Christ during his life, especially one of the twelve Apostles.
Holy Spirit	The third person of the Trinity; God as spiritually active in the world.
Ascension	The ascent of Christ into heaven on the fortieth day after the Resurrection.

Why is the Spirit like a wind?

Like a flame?

Why did the people who listened come from 15 different countries?



The 12 disciples:

Thomas, Simon the Zealot, Philip, Simon Peter, Matthias, Matthew, Jude, Judas Iscariot, John, James, Son of Alphaeus, James, Son of Zebedee, Bartholomew, and Andrew.



### Prior Knowledge:

- Christians believe that Jesus started the 'Kingdom of God'
- Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him
- Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.
- Christians celebrate Pentecost as the beginning of the Church.

### PENTECOST - BIRTHDAY OF THE CHURCH

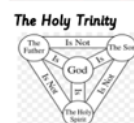
The Christian holy day of Pentecost, which is celebrated fifty days after Easter Sunday, commemorates the descent of the Holy Spirit upon the Apostles and other followers of Jesus Christ while they were in Jerusalem celebrating the Feast of Weeks.

### Celebrating Pentecost

Pentecost is a happy festival. Ministers in church often wear robes with red in the design as a symbol of the flames in which the Holy Spirit came to earth.

### Pentecost Symbols

The symbols of Pentecost are those of the Holy Spirit and include flames, wind, the breath of God and a dove.



## RE - Year 4- unit L2.9- Spring 2- How do festivals and worship show what matters to Muslims?

### Key Vocabulary

Five Pillars	These are the most important Muslim practices: Shahadah, Sawm, Salat, Zakat and Hajj
Ibadah	The Arabic word for worship
Sawm	fasting during the month of Ramadan
Salat	performing ritual prayers in the proper way five times each day
Zakat	Giving money to charity
Hajj	Going on a pilgrimage (journey) to Mecca
Surah	A chapter in the Qur'an
Mosque/Masjid	A place of worship
Tawhid	Muslims belief in Allah as the one true God
Imam	The person who leads prayers in a mosque
Qur'an	The holy book
Rak'ah	Prayer positions
Shahadah	A Muslim's belief in Allah and profession of faith
Ramadan	A month long period of fasting
Eid-ul-Fitr	A day celebration at the end of Ramadan.

### Prior Knowledge:

About the Five Pillars - Shahadah and Salah (belief and prayer)  
That Muslims submit to one God - Allah  
That Muslims use stories about the Prophet Muhammad to guide their beliefs and actions  
Some examples of how Muslims put their beliefs about prayer into action



Muslim's pilgrimage to Mecca in Saudi Arabia (Hajj)

### Ramadan

Muslims fast for one month during the period of Ramadan. They will not eat or drink during daylight hours. The month of Ramadan changes from year to year, as Islam follows the lunar calendar. Fasting helps Muslims appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah. It helps to build discipline into the life of a Muslim.



Muslims praying during Ramadan

### Prayer positions

(Rak'ah) Muslims pray 5 times a day. Each prayer is followed with a prayer position. The movements and positions help Muslims feel closer to Allah.



### Eid-ul-Fitr

This festival is a celebration at the end of Ramadan. It is a day of celebration, happiness and forgiveness. It is not a celebration of 'relief' that the fasting is over, but it is an opportunity to move closer to Allah. People visit the mosque, get new clothes, share food, spend time with friends and family and give money to charity.



A family group home during Eid-ul-Fitr

Some Muslims do not have to fast during Ramadan if they are: pregnant, elderly, a young child, ill or travelling away from home. Some older children choose to try fasting for half a day.

## RE - Year 4- Unit L2.10 - Summer 1- How do festivals and family life show what matters to Jewish people?



### Key Vocabulary

Shabbat	Shabbat is a day of rest and celebration that begins on Friday at sunset and ends on the following evening after nightfall.
Exodus	A mass departure of people.
Rosh Hashanah	The Jewish New Year festival
Yom Kippur	The 'Day of Atonement' - a day of fasting and praying for forgiveness
Shofar	a ram's-horn trumpet used in religious ceremonies
Tashlich	This is a verse usually performed near to water during Rosh Hashanah to cast away sin.
Pesach	Also known as Passover. An eight day festival celebrated in spring time.
Sedar	The Seder is a feast that includes reading, drinking wine, telling stories, eating special foods, singing, and other Passover traditions.
Talmud	A collection of Jewish writings, including laws and tradition.
Siddur	A prayer book.

Rosh Hashanah is a time for celebrating with family, friends and sharing food. An will be dipped in honey.



The Talmud teaches that Jews should say 'Thank you' 100 times a day.



Passover- Sedar meal



Shofar horn being blown

### Prior Knowledge:

- Jewish people celebrate festivals of Chanukah and Shabbat
- This is a time to remember God and share stories
- The names of some important objects in a Jewish home: mezuzah, menorah candle, challah bread, board, cover, wine goblet and kosher food
- Be able to identify the Star of David symbol

### FESTIVALS

**Hanukkah** - The Festival of Lights which is a week-long celebration. It marks the date when the Maccabees recaptured the Holy Temple in Jerusalem and re-directed it to Jewish worship.

**Rosh Hashanah** - Jewish New Year. It is a 10-day festival which ends with Yom Kippur, the holiest day of the year.

**Passover** - when Jews remember how God rescued them from slavery

### MOSES AND THE EXODUS

Moses was a very important person in the story of the Jewish people. The Jews were slaves in Egypt and it was Moses who helped them out of slavery. The Pharaoh would not let the Jewish people go until God sent 10 plagues to Egypt. Moses gave the Jewish people leadership and strength when they struggled with their faith in God and led them to safety across the red sea.

Examples of the plagues:

- Water turned to blood
- An influx of frogs
- Boils on humans and animals





## RE - Year 5 - Autumn 1- What does it mean to be Muslim in Britain today?

### Key Vocabulary

Five Pillars	The five basic ritual or devotional duties of Sunni Muslims, namely: Shahada a declaration of faith in God; salat, five daily prayers; sawm, fasting; zakat, almsgiving; and hajj, pilgrimage to Mecca.
Hajj	A Muslim pilgrimage to Mecca, which takes place in the last month of the year and which all Muslims are expected to make at least once during their lifetime if they can afford to do so. It is one of the Five Pillars of Islam.
Hadith	A statement, action or approval attributed to the Prophet of Islam, Muhammad (PBUH).
Eid-ul-Fitr	Is also known as the "Festival of Breaking the Fast", is a religious holiday celebrated by Muslims worldwide that marks the end of Ramadan,
Tawhid	Arabic for "declaring one god". Muslims believe that there is only one God.
Qur'an	The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel in 610. It was written down in Arabic.

### The Qu'ran

The Qu'ran is the Holy Book of Islam, and Muslims believe that it is the spoken word of God (Allah). Children learn to recite the Qu'ran in Arabic. Muslims believe that Moses and Jesus were also prophets of Allah and so they believe that the Torah and the Bible are also religious books which came before the Qu'ran was revealed to Mahammad.



Famous British Muslims

### Prior Knowledge:

- That Muhammad is the prophet of Allah.
- That Muslims have 99 names for Allah
- Muslims have different celebrations and festivals like Eid-ul-Fitr and Ramadan
- Some stories about the prophet Mahammad
- Muslims travel to Mecca on their Hajj



The Five Pillars of Islam are the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam. Shahadah (belief in ONE God and his Prophet); salat (daily prayer); sawm (fasting); zakah (almsgiving); and hajj (pilgrimage).

Eid-ul-Fitr - It is celebrated on the 1st day of the month of Shawwal. On this day, Muslims are encouraged to dress in their best clothes and attend a special Eid prayer at their mosque. Before the prayer begins, Muslims make an alms payment (the Zakat al Fitr) in the form of food or its cash equivalent. This food and/or money is then distributed to the poor. After the special religious service, the focus turns to gift-giving. Children are given many gifts. Women get gifts from their loved ones.

There are different Muslim groups - Sunni, Shi'a and Sufi. The Sunni and Shi'a agree on the main principals of Islam but differ with other aspects such as historical experiences. Sufi Muslims are emphatic that Islamic knowledge should be learned from teachers and not exclusively from books.

In the Qur'an there are many stories some of which are shared with other religions such as Christian and Jewish people. Examples of such stories are Surah 1 - 'The Opening' and Surah 17 - 'The Prophet's Night Dream'.

There are over 1,500 mosques in the UK. A typical mosque also includes a minaret, a dome and a place to wash before prayers. Each feature has its own significance.

Architecture is one of the greatest Islamic art forms. Mosques are highly decorated and colour is a key feature. This level of decoration is reserved for the inside only.

## RE - Year 5- Autumn 2- Salvation



What do Christians believe Jesus did to save people?

### Key Vocabulary

Christians	A person who believes in Christ and his teaching.
Resurrection	To bring something back from the dead. Christians believe Jesus was resurrected.
New Testament	The second part of the Christian Bible. It discusses the teachings of Jesus.
Sacrifice	The act of giving up something highly valued for the sake of others. E.g. Jesus sacrificed himself
Holy Communion	A Christian worship service, where bread and wine are declared sacred and shared with the congregation.
Passover	Is a major Jewish holiday . Its name comes from the miracle in which God "passed over" the houses of the Israelites during the tenth plague
Matyr	A person who is killed because of their religious or other beliefs.

An artist's interpretation of the 'Big Story' of the bible. By Emma Yarlett



### Prior Knowledge:

- Christians read the 'big story' of the Bible as pointing out the need for God to save people.
- The Gospels give accounts of Jesus' death and resurrection.
- The New Testament says that Jesus' death was somehow 'for us'.
- Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).
- Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

Christian's remember Jesus' death and resurrection throughout the year, through celebration of Holy Communion at Church. This is where a priest shares bread and wine. This is linked to the Jewish story of Passover. Bread and wine are symbolic and connect to sacrifice.

### Jesus' death a sacrifice

Christians think of this in different ways, e.g. people deserve punishment for their sins but Jesus was punished in the place of everyone - he was a substitute; Jesus took everyone's sins as he died, lifting the burden from the believer; Jesus' example guides the lost back to God.

### Holy Week

The Holy Week includes these events: Last Supper, Garden of Gethsemane, Judas' betrayal and arrest, trial, Peter's denial, Pilate, crucifixion, death, burial, resurrection



## RE - Year 5- unit U2.6- Spring 1- Kingdom of God



For Christians, what kind of king was Jesus.

### Key Vocabulary

Christian	A person who believes in Christ and his teaching.
Parable	A simple story that Jesus used to get a message across.
Old Testament	This is the first part of the Christian bible and comprises of 39 books. It tells the story of God's plan to save humanity.
New Testament	The second part of the Christian Bible. It discusses the teaching and person of Jesus, as well as events in the first-century Christianity.



THE KINGDOM OF PARABLES



Temptation in the wilderness  
We will explore the story of Jesus as a different kind of king in Luke 4:1-13.

The Feast: Luke 14:12-24

The Tenants in the Vineyard:  
Matthew 21:33-46

### Prior Knowledge:

- Jesus told many parables about the Kingdom of God.
- The parables suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.
- The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.
- Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

Problems in the world and how to make it a better place...

We will discuss the problems in the world, including:

- poverty
- hunger
- violence -
- lack of healthcare

We will also discuss how to make the world a better place, and examples of people/charities who are working towards this.

Including the winners of the Nobel Peace Prize (Martin Luther King, Malala Yousafzai)



## RE - Year 5- unit U2.9- Spring 2- Why is the Torah important to Jewish People



### Key Vocabulary

Shema	The most important Jewish prayer
Deuteronomy	The fifth book of the Jewish Torah and also in the Christian Old Testament
Mezuzah	A parchment inscribed with texts and attached in a case to the doorpost of a Jewish house
Orthodox	A traditional branch of Judaism, strictly observing Jewish laws.
Tefillin	Tefillin are cubic black leather boxes with leather straps that Orthodox Jewish men wear on their head and their arm during weekday morning prayer
Sefer Torah	A handwritten scroll
Torah/TeNaKh	The Jewish holy book. Torah means law
Nevi'im	The prophets.
Ketuvim	The holy writings in the Torah
Mitzvot	The 613 commandments of the Torah
Synagogue	A Jewish place of worship
Shabbat	Most important day of worship.

Shabbat is the most important day of worship in the home. It is celebrated on the seventh day of every week from sunset on Friday to sunset on Saturday in order to observe the commandment Remember the Sabbath day by keeping it holy (Exodus 20:8).



Star of David



### Prior Knowledge:

- Jewish people have a number of festivals throughout the year including Shabbat, Chanukah, Passover, Rosh Hashanah and Yom Kippur.
- Moses lead the Jews out of Egypt in an Exodus.
- Jewish people have special objects which are used in the home and synagogue, including: menorah, Torah, mezuzah,
- An important ceremony, marking a life milestone is a bar/bat mitzvah
- Recall the Creation story and how it is used at Rosh Hashanah; how Shabbat is inspired by God resting on day 7.

### Progressive & Orthodox Jews

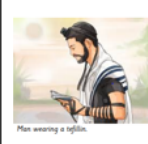
There is diversity within Judaism in the degree to which kosher laws are lived by. Orthodox Jews follow a stricter form of Judaism and believe the laws come directly from God and that's how they should be understood. Progressive or reform Jews believe that the Torah is the God-inspired attempt by Hebrews/Israelites/ Jews to understand their surroundings and their relationship with God

### Prayer

Tefilah is the Hebrew word for prayer. It means 'to judge oneself' and underlines the purpose of prayer for Jews. Prayer allows Jews to look deep within themselves at their role in the universe and their relationship with God.

### Shema

The most important prayer is the Shema. The opening line is recited twice a day and reminds Jews of their belief in one God "Hear, O Israel, the Lord our God, the Lord is One" (Deuteronomy 6:4).



Young man at his Bar Mitzvah (Age 13)



## RE - Year 5 - unit U2.11- Summer 2- Why do some people believe in God and some people not?

### Key Vocabulary

<b>Evolution</b>	The change of species over time by natural selection
<b>Creation</b>	The idea of the world being designed and planned and then made by God
<b>Persecution</b>	Hostility and ill-treatment because of religious beliefs
<b>Agnostic</b>	Someone who believes we can never know if there is a God or not
<b>Atheist</b>	Someone who doesn't believe in the existence of God
<b>Theism</b>	Belief in the existence of god or gods
<b>Eternal</b>	Existing forever, without end
<b>Opinion</b>	A view, not necessarily based on fact

Here are some reasons people do or do not believe there is a God

Religious upbringing

Examining the universe and its intricacies

Peer pressure

Religious experience

Faith



### Prior Knowledge:

- Practices within a house hold
- Experience
- Beliefs
- Festivals
- Previous learning of a variety of faiths

If you believe in science, does that mean you can't believe in God?

Can they both go together? What do you know about God?

How do Christians feel about God?

Is it the same god for Muslims, Christians, Jews, Sikhs and Hindus?

How is each view of god similar or different to each other?

How many people in your class believe there is a God?

How many people in England believe in God?

Why do you think this is?

Does believing in God make your life easier or harder?

What about if you live in different countries where it's difficult to become a Christian?



## YEAR 6

## RE - Year 6 U2.10- Autumn 1- What matters most to Christians & Humanists?

### Prior knowledge -

- Some people are non-religious, and Humanists are a visible group of non-religious people in the UK today
- Christians believe they are made in 'the image of God'
- Humanists believe humans can be good without a God

### Key Vocabulary

<b>Humanist</b>	Humanists do not believe in a God. They believe it is possible to live a good and fulfilling life without a traditional religion - see REONLINE
<b>Christian</b>	Christians believe in one God, that is revealed in the three forms - The Father, The Son and the Holy Spirit
<b>Moral</b>	Standards of behaviour; knowing what is right and wrong
<b>Humanism</b>	A philosophy or way of thinking about the world, a set of ethics or ideas about how people should live/act.
<b>Beliefs</b>	A state of mind in which trust/confidence is placed in someone or something.
<b>Values</b>	Beliefs of a person in which they have an emotional investment e.g honesty
<b>Atheism</b>	Absence of/having no belief

### What is a Humanist?

They do not believe in God or follow a holy book. Instead, they value traits like reason and rely on science to explain the way things are and believe people have one life to live with no after life. Consequently, they focus on happiness and making the most of their life, bound by the duty to support others.



### Humanism & worship

Humanists do not go to a place of worship but do hold lectures and discussion groups.

Ceremonies, celebrations, and special occasions do take place - such as weddings, naming ceremonies and funerals.

Most Humanists would agree with the ideas that

- There are no supernatural beings
- The material universe is the only thing that exists
- Science provides the only reliable source of knowledge about the universe.
- We only live this life - there is no afterlife or reincarnation
- Life can be fulfilling and ethical without religion
- Humanists derive moral codes from lessons of history, personal experience and thought.

### Questions to debate -

Is peace more valuable than money?

Is love more important than freedom?

Is thinking bad thoughts as bad as acting upon them?



## RE - Year 6 - Unit U2.3 - Autumn 2

How can following God bring freedom & Justice?

### Key Vocabulary

Hebrew	Hebrews are the Israelites, God's people
Justice	People receiving what they deserve - fair and right.
Plagues	Disasters or diseases inflicted on people or animals
Liberation	Setting someone free from slavery, imprisonment or oppression
Exodus	A mass departure of people or the second book in the bible
Mount Sinai	The mountain where Moses received the 10 commandments from God
Tyranny	A cruel and oppressive ruler
Slavery	People owning other people and using them for work.
Commandments	God's laws
Covenant	promise between two people
Freedom	Able to act as you wish.

### Outcomes

- Explain connections between the story of Moses and the concepts of freedom and salvation.
- Make connections between Bible texts and what Christians believe about how they should behave.
- Explain how Christians put their beliefs into practice by trying to bring freedom to others.
- Comment on how Bible texts about freedom and justice are helpful or inspiring

What are the 10 commandments? Do you think they are relevant for today? Would it matter if we didn't keep them? Does it make a difference to you that God gave these commandments?

### Prior Knowledge:

Prior Learning KS1: Parable of the Good Samaritan, the purpose of crucifixion - leading to freedom from sin.  
Unit 1.1 What do Christians believe God Is like? Unit 1.9 How should we care for others, and why does it matter?

All 'Salvation', 'God' & 'People of God' units throughout all key stages 1&2



If you were Moses and you saw a bush on fire, but wasn't burning, how would you feel? And then when a voice started talking to you?! What emotions would Moses be feeling throughout this encounter with God?



What was the last and final plague? Do you think this was fair of God to do this? How did God bring freedom and justice using these 10

What is the link between the Jews been liberated from slavery and the belief that Jesus brings salvation from sin?

## RE - Year 6 - U2.7 Why do Hindus want to be good?

Spring 1

### Prior knowledge -

- Hinduism is a very diverse religion
  - Most Hindus believe in reincarnation
  - Hindus believe in a complete way of life known as "Sanaton Dharma"
- Hindu families in Britain will often have a shrine at home, with murtis

### Key Vocabulary

Ahimsa	Respect for all living things and avoidance of violence towards others
Artha	The pursuit of wealth or material advantage, providing for the family and society by honest means
Ashramas	Any of the four stages of life through which a Hindu ideally will pass
Atman	Inner soul or self
Brahman	Hindu God, the ultimate being. Hindus believe that there is a part of Brahman in everything
Dharma	A Hindu's religious and moral duty
Karma	The result of a person's actions, as well as the actions themselves.
Mahabharata	The story of Mahabharata (the man in the well) warns Hindus that they should pay attention to finding the way to escape the cycle of birth, death and rebirth
Moksha	The release from the cycle of birth, death and rebirth.
Punusharthas	Four aims of life that Hindus believe in.
Reincarnation	The rebirth of the soul in another body
Samsara	The cycle of birth, death and rebirth that Hindus believe in.
Satya	The Sanskrit word meaning 'truth'.

The *Purusharthas* are the inherent values of the Universe. They include *Artha* (economic values), *Kama* (pleasure), *Dharma* (righteousness), and *Moksha* (liberation). They help Hindus to create a satisfyingly balanced, meaningful life.

*Karma* is what happens because they caused it by their actions. Karma is about all that a person has done, is doing and will do. As well it is about punishment or reward. It makes a person responsible for their own life, and how they treat other people.

Karma symbols such as endless knots symbolise cause and effect



*Artha* - security of material comfort you need to live in the world with ease. Some believe to be spiritual is to be poor, *Artha* is not about rejecting the world, but being content with the things you own. Its to live skilfully in a world of material objects that exist for your benefit.

*Dharma* means truth, the right way of living, and human behaviours considered necessary for the order of things in the world. There is no single word translation for Dharma in western languages.

*Moksha* is the ultimate goal of personal spiritual development of some schools of Hinduism. In Sanskrit language it means 'Freedom'. It is a state of eternal bliss and emptiness. The goal of Hindu practitioners to achieve Moksha.

Mahatma Gandhi - a respected political & spiritual leader of the 1900s.

## Spring 2 RE - Year 6 - Unit 2.7 - What difference does resurrection make for Christians?



Some things are difficult to understand, like the resurrection, for instance. Just because we don't understand HOW it happened, doesn't mean it DIDN'T happen - does it?

In the Old Testament says that /Jesus would come back to life again. If Jesus hadn't been resurrected, would you be able to believe and trust what Jesus and the rest of the Bible had to say?

Was Jesus just a good man, or who he himself said he is?  
The son of God?  
What do you think?  
Can you justify your answer?

### Key Vocabulary

<b>Secular</b>	Non-religious
<b>Incarnation</b>	/god 'in the flesh'
<b>Fundamental</b>	A central rule or principle upon which something is based
<b>Luke</b>	One of the twelve disciples and writer of the gospel of Luke in the bible
<b>Justify</b>	Show or prove to be right
<b>Epitaph</b>	Words written in memory of someone who has died
<b>resurrection</b>	In Christianity - Jesus /Christ's return to life on the third day after his death, or the return of all people/something back into use or existence



If you believe in life after death, would you live your life differently?  
What would you do?

## RE - Year 6 - Summer 1- U2.5 (Previous Agreed Curriculum 2016-2022)



Is it better to express your religion in art and architecture or in charity and generosity?

### Key Vocabulary

<b>Art:</b>	using creative skill and imagination, such as painting, sculpture, music making things to be appreciated for their beauty or emotional power.
<b>Architecture:</b>	the art or practice of designing and constructing buildings
<b>Charity</b>	an organisation set up to provide help and raise money for those in need
<b>Generosity</b>	the quality of being kind and generous.
<b>Sacred</b>	connected with God or a religious purpose and so deserving respect
<b>Mosque</b>	a Muslim place of worship
<b>Islam</b>	the religion of the Muslims, A religion recognising one God, Allah, as revealed through the Prophet of <u>Muhammad</u> .
<b>Creativity</b>	the use of imagination or original ideas to create something.
<b>Community</b>	a group of people living in the same place or having a particular characteristic in common
<b>Symbols</b>	a thing that represents or stands for something else, especially a material object representing something abstract, that you can't see/touch.



### Prior Learning:

PUPILS MAY KNOW AND WILL BUILD ON KNOWLEDGE BASED ON THE FOLLOWING:

- Think of their own ideas about the title question
- Know that charities are a way of expressing generosity
- Know the teachings of Islam include the 5 pillars and describe how this might affect the behaviour of a Muslim.
- Understand why buildings are sacred to Muslims & Christians
- Links to other subjects
- Art: appreciation of ways of expressing ideas
- English: reading, understanding and interpreting texts
- ICT: use of reliable web sites. Use of office tools.
- PHSE: tolerance; seeing things from another's perspective.

### KEY KNOWLEDGE/SKILLS TAUGHT BY THE END OF THIS UNIT: PUPILS ARE EXPECTED TO KNOW / BE ABLE TO:

- Understand different reasons why some buildings are sacred, including: why mosques are important and why Christian sacred buildings are important.
- Consider, discuss and weigh up different views about why religious art is important.
- Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important
- Notice, list and explain similarities and differences between different sacred buildings.
- Describe and make connections between examples of religious creativity in Muslim buildings
- Describe why mosques matter to the Muslim community
- Use ideas about worship and belief in a creative activity, using Christian scripture
- Use ideas about generosity from Muslim and Christian scriptures to respond to the title question.
- Discuss and suggest reasons why some people may think religious art / architecture is not worth spending money on, and why some would say it is important.
- Read, interpret and use religious vocabulary
- Consider & accept differing points of view.
- Be able to consider balanced arguments, weighing up different points of view.
- evaluating ways in which people act on their beliefs
- debating skills





### Creation and Science: conflicting or complimentary?

#### Key Vocabulary

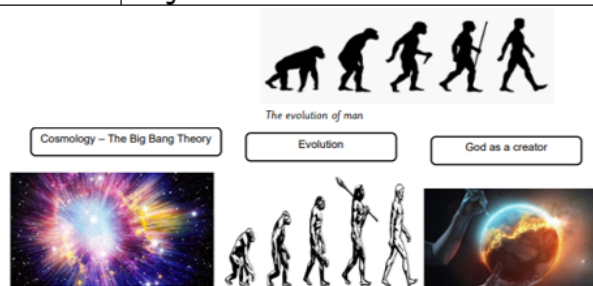
God	Who Christians believe is the creator and ruler of the universe and source of all moral authority; the supreme being.
Creation	The action or process of bringing something into existence.
Universe	All existing matter and space
Evolution	The process by which living things have developed from earlier forms during their time on earth.
Interpret	To explain/understand the meaning of something
Conflict	To disagree with something.
Complementary	An idea or thinking that enhances another.
Scientists	A person who is studying or has expert knowledge of one or more of the natural or physical sciences.
Literally	The words mean exactly what they say.



#### Prior Knowledge: (links to 1.2 and L2.1)

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
- These debates and controversies relate to the purpose and interpretation of the texts.
- There are many scientists throughout history and now who are Christians.
- The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

Psalm	A book, song or poem found in the Bible
Genesis	The first book of the bible- the beginning of which is about God creating the universe.
Cosmology	Learning about how the universe was created- most scientists believe this was due to 'The Big Bang'



## 6. RESOURCES AND WEBSITES

RE Online: [www.reonline.org.uk](http://www.reonline.org.uk)

A website with free use, quality assured resources that ensure a comprehensive coverage of religious and worldviews. It has useful resources that include:

- Emailing a believer: If the children have any questions when they are studying different faiths and world views you can send them to a believer via the website.
- Teach RE: Resources to support your subject knowledge as a teacher.
- Supporting RE: teaching resources
- Festivals calendar: a calendar that informs you of religious festivals throughout the year.

RE Quest: <http://request.org.uk/>

A website with different resources to explore many different aspects of the Christian faith.

True Tube: [www.truetube.co.uk](http://www.truetube.co.uk)

A website that provides short films, lesson plans and assembly scripts for RE, PSHE and Citizenship. You do not need a log in to view/stream the videos on the site but may need a log in should you want to download or save anything. It is quick and easy to create a personal log in, if you need one.

BBC Teach has films including 'Religions of the World' (KS1), 'My Life, My Religion' plus many films and resources to support Religious Studies from Early Years up to GCSE.

<https://www.bbc.co.uk/teach>

BBC Bitesize has short film clips and supporting resources including quizzes and interactive activities to support RE at all Key Stages. <https://www.bbc.co.uk/bitesize>

Humanists UK has a user-friendly website with powerpoints, short films and resources for students and teachers. <https://humanism.org.uk/humanism/>

NATRE: [www.natre.org.uk](http://www.natre.org.uk)

This is the National Association of Teachers of Religious Education. It works to support those who teach and lead in all schools.