

SUBJECT CURRICULUM LONG TERM PLAN

Subject: RE

Subject Lead/Team:

Ruth Townend / Kirsty Kingsbury

2021-22

RE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Yr R	What is Diwali? What is Christmas?	How is Christmas celebrated around the world?	What is Chinese New Year?	P.C.C ELG	P.C.C ELG	P.C.C ELG Around the world
Yr 1	How are Harvest and Sukkot celebrated? <i>(Practices and ways of life)</i>	Why are Hannukah and Christmas celebrated? <i>(Practices and ways of life)</i>	What are Diwali and Holi and why are they celebrated? <i>(Practices and ways of life)</i>	What are the stories of Pesach and Easter? <i>(Practices and ways of life)</i>	What is a community? <i>(Identity, diversity and belonging & Expressing meaning and Belonging)</i>	Who was Moses? <i>(Beliefs, teachings and sources)</i>
Yr2	What makes a church special? <i>(Expressing meaning)</i>	Who followed Jesus? <i>(Beliefs, teachings and sources)</i>	Why do Christians worship and pray? <i>(Identity, diversity and belonging)</i>	Why do Jews pray? <i>(Identity, diversity and belonging)</i>	What do Christians and Jews believe about how the world was created? <i>(Meaning, purpose and truth)</i>	What is right and what is wrong? <i>(Values and commitments & Beliefs, teachings and sources)</i>
Yr3	What do Christians believe God is like? <i>(Beliefs, teachings and sources)</i>	What might Jesus think of Christmas today? <i>(Practices and ways of life)</i>	Why is the Bible an important book for Christians? <i>(Beliefs, teachings and sources)</i>	What does it mean to be a Muslim? <i>(Beliefs, teachings and sources)</i>	What are the pillars of Islam? <i>(Beliefs, teachings and sources & Meaning, purpose and truth)</i>	How can a mosque help us understand the Muslim faith? <i>(Practices and ways of life & Identity, diversity and belonging)</i>

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Yr4	<p>What does it mean to be a Jew?</p> <p><i>(Beliefs, teachings and sources)</i></p>	<p>What are important times for Jewish people?</p> <p><i>(Practices and ways of life)</i></p>	<p>How does a synagogue help us understand the Jewish faith?</p> <p><i>(Practices and ways of life & Values and commitments)</i></p>	<p>How does Lent help Christians prepare for Easter?</p> <p><i>(Practices and ways of life)</i></p>	<p>Is Christian worship the same all around the world?</p> <p><i>(Practices and ways of life & Expressing meaning)</i></p>	<p>Why do Christians still pray the Lord's prayer?</p> <p><i>(Practices and ways of life & Expressing meaning)</i></p>
Yr5	<p>What does it mean to be a Hindu?</p> <p><i>(Beliefs, teachings and sources)</i></p>	<p>What helps Hindus worship?</p> <p><i>(Practices and ways of life)</i></p>	<p>How did the world come into being and why should we care for it?*</p> <p><i>(Meaning, purpose and truth & Values and commitments)</i></p>	<p>How do we know what happened at Easter?</p> <p><i>(Beliefs, teachings and sources)</i></p>	<p>What does it mean to be a Sikh?</p> <p><i>(Beliefs, teachings and sources & Identity, Diversity and Belonging)</i></p>	<p>What does it mean to be a Sikh?</p> <p><i>(Beliefs, teachings and sources & Identity, Diversity and Belonging)</i></p>
Yr6	<p>How do the beliefs of Christians influence their actions?</p> <p><i>(Values and commitments)</i></p>	<p>How can artists help us understand Christmas?</p> <p><i>(Practices and ways of life & Expressing meaning)</i></p>	<p>Why do religious believers make promises in marriage?*</p> <p><i>(Practices and ways of life)</i></p>	<p><i>What do religions believe about life and death?*</i></p> <p><i>(Meaning, purpose and truth)</i></p>	<p>What is the Buddhist way of life?</p> <p><i>(Beliefs, teachings and sources)</i></p>	<p>What is the Buddhist way of life?</p> <p><i>(Beliefs, teachings and sources)</i></p>

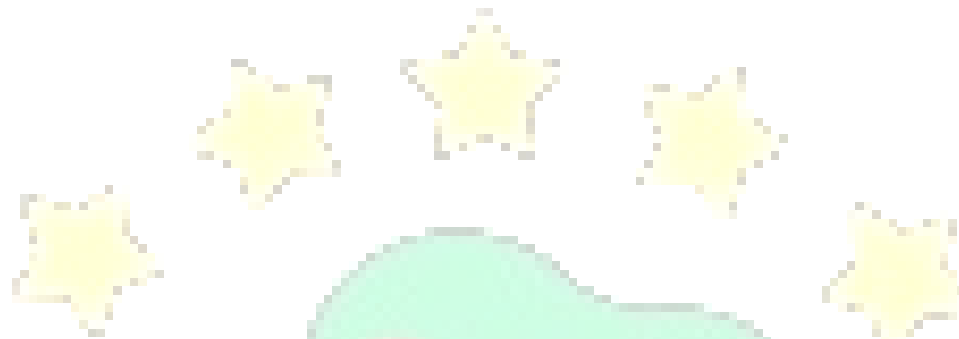
St. Peter's Primary School

RE subject Aims

Effective teaching of Religious Education develops the systematic knowledge and understanding of religions and worldviews enabling pupils and students to:

- ☐☐ develop knowledge and understanding of Christianity and other principal religions and worldviews
- ☐☐ develop insight and understanding of key religious beliefs, teachings and practices, forms of expression and the influence of religion on individuals, families and communities
- ☐☐ learn from the diversity of religious beliefs and worldviews
- ☐☐ ask meaningful questions about the meaning and purpose of life, the nature of reality, questions of right and wrong and the being of God
- ☐☐ develop their sense of identity, affirming their own faith or search for meaning
- ☐☐ flourish as individuals, within communities and as citizens in a plural society and global community.

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Subject rationale: *(Consider how your subject rationale connects with the Curriculum rationale)*

In line with our school values and vision statement, we believe that teaching and learning in RE should stimulate curiosity, encourage a love of learning about different cultures and religions and a desire to continue learning throughout life. It should support and enhance our aims as a rights respecting school. RE should develop high level thinking and reflective skills, together with the ability to empathise with others, developing the personal qualities of motivation, self-discipline and commitment to continuing learning. It should further support pupils in considering and developing their own beliefs about and perspectives on religion. This learning must take place in a positive environment where divergent opinion is welcomed and respected.

Threshold Concepts and Skills: *(What are the fundamental concepts and ideas that pupils must have grasped by the end of the academic year in your subject)*

The objectives for RE in Brighton & Hove are to:

- stimulate pupils and students to ask and explore challenging questions
- encourage pupils and students to explore their own identities, beliefs and become religiously literate adults
- enable pupils and students to value both commonality and diversity present in the world through gaining an understanding and respect for the main world religions and secular world views
- prompt pupils and students to consider their responsibilities to themselves and others.



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Year Group: YR

FOUNDATIONS IN MAKING SENSE OF BELIEFS				FOUNDATIONS IN UNDERSTANDING THE IMPACTS			
RECEPTION People, Culture and Communities Early Learning Goal				RECEPTION People, Culture and Communities Early Learning Goal			
Key Vocabulary	Interleaving <i>Opportunities</i> (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving <i>Opportunities</i> (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Religious stories Faith Belief	Reference and links can be drawn out from children's various pre-school learning / opportunities / family experiences. The telling and retelling of religious stories will be important as calendar dates from world religions occur through the year.	Further opportunities to learn about Hinduism in y1 and y5 Links made with UK festival Bonfire Night (also covered)	Reflect on own experiences Exploring and respecting different faiths Respecting cultural and ethnic diversity	Festival, celebration, belief, religion, Hindu, Christian Christmas: Christmas, Jesus, Mary, Joseph, census, home town, Bethlehem, Romans, stable, journey Diwali: Rama, Sita, golden deer, party, presents, Rangoli, diva lamp, fireworks Christmas, Jesus, Mary, Joseph, census, home town,	Builds on previous learning about Christmas, Diwali, Chinese New Year that children may have experienced in their various pre-school learning	Further opportunities to explore the place of Christmas in UK and other countries in depth in y1 and y3.	Reflect on own experiences Exploring and respecting different faiths Respecting cultural and ethnic diversity

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				Bethlehem, Romans, stable, journey Chinese new year: culture, dragon, fireworks, calendar, year, new year, beginnings			
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<u>P.C.C. ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</u> To know that Christmas can be celebrated differently around the world. To know the Christmas story. To know the story of Rama and Sita <u>To know some of the things that make them unique.</u> (in order to identify that in others) <u>To know there are many important stories about Chinese new year: the monster Nian; the Chinese Zodiac</u> <u>Traditions: Red envelopes, red clothes, burning bamboo, red paper on doors</u>		I can explain what is special to me. I can identify a belief, e.g. belief in religious stories about religious figures, the concept of God and the sacred (Diwali, Christmas) I can explain how I am different to my friends. I can ask questions about stories and beliefs.		<u>P.C.C. ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</u> <u>Recognise that people have different beliefs and celebrate special times in different ways</u> To know that Hinduism and Christianity both have special festivals. To understand that Christmas is Christian festival celebrated around the world. To understand what the new year celebration is. To know that China celebrate a different new year to the UK <u>To understand what the word 'tradition' means</u>		I can talk about what festivals my family celebrate. (religious and secular) I can retell a religious story. I can explain what tradition means. I can compare Christmas traditions to my own family celebrations I can ask questions about Christmas traditions. I can talk about why festivals are special to Hindus and Christians. (Diwali and Christmas) I can ask questions about the festivals.	

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<p>To understand how they are different from their friends.</p>		<p>To know a variety of Christmas traditions around the world. For example Santa Maria, Old Nicholas, Christmas Eve, Polish Oplatek, Dutch Sinterklaas</p>	
<p>FOUNDATIONS IN MAKING CONNECTIONS</p> <p>RECEPTION People, Culture and Communities Early Learning Goal</p>			
Key Vocabulary	Interleaving <i>Opportunities</i> (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>Same Different Similar Believe</p>	<p>Reference and links can be drawn out from children's various pre-school learning / opportunities / family experiences. Reception teachers will revisit and retell previously covered religious stories and make links throughout the year, including in the environment (e.g. opportunities for children to retell stories using puppets).</p>	<p>Builds on previous learning about Christmas, Diwali, Chinese New Year that children may have experienced in their various pre-school learning</p>	<p>Reflect on own experiences Exploring and respecting different faiths Respecting cultural and ethnic diversity</p>
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<p><u>P.C.C. ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</u></p>		<p>I can identify and explain my own family traditions.</p> <p>I can make simple links between different religious stories and festivals.</p> <p>I can explain why new year is celebrated around the world.</p>	

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To compare the similarities and differences between Christmas traditions around the world. For example Santa Maria, Old Nicholas, Christmas Eve, Polish Oplatek, Dutch Sinterklaas

To compare the similarities and differences between beliefs, traditions and stories from the different religions they have learned about, including Christianity and Hinduism. E.g. role of food, light, stories in religious festivals

I can retell the Chinese Zodiac story.

I can talk about different Chinese new year traditions

Year Group: YR1

Y1 Autumn Term 1 HARVEST & SUKKOT				Y1 Autumn Term 2 HANNUKAH & CHRISTMAS			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Harvest: charity, church, celebration, thanking God, harvest supper Sukkot: pilgrimage, temple, Torah, Mount Sinai, Tabernacles, succah	Y1 – links onto learning on Christmas and Hannakah Y2 – visit to church in year 2	Links to Science learning in Y1 & Y2 – plants, growing, seasons	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious	Festival, belief, tradition Christianity, Christian Judaism, Jew Christmas: Jesus, Mary, Joseph, star, angels, shepherds, Romans, census Hannukah: Temple, menorah, Maccabees, Greeks, candle, miracle	Links to previous reception learning on religious festivals (Christmas, Diwali, Chinese New Year)	Links to Y2 learning on Christian and Jewish prayer Links to Y3 learning on commercialisation of Christmas This topic is taught alongside the children's performance work on their nativity Christmas show,	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious

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			groups have in common			which is usually held in early December	groups have in common
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<u>ELG Understanding the world</u> Core Please refer to KS1 RE Subject Knowledge Appendix for further details Harvest & Sukkot Learn about the autumn festivals in Christianity and Judaism – Sukkot and Harvest		Recall, name and talk about simple beliefs, stories and festivals Observe, notice and recognise simple aspects of religion in their own communities		Core Please refer to KS1 RE Subject Knowledge Appendix for further details <ul style="list-style-type: none">• Stories are important tools that religious people tell to pass on their beliefs• Basic understanding of Roman empire• Story of the birth of Jesus• Story of Hannukah• Symbolism of light in Christianity and Judaism		Recall, name and talk about simple beliefs, stories and festivals Observe, notice and recognise simple aspects of religion in their own communities	
Y1 Spring Term 1 HOLI & DIWALI				Y1 Spring Term 2 PESACH & EASTER			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Hinduism, Hindu, belief, faith, festival, tradition, Holi, God, Brahman, Rama and Sita, exile, legend,	Links to learning from Reception – environment planning on Diwali	Links to learning on India	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths	Pesach: Passover, Israel, Israelites, Moses, Egypt, plague, first born, slavery, exodus,	Reference to children’s learning in reception on religious festivals in Reception	Links to Y2 learning on Christian and Jewish prayer Y4 learning – Judaism Y5 learning - Lent	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths

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Prahalad and Holika, lights, diwa			-Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common	tribe, Pharoah, freedom, angel Easter: Passover, Jesus, disciples, Holy Week, Palm Sunday, crucifixion, resurrection, feet washing, The Last Supper			-Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>				Key skills <i>Which can be applied once the knowledge is understood</i>			
Please refer to KS1 RE Subject Knowledge Appendix for further details: <ul style="list-style-type: none">• Importance of religious stories – transmitting beliefs• Basic Hindu beliefs about Brahman• Holi-The Legend of Prahalad and Holika• Diwali-The Legend of Rama and Sita				Hinduism Recall, name and talk about simple beliefs, stories and festivals <ul style="list-style-type: none">• Explain what Holi is and how it is celebrated• Explain what Diwali is and why it is important			
Please refer to KS1 RE Subject Knowledge Appendix for further details: <ul style="list-style-type: none">• Story of Exodus• The Seder meal				Pesach (Passover) & Easter Recall, name and talk about simple beliefs, stories and festivals Observe, notice and recognise simple aspects of religion in their own communities In order: <ul style="list-style-type: none">• What is the story of Passover?• Is Easter happy or sad?• How is Easter celebrated around the world?			
Y1 Summer Term 1 BELONGING				Y1 Summer Term 2 STORIES ABOUT MOSES			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC

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Faith community, symbol, religious symbol, belonging, meaning, family	Links to learning from Reception – environment planning on festivals (ELG 13)	Y3 RE learning – Islam Y5 RE learning - Sikhism	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Enjoy learning about themselves and others in the world around them	Moses, Exodus, plague, wilderness, Pharaoh, Promised Land, parting, Ark of the Covenant, leader, desert, sacrifice, commandments, Torah	Links to previous learning in Y1 about Pesach and the exodus of the people of Israel and their leader Moses from Egypt	Y3 RE learning – Bible Y4 RE learning - Torah	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Threshold Understanding the world – ELG 13 Core <ul style="list-style-type: none"> To understand what a faith community is. To understand what are the religious symbols of belonging (Christianity & Judaism) To know why families and faith groups are important. 		Belonging Observe, notice and recognise simple aspects of religion in their own communities Consider the thoughts, feelings, experiences, attitudes and beliefs of others Reflect on special people to us and why they are special		Core Please refer to KS1 RE Subject Knowledge Appendix for further details Stories from Judaism Judaism – the Torah and Moses: person, leader, teacher <ul style="list-style-type: none"> The story of Moses The exodus The Ark of the Covenant (10 Commandments) Moses and the golden calf 40 years in the wilderness The Promised Land 		Recall, name and talk about simple beliefs, stories and festivals Begin to find out about religious beliefs Reflect on ultimate questions beliefs and values	

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<ul style="list-style-type: none"> Symbols associated with celebrations, signs and artefacts within the homes of Christians and Jews 	Reflect on who they are and how do they belong to family, school, religious and non-religious groups	<ul style="list-style-type: none"> What the Torah is and why it is important 	
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Year Group: YR2

Y2 Autumn Term 1 CHRISTIAN WORSHIP & CHURCH				Y2 Autumn Term 2 STORIES ABOUT JESUS			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Church, worship, prayer, community, church, place of worship, religious symbol, bible Church buildings: nave, stained glass, altar, chapel, pews, lectern, bible	First time children have specifically covered learning on a place of worship	Future learning on places of worship in other religions (Y3 mosque, Y4 synagogue)	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common (looking forward to KS2)	Jesus, Messiah, prophecy, disciple, follower, meaning, moral, significance	Link to children's learning about Moses – a significant figure in Judaism (Y1 RE learning)	Idea of significance links to Y2 history learning – significant people Children's performance work in KS1 on their nativity Christmas show, which is usually held in early December.	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify religious stories as one of a range of cultural influences on British society
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know				Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know			
Key skills Which can be applied once the knowledge is understood				Key skills Which can be applied once the knowledge is understood			

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Core Please refer to KS1 RE Subject Knowledge Appendix for further details Symbols associated with celebrations, signs and artefacts within a church Y2 Church Visit <ul style="list-style-type: none"> To know what makes a church special (architecture, faith community, prayer hub, place of worship) To understand what is the meaning of signs and symbols that are found in churches. 				Core Please refer to KS1 RE Subject Knowledge Appendix for further details Stories about Jesus from the New Testament, inc. stories to develop meaning of Christmas and Easter <ul style="list-style-type: none"> Stories about the 12 disciples Stories of Zacchaeus, Mary and Martha and Peter 19th and 20th century Christians – lives of Martin Luther King, Mother Teresa, St Francis, William Shaftesbury 				Give examples of what difference it makes to follow a religion Think, talk and ask questions religion and belief for themselves			
Y2 Spring Term 1 CHRISTIAN PRAYER				Y2 Spring Term 2 JEWISH PRAYER							
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC				
Prayer, praise, worship, thanks, Lent	Possible reference to prayer as part of festivals children have learned about (Christianity, Hinduism, Judaism)	Y5 learning on Lent	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity	Prayer, Tallit, Phylacteries, Tefillin, Shabbat, day of rest, candles	Links to previous learning (spring 1) on Christian prayer – in particular, the concept of prayer in a monotheistic religion where God intervenes in events on Earth	Links to future RE learning on prayer in other religions (Y3 Islam, Y4 Judaism again in depth, Y5 Hinduism & Sikhism, Y6 Buddhism – contrast prayer and meditation practice)	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity				

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			-Identify what different religious groups have in common (in particular relation to prayer)				-Identify what different religious groups have in common (in particular relation to prayer)
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
Core Please refer to KS1 RE Subject Knowledge Appendix for further details Christian worship What it means to be part of a faith community – routines, practises, family life <ul style="list-style-type: none">• The reason why Christians go to church• What prayer is and why Christians pray• What Lent is and how Christians pray		Identify beliefs, describe them simply, give examples, stories and examples Give examples of what difference it makes to follow a religion Think, talk and ask questions religion and belief for themselves		Core Please refer to KS1 RE Subject Knowledge Appendix for further details <ul style="list-style-type: none">• To understand what prayer is.• Jewish prayer practices• Jewish prayer in the home, mezuzah• Jewish Shabbat• Symbolism of light / candles in Judaism		Identify beliefs, describe them simply, give examples, stories and examples Give examples of what difference it makes to follow a religion Think, talk and ask questions religion and belief for themselves	
Y2 Summer Term 1 CREATION STORIES				Y2 Summer Term 2 CHRISTIAN AND JEWISH ETHICS			
Key Vocabulary	Interleaving Opportunities (e.g.	Links to wider curriculum (e.g.	SMSC	Key Vocabulary	Interleaving Opportunities (e.g.	Links to wider curriculum (e.g.	SMSC

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	<i>when past topics can be revisited)</i>	<i>different subjects or key stages)</i>			<i>when past topics can be revisited)</i>	<i>different subjects or key stages)</i>	
Creation, Creator, Earth, heavens, formed, plants, creatures, humans, Adam, Eve, Torah, Bible	Reference children's knowledge of Christianity and Judaism as monotheistic religions. Reference also the link between the two religions (e.g. some shared sacred texts)	Link ideas about creation with the Jewish Shabbat – six days of creation, rest on the seventh	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common (in particular relation to prayer) -Use their imagination and creativity	Right, wrong, ethics, commandment, law, belief, discussion	Children learned about Moses, the exodus and the Ark of the Covenant in year 1	PSHE links – school values and citizenship Y6 RE learning on Christian ethics	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Recognise the difference between right and wrong and apply this to their own lives -Identify what different religious groups have in common (in particular relation to ethics)
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>			Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		
Core Please refer to KS1 RE Subject Knowledge Appendix for further details <ul style="list-style-type: none">Creation stories in Christianity / Judaism (shared because, Christianity's scriptures include the Torah)			Identify beliefs, describe them simply, give examples, stories and examples Think, talk and ask questions religion and belief for themselves		<ul style="list-style-type: none"> Jewish 10 commandments Christian parables (e.g. Good Samaritan) Children's own ideas and knowledge (e.g. UNCRC) 		
					Identify beliefs, describe them simply, give examples, including stories Give examples of what difference it makes to follow a religion		

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<ul style="list-style-type: none"> Creation of the world in 6 six days with 1 day of rest Creation stories are common in all cultures and religions. Further stories from other cultures – link to Africa work, refer to appendix for details 	Reflect on ultimate questions beliefs and values	Think, talk and ask questions religion and belief for themselves Reflect on ultimate questions beliefs and values
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Year Group: YR3

Y3 Autumn Term 1 WHAT DO CHRISTIANS BELIEVE GOD IS LIKE?				Y3 Autumn Term 2 WHAT MIGHT JESUS THINK OF CHRISTMAS TODAY?			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<ul style="list-style-type: none"> characteristics / character Creator; father; mother & mother hen; Saviour; friend; shepherd; fortress; rock etc. holy; just / fair; loving; forgiving parable / Prodigal Son / Loving Father Psalm 'image' – used to portray God's 	<p>Yr 2 aut 1- What makes a church special?</p> <p>Yr 2 summer 1- What do Christians and Jews believe about how the world was created?</p> <p><i>(Meaning, purpose and truth)</i></p>	<p>Links to future RE learning on beliefs in other religions (Y3 Islam, Y4 Judaism again in depth, Y5 Hinduism & Sikhism, Y6 Buddhism – contrast with theistic religion)</p>	<p>This RE learning will provide the children with opportunities to:</p> <ul style="list-style-type: none"> -Reflect on their own beliefs -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common 	<ul style="list-style-type: none"> commercialisation mission salvation value worth 	<p>Year 2 aut 2 Who followed Jesus?</p> <p><i>(Beliefs, teachings and sources)</i></p> <p>Year 2 spring 1 Why do Christians worship and pray?</p> <p><i>(Identity, diversity and belonging)</i></p>	<p>Christmas celebrations / performances at KS2</p>	<p>This RE learning will provide the children with opportunities to:</p> <ul style="list-style-type: none"> -Reflect on their own experiences and beliefs -Develop experience of and respect for cultural and ethnic diversity -Use their imagination and creativity

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character rather than the idea of an 'idol'			-Use their imagination and creativity				
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<ul style="list-style-type: none">that God is a Trinity – Father, Son and Holy Spiritthat God has many titles and that these reflect aspects of his character <i>(see Points to note)</i>that God's nature is Holy, loving, just / fair & forgivingthat the person of Jesus reveals what God is like <p>Christians also experience God in other ways e.g. through the Bible / personal experience / natural world / other people / silence</p>		What do Christians believe God is like? <ul style="list-style-type: none">use and suggest meanings for some of the key words Christians use to describe Godinvestigate sources (e.g. artefacts / art / stories / text) and link what they find with Christian beliefs about Godrespond sensitively to people's ideas about the characteristics of Godcompare their own ideas about the character of God with those of otherscreate an image / playlist / poem that represents aspect(s) of God's character and explain the symbols / imagery that they have used		that Christians believe: <ul style="list-style-type: none">the story of Jesus' birth is central to the celebration of ChristmasChristmas has become over-commercialised, which detracts from its true meaningGod values human beings above anything else, which is why Jesus came to earththat Jesus came to change peoples' livesthe 'gift' of Jesus is not just for Christmas, but for ever		What might Jesus think of Christmas today? <ul style="list-style-type: none">identify something that Christians believe about Jesus from the Bibledecide which parts of the celebration of Christmas maintain the true meaning of Christmas for a Christian and whybe able to comment about what's important to people at Christmas time and whyidentify the difference that the gift they have chosen would make for the person receiving itmake links between what they suggest Jesus might think about Christmas and over-commercialisationsay what made them choose their gift, linking it with the learning in this unit	
Y3 Spring Term 1 WHY IS THE BIBLE AN IMPORTANT BOOK FOR CHRISTIANS?				Y3 Spring Term 2 WHAT DOES IT MEAN TO BE A MUSLIM?			
Key Vocabulary	Interleaving Opportunities <i>(e.g. when past</i>	Links to wider curriculum <i>(e.g.</i>	SMSC	Key Vocabulary	Interleaving Opportunities <i>(e.g. when past</i>	Links to wider curriculum <i>(e.g.</i>	SMSC

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	<i>topics can be revisited)</i>	<i>different subjects or key stages)</i>			<i>topics can be revisited)</i>	<i>different subjects or key stages)</i>	
Bible 'Living Word' Old Testament New Testament Christians Israelites Chapter / Verse / passage Stories / Letters / Poems / Rules Psalm	Yr 2 aut 1- What makes a church special? Year 2 aut 2 Who followed Jesus? Year 2 spring 1 Why do Christians worship and pray? Yr 2 summer 1- What do Christians and Jews believe about how the world was created?	Teachers to draw links wherever possible to on-going reading curriculum – the Bible as a cultural and artistic reference point.	This RE learning will provide the children with opportunities to: -Reflect on their own beliefs -Develop experience of and respect for cultural and ethnic diversity -Develop an understanding and appreciation of the role of sacred texts in their local and global cultural heritage	revelation Makkah Qur'an Mount Hira Laylat al-Qadr (Night of Power) Sacred Tawhid (Oneness of Allah) Aqueqah Prophets – Adam (Adam); Ibrahim (Abraham); Musa (Moses); Isa (Jesus) calligraphy surah (chapters in Qur'an)	Reference to past learning about monotheistic religions Christianity & Judaism	This is the first time Islam has been studied by children at Balfour.	This RE learning will provide the children with opportunities to: -Reflect on their own beliefs -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<ul style="list-style-type: none"> that the Bible is a very important book for Christians that the Bible has two sections: the Old and New Testament that the Bible is actually more like a library, and contains rules, narratives, poems and letters, as well as 'stories' 		Why is the Bible an important book for Christians? <ul style="list-style-type: none"> suggest some things that Christians learn from the Bible identify key features of the Bible (e.g. Old Testament, New Testament, chapters, verses, rules, stories, letters poems etc. make links between the Bible and what Christians believe or 		that Muslims believe: <ul style="list-style-type: none"> Muhammad (pbuh) is the last of the prophets of Islam the prophets who came before Muhammad (pbuh) include Adam, Ibrahim, Musa and Isa the Qur'an is Allah's final revelation to humanity and was revealed to the Prophet by the Angel Jibril (Gabriel) in Arabic that Muslims read the Qur'an in the original Arabic 		What does it mean to be a Muslim? <ul style="list-style-type: none"> identify why Muslims forbid images describe some key Muslim beliefs e.g. about Allah, the prophets, Muhammad (pbuh) and the Qur'an describe key moments from the life of the prophet Muhammad and explain their significance in Muslim belief 	

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<ul style="list-style-type: none"> that Christians read the Bible to learn about God and what is important to him 	<p>how it might change their behaviour</p> <ul style="list-style-type: none"> talk about some of the elements of the Bible that are puzzling e.g. miracles, parables, rules talk about why certain verses might be important for Christians – and what they think consider the relevance in their own lives of some of the teachings from the Bible (e.g. about forgiveness, caring for others, trust) 	<ul style="list-style-type: none"> there is no God but God (Allah); he is One and without equal Allah is the Creator, Provider and Sustainer; he cannot be compared and is everywhere That images of Allah, angels, prophets or any living creatures are not permitted in Islam 	<ul style="list-style-type: none"> describe how following the teaching of the Qur'an affects daily life for Muslims identify people in their own lives whose example they try to follow and compare with why Muslims follow Muhammad (pbuh) discuss the importance of respect for others or special words from their own & a Muslim point of view (L3) describe how teachings / words from the Qur'an or stories from the life of Muhammad might inspire Muslims and make connections with what inspires them
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Y3 Summer Term 1 WHAT ARE THE PILLARS OF ISLAM? (KEY BELIEFS)				Y3 Summer Term 2 HOW CAN A MOSQUE HELP US UNDERSTAND ISLAM?			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Qur'an Pillars of Islam Shahadah Prayer (Salah & wudu) Fasting (Sawm) – Ramadan Almsgiving (Zakah) Pilgrimage (Hajj) Id-ul-Fitr	Continuation of Y3 learning about Islam	KS1 learning about Jewish and Christian prayer, worship, key beliefs (e.g. 10 commandments, creation)	This RE learning will provide the children with opportunities to: -Reflect on their own beliefs -Develop experience of and respect for	adhan muezzin mihrab ka'bah minbar Minaret rak'ah salah wudu submission	Continuation of Y3 learning about Islam	Y2 learning and visit to St Matthias church.	This RE learning will provide the children with opportunities to: -Reflect on their own beliefs -Develop experience of and respect for

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Id-ul-Adha			cultural and ethnic diversity -Identify what different religious groups have in common	calligraphy Arabic Tawhid Jumm'ah			cultural and ethnic diversity -Identify what different religious groups have in common		
Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>			Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts Knowledge <i>without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>			Key skills <i>Which can be applied once the knowledge is understood</i>	
<ul style="list-style-type: none">that the 'pillars' (or duties) of Islam are:<ul style="list-style-type: none">Shahadah 'There is no God but Allah and Muhammad is his messenger'Prayer (Salah and wudu)Fasting (Sawm) – RamadanPilgrimage (Hajj)Almsgiving (Zakah)how the pillars of Islam influence the daily lives of Muslimsabout key celebrations for Muslims:<ul style="list-style-type: none">Id-ul-Fitr, which marks the end of Ramadan <p>Id-ul-Adha, which celebrates the end of Hajj</p>			What are the pillars of Islam? <ul style="list-style-type: none">describe what Muslims do to practise the pillarsmake links between beliefs and practices of Islam (e.g. between Ramadan / Hajj and the celebration of Id-ul-Fitr / Id-ul-Adha)describe and connect some key Muslim beliefs (e.g. about Allah, worship practices and the pillars)explain how pilgrimage differs from other journeysdescribe how the pillars of Islam give strength and shape to life for Muslimsdiscuss the importance of rules or duty from their own and a Muslim point of view compare their thoughts and ideas about fasting and celebrating with Muslimsuggest what might happen as a result of zakah and consider		<ul style="list-style-type: none">the meaning behind the key features, artefacts & symbols found in a mosquethat the mosque is a place of worship and learning and is led by an Imamthat in prayer, Muslims submit to the will of Allah <p>that Muslims believe:</p> <ul style="list-style-type: none">there is no God but God (Allah) and that he is without equalthat God is One (Tawhid)the Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabicthe Qur'an should be read in the original Arabic			How can a mosque help us understand the Muslim faith? <ul style="list-style-type: none">make links between features of a mosque / prayer and Muslim beliefsinvestigate and connect features of Islam through their study of a mosquegather, select and organise ideas about Islamdescribe how features of a mosque / Muslim prayer reveal Muslim beliefs, using appropriate vocabularycompare their own ideas (e.g. about prayer) with those of others, including Muslimssuggest how praying or worshipping as a community might benefit Muslims / themselvessuggest what would have to change in their classroom if it were to become a mosque	

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	<p>what might motivate Muslims to give</p> <ul style="list-style-type: none"> • suggest what the ‘pillars’ of other faiths might be • apply ideas like duty, intention, determination or belief to Muslim ways of life and their own 	
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Year Group: YR4

Y4 Autumn Term 1 WHAT DOES IT MEAN TO BE A JEW?				Y4 Autumn Term 2 WHAT ARE IMPORTANT TIMES FOR JEWISH PEOPLE?			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<p>relationship</p> <p>chosen</p> <p>covenant</p> <p>Abraham</p> <p>Magen David</p> <p>Isaac</p> <p>Jacob</p> <p>Moses</p> <p>David</p> <p>Torah / Tenakh</p> <p>shema</p> <p>mezuzah</p> <p>tefillin</p> <p>tallit</p> <p>tzit-tzit</p>	<p>Year 2 spring 1</p> <p>Why do Jews pray? Please look carefully at content so you can recap rather than repeat content</p>	<p>RE learning on Islam (y3), Hinduism (Y5), Sikhism (Y5) and Buddhism (Y6)</p>	<p>This RE learning will provide the children with opportunities to:</p> <ul style="list-style-type: none"> -Reflect on their own beliefs and experiences -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common 	<p>Bar / Bat Mitzvah</p> <p>Pesach (Passover)</p> <p>Seder</p> <p>Commandments</p> <p>Yom Kippur (Day of Atonement)</p> <p>Sukkot</p> <p>Rosh Hashanah (New Year)</p> <p>Repentance / forgiveness</p>	<p>Year 2 spring 1</p> <p>Why do Jews pray?</p>	<p>RE learning on Islam (y3), Hinduism (Y5), Sikhism (Y5) and Buddhism (Y6)</p>	<p>This RE learning will provide the children with opportunities to:</p> <ul style="list-style-type: none"> -Reflect on their own experiences and beliefs -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common

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Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	
<ul style="list-style-type: none">that Judaism has its origins in and around the land of Israelthat Jews believe in one God who is creator and carerthat Jews believe they are descendants of Abraham, chosen by God to show what he is likethat Abraham, Moses & David are important figures in the Jewish faiththe significance of the Shema as a core statement of beliefthat Jews believe the Torah is law, teaching and guidancethat the Torah is part of the Tenakh**		<p>What does it mean to be a Jew?</p> <ul style="list-style-type: none">suggest what impact the shema or a part of the Torah / Tenakh might have on a Jew's lifemake links between Jewish stories / texts and Jewish beliefsexplain why the shema is so important to Jewsdescribe the key beliefs and teachings of Judaism, and the impact they have on the lives of Jewscompare their ideas with those of othersask questions about how Jewish beliefs make a difference to how they live their livesdescribe what difference being 'chosen' might make – for themselves and for Jewsdescribe what influences their decisions and compare with what influences Jews		<ul style="list-style-type: none">that Jews mark stages in life through special ceremonies such as Bar / Bat Mitzvah and weddingsthat <u>Pesach</u> (Passover) recalls the events of the Exodus and is celebrated each year with the Seder mealthat <u>Sukkot</u> is a Jewish harvest festival and recalls God's provision in the desertthat <u>Rosh Hashanah</u> celebrates Jewish New Yearthat <u>Yom Kippur</u> (Day of Atonement) is a time for repentance and forgiveness		<p>What are important times for Jewish people?</p> <ul style="list-style-type: none">link features of Jewish celebrations with stories or Jewish beliefsdescribe some of the practices associated with the 'milestones' of a Jew's life and explain any symbolismmake connections between artefacts, symbolism, beliefs and ways of life in Judaismdescribe how being Jewish has an impact on everyday lifecompare their own lives with those of Jewish familiesevaluate the importance of the special times for Jews and for themselvesdescribe how celebrating special times strengthens faith and family life, for themselves and for Jews	
Y4 Spring Term 1 UNDERSTANDING JEWISH FAITH: THE SYNAGOGUE				Y4 Spring Term 2 HOW DOES LENT PREPARE CHRISTIANS FOR EASTER?			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
menorah Torah rimonim breastplate	Year 2 spring 1 Why do Jews pray?	RE learning on Islam (y3), Hinduism (Y5),	This RE learning will provide the	Lent Ash Wednesday Mardi Gras	Yr 2 aut 1- What makes a church special?	RE learning on Islam (y3), Hinduism (Y5),	This RE learning will provide the

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<p>reform / orthodox mezuzah shema tallit ark bimah Ner Tamid (everlasting light) Tenakh Ketuvim Nevi'im Bet HaTefillah Bet HaMidrash Bet HaKnesset</p>		<p>Sikhism (Y5) and Buddhism (Y6) PSHE links – school values and citizenship</p>	<p>children with opportunities to:</p> <ul style="list-style-type: none"> -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common 	<p>Shrove Tuesday Confession / forgiveness Temptation Sackcloth and ashes</p>	<p>Year 2 aut 2 Who followed Jesus? Year 2 spring 1 Why do Christians worship and pray? Yr 2 summer 1- What do Christians and Jews believe about how the world was created? Yr 3: Aut 2 What might Jesus think of Christmas today? Aut 1 What do Christians believe God is like? Spring 1 Why is the Bible an important book for Christians?</p>	<p>Sikhism (Y5) and Buddhism (Y6) PSHE links – school values and citizenship</p>	<p>children with opportunities to:</p> <ul style="list-style-type: none"> -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common
<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>		<p>Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i></p>		<p>Key skills <i>Which can be applied once the knowledge is understood</i></p>	
<ul style="list-style-type: none"> the meaning behind the key features, artefacts & symbols found in a synagogue that Jews believe the Torah is law, teaching and guidance how its significance is reflected in the location & treatment of the scrolls 		<p>How does a synagogue help us understand the Jewish people?</p> <ul style="list-style-type: none"> make links between Jewish beliefs and parts of the synagogue / Jewish artefacts identify the impact of words from the shema or Torah on Jewish peoples' lives 		<ul style="list-style-type: none"> to understand the story of Jesus in the desert and its significance at Lent for Christians that Lent is a time of preparation for Christians that Christians mark Lent in different ways 		<p>How does Lent help Christians prepare for Easter?</p> <ul style="list-style-type: none"> retell the story of Jesus in the desert identify how Christians mark the period of Lent make links between the story of Jesus in the desert and Lent 	

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<ul style="list-style-type: none"> that the teachings contained within the Torah include the <i>shema</i>, and form the core beliefs of Judaism that the <i>shema</i> is both a prayer and a statement of belief about the significance of the synagogue for Jews in terms of being a place for worship, learning and community 	<ul style="list-style-type: none"> describe the impact for Jews of the synagogue as a place of study, prayer and gathering comment on any connections between a synagogue and a church or between Jewish and Christian beliefs suggest what's 'most important' in the synagogue for Jews and compare with their own ideas describe how attending synagogue makes a difference to Jews, relating this to their own experiences 	<ul style="list-style-type: none"> that Ash Wednesday is a time for Christians to seek God's forgiveness about the significance of the symbols and rituals used during Lent 	<ul style="list-style-type: none"> identify the things that might most impact a Christian's life during Lent identify how they 'prepare' for special events and consider why Lent might be an important time for Christians sensitively compare their own thoughts about Lent with others'
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Y4 Summer Term 1 CHRISTIAN WORSHIP AROUND THE WORLD				Y4 Summer Term 2 WHY DO CHRISTIANS PRAY THE LORD'S PRAYER?			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Culture / Context Denomination Worldwide Festival Ritual Symbol Represent Cross / crucifix Persecution Communion	Yr 2 aut 1- What makes a church special? Year 2 aut 2 Who followed Jesus? Year 2 spring 1 Why do Christians worship and pray? Yr 2 summer 1- What do Christians and Jews believe about how the world was created? Yr 3:	Year 5 – RE how did the world come into being topic. PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common, including	model Lord's Prayer Lord Father Heaven Hallowed / Holy Kingdom daily bread' Forgiveness Temptation Sin / evil Amen	Yr 2 aut 1- What makes a church special? Year 2 aut 2 Who followed Jesus? Year 2 spring 1 Why do Christians worship and pray? Yr 2 summer 1- What do Christians and Jews believe about how the world was created? Yr 3:	Year 5- Christianity PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common

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	<p>Aut 2 What might Jesus think of Christmas today?</p> <p>Aut 1 What do Christians believe God is like?</p> <p>Spring 1 Why is the Bible an important book for Christians?</p>		<p>different traditions within one religion</p>		<p>Aut 2 What might Jesus think of Christmas today?</p> <p>Aut 1 What do Christians believe God is like?</p> <p>Spring 1 Why is the Bible an important book for Christians?</p>		
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<ul style="list-style-type: none"> that Christianity is a worldwide religion that in some countries, Christians are forbidden to gather for public worship that the cross is an important symbol for all Christians that Christian festivals are celebrated across the world, but may have different cultural traditions that Christian worship, through art, music ritual and festival, varies throughout the world that all Christians have a set of core beliefs that are expressed within a cultural context 		<p>Is Christian worship the same all around the world?</p> <ul style="list-style-type: none"> identify similarities and differences between different styles of worship describe how a Christian festival is celebrated in another country find links between a familiar form of worship and one from another cultural context suggest meanings for a religious symbol or image from an unfamiliar cultural context talk sensitively about / respond to different forms of worship around the world give reasons why something might be of value to themselves / others 		<ul style="list-style-type: none"> that Jesus taught people how to pray using the model of the Lord's Prayer that there are important Christian beliefs contained within the Lord's Prayer that this prayer is prayed in Christian communities all over the world that there are different versions of the Lord's Prayer to help people to understand it better that [this] prayer helps Christians to live their everyday lives 		<p>Why do Christians still pray the Lord's prayer?</p> <ul style="list-style-type: none"> be able to identify what the Lord's Prayer is about and why it might be important to Christians describe and suggest meanings for the language used in the Lord's Prayer make links between the words of the prayer and what Christians believe communicate their ideas sensitively when talking identify ideas that others have expressed & compare them with their own give thoughtful responses to the themes expressed in the Lord's Prayer 	

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	<ul style="list-style-type: none"> compare their own experience or understanding of worship with others ask questions about worship in different cultural contexts 	
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Year Group: YR5

Y5 Autumn Term 1 WHAT DOES IT MEAN TO BE A HINDU?				Y5 Autumn Term 2 WHAT HELPS HINDUS WORSHIP?			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Rangoli Diva Holi karma Raksha Bandhan Divali (Diwali) Rite of passage (samskara)Rakhi	NA	PSHE- rights and class charter Art- bracelet making	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common	Murti (image) Tri-murti: Brahma; Vishnu; Shiva Arti (worship) Puja (prayers) Aum – the sound of the universe avatar – ‘incarnation’ (as human & animals) Krishna; Rama; Ganesh; Durga; Lakshmi Vedas / Bhagavad Gita/Mahabharata / Upanishads / Ramayana	NA	PSHE- rights and class charter	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common

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Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>
<ul style="list-style-type: none"> Hinduism is a religious tradition that has many cultural expressions about the festivals that punctuate the year and the meanings behind them about the events that mark important times in the life of a Hindu e.g. sacred thread ceremony, marriage and death about the main features of family and home life e.g. diet, worship at home, music and dance Hindus believe that there are spiritual consequences for their actions (karma) 	<p>What does it mean to be a Hindu?</p> <ul style="list-style-type: none"> describe some Hindu beliefs and explain these in simple terms investigate aspects of Hindu family life and connect these to Hindu beliefs describe some key Hindu beliefs and compare with other religions explain, using religious vocabulary, the practices and rituals of Hindu family life and how these express religious belief suggest meaning for a Hindu festival, using the appropriate vocabulary to describe its practices identify traditions or occasions that are significant in their own lives and explain why compare the experiences of Hindu families with their own ask questions about the puzzling aspects of Hinduism and suggest answers respond thoughtfully to an aspect of Hindu home life or belief in the context of their own life 	<ul style="list-style-type: none"> that Hindus believe in a supreme reality (Brahman) who is present in all things and represented in many forms the names/roles of some of the key deities and avatars of Hinduism and their place in Hindu worship to draw meaning from Hindu images to develop understanding of the Hindu concept of the supreme reality the key rituals of Hindu worship in the home and at the mandir that Hindus have their own sacred writings which are made up of stories with meanings 	<p>What helps Hindus worship?</p> <ul style="list-style-type: none"> make links between objects, symbols and practices in Hindu worship and the beliefs that underlie them draw meaning about good and evil from a Hindu story suggest meaning for the various Hindu deities as symbolic representations of Brahman describe, using religious vocabulary, how religious beliefs are expressed through features and practices of Hindu worship interpret a story from the Hindu scriptures drawing out and explaining key beliefs make comparisons between their own experiences of places of worship with the Hindu mandir reflect on good and evil as illustrated in Hindu stories and make links with stories they know ask questions and suggest answers about aspects of Hindu worship in the mandir or associated with a Hindu home shrine

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								<ul style="list-style-type: none"> identify the qualities needed for heroes and leaders in both Hindu stories and their own lives
Y5 Spring Term 1 HOW DID THE WORLD COME INTO BEING AND HOW SHOULD WE CARE FOR IT?				Y5 Spring Term 2 HOW DO WE KNOW WHAT HAPPENED AT EASTER?				
<ul style="list-style-type: none"> Key Vocabulary 	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	<ul style="list-style-type: none"> Key Vocabulary 	Interleaving Opportunities <i>(e.g. when past topics can be revisited)</i>	Links to wider curriculum <i>(e.g. different subjects or key stages)</i>	SMSC	
<ul style="list-style-type: none"> Community Fairtrade / Oxfam / Christian Aid / Tearfund / A-Rocha resources greed global interdependence stewardship fragile world 	<p>Year 2 aut 2 Who followed Jesus? spring 1 Why do Christians worship and pray? summer 1-What do Christians and Jews believe about how the world was created?</p> <p>Year 3: Aut 2 What might Jesus think of Christmas today? Aut 1 What do Christians believe God is like? spring 1 Why is the Bible an important book for Christians?</p> <p>Year 4:</p>	<p>PSHE- global week English- advertising</p>	<p>This RE learning will provide the children with opportunities to:</p> <ul style="list-style-type: none"> -Reflect on their own experiences -Identify what different religious groups have in common -Investigate and offer reasoned views, showing they can understand and appreciate the viewpoints of others 	<p>Matthew, Mark, Luke & John narrative account similarities / differences Josephus Tacitus Pliny Good Friday Easter Sunday</p> <p>cross</p>	<p>Year 2 aut 2 Who followed Jesus? spring 1 Why do Christians worship and pray? summer 1-What do Christians and Jews believe about how the world was created?</p> <p>Year 3: Aut 2 What might Jesus think of Christmas today? Aut 1 What do Christians believe God is like? spring 1 Why is the Bible an important book for Christians?</p> <p>Year 4:</p>	<p>English- comparing different accounts of a story.</p>	<p>This RE learning will provide the children with opportunities to:</p> <ul style="list-style-type: none"> -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common 	

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	Spring 2How does Lent help Christians prepare for Easter? Summer 1-Is Christian worship the same all around the world? Summer 1-Why do Christians still pray the Lord’s prayer?			Spring 2How does Lent help Christians prepare for Easter? Summer 1-Is Christian worship the same all around the world? Summer 1-Why do Christians still pray the Lord’s prayer?			
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	
<ul style="list-style-type: none">how we use or abuse our world can have an effect beyond our local environmenthow Christians demonstrate their belief in Creation and relate it to its Biblical foundationto apply values and commitments to issues of interdependence, stewardship and behaviour regarding the world <p>that Christians believe that:</p> <ul style="list-style-type: none">the world is created by a loving GodHumanity is created in the image of GodHumanity is given stewardship of the created world <p>they can communicate their faith through actions towards others</p>		<p>How did the world come into being and why should we care for it?</p> <ul style="list-style-type: none">identify what different faiths believe about our worldappreciate that all human life is preciousexplain the ways in which Christian charities respond to the need in our world and link their actions with Christian beliefsacknowledge that they have personal responsibility to care for their environment and identify action(s) that they might take		<p>There are four Gospels: Matthew, Mark, Luke and John</p> <ul style="list-style-type: none">that people experience and recall the same events in different waysthat the life of Jesus is documented in records other than the Biblethat there are similarities (and differences) between the accounts of Holy Week in the Gospels and to know the reasons why this might be		<p>How do we know what happened at Easter?</p> <ul style="list-style-type: none">identify some similarities between the Gospel accounts of Eastercompare the similarities within the Gospel accounts of Easter, suggesting reasons for thisrelate the key events within the Easter narrative to Christian belief about Jesuscompare their own ideas and feelings about the Easter events with the ideas and feelings of otherssuggest answers to questions about puzzling aspects of the	

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<ul style="list-style-type: none"> compare their ideas about creation and caring for the environment with the ideas of others evaluate whether we are looking after the world and suggest ways in which they could change 				death & resurrection of Jesus, making reference to the Gospel accounts			
Y5 Summer Term 1 WHAT DOES IT MEAN TO BE A SIKH?				Y5 Summer Term 2 WHAT DOES IT MEAN TO BE A SIKH?			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Sikhism Guru Guru Nanak Ji Guru Granth Sahib Ji Equality Gurdwara Khanda Langar (shared meal at the Gurdwara) Khalsa (The Sikh community) Five Ks: Kesh (uncut hair); Kangha (a comb); Kirpan (a sword); Kara (a bracelet); Kachera (short trousers)	NA	Year 6 Buddhism PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious	Sikhism Guru Guru Nanak Ji Guru Granth Sahib Ji Equality Gurdwara Khanda Langar (shared meal at the Gurdwara) Khalsa (The Sikh community) Five Ks: Kesh (uncut hair); Kangha (a comb); Kirpan (a sword); Kara (a bracelet); Kachera (short trousers)	NA	Year 6 Buddhism PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious

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		groups have in common			groups have in common
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>	
<ul style="list-style-type: none"> that Guru Nanak Ji* was the founder of Sikhism & that he is not worshipped as a god that 'guru' means 'teacher' and that there are ten gurus of Sikhism that Sikhs have special symbols which reflect Sikh identity, including the Five Ks: Kesh, Kangha, Kirpan, Kara, Kachera what each of the Five Ks represents & why each is significant that the Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider the content of the Guru Granth Sahib Ji to be holy, not just the book that Sikhs worship at home and at the Gurdwara that equality is very important in Sikh society that the three main duties of a Sikh are to 'Pray, Work and Give' 	<p>What does it mean to be a Sikh?</p> <ul style="list-style-type: none"> identify the impact of key teachings of Guru Nanak Ji on the Sikh way of life make links between Sikh symbols / artefacts / practices and the beliefs that underlie them describe how Sikhs demonstrate that the Guru Granth Sahib Ji is important gather, select and organise ideas about Sikh belief and suggest answers to questions they might have about Sikh ways of life comment on Sikh beliefs and make links with their own ideas compare aspects of their own experiences and those of others, identifying what influences their lives apply ideas about 'duties' to their own and others' lives 		<ul style="list-style-type: none"> that Guru Nanak Ji* was the founder of Sikhism & that he is not worshipped as a god that 'guru' means 'teacher' and that there are ten gurus of Sikhism that Sikhs have special symbols which reflect Sikh identity, including the Five Ks: Kesh, Kangha, Kirpan, Kara, Kachera what each of the Five Ks represents & why each is significant that the Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider the content of the Guru Granth Sahib Ji to be holy, not just the book that Sikhs worship at home and at the Gurdwara that equality is very important in Sikh society that the three main duties of a Sikh are to 'Pray, Work and Give' 	<p>What does it mean to be a Sikh?</p> <ul style="list-style-type: none"> Identify the impact of key teachings of Guru Nanak Ji on the Sikh way of life make links between Sikh symbols / artefacts / practices and the beliefs that underlie them describe how Sikhs demonstrate that the Guru Granth Sahib Ji is important gather, select and organise ideas about Sikh belief and suggest answers to questions they might have about Sikh ways of life comment on Sikh beliefs and make links with their own ideas compare aspects of their own experiences and those of others, identifying what influences their lives apply ideas about 'duties' to their own and others' lives 	

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Year Group: YR6

Y6 Autumn Term 1 HOW DO THE BELIEFS OF CHRISTIANS INFLUENCE THEIR ACTIONS?				Y6 Autumn Term 2 HOW CAN ARTISTS HELP US UNDERSTAND CHRISTMAS?			
Key Vocabulary	Interleaving <i>Opportunities</i> (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving <i>Opportunities</i> (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Charity Philanthropist Compassion Justice WWJD – What Would Jesus Do?	Year 2 aut 2 Who followed Jesus? spring 1 Why do Christians worship and pray? summer 1-What do Christians and Jews believe about how the world was created? Year 3:	Year 5 – Christianity PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths	<ul style="list-style-type: none"> • annunciation • innocents • massacre • nativity • symbolism belief • icons • halo • salvation incarnation	Year 2 aut 2 Who followed Jesus? spring 1 Why do Christians worship and pray? summer 1-What do Christians and Jews believe about how the world was created?	Year 5 – Christianity PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and

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	<p>Aut 2 What might Jesus think of Christmas today? <i>Aut 1What do Christians believe God is like?</i></p> <p>Spring 1Why is the Bible an important book for Christians?</p> <p>Year 4: Spring 2How does Lent help Christians prepare for Easter? Summer 1-Is Christian worship the same all around the world? Summer 1-Why do Christians still pray the Lord's prayer?</p> <p>Year 5: Spring 1 How did the world come into being and why should we care for it?*</p>		<p>-Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common -Investigate and offer reasoned views, showing they can understand and appreciate the viewpoints of others</p>		<p>Year 3: Aut 2 What might Jesus think of Christmas today? <i>Aut 1What do Christians believe God is like?</i></p> <p>Spring 1Why is the Bible an important book for Christians?</p> <p>Year 4: Spring 2How does Lent help Christians prepare for Easter? Summer 1-Is Christian worship the same all around the world? Summer 1-Why do Christians still pray the Lord's prayer?</p> <p>Year 5: Spring 1 How did the world come into being and why should we care for it?*</p>		<p>respect for cultural and ethnic diversity -Identify what different religious groups have in common</p>
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i>		Key skills <i>Which can be applied once the knowledge is understood</i>		Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	

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<i>The minimum all pupils should know</i>		<i>The minimum all pupils should know</i>	
<ul style="list-style-type: none"> that Christians in the early church act as a role model for Christians today how Christian belief is founded on the teaching and example of Jesus how Christians demonstrate their belief in forgiveness, justice and love how Christians try to live out their faith through practical action that Christian action has an impact on the local community 	<p>How do the beliefs of Christians influence their actions?</p> <ul style="list-style-type: none"> describe how the early Christians lived as a community identify the key beliefs of Christians that influence their behaviour towards others identify how Christian charities have an impact on the lives of people today describe how beliefs held by Christians influence their behaviour and attitudes towards others & are linked to Biblical teaching compare the work of Christian philanthropists or charities and suggest how they reflect Christian beliefs choose between right / wrong courses of action for themselves or others, giving reasons suggest ways in which Christian belief leads to practical action to help others ask questions about right and wrong and suggest answers that show understanding of the underlying Christian belief 	<ul style="list-style-type: none"> why artists, throughout history and around the world, have attempted to depict events surrounding the birth of Jesus that artists use symbolism to express the mysterious events of the nativity and to express deep Christian beliefs about the person of Jesus that the way in which Christmas is represented by artists around the world tells us about the importance of Jesus to Christians 	<p>How can artists help us understand Christmas?</p> <ul style="list-style-type: none"> suggest meanings for the symbolism within the pictures studied describe and suggest meanings for the symbolism used, investigating and connecting them with Christian belief about Jesus describe similarities and differences in the way Christian belief is conveyed through symbolism in the art studied give a reason why something within the artwork is important to them and to others use symbolism to express things which are difficult to convey in words compare their ideas / symbolism with the ideas / symbolism of others, giving reasons describe how their & others' beliefs are conveyed through art, using appropriate vocabulary

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		investigate a range of Christian action initiatives and identify their impact					
Y6 Spring Term 1 WHY DO RELIGIOUS BELIEVERS MAKE PROMISES IN MARRIAGE?				Y6 Spring Term 2 WHAT DO RELIGIONS BELIEVE ABOUT LIFE AND DEATH?			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
Marriage wedding ceremony ring promise vow contract marriage certificate commitment bride; groom; best man; bridesmaid; mother/father in law relationship divorce/separation	Links to term 1 of RE when Year looked at the story of the Good Samaritan Links to RE trip in Term 2 to the local church Linked to Hindu wedding in Year 5	Year 5 – Christianity PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common -Investigate and offer reasoned views, showing they can understand and appreciate the	Revelation Isaiah Alpha & Omega (Beginning and the End) · Resurrection life after death	Links to previous unit in marriage. Links to previous learning on Hindus in Year 5 and Islam in Year 4.	Year 5 – Christianity PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common -Investigate and offer reasoned views, showing they can understand and appreciate the viewpoints of others

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		viewpoints of others				
Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>		Key skills <i>Which can be applied once the knowledge is understood</i>	Threshold Concepts <i>Knowledge without which later concepts will not be fully understood / Core Knowledge</i> <i>The minimum all pupils should know</i>	Key skills <i>Which can be applied once the knowledge is understood</i>		
<ul style="list-style-type: none"> what a promise or vow is that marriage plays an important role within most religions and societies marriage rites contain vows and symbols that Christian marriage takes place 'before God' that God is part of a Christian marriage how Christian teaching on love / commitment / forgiveness / reconciliation might have an impact on marriage for a Christian 		Why do religious believers make promises in marriage? <ul style="list-style-type: none"> identify why the different parts of a marriage service are important and connect them with beliefs comment on connections between different elements of a marriage ceremony and the beliefs that underlie them compare the Christian marriage ceremony with that of another religious or non-religious tradition explore feelings about forming and sustaining relationships, and keeping promises make links between religious ideas about marriage / love / commitment, and their own ideas thoughtfully and creatively express their own ideas about love / marriage in light of their learning about religious ideas 	That Christians believe: <ul style="list-style-type: none"> Jesus is in Heaven, seated at God's right hand death is not the end they will go to Heaven when they die God is worshipped constantly in Heaven when Jesus returns, heaven will come to earth and everything will be as God intended That other Religions believe: <ul style="list-style-type: none"> death is not the end Reincarnation and karma plays a role in life after death in other religions including Buddhism, Sikhism and Hinduism. That being good and kind on the earth will affect what happens to you after you die. Buddhists believe death is a natural part of the life cycle and that death leads to rebirth. 	What do religions believe about life and death? <ul style="list-style-type: none"> gather select and organise ideas about what happens at the end of life, making connections between them and what members of different faiths believe describe what difference it might make for a believer to believe in Heaven / life after death explain how Christian beliefs about heaven compare with other religions' beliefs compare their ideas about what happens when life ends with those of others discuss questions about life after death and provide answers that refer to beliefs about resurrection (Christianity) / karma (Hinduism) 		

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Y6 Summer Term 1 WHAT IS THE BUDDHIST WAY OF LIFE?				Y6 Summer Term 2 WHAT IS THE BUDDHIST WAY OF LIFE?			
Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC	Key Vocabulary	Interleaving Opportunities (e.g. when past topics can be revisited)	Links to wider curriculum (e.g. different subjects or key stages)	SMSC
<ul style="list-style-type: none"> Siddhartha Gautama Buddha enlightenment meditation shrine Nirvana Four Noble Truths Eightfold Path Wheel of life rebirth 	NA	Year 5- Sikh PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: <ul style="list-style-type: none"> -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common -Investigate and offer reasoned views, showing they can understand and appreciate the viewpoints of others 	<ul style="list-style-type: none"> Siddhartha Gautama Buddha enlightenment meditation shrine Nirvana Four Noble Truths Eightfold Path Wheel of life rebirth 	NA	Year 5- Sikh PSHE links – school values and citizenship	This RE learning will provide the children with opportunities to: <ul style="list-style-type: none"> -Reflect on their own experiences -Explore different faiths -Develop experience of and respect for cultural and ethnic diversity -Identify what different religious groups have in common -Investigate and offer reasoned views, showing they can understand and appreciate the viewpoints of others
Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood		Threshold Concepts Knowledge without which later concepts will not be fully understood / Core Knowledge The minimum all pupils should know		Key skills Which can be applied once the knowledge is understood	

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<ul style="list-style-type: none"> • about the story of how Prince Siddattha became Buddha • that 'Buddha' means 'awakened' or 'enlightened one' • that there is no supreme deity in Buddhism • that Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating • that there are Four Noble Truths in Buddhism • that Buddhists follow the teachings of the Eightfold Path • that there are artefacts that help Buddhists to meditate • that worship and meditation are different 	<p>What is the Buddhist way of life?</p> <ul style="list-style-type: none"> • make links between Buddhist stories / artefacts / religious symbols and the beliefs that underlie them • gather, select & organise ideas about Buddhism • consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life • connect the key beliefs and teachings of Buddhism with features of the religion e.g. artefacts, symbols, rituals • compare aspects of their own experiences and those of others, identifying what influences and inspires them • apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, and Buddhists' lives • consider whether worship and meditation are different things and why this might be 	<ul style="list-style-type: none"> • about the story of how Prince Siddattha became Buddha • that 'Buddha' means 'awakened' or 'enlightened one' • that there is no supreme deity in Buddhism • that Buddhists follow the teachings of Buddhism to gain enlightenment (Nirvana) which is achieved by meditating • that there are Four Noble Truths in Buddhism • that Buddhists follow the teachings of the Eightfold Path • that there are artefacts that help Buddhists to meditate • that worship and meditation are different 	<p>What is the Buddhist way of life?</p> <ul style="list-style-type: none"> • make links between Buddhist stories / artefacts / religious symbols and the beliefs that underlie them • gather, select & organise ideas about Buddhism • consider how the four Noble Truths or the Eightfold Path might affect a Buddhist's way of life • connect the key beliefs and teachings of Buddhism with features of the religion e.g. artefacts, symbols, rituals • compare aspects of their own experiences and those of others, identifying what influences and inspires them • apply ideas and reflections about issues raised e.g. suffering, enlightenment, meditation to their own, and Buddhists' lives • consider whether worship and meditation are different things and why this might be
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