

## Religious Education Curriculum Intent

*'Every school must offer a curriculum which is balanced and broadly based and which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'*

*(OFSTED School Inspection Handbook – July 2014)*

At Jotmans Hall, we believe it is important for our pupils to understand and be aware of other people's beliefs, values and traditions. Children are encouraged to ask questions about the world, using this knowledge to reflect on their beliefs, experiences and values.

RE plays an important role along with PSHCE, in promoting social awareness and understanding in our children.

At Jotmans Hall, we follow the SACRE, Essex Agreed Syllabus for RE.

Implementation

	Autumn	Spring	Summer - ELG
EYFS	<p><b><u>Understanding the World</u></b> <b><u>People and Communities:</u></b></p> <p>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p><b><u>Understanding the World</u></b> <b><u>People and Communities</u></b></p> <p>Enjoys joining in with family customs and routines.</p> <p><b>Characteristics of Effective Learning (COEL)</b> Playing and Exploring: Finding out and exploring... - Showing curiosity about objects, events and people</p>	<p><b><u>Understanding the World</u></b> <b><u>People and Communities:</u></b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Characteristics of Effective Learning (COEL)</b> Playing and Exploring: Finding out and exploring... - Showing curiosity about objects, events and people</p>

		Autumn	Spring	Summer
Year 1/2	Year A	Special people	Special symbols and objects	Special things in nature
	Year B	Special places	Special words and stories	Special ways of living

Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of KS1)	How will these be assessed?
<p><b>Autumn – Year A</b></p> <p><b>Special people</b></p>	<p><b><u>Personal Experience</u></b>            What makes me special?            Which people family/friends are ‘special’ to me, and why?            How do we make people feel ‘special’ at special times, e.g. birthdays?  <b><u>Christianity</u></b>            What pictures and stories show that Jesus is a special person for Christians?            What pictures of ‘special’ people do some Christians have in their homes?            How do Christians remember Jesus as a ‘special’ person at Christmas?  <b><u>Hinduism</u></b>            Who was Rama &amp; Sita?            Why is Diwali called the festival of lights?</p>	<p>special characteristics sacred            Christianity            Jesus Christ, Christmas            Diwali            Rama            Sita            Hinduism</p>	<p>-Special ‘me’ (eg my uniqueness, my worth and value, my qualities and abilities)            -People who are special to me, people I love and care about: family and close friends.            -Various celebrations e.g. birthdays, anniversaries, achievements. Discuss ways in which we celebrate.            -Identify similarities and differences in features of religions and beliefs            -Ask questions about their own and others’ feelings and experiences            -Children will learn about Jesus Christ and how/why he is special to Christians.            -Children will learn through pictures about Mary, Christian, Saints or the Pope            -The Story of Jesus’s Birth (Nativity)            -Children learn the story of Rama &amp; Sita            -Children learn about the festival of Diwali and Diva Lamps.            Children learn about how people celebrate Diwali.</p>	<p>-Children retell religious stories and identify some religious beliefs and teachings.            -Children identify some religious practices, and know that some are characteristic of more than one religion.            -Children suggest meanings in religious symbols, language and stories.            -Children respond sensitively to the experiences and feelings of others, including those with a faith.            -Children realise that some questions that cause people to wonder are difficult to answer            -Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.            On-going formative assessment by class teacher.</p>

Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of KS1)	How will these be assessed?
<b>Spring - Year A Special Symbols &amp; Objects</b>	<u>Personal Experience</u> -What 'special' objects do I have in my home? & why are they special to me? -How do I treat my special objects? -What special symbols do I have on my birthday cake? <u>Christianity</u> -What 'special' objects might be found in a Christian home? Why are they special? What special objects might a Christian have at Easter time? <u>Buddhism</u> Why is the image of Buddha important? What objects and symbols are special to Buddhists?	symbol represent, Christianity Judaism Buddhism The Cross crucified Bible Torah Scroll Yad Sedar Mill The Buddha Lotus Flower Dorje	-Children discuss Special objects: objects which have an emotional attachment -Children learn about treating a special object with care Symbolism and special objects, e.g. candles on a birthday cake -Children learn about Symbolism and special objects, e.g. candles on a birthday cake -Children learn and discuss Special/symbolic objects for Christians & Special objects with inner meanings -Children learn about The Christian festival of Easter and related symbols. -Children investigate and learn about the symbols they see in the image of Buddha -Children learn about other important Buddhist objects and symbols	-Children retell religious stories and identify some religious beliefs and teachings. -Children identify some religious practices, and know that some are characteristic of more than one religion. -Children suggest meanings in religious symbols, language and stories. -Children respond sensitively to the experiences and feelings of others, including those with a faith. -Children realise that some questions that cause people to wonder are difficult to answer -Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.
<b>Summer – Year A Special things in nature</b>	<u>Personal Experience</u> What special nature is around us? How do we/can we look after the natural world?	Natural World Wonder Christianity Islam Hinduism	-Children record the seasonal changes taking place in the natural world.	-Children retell religious stories and identify some religious beliefs and teachings. -Children identify some religious practices, and know that some are	Students will be assessed on the key skills in the National Curriculum

Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of KS1)	How will these be assessed?
<p><b>Summer – Year A</b> <b>Special things in nature</b> <b>(Continued)</b></p>	<p>How does the wonder and beauty of the natural world make us/you feel?</p> <p><b><u>Christianity</u></b> How do Christians believe the world and everything in it began? How do Christians believe we should treat the natural world? What stories of Jesus and Christian hymns help us to think about the beauty of the natural world? Who was Saint Francis of Assisi? What sort of relationship did Saint Francis have with things in nature? Why did Saint Francis think the natural world was special?</p> <p><b><u>Islam</u></b> Why is the cave on Mount Hira such a special place for Muslims? How do Muslims remember what happened at the cave during Laylat al-Qadr? What do stories about Muhammad and animals tell us about him and his beliefs?</p>	<p>Creation Saint Francis of Assisi, Prophet Muhammad Hira Brahma Indra Surya Varuna</p> <p>(See Above)</p>	<p>-Children identify aspects of nature they experience and enjoy. -Children discuss ways in which they can care for and contribute to the natural world. - Children understand beauty of the natural world and evoking a sense of awe and wonder. -Children understand that the world did not come into existence by accident (according to the Bible) there was a creator was God.  -Children understand that Christians believe that God gave human beings a responsibility to care for the world and all living creatures. -Children read/tell some of the stories of Jesus that evoke a sense of awe and wonder in response to the beauty of the natural world. -Children discuss the statements of faith contained in hymns and make the point that some people believe that God created everything while others do not.</p>	<p>characteristic of more than one religion. -Children suggest meanings in religious symbols, language and stories. -Children respond sensitively to the experiences and feelings of others, including those with a faith. -Children realise that some questions that cause people to wonder are difficult to answer -Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p> <p>(See Above)</p>	<p>through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of KS1)	How will these be assessed?
			<p>-Children learn who Saint Francis of Assisi and about his life.</p> <p>-Children understand Saint Francis and his relationship with nature-Children to listen to and understand the story of St Francis and discuss his beliefs</p> <p>-Children understand the cave is special and Muslims believe Gabriel gave messages to Muhammad from Allah.</p> <p>-Children discuss and understand the main ideas of the story of Laylat al-Qadr (the Night of Power).</p> <p>-Children can read/tell stories about Muhammad Discuss what these stories show about Muhammad.</p>	<p>-Children retell religious stories and identify some religious beliefs and teachings.</p> <p>-Children identify some religious practices, and know that some are characteristic of more than one religion.</p> <p>-Children suggest meanings in religious symbols, language and stories.</p> <p>-Children respond sensitively to the experiences and feelings of others, including those with a faith.</p> <p>-Children realise that some questions that cause people to wonder are difficult to answer</p> <p>-Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p>
<b>Autumn - Year B Special places</b>	<p><u>Personal Experience</u></p> <p>What makes our homes special?</p> <p>Where is my favourite place in my home? Why is it special?</p> <p>What makes our school and our town/village special?</p> <p>What special places have I visited? Why are these places special? How did I feel when I was there?</p>	<p>Church</p> <p>Advent</p> <p>Harvest</p> <p>Altar</p> <p>Lectern</p> <p>Font</p> <p>Stained-Glass</p> <p>Windows</p> <p>Synagogue</p> <p>Western Wall</p> <p>Mosque</p>	<p>-Children investigate and discuss the places in their lives that are special to them.</p> <p>-Children begin to consider and understand that different places are special to different people.</p> <p>-Children consider and discuss why their homes and local community is special to them</p>	<p>-Children retell religious stories and identify some religious beliefs and teachings.</p> <p>-Children identify some religious practices, and know that some are characteristic of more than one religion.</p> <p>-Children suggest meanings in religious symbols, language and stories.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p> <p>On-going formative</p>

Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of KS1)	How will these be assessed?
Autumn - Year B Special places (Continued)	<p><u>Christianity</u> Why are churches special places for Christians? What do we find inside and outside churches? What happens in church at Harvest Festival? What happens in church during Advent?</p> <p><u>Judaism</u> Why are synagogues special places for Jews? Why is the Western Wall so special to Jews today? During the festival of Hanukkah, how do Jews remember the miracle that happened when temple was recaptured?</p>	<p>Prophet Muhammad Allah Dome menorah oil</p> <p>(See Above)</p>	<p>-Children think about places that are special to them outside their community and consider how these places make them feel.</p> <p>-Children understand that a Church is a special religious place for Christians. -Children investigate and name the indoor and outdoor features of a church -Children learn about Harvest festival and discuss that Christians believe it is a festival to thank god for giving us food. -Children investigate and discuss what happens in church during Advent and in Christians' homes.</p> <p>-Children understand that a Synagogue is a special religious place for Jews. -Children investigate and name the main features of a synagogue.</p>	<p>-Children respond sensitively to the experiences and feelings of others, including those with a faith. -Children realise that some questions that cause people to wonder are difficult to answer -Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p> <p>(See Above)</p>	<p>assessment by class teacher.</p> <p>(See Above)</p>



Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of KS1)	How will these be assessed?
			<ul style="list-style-type: none"> <li>-Children understand that Jerusalem is a holy place in Judaism.</li> <li>-Children investigate and discuss the significance of 'The Western Wall' for Jewish People.</li> <li>-Children listen to the story of Hanukkah and discuss the significance of the menorah and oil.</li> </ul>	<ul style="list-style-type: none"> <li>-Children retell religious stories and identify some religious beliefs and teachings.</li> <li>-Children identify some religious practices, and know that some are characteristic of more than one religion.</li> <li>-Children suggest meanings in religious symbols, language and stories.</li> <li>-Children respond sensitively to the experiences and feelings of others, including those with a faith.</li> <li>-Children realise that some questions that cause people to wonder are difficult to answer</li> <li>-Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</li> </ul>	
<b>Spring – Year B</b> <b>Special words and stories</b>	<u>Personal Experience</u> What are our special books and stories? Why are these special? What are our favourite nursery rhymes, poems and songs? Why are these our favourites? What were our first words? What are our favourite words? Why are these words our favourites? <u>Christianity</u>	Books Stories Words Sacred Holy Christianity Bible Sikhism Guru Granth Sahib Guru Nanak Cultures	<ul style="list-style-type: none"> <li>-Children discuss how books and stories can be extremely important to people and reflect on their own special books.</li> <li>-Children think about their favourite words and their importance and significance.</li> <li>-Children begin to make links between their special books and the special books/stories from religions.</li> </ul>	<ul style="list-style-type: none"> <li>-Children retell religious stories and identify some religious beliefs and teachings.</li> <li>-Children identify some religious practices, and know that some are characteristic of more than one religion.</li> <li>-Children suggest meanings in religious symbols, language and stories.</li> <li>-Children respond sensitively to the experiences and feelings of others, including those with a faith.</li> </ul>	Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.

Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of KS1)	How will these be assessed?
	<p>What is the Bible and why is it so special to Christians?            What do some Bible stories tell us about Jesus?            What is the Lord's Prayer and why is it special for Christians?            What is the Bible story of the death and resurrection of Jesus?            What are Easter Gardens?</p> <p><b>Sikhism</b>            - What extraordinary experience led Guru Nanak to write songs in praise of God?            - What is the Guru Granth Sahib? How do Sikhs show that this is a very special book?            - How does the Sikh holy book help parents choose their baby's name?</p>		<p>-Children know what the Bible is and can discuss why it is important to Christians.            -Children listen to stories about Jesus and then discuss things that they have learned from them about Jesus and his life.            -Children know what the Lord's prayer is and its significance for Christians.            -Children listen to the Easter story and discuss its importance in the Bible.            -Children find out about Easter Gardens and how they symbolize and remind Christians of the Easter story.</p> <p>-Children learn about Guru Nanak and the origins of Sikhism.            - Children listen to and discuss the story 'Guru Nanak's Songs of Praise.'            -Children know that the Guru Granth Sahib is the Holy book of the Sikhs and that Sikhs</p>	<p>-Children realise that some questions that cause people to wonder are difficult to answer            -Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p> <p>(See Above)</p>	<p>(See Above)</p>

Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of KS1)	How will these be assessed?
			<p>treat this book with great respect.</p> <p>-Children understand the process of how a baby is named in Sikhism using the Guru Granth Sahib.</p>	<p>-Children retell religious stories and identify some religious beliefs and teachings.</p> <p>-Children identify some religious practices, and know that some are characteristic of more than one religion.</p> <p>-Children suggest meanings in religious symbols, language and stories.</p> <p>-Children respond sensitively to the experiences and feelings of others, including those with a faith.</p> <p>-Children realise that some questions that cause people to wonder are difficult to answer</p> <p>-Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>	
<p><b>Summer – Year B</b> <b>Special ways of living</b></p>	<p><u>Personal experience</u></p> <p>- What are the 'special' times/events in my day/week/year?</p> <p>- How do I care for others?</p> <p>- What can I do to help make the world a better place?</p> <p><u>Christianity</u></p> <p>- What does the story Jesus told about the Good Samaritan tell us about how we should live our lives?</p>	<p>Way of Life Special Sacred Charity Fundraising Prayers Good Samaritan Wudu Mosque Child Monks The Buddha Noble Eightfold Path Ten Precepts</p>		<p>-Children retell religious stories and identify some religious beliefs and teachings.</p> <p>-Children identify some religious practices, and know that some are characteristic of more than one religion.</p> <p>-Children suggest meanings in religious symbols, language and stories.</p> <p>-Children respond sensitively to the experiences and feelings of others, including those with a faith.</p>	

Year 1/2	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of KS1)	How will these be assessed?
	<p>- What happens in church on Sunday? - What does a vicar do on Sundays and week days? Why does he or she live in this way?</p> <p><u>Islam</u> - What are the characteristic features of prayer in Islam? - What do Muslims go without during the month of Ramadan? Why do Muslims fast during Ramadan? - How do Muslims celebrate the end of Ramadan at the festival of Id ul-Fitr?</p>			<p>-Children realise that some questions that cause people to wonder are difficult to answer -Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p> <p>(See Above)</p>	

		Autumn	Spring	Summer
Year 3/4	Year A	Christianity: Introducing Jesus Christianity: The teaching of Jesus	Judaism: Moses	Buddhism: The Buddha Sikhism: The first and last human gurus
	Year B	Christianity: Churches and what happens inside them Christianity: The Bible	Hinduism: Hindu Gods and Goddesses	Islam: Holy places in Islam Islam: The Qu'ran

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
Autumn 1 – Year A Christianity : Introducing Jesus	<p><b><u>The importance of Jesus</u></b> -Who is Jesus &amp; why is he important to Christians? How does Jesus influence people today? -Who is important in your life?</p> <p><b><u>The Start of Jesus' Ministry: The Baptism of Jesus</u></b> -What can we learn about Jesus' baptism from the Bible? -What symbols are associated with baptism?</p> <p><b><u>The start of Jesus' Ministry: Calling the 12 disciples</u></b></p>	Jesus, Christ, messiah, influence, communities, resurrection, beliefs, symbolism, disciples, duties, choices, sacrifice, morality	<p>-Children learn key information about Jesus's life including birth place, baptism, his role and crucifixion.</p> <p>-Children learn about key Christian beliefs relating to Jesus including conception, the performing of miracles and beliefs surrounding his death.</p> <p>-Children explore Jesus' early life, family and baptism.</p> <p>-Children learn who John the Baptist is and his role in Jesus' life.</p> <p>-Children learn of the five universal symbols of baptism and their meanings.</p> <p>-Children investigate the 12 disciples and consider why Jesus chose them.</p> <p>-Children reflect and consider the qualities they look for in their own friendships.</p>	<p>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</p> <p>-Children show understanding of the ways of belonging to religions and what these involve.</p> <p>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p> <p>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers</p>	Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
	<ul style="list-style-type: none"> <li>-Who were Jesus' disciples?</li> <li>-What qualities do we look for in our friends?</li> <li>-How and why were disciples they chosen?</li> <li>-What does it mean to sacrifice something?</li> </ul>		<ul style="list-style-type: none"> <li>-Children explore the concept of sacrifice and think of sacrifices that they or others have made to help someone else.</li> </ul>	<ul style="list-style-type: none"> <li>from own and others' experiences, including believers.</li> <li>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</li> <li>-Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	
<b>Autumn 2 – Year A Christianity: The teaching of Jesus</b>	<u>The parables and their meanings</u> Do you know any stories that contain a hidden message or moral? What is a parable and why did Jesus use them? What are the main messages and symbolism in the parables of the lost sheep and the parable of the lost son?	Jesus Christ Parable Commandments Prayer Parable of the Sower Represent Parable of the Lost Sheep Sinner Repent Neighbour	<ul style="list-style-type: none"> <li>-Children think about stories that they know with hidden morals or messages.</li> <li>-Children define the term parable and explore why Jesus used them when preaching to others.</li> <li>-Children compare, contrast and discuss the messages of two parables.</li> <li>-Children reflect on their own lives and consider why we need rules in society.</li> <li>-Children read the 10 commandments and explore 'Love the Lord' and 'Love thy Neighbour'.</li> <li>-Children consider why they are Jesus' two greatest</li> </ul>	<ul style="list-style-type: none"> <li>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> <li>-Children show understanding of the ways of belonging to religions and what these involve.</li> <li>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving</li> </ul>	Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
	<p><u>The two greatest commandments</u> Why do we need rules? What according to Jesus are the two greatest commandments? What does the Bible tell us about ways in which Jesus showed love for others, especially social outcasts? <u>Jesus' teaching about prayer, including the Lord's Prayer</u> Who do I trust with my concerns and why? What is the Lord's Prayer and why is it so important for Christians? What sort of places are suitable for prayer?</p>		<p>commandments. They think about how they demonstrate Jesus's beliefs about caring for others. -Children reflect on trusted and important people in their lives. -Children read and explore the Lord's Prayer and learn why it is important to Christians. -Children investigate places of prayer for Christians</p>	<p>meanings for some symbols, stories and language. -Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. -Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. -Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	
<p><b>Spring Year A</b> Judaism: Moses</p>	<p><b><u>The story of Moses and the exodus from Egypt</u></b> How did the Hebrews (the ancestors of the Jews) come to be</p>	<p>Moses Judaism Jews Hebrew Prophet Plagues</p>	<p>Children will be able to: understand the significance for Jews of the story of Moses and the exodus from Egypt - appreciate the Jewish belief in a God who acts through</p>	<p>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p>

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
	<p>living as slaves in Egypt, rather than living freely in their homeland (Canaan)? -What's is it like to be a slave?</p> <p>- Who was Moses and what were the three main turning points in Moses' early life?</p> <p>-What do Jews believe the story of the plagues and the parting of the Red Sea reveal about God's special relationship with them?</p> <p><b><u>The festival of Pesach and the Sedar Meal</u></b></p> <p>How is food used to celebrate special events? What is the symbolic meaning of foods associated with Easter?</p>	<p>Egypt Exodus Ten Commandments Pesach Passover Seder Meal Unleavened</p>	<p>history on behalf of His 'chosen people'</p> <ul style="list-style-type: none"> <li>- reflect on people who are important to them personally</li> <li>- appreciate what it means in today's world to be uprooted and displaced</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand how Jews keep the memory of their ancestors' escape from Egypt alive through the festival of Pesach and the symbolic foods featured in the Seder meal</li> <li>- reflect on celebratory meals in their own lives</li> </ul>	<p>making some comparisons between religions.</p> <ul style="list-style-type: none"> <li>-Children show understanding of the ways of belonging to religions and what these involve.</li> <li>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> <li>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> <li>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</li> <li>-Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	<p>On-going formative assessment by class teacher.</p>



Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
	<p>What is the symbolic meaning of the various items of food used during the Seder meal?</p> <p>Why is Pesach so important to Jews?</p> <p><b><u>The story of how Moses received the Ten Commandments and the importance of these for Jews</u></b></p> <p>Why do we need rules and what rules do we need?</p> <p>What are the ten commandments? Are the ten commandments still relevant?</p> <p>What is the significance of the ten commandments for Jews and Christians?</p>		<p>Children to be able to:</p> <ul style="list-style-type: none"> <li>-familiarise themselves with the Biblical account of how the Ten Commandments were given (</li> <li>- understand the significance of the Ten Commandments for Jews (and Christians)</li> <li>- reflect on the importance of rules for their own lives and for society</li> </ul>	<ul style="list-style-type: none"> <li>-Children retell religious stories and identify some religious beliefs and teachings.</li> <li>-Children identify some religious practices, and know that some are characteristic of more than one religion.</li> <li>-Children suggest meanings in religious symbols, language and stories.</li> <li>-Children respond sensitively to the experiences and feelings of others, including those with a faith.</li> <li>-Children realise that some questions that cause people</li> </ul>	

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
				<p>to wonder are difficult to answer</p> <ul style="list-style-type: none"> <li>-Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>	
<b>Summer 1 Year A: Buddhism: The Buddha</b>	<p><b>The Buddha's early life: his quest to find an answer to the problem of suffering</b></p> <ul style="list-style-type: none"> <li>- Who was the Buddha?</li> <li>- When and where did he live?</li> <li>- What were the main events in the Buddha's early life?</li> <li>-What questions concerning suffering are raised by the way Prince Siddhartha was brought up?</li> <li>- What issues about giving things up are raised by the story of Siddhartha becoming a Sadhu?</li> <li>-Have we ever managed to achieve</li> </ul>	<p>Buddha Meditate Enlightenment Dharma chakra Nirvana puja shrine Wesak Dhvaja Chattra</p> <p>Sikhism Sikh</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- engage with key stories about Nanak's childhood and his life-changing experience</li> <li>- reflect on their own childhoods and key turning points in their own lives</li> <li>- appreciate the significance Guru Nanak for Sikhs as the founder of Sikhism</li> <li>- develop understanding of Guru Nanak's teachings about service and equality</li> <li>- reflect on how they can treat others as brothers and sisters</li> </ul>	<ul style="list-style-type: none"> <li>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> <li>-Children show understanding of the ways of belonging to religions and what these involve.</li> <li>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> <li>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others'</li> </ul>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p>

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
	<p>something really different?</p> <p><b><u>The Middle Way, enlightenment and Nirvana</u></b></p> <p>What is meant by the Middle Way? Why did Siddhartha decide to follow the Middle Way?</p> <p>What are the implications of the Middle Way for our own lives?</p> <p>How did Siddhartha achieve Nirvana and become enlightened? What negative qualities are eliminated when Nirvana is reached?</p> <p>Why is the lotus an important symbol in Buddhism?</p>		<p>- understand the Buddhist concepts of The Middle Way, enlightenment and Nirvana</p> <p>- consider the possible implications of these Buddhist concepts for their own lives</p>	<p>experiences, including believers.</p> <p>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</p> <p>-Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
<p><b>Summer 2 Year A: Sikhism: The first and last human gurus, The Khalsa and the Five KS</b></p>	<p><b><u>Guru Nanak</u></b></p> <p>Does your family have any stories about you when you were little?</p> <p>When and where was Nanak born? Who was Guru Nanak?</p> <p>What have been the key turning points in our lives? How have these affected us?</p> <p>What did Guru Nanak teach his followers about equality?</p> <p><b><u>Guru Gobind Singh and the formation of the Khalsa</u></b></p> <p>To which groups do you belong?</p>	<p>Sikhism Sikhs The Ten Gurus Equality Community Traditions Guru Turban Guru Gobind Singh Guru Nanak Tgurdwara Guru Granth Sahib Sargun Nirgun The Khalsa Baisakhi Amrit Sankser The Five Ks</p>	<p>Children are able to:</p> <ul style="list-style-type: none"> <li>-Engage with key stories about Nanak’s childhood and his life-changing experience</li> <li>- reflect on their own childhoods and key turning points in their own lives</li> <li>- appreciate the significance Guru Nanak for Sikhs as the founder of Sikhism</li> <li>- develop understanding of Guru Nanak’s teachings about service and equality</li> <li>- reflect on how they can treat others as brothers and sisters</li> </ul> <p>- engage with the story of the events on Baisakhi day in the year 1699 CE.</p> <ul style="list-style-type: none"> <li>- appreciate the significance of Guru Gobind Singh as the person</li> </ul>	<ul style="list-style-type: none"> <li>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> <li>-Children show understanding of the ways of belonging to religions and what these involve.</li> <li>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> <li>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> <li>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to</li> </ul>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p> <p>Students will be assessed on the key skills in the National Curriculum through showing</p>

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
	<p>What are the expectations placed on you by the groups to which you belong?</p> <p>What happened at Baisakhi day in the year 1699 CE? Why were these events so significant to Sikhs?</p> <p>What takes place during the amrit ceremony today and why is it significant to Sikhs?</p> <p><b><u>The Five Ks and the turban</u></b></p> <p>What are the Five Ks and what do they symbolise?</p> <p>What is the significance of the Five Ks and the turban for Sikhs?</p>		<p>who unified Sikhism through the formation of the Khalsa</p> <ul style="list-style-type: none"> <li>- learn what takes place during the Amrit ceremony today and the significance of this for Sikhs</li> <li>- appreciate the significance of the names Kaur and Singh for Sikhs</li> <li>- reflect on groups to which they belong and the expectations of membership of those groups</li> </ul> <p>to enable pupils to:</p> <ul style="list-style-type: none"> <li>- understand the symbolic significance of the Five Ks and the turban and why these are so important to Sikhs</li> <li>- understand that the right to wear the Five Ks and the turban has sometimes been hard won</li> <li>- understand the meaning and significance of the khanda symbol</li> <li>- reflect on what it means to belong to a community</li> </ul>	<p>the teaching of religions studied.</p> <ul style="list-style-type: none"> <li>-Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul> <p>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</p> <ul style="list-style-type: none"> <li>-Children show understanding of the ways of belonging to religions and what these involve.</li> <li>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a</li> </ul>	<p>they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p> <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p>

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
	<p>What are some of the positives and negatives about belonging to a community?</p> <p>What is the symbol of Sikhism?</p> <p>What four things make up the Khanda symbol?</p>			<p>variety of forms, giving meanings for some symbols, stories and language.</p> <p>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</p> <p>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</p> <p>-Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	<p>On-going formative assessment by class teacher.</p> <p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p>

Year 3/4	What are we learning? (Key Questions)	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn? (By the end of Year 4)	How will these be assessed?
					On-going formative assessment by class teacher.

<p><b>Autumn 1- Year B</b></p> <p>Christianity: Churches and what happens inside them</p>	<p><b><u>Features of churches, including symbols</u></b></p> <p>What communities do we belong to?</p> <p>What is it like to be part of a community?</p> <p>Why are churches sacred or holy? What does this mean? How should we behave in such a place?</p> <p>What are the key features of the church and what is their purpose/use?</p> <p>What similarities and differences are there among churches belonging to different denominations?</p> <p><b><u>Church services, including Holy Communion</u></b></p> <p>Why do Christians set Sunday aside as a day for rest and worship?</p> <p>What are the key elements of church services?</p> <p>What are the qualities of bread and wine?</p>	<p>Church Worship Sacred Catholic Protestant Anglican Orthodox Font Nave Lectern Altar Table Pulpit Alpha-Omega Cross</p>	<p>Children will understand:</p> <ul style="list-style-type: none"> <li>- that the word 'church' applies to people (Christian communities) as well as to buildings</li> <li>- understand what it means to belong to a community and reflect on those who are part of their community</li> <li>- appreciate that churches are sacred places and that this has implications for the way people behave in them</li> <li>- learn about the main features of Anglican churches and their significance</li> <li>- understand that within Christianity there are a variety of denominations</li> <li>- appreciate that churches and church halls may be used throughout the week for non-religious activities</li> <li>- appreciate the function of multi-faith prayer rooms in today's multicultural society</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand key elements of church services and the extent to which these are found in other world religions</li> <li>- understand that there is tremendous variety in Christian worship with different</li> </ul>	<ul style="list-style-type: none"> <li>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> <li>-Children show understanding of the ways of belonging to religions and what these involve.</li> <li>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> <li>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> <li>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</li> <li>-Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
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	<p>What did Jesus mean when he called himself the bread of life and the vine?</p> <p>How do the practices and beliefs associated with Holy Communion vary in different denominations?</p> <p><b><u>Christian rites of passage: baptism, confirmation, weddings and funerals</u></b></p> <p>What are the key events in our lives?</p> <p>What key events in life do Christians mark with special services/ceremonies?</p> <p>How do Christians mark key events in life?</p> <p>Can people have non-religious ceremonies to mark rites of passage?</p>		<p>denominations preferring different worship styles</p> <ul style="list-style-type: none"> <li>- understand the origins, meaning and significance of Holy Communion</li> <li>- reflect on the qualities of bread and wine</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand the significance of rites of passage for Christians and how these are marked in the Church of England and other denominations</li> <li>- reflect on key events in our lives</li> <li>- develop awareness of the human need to mark important moments in life with special ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> <li>-Children show understanding of the ways of belonging to religions and what these involve.</li> <li>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> <li>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> <li>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</li> <li>-Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
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<p><b>Autumn 2- Year B</b> Christianity: The Bible</p>	<p><b><u>The content of the Bible, including the fact that the Old Testament corresponds to the Jewish Tenakh</u></b></p> <p>What do we already know about the bible?</p> <p>Are all bibles the same?</p> <p>What is the relationship between the holy books and Christians, Jews and Muslims?</p> <p>If we wrote a class 'bible' what would go in it?</p> <p><b><u>The importance of the Bible for Christians and how it is interpreted</u></b></p> <p>Why is the bible so important and significant for Christians?</p> <p>Why do some people disbelieve much of the bible?</p> <p>How do Christians show respect for the bible?</p>	<p>Christianity Bible Jesus Sacred Testament Gospels Apostle Literal Figurative Anglican Catholic Creation Genesis</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand that the Bible is a collection of books recorded by many different writers</li> <li>- understand the basic structure of the Bible and that it contains many different types of writing</li> <li>- understand the relationship between the Christian Bible, the Jewish Tenakh and the Muslim Qur'an (AT1)</li> <li>- reflect on the contributions made by many people to their own life story</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand the significance of the Bible for Christians and how they show respect for the Bible -</li> <li>- understand the important part the Bible plays in the lives of Christians</li> <li>- appreciate the widespread influence of the Bible, including its influence on the arts and our society</li> <li>- understand that Christians interpret the Bible in different</li> </ul>	<ul style="list-style-type: none"> <li>-Children retell religious stories and identify some religious beliefs and teachings.</li> <li>-Children identify some religious practices, and know that some are characteristic of more than one religion.</li> <li>-Children suggest meanings in religious symbols, language and stories.</li> <li>-Children respond sensitively to the experiences and feelings of others, including those with a faith.</li> <li>-Children realise that some questions that cause people to wonder are difficult to answer</li> <li>-Children respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</li> </ul>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

	<p>What are our own special books/stories? Why are they special to us? How do we treat them?</p> <p>Why do some Christians interpret Bible passage differently from others?</p> <p><b><u>The creation story in Genesis 1</u></b></p> <p>How do we respond to the natural world?</p> <p>Was the world created by God, or did it come about by chance?</p> <p>What is the biblical account of creation found at the start of the Bible? What elements of the story contradict/ agree with modern scientific theories?</p> <p>Although the story might not be true in a literal sense, what truths might it contain?</p> <p>What truths might the story contain about God, the world and human beings.</p>		<p>ways, including literal and figurative interpretations</p> <ul style="list-style-type: none"> <li>- reflect on books and stories that are important in their own lives</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- explore religious and non-religious views of the origins of the universe: did God create it or did it come about by chance?</li> <li>- explore the question of 'truth' in relation to the Biblical creation story found in Genesis 1: is the story true or does it contain truths?</li> <li>- understand the implications of being made in God's image and having responsibility for the world</li> <li>- understand that some Christians interpret the creation story literally while others interpret it figuratively</li> <li>- reflect on and respond to the natural world</li> </ul>	<ul style="list-style-type: none"> <li>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> <li>-Children show understanding of the ways of belonging to religions and what these involve.</li> <li>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> <li>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> <li>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</li> <li>-Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</li> </ul>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
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<p><b>Spring: Year B</b> Hinduism: Hindu Gods and Goddesses</p>	<p><b><u>Hindu god and goddesses</u></b></p> <p>What can we learn/find out about images of Hindu gods and goddesses?</p> <p>What god or goddesses would I like to invite? What will their qualities/ attributes be? How will I express these through the conventions of Hindu religious art?</p> <p><b><u>Stories associated with Hindu gods and goddesses</u></b></p> <p>What activities can we take part in to help us remember stories about Hindu gods and goddesses?</p>	<p>Hinduism Hindus Gods Deities Brahman Karma Reincarnation Vishnu Ganesh Indra Surya Agni Brahma Saraswati Lakshmi</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- learn about different gods and goddesses by exploring the conventions of Hindu religious art</li> <li>- invent their own god or goddess and use the conventions of Hindu religious art to express their god's attributes and qualities</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- familiarise themselves with stories about Hindu gods and goddesses (AT1)</li> <li>- appreciate the meaning and significance of the stories for Hindus (AT1)</li> <li>- reflect on the stories to see whether they have anything to say to the children about their own lives</li> </ul>	<ul style="list-style-type: none"> <li>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</li> <li>-Children show understanding of the ways of belonging to religions and what these involve.</li> <li>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</li> <li>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</li> <li>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</li> <li>-Children ask questions about matters of right and wrong</li> </ul>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

				and suggest answers that show understanding of moral and religious issues.	
<p><b>Summer 1: Year B</b></p> <p><b>Islam – Holy Places in Islam</b></p>	<p><b><u>The part played by the city of Makkah and the Ka’aba in the life of the Prophet Muhammad</u></b></p> <p>What is the Ka’aba? Where is it located? What part does the Ka’aba play in the life of Muslims?</p> <p>What can we learn from events in Muhammad’s life story about idol worship and sacred places?</p> <p>What was the significance of capturing Makkah and purifying the Ka’aba for the followers of Muhammad?</p> <p><b><u>Features of the mosque</u></b></p> <p>What are the characteristic features of mosques?</p> <p>What is the correct term for a mosque and what does it mean?</p>	<p>Islam Mosque Masjid Makkah Ka’aba Prophet Muhammad Allah Hajj Minaret Wudu Qibla Minbar</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- develop awareness of the importance of the city of Makkah and the Ka’aba in Islam today</li> <li>- understand the part played by the city of Makkah and the Ka’aba in the life of the Prophet Muhammad</li> <li>- reflect on issues arising from their learning about aspects of the life of Muhammad such as idol worship, sacred places, leadership, resistance to peer pressure, media representation and purification</li> </ul> <p>- understand the function and significance of the mosque and its main features</p> <p>- appreciate decorative features of the mosque: Arabic calligraphy, geometric patterns and arabesque</p>	<p>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.</p> <p>-Children show understanding of the ways of belonging to religions and what these involve.</p> <p>-Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.</p> <p>-Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.</p> <p>-Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

	<p>What external features are typical of mosques?</p> <p>What are the main features of the prayer hall?</p> <p><b><u>What happens inside the mosque?</u></b></p> <p>What activities take place in the mosque and which of these are most important?</p> <p>What does the call to prayer mean to Muslims?</p> <p>Is it important to live a disciplined life?</p> <p>What daily rituals do we have?</p> <p>What is the benefit of having daily rituals?</p> <p>Why do Muslims turn towards Makkah when they pray?</p> <p>How does prayer at home differ from prayer in the mosque?</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand the role of the mosque as a community centre with many activities taking place inside</li> <li>- understand the origins and significance of the call to prayer</li> <li>- understand how the daily lives of Muslims are interspersed with regular prayers</li> <li>- reflect on daily rituals in their own lives and the need for discipline</li> <li>- understand the significance of wudu (ritual washing) as a preparation for prayer</li> <li>- understand the significance of the different positions adopted during prayer</li> <li>- understand differences between praying at home and praying at the mosque</li> </ul>	<p>-Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
<p><b>Summer 2: Year B</b> <b>Islam – The Qur’an</b></p>	<p><b><u>The revelation of the Qur’an to the Prophet Muhammad</u></b></p> <p>What are our special places?</p>	<p>Islam Mosque Masjid Makkah Ka’aba</p>		<p>-Children describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions</p>	

	<p>Where do we go to have a quiet think and to be at peace?</p> <p>Where did Muhammad go to think and pray?</p> <p>How was the Qur'an revealed to Muhammad? What sort of a man was Muhammad?</p> <p>Why don't Muslims depict Muhammad? What does the word 'Muhammad' look like in Arabic calligraphy?</p> <p>How were the words of the Qur'an first recorded?</p> <p><b><u>The content of the Qur'an: it contains many people and stories found in the Bible, including stories about Isa (Jesus)</u></b></p> <p>How do we treat objects that are special to us? What sort of teaching is found in the Qur'an?</p> <p>What is a prophet? Which prophets are found in the Qur'an and the Bible?</p>	<p>Prophet Muhammad Allah Hajj Minaret Wudu Qibla Minbar</p>	<p>-understand that Muslims treat the Qur'an with great reverence as they believe it contains the actual words of Allah -reflect on how they treat things that are special to them - understand the role of madrassahs in helping Muslims learn to recite the Qur'an - learn about the content of the Qur'an, appreciating that it contains many people and stories found in the Bible, including stories about Jesus</p>	<p>making some comparisons between religions. -Children show understanding of the ways of belonging to religions and what these involve. -Children show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language. -Children ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. -Children ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. -Children ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>
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	What similarities and differences are there in the accounts of Jesus/Isa found in the Bible and the Qur'an?				
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		Autumn	Spring	Summer
Year 5 / 6	Year A	Judaism: The Jewish home Judaism: The Synagogue	Christianity: The last week of Jesus' life	Buddhism: Living as a Buddhist Sikhism (Y5 only): The Guru Granth Sahib & the Gurdwara
	Year B	Hinduism: Living as a Hindu Hinduism: Braham, the Trimurti & Creation	Islam: The 5 pillars of Faith	Humanism: Humanism Sikhism (Y5 only): The Guru Granth Sahib & the Gurdwara

Year 5 / 6	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Autumn 1 – Year A: Judaism – The Jewish Home	<p><b><u>The importance of the home in Jewish life: keeping a kosher home and observing dietary laws</u></b></p> <p>What is special about your home? Why is it special to you? What are some of the distinctive features of a Jewish home? What does it take to make a Jewish home special?</p> <p>What does it mean for something to be kosher or treyfah? What foods are kosher/treyfah?</p> <p>Why is 'keeping kosher' so important to Jews?</p>	<p>Kosher (fit) Treyfah (not fit) Shema Mezuzah Shabbat Sanctuary Torah Hanukkah Shema Ten Commandments</p>	<p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> <li>- understand what it means to keep a kosher home and the significance of this for Jews</li> <li>- appreciate the importance of the home in Jewish life and practice</li> <li>- reflect on what is special about their own homes</li> </ul>		<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

	<p><b><u>The Shema and the Mezuzah</u></b></p> <p>What are our special things and how do we treat them? What is a Mezuzah case and how is it used?</p> <p>What is the Shema and why is it so important to Jews?</p> <p>Where did the idea that there is only one God come from? Is it only Jews who believe in one God?</p> <p>What can we learn from Judaism about the Shema and Mezuzah case?</p> <p><b><u>Observing Shabbat in the home</u></b></p> <p>What is the origin of the Sabbath?</p> <p>Why do we need to rest? How do we rest?</p> <p>What do Jews and Christians believe God commanded us to do on the seventh day?</p> <p>Why does Shabbat start in the evening?</p>		<p>Children should be able to:</p> <ul style="list-style-type: none"> <li>- learn about the Shema and the Mezuzah: what they are and why they are so important in Jewish life (AT1)</li> <li>- reflect on the values, beliefs and hopes that are important in their own lives</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>learn about the origins and importance of Shabbat</li> <li>- reflect on the importance of rest in their own lives</li> <li>- learn about the family ceremonies marking the beginning and end of Shabbat</li> <li>- reflect on their own feelings associated with the beginning and end of the week end</li> </ul>		
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	<p>What do the word 'Shabbat' mean?</p> <p>How do Jewish families celebrate the beginning of Shabbat?</p> <p>How do Jews spend Shabbat?</p> <p>How do we feel on a Sunday night when the working week is ahead of us?</p>		<p>- learn about what happens during Shabbat and what is not permitted during Shabbat</p>		
<p><b>Autumn 2– Year A: Judaism – The Synagogue</b></p>	<p><b><u>Features of the Synagogue</u></b></p> <p>What places are special to me? Can I explain certain places so special and how they differ from other places?</p> <p>What do we already know about Judaism? Why are synagogues so special to Jews?</p> <p>What are the three main purposes of the synagogue?</p> <p>What are the main features of the sanctuary or worship hall in a synagogue? How do Orthodox synagogues vary from Progressive/ Liberal/ Reform synagogues?</p>	<p>Synagogue Orthodox Progressive Jews Liberal Jews Reform Jews Torah scroll Shabbat Aron Hakodesh (Holy Ark) Bimah Hebrew Ten Commandments Ner tamid Parchment Yad Simhat Festival</p>	<p>- develop understanding of the function and significance of the synagogue</p> <p>- develop understanding of the main features of synagogues and their significance</p> <p>- develop understanding of key differences between Orthodox and Progressive/Liberal/Reform Jews</p> <p>- reflect on places that are special to them and the reasons why they are special</p>		<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions. On-going formative assessment by class teacher.</p>

	<p>Why is it unlikely that we would see statues or images of important Jewish figures in a synagogue?</p> <p><b><u>The Sefer Torah</u></b></p> <p>What is the Torah scroll 'dressed' in? Why is it dressed in this way?</p> <p>How is the Torah scroll written and in what language? What else illustrates the importance of the Torah scroll to Jews?</p> <p>How can we show what we have learned about the Torah scroll?</p> <p>What objects do we treasure? How do we treat these things?</p> <ul style="list-style-type: none"> <li>- What does the festival of Simhat/Simchat Torah celebrate?</li> <li>- How is the festival celebrated?</li> <li>- What is the mood of the festival?</li> </ul>		<ul style="list-style-type: none"> <li>- appreciate the significance of the Torah scroll for Jews and how this is reflected in the way it is 'dressed' and treated</li> <li>- develop understanding of the content of the Torah and its significance for Jews</li> <li>- learn about the celebrations associated with the festival of Simhat/Simchat Torah and its significance</li> <li>- reflect on special objects and celebrations in their own lives</li> </ul>		
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	<p>- What is the significance of the festival for Jews</p> <p><b><u>What happens inside the synagogue, including celebrating Shabbat?</u></b></p> <p>What are the three main purposes of the synagogue?</p> <p>What do we gain by belonging to clubs? Is this like being a member of a synagogue?</p> <p>How and why do Jews keep Shabbat?</p> <p>What happens during the Shabbat service at the synagogue?</p>		<p>- develop their understanding of the threefold purpose of the synagogue as a place for study, meeting and prayer</p> <p>- develop understanding of the importance of Shabbat</p> <p>- develop understanding of what happens during the Shabbat service in the synagogue (AT1)</p> <p>- reflect on the sense of community and belonging gained through clubs an school</p>		
<p><b>Spring – Year A: Christianity: The last week of Jesus’ life</b></p>	<p><b><u>The entry into Jerusalem, commemorated on Palm Sunday</u></b></p> <p>What happened when Jesus rode into Jerusalem?</p> <p>Why did the crowds welcome Jesus so enthusiastically?</p> <p>How do we welcome special people?</p>	<p>Crucifixion Palm Sunday Maundy Thursday The Last Supper Garden of Gethsemane Holy Communion Good Friday Easter Sunday Resurrection Betrayal Loyalty Golgotha</p>	<p>Children will be able to:</p> <p>- understand why the crowds were mistaken in welcoming Jesus so enthusiastically to Jerusalem</p> <p>- understand the significance of Palm Sunday for Christians and what takes place on Palm Sunday today</p> <p>- reflect on how we greet special people today</p>		<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p>

	<p>What happens in churches on Palm Sunday?</p> <p><b><u>The Last Supper, commemorated on Maundy Thursday and at Holy Communion</u></b></p> <p>When do we have special meals? Why do we celebrate special occasions with a meal?</p> <p>What happened at the Last Supper?</p> <p>How are the events associated with Last Supper recalled on Maundy Thursday?</p> <p>How do we remember significant events in our own lives?</p> <p><b><u>The crucifixion, commemorated on Good Friday and by the fact that the cross is the central symbol of Christianity</u></b></p> <p>How did the arrest of Jesus take place? How did Judas identify Jesus?</p>		<ul style="list-style-type: none"> <li>- understand the meaning and significance of what took place before and during the Last Supper</li> <li>- understand the origin, meaning and significance of Holy Communion for Christians</li> <li>- learn about historical customs associated with Maundy Thursday</li> <li>- reflect on the importance of serving others and being humble</li> <li>- reflect on the fact that we often celebrate special occasions with a meal</li> </ul> <ul style="list-style-type: none"> <li>- learn about the events of Good Friday and the significance of Jesus' suffering and death to Christians</li> <li>- learn about how different denominations commemorate the suffering and death of Jesus on Good Friday</li> <li>- understand why the cross is the central symbol of Christianity</li> </ul>		
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<p><b>Summer 1 – Year A: Buddhism: Living as a Buddhist</b></p>	<p><b><u>The Noble Eightfold Path</u></b></p> <p>How do Buddhists see life? What is the aim of life?</p> <p>What are the different stages of our lives?</p> <p>What does the dharma wheel symbolise? What is the Noble Eightfold Path?</p> <p>What is the value of each element of the Noble Eightfold Path?</p> <p>How does the Noble Eightfold Path compare with the Ten Commandments?</p>	<p>Buddha Dharma wheel Nirvana Noble Eightfold Path Shrine Rupa Dharma Sangha Mantra Chant Lotus Enlightenment Rosary</p>	<p>- understand that Buddhists see life as a journey towards Nirvana</p> <p>- understand the elements of the Noble Eightfold Path and their implications for living</p> <p>- understand the importance for Buddhists of living with clarity, calmness and peace of mind</p> <p>- reflect on their own life journeys and appreciate the need for calmness and peace in life</p>		<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p>
	<p><b><u>The Buddha image and Buddhist shrines</u></b></p> <p>What do the features of the Buddha image tell us about the Buddha?</p> <p>Where would the Buddhist shrines be found? What are the common features of Buddhist shrines?</p>		<p>- understand the significance of the Buddha image and Buddhist shrines for Buddhists</p> <p>- understand the main features of Buddhist shrines and their symbolism</p> <p>- create a quiet area in the classroom</p> <p>- design their own shrines for someone they respect</p> <p>- reflect on ‘shrines’ in their own homes</p>		



	<p>Why do Buddhists have shrines?</p> <p>What do the candles, the flowers and the incense symbolise?</p> <p>Can we create a quiet area within the classroom focused on a 'class shrine'?</p> <p>What things that have a calming effect should we include in our shrine?</p> <p><b><u>Buddhist devotional practices, including meditation</u></b></p> <p>How do Buddhists show respect for the Buddha at the shrine?</p> <p>What is a mantra?</p> <p>How do Buddhists use rosaries?</p> <p>Why do Buddhists chant mantras?</p> <p>What is the purpose of the prayer wheel in Tibetan Buddhism?</p> <p>What 'kind compassionate thoughts' could we send out through prayer wheels</p>		<ul style="list-style-type: none"> <li>- understand key features of Buddhist devotional practice, including making offerings and chanting mantras</li> <li>- understand the significance of prayer flags and prayer wheels in Tibetan Buddhism</li> <li>- understand the importance of meditation in Buddhism</li> <li>- develop personal awareness of the benefits of meditation</li> </ul>		
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	<p>which we have made ourselves?</p> <p>How do we feel after taking part in a simple form of mediation?</p>				
<p><b>Summer 2 – Year A: Sikhism (Year 5 only): The Guru Granth Sahib and the Gurdwara</b></p>	<p><b><u>The Guru Granth Sahib</u></b></p> <p>Who or what guides you in your life?</p> <p>What can we find out about the Guru Granth Sahib?</p> <p>How do Sikhs show that the Guru Granth Sahib is a holy book?</p> <p>What is the significance of the Guru Granth Sahib for Sikhs?</p> <p>What are our own special books/stories? Why are they special to us? How do we treat them?</p> <p><b><u>The Mool Mantra</u></b></p> <p>What is the Mool Mantra? What are the main ideas about God contained in the Mool Mantra?</p>	<p>Sikhs Guru Guru Nanak Guru Granth Sahib Guru Gobind Singh Gurdwara Mool Mantra Ik Onkar Nishan Sahib</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- acquire key information about the Guru Granth Sahib</li> <li>- appreciate the significance of the Guru Granth Sahib for Sikhs as a 'living Guru' and how this is reflected in the way it is treated</li> <li>- reflect on sources of guidance in their own lives and produce their own sets of guiding principles</li> <li>- reflect on books that are important in their own lives</li> </ul> <ul style="list-style-type: none"> <li>- appreciate the significance of the Mool Mantra for Sikhs</li> <li>- develop understanding of key beliefs about the nature of God as expressed in the Mool Mantra</li> </ul>		<p>Students will be assessed on the key skills in the National Curriculum through showing they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p>

	<p>What is the significance of Ik Onkar for Sikhs?</p> <p>What do I believe about God and why? Am I a theist, an atheist or an agnostic?</p> <p><b><u>Features of the gurdwara: what happens inside, the langar and the importance of equality</u></b></p> <p>What special buildings are in the local area? What makes them special?</p> <p>What are the main features of Sikh gurdwaras? What is the significance of the gurdwara for Sikhs? What happens inside the gurdwara? How do Sikhs show that everyone should be treated equally?</p> <p>What are our special places? What feelings are associated with them?</p>		<p>- reflect on and express their own beliefs and disbeliefs about God</p> <p>- develop understanding of the function and significance of the gurdwaras for Sikhs - develop understanding of the main features of gurdwaras, including the langar, and their significance - develop understanding of what happens inside gurdwaras, including worship and the langar - develop understanding of the importance of equality in Sikhism - reflect on special buildings in the local area; places that are special to them personally; and feelings associated with such places</p>		
<p>Autumn 1: Year B Hinduism: Living as a Hindu</p>	<p><b><u>The home shrine and puja (worship) in the home</u></b></p>	<p>Puja Shrine Mandir</p>	<p>Children will be able to:</p>		<p>Students will be assessed on the key skills in the National Curriculum through showing</p>

	<p>What objects are special to us? Why are they special?</p> <p>What do Hindu shrines look like?</p> <p>What part does the shrine play in Hindu home life?</p> <p>What takes place during family puja?</p> <p>What is the meaning of the different activities?</p> <p>What is the significance of puja for Hindus?</p> <p><b><u>Features of the mandir (temple) and congregational puja</u></b></p> <p>What buildings are special to you?</p> <p>What buildings are important to the community?</p> <p>What building houses that which is most important to you?</p> <p>What are the main features of Hindu mandirs?</p> <p>-What is the significance of the mandir for Hindus?</p> <p>What happens inside the mandir?</p>	<p>Guru Diva Darshan Arti Bhajans Bindi mark Soul Cremation Reincarnation Dharma Karma Moksha Incarnation Bhakti-yoga Karma-yoga Jnana-yoga Yoga</p>	<p>- develop understanding of the significance of the home shrine for Hindu families</p> <p>- develop understanding of the meaning and significance of artefacts found in Hindu family shrines (AT1)</p> <p>- develop understanding of what takes place during a typical family puja</p> <p>- reflect on objects that are special to them and the reasons why they are special</p> <p>Children will be able to:</p> <p>- develop understanding of the significance of mandirs for Hindus</p> <p>- develop understanding of the meaning and significance of the main features of mandirs</p> <p>- develop understanding of what happens inside mandirs, including congregational puja</p> <p>- reflect on buildings that are special to them and the reasons why they are special</p>		<p>they can answer the Key Questions.</p> <p>On-going formative assessment by class teacher.</p>
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	<p>What are the similarities and differences between Christian churches (especially Roman Catholic and Orthodox churches) and Hindu mandirs?</p> <p><b><u>Reincarnation and the concepts of moksha, dharma and karma</u></b></p> <p>What is the meaning of the terms creation, reincarnation, dharma, karma and moksha? How do these terms relate to each other?</p> <p>What do Hindus believe about reincarnation?</p> <p>What do you think happens when we die?</p> <p>What are the four paths to moksha?</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- develop understanding of what is meant by concepts the concepts of reincarnation, dharma, karma and moksha and how these relate to each other</li> <li>- understand that Hindus regard life as a succession of different incarnations until moksha is achieved</li> <li>- learn about the four paths to moksha</li> <li>- reflect on the nature of the soul</li> <li>- reflect on and respond to the question: what do you think happens when we die?</li> </ul>		
<p><b>Autumn 2: Year B Hinduism: Brahman, the Trimurti and Creation Stories</b></p>	<p><b><u>Brahman and the AUM symbol</u></b></p> <p>What do Hindus mean by 'Brahman'?</p> <p>How is it that Hindus worship many different</p>	<p>Hindu Gods Brahman Brahma Vishnu Shiva AUM Trimurti Samsara</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- explain what Hindus mean by 'Brahman'</li> <li>- reflect on the different aspects of their personalities and think about how this shapes them as a person</li> </ul>		

	<p>gods and goddesses while believing in just one god?</p> <p>What different aspects are there to you?</p> <p>What personality traits shape you as a person?</p> <p>What does the AUM symbol represent?</p> <p>What objects are special to you?</p> <p>What do these objects tell us about you? Especially your beliefs and lifestyle?</p> <p><b><u>The Trimurti: Brahma (creator), Vishny (preserver) and Shiva (destroyer)</u></b></p> <p>What cyclical patterns are there in the natural world?</p> <p>How do we think of time? (As linear)</p> <p>How do Hindus think of time? (As cyclical)</p> <p>What is the Trimurti?</p> <p>How does belief in the Trimurti link with the Hindu view that life is cyclical?</p> <p>What similarities are there between Christian belief in</p>	<p>Trinity  Infinite  Creation stories  Manu and Shatarupa  Divine  Sacred  Namaste  Reincarnation  Ahimsa  Vegetarianism</p>	<p>- understand the meaning and significance of the AUM symbol for Hindus</p> <p>- reflect on their own special objects and how these express something about their own beliefs and lifestyle</p> <p>Children will be able to:</p> <p>- understand that the three most important manifestations of Brahman are in the form of the gods Brahma (the creator), Vishnu (the preserver) and Shiva (the destroyer) and that these are called the Trimurti</p> <p>- link belief in the Trimurti to the Hindu belief in reincarnation and the world view that the nature of reality, time and life is essentially cyclical</p> <p>- reflect on the eastern idea that the nature of reality, time and life is essentially cyclical rather than linear</p>		
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	<p>the Holy Trinity and Hindu belief in the Trimurti?</p> <p><b><u>Hindu creation stories</u></b></p> <p>Did the universe come about by chance or was it 'created'?</p> <p>What spiritual feelings does the natural world evoke in us?</p> <p>What events are described in the Hindu creation story being studied?</p> <p>What is the significance of the 'namaste' greeting in Hinduism?</p> <p>Why do Hindus show respect and reverence for animals and the whole of creation?</p> <p>Why are many Hindus vegetarian?</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- familiarise themselves with one of many Hindu creation stories</li> <li>- compare the Hindu story about how Brahma created the world to other creation stories</li> <li>- consider the implications of the story for how Hindus regard and treat people, animals and the natural world</li> <li>- reflect on the capacity of the natural world to evoke spiritual feelings and responses</li> <li>- explore environmental issues</li> </ul>		
<p><b>Spring 1: Year B Islam: The Five Pillars of Faith</b></p>	<p><b><u>First pillar: shahadah) declaration of faith</u></b></p> <p>What are the pillars that support our school?</p> <p>What are the pillars that support our lives?</p>	<p>Islam Muslim Mosque Shahadah Salah Zakah Sawm Hajj Ummah Ramadan</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand the meaning and significance of the shahadah for Muslims</li> <li>- reflect on the need for having good intentions</li> </ul>		

	<p>What do Muslims call the five things that support their religion?</p> <p>- What is the shahadah and what do the words of the shahadah mean?</p> <p>- What is the significance of the shahadah for Muslims?</p> <p>- What do we think about the need to have good intentions?</p> <p><b><u>Second pillar: salah (worship of Allah)</u></b></p> <p>What would a Muslim do with a small carpet and a compass?</p> <p>What are the origins of the call to prayer?</p> <p>How often do Muslims pray?</p> <p>Why do Muslims think it is important to pray so often?</p> <p>What daily rituals do we have?</p> <p>What is the benefit of having daily rituals?</p> <p>What is wudu?</p>	<p>Pilgrimage Ihram Ka'aba</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand the origins and significance of the call to prayer</li> <li>- understand how the daily lives of Muslims are interspersed with regular prayers</li> <li>- reflect on daily rituals in their own lives and the need for discipline</li> <li>- understand the significance of wudu (ritual washing) as a preparation for prayer</li> <li>- understand the significance of the different positions adopted during prayer</li> </ul>		
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	<p>What happens during wudu?  Why is wudu so important to Muslims?  How does wudu prepare Muslims for prayer?</p> <p>What can a Muslim tell us about the significance of wudu and prayer in Islam?  <b><u>Third pillar: zakah ('poor due')</u></b></p> <p>What is zakah?  Is paying zakah a good thing?</p> <p>What are our basic needs as human beings?  Do people spend too much money on things that are not essential?</p> <p>What can we find out about Muslim charities such as Islamic relief and Christian charities such as Christian Aid or Tearfund?</p> <p><b><u>Fourth pillar: sawm (fasting during Ramadan)</u></b></p> <p>What is a fast?  Why do people fast?</p> <p>What is sawm?</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand the meaning and significance of zakah for Muslims</li> <li>- reflect on the work of different charities</li> </ul> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand the significance of sawm, Ramadan and the festival of Id ul-Fitr for Muslims</li> <li>- reflect on the need to exercise self-control in their own lives</li> </ul>		
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	<p>What is Ramadan?</p> <p>Why do Muslims fast during Ramadan?</p> <p>How do Muslims feel while fasting?</p> <p>How do Muslims feel during Ramadan?</p> <p>How do Muslims celebrate the end of Ramadan?</p> <p><b><u>Fifth pillar: haji (pilgrimage to Makkah)</u></b></p> <p>What is the hajj?</p> <p>What does it feel like to take part in the hajj?</p> <p>What can we find out about pilgrimages in different religions?</p> <p>What can a Muslim who has been on the hajj tell us about the experience?</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand the various rituals that take place during hajj and the significance of this pilgrimage for Muslims</li> <li>- reflect on feelings associated with journeys they have experienced</li> </ul>		
<p><b>Summer 1: Year B</b></p> <p><b>Humanism: Living as a Humanist</b></p>	<p><b><u>The meaning of Humanism, the British Humanist Association and the Happy Human symbol</u></b></p> <p>What is a Humanist?</p>	<p>Humanism</p> <p>Humanist</p> <p>Rational</p> <p>Philosophy</p> <p>Ethical</p> <p>Deity</p> <p>Golden Rule</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- understand in general terms what it means to be a Humanist</li> <li>- be informed about the British Humanist Association</li> </ul>		

	<p>What can we find out about famous Humanists?</p> <p>Can I identify the positive and negative aspects of human beings?</p> <p>What influences human behaviour?</p> <p>How do symbols/logos reflect the purpose of different organisations?</p> <p>What ideas are conveyed through the Happy Human symbol?</p> <p><u><b>Key Humanist beliefs and ideas</b></u></p> <p>Why do we have rules? What would happen if there were no rules?</p> <p>What is the Golden Rule?</p> <p>What do Humanists mean by living a good and happy life?</p> <p>What is the meaning of equality?</p> <p>What does it mean to treat people equally?</p>	<p>Equality Fulfilment Origins British Humanist Association The Happy Human Milestones</p>	<p>and the significance of the Happy Human symbol - reflect on what makes us human</p> <p>Children will be able to: - understand key Humanist beliefs and ideas, including the Golden Rule, living a good and happy life, equality, atheism and agnosticism, having a scientific approach to life - reflect on the relevance of Humanist beliefs and ideas for their own lives and society</p>		
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	<p>What do Humanists mean when they say all human beings are equal and what are the implications of this?</p> <p><u>Humanist ceremonies marking key milestones in life</u></p> <p>What are the important milestones in our lives? How do we mark these?</p> <p>What important milestones in life are marked in different religions and Humanism with special ceremonies?</p> <p>What happens at a Humanist baby naming or welcoming ceremony?</p> <p>What happens at a Humanist wedding?</p> <p>What happens at a Humanist funeral?</p>		<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>- learn about Humanist ceremonies marking birth, marriage and death (AT1)</li> <li>- reflect on important milestones in their own lives and how they would like to live their own lives in the light of their learning about Humanism</li> </ul>		
<p><b>Summer 2: Year B – Sikhism (Year 5 only): The Guru Granth Sahib and the Gurdwara</b></p>					

<p><i>* See year 5/6 Summer 2: Year A</i></p>					
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## Impact

End points are set by the National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the programme of study.

In order to achieve the Intent of the **RE** curriculum, assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap. All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils' progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children's knowledge at the end of each unit by asking the Key Questions identified on the **RE** Knowledge Organisers. The children will be able to answer them, showing that they know more, remember more and are able to do more.

Subject leader monitoring will include the following aspects:

- Work sampling to ensure development of key learning and key vocabulary;
- Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils;
- Monitoring planning to ensure full coverage of the curriculum;
- Checking that there are opportunities to use and apply reading and writing skills in each subject area, consistent with quality in Literacy books.
- Monitoring language skills – ensuring pupils understand key vocabulary;
- Climate walks;
- Lesson visits;
- Gathering and responding to stakeholder's views, including pupils;
- Links to other areas of the curriculum including PSHE, Relationships, Healthy Schools, Behaviours for Learning, British Values and Equality;

Subject leaders will:

- Evaluate the performance of pupil cohorts and identified individuals or groups;
- Identify where interventions may be required;

- Work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.
- Produce an annual Action Plan to work on key development points.