



Year 1 Religious Education Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	How did the world begin?	What do some people believe God looks like?	What is God's job?	Why should we care for the world?	How do we know that new babies are special?	Why should we care for others?
Unit Scope	Exploring a range of creation stories in imaginative ways, the children will present their own ideas using art and language. They will consider how creation stories help some people understand what God is like.	The children will explore how other people understand God on Earth; they will consider different representations of God and understand why this is challenging.	Investigating the roles of God through stories and sacred texts, the children will look at the things God does and what this means to different people.	Building on their understanding of creation stories, the children will explore beliefs about the relationship between humans and nature.	The children will find out about different ceremonies to welcome home a new baby and explore some of the symbolism in these ceremonies.	The children will investigate the importance of taking care of others from different views.
Enquiry Questions	<p>What is creation? Understand what creation means in relation to the natural world</p> <p>What might some Christian and Jewish people think about creation? Recognise that some people believe God created the world by listening to the Jewish and Christian creation stories</p> <p>What do some Hindu people believe about creation? Recognise that there are different creation stories to explain how the world began</p> <p>What do creation stories suggest to some people about God? Express ideas about what a creator might be like</p>	<p>How might ideas about God be represented? Express ideas about God</p> <p>What do some Muslim people believe about God? Explain how some Muslim people express their ideas about God</p> <p>What do some Hindu people believe God looks like? Recognise some of the different forms of God in the Hindu worldview</p> <p>What do some Christian people believe God looks like? Recognise that some Christian people believe Jesus is the son of God and God on Earth</p> <p>Do people all share the same beliefs about what God looks like?</p>	<p>How do the 99 names of God tell us about what some Muslims believe God does? Investigate different beliefs about God through exploring the 99 names of Allah</p> <p>Why have some people decided to trust God? Identify beliefs about special relationships with God from a Jewish story</p> <p>What does the Tenak say about God? Describe what some people believe about God using Jewish scripture</p> <p>What do some people believe God might do as a person? Describe what some people believe about God using a Christian story</p>	<p>Who owns the world? Explore who might own the world through a creation story</p> <p>Who can care for the world? Investigate why some people believe God created humans last in the Jewish and Christian creation story</p> <p>Why do some people believe we should care for the world? Explore the meaning of stewardship by analysing questions</p> <p>What do some Muslim people believe about caring for the world? Investigate what some Muslims believe about caring for the world by exploring stories about Muhammad</p>	<p>How do we know that babies are special? Explore the belief in a God that created humans and suggest why babies are special to parents</p> <p>What do some Muslim people do to show a new baby is special? Explain why some Muslim people welcome a new baby with the Adhan</p> <p>What is Aqiqah and why is it important to Muslims? Explain how some Muslim people welcome a new baby by investigating Aqiqah</p> <p>What is Jatakarma and why is it important to some Hindu people? Explain how some Hindu people welcome a new baby by exploring Jatakarma</p>	<p>What can we learn about caring for others from stories? Explore Christian teachings on caring through stories about Jesus</p> <p>Why do people care for others? Identify how and why some people care for others by exploring the Sikh belief in Sewa</p> <p>How might Muslim people show it is important to care for others? Investigate why many Muslims believe it is important to care for others by exploring Zakat</p> <p>Is giving always the same? Investigate why some ways of caring take more effort and receive less</p>

	<p>Where did the world come from? Explore and express ideas about creation.</p>	<p>Discuss some different ways to refer to and represent God</p> <p>Why do people have different names for God? Recall some of the different names people use for God</p>	<p>What do some Hindu people believe about God? Understand what some Hindus believe about God's different forms and identify the roles of the Trimurti</p> <p>What do some Zoroastrian people believe about God? Explore some Zoroastrian beliefs about God through their creation story</p>	<p>What other reasons are there for caring for the world? Recognise why some people believe it is important to care for the world by exploring ahimsa</p> <p>Why should we care for the world? Understand the importance of taking care of the world from different views</p>	<p>What promises might people make for a new baby? Explore how promises are made during Christian baptism ceremonies</p> <p>How are some babies named? Identify why names are sometimes an important part of baby naming ceremonies</p>	<p>thanks by exploring Tzedakah</p> <p>Why might some Humanists choose to care for others? Identify some Humanist beliefs about the importance of caring for others</p> <p>What inspires some people to care for others? Explore modern examples of how people use their skills to care for others</p>
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Know some people believe God exists as a powerful, non-human being • Know some religions and followers believe in one supreme being or God who is loving • Know there are different names for God • Know some spoken and written words are important to people • Know creation stories provide people with possible answers as to why we are here • Know followers often read religious stories • Know there are different types of questions • Know we all notice things in stories and sources • Know stories, images and objects can help us learn about beliefs 	<ul style="list-style-type: none"> • Some people believe God exists as a powerful, non-human being • In some religions, followers believe in one supreme being or God who is loving • People have different ways of understanding God on Earth (incarnation) • There are different names for God • There are different ways to refer to and represent God • Some religious people use art, objects and special times to represent and remember incarnation (God on Earth) • Religious stories can help us to understand religious beliefs • Know similarities and differences help us understand worldviews better 	<ul style="list-style-type: none"> • In some religions, followers believe in one supreme being or God who is loving • People have different ways of understanding God on Earth • Some people believe that humans have a special relationship with God • There are different names for God • There are different ways to refer to and represent God • People have different ideas about the role of God • Know stories, images and objects can help us learn about beliefs • Know similarities and differences help us understand worldviews better • Know we all notice different things in stories and sources 	<ul style="list-style-type: none"> • Some people believe that humans have a special relationship with God • Creation stories provide people with positive answers as to why we are here • Followers often read religious stories • Some religious stories may guide people to care for animals and the planet • Religious teachings often encourage gratitude for what God created (e.g. others and the planet) and a responsibility to look after it • People with similar worldviews often work together to care for the world and for others 	<ul style="list-style-type: none"> • Some people believe that humans have a special relationship with God • Many people have special ceremonies when babies are born • Some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community • Religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God 	<ul style="list-style-type: none"> • Some people believe that humans have a special relationship with God • Many people give money, time or donations to charity as a way of showing that charity for others is important • That followers often read religious stories • Some stories may guide people to care for others • Religious (and non-religious) groups often provide support and care to their local and worldwide communities • People with similar worldviews often work together to care for the world and others

	<ul style="list-style-type: none"> • Know similarities and differences help us understand worldviews better • Know it is helpful to ask questions about sources • Know it is important to only use positive language when discussing others' beliefs 	<ul style="list-style-type: none"> • Know it is important to only use positive language when discussing others' beliefs 	<ul style="list-style-type: none"> • Know it is helpful to ask questions about sources • Know that it is important to only use positive language when discussing others' beliefs 			
Skills	<ul style="list-style-type: none"> • Ask questions about things that interest them • Begin to ask big questions • Listen to stories and discuss what happens in them • Begin to notice important information • Retell stories in their own words • Recognise lessons or teachings within stories and relate to their own experiences • Find religious symbols in stories and other sources • Recognise some religious terminology in sources • Begin to notice similarities and differences within and between religions and worldviews • Listen to others' ideas and compare them to their own • Talk about what their answer to a question is based on 	<ul style="list-style-type: none"> • Ask questions about things that interest them • Begin to ask big questions • Retell stories in their own words • Recognise lessons or teachings within stories and relate to their own experiences • Find religious symbols in stories and other sources • Recognise some religious terminology in sources • Listen to others' ideas and compare them to their own • Talk about what their answer to a question is based on • Identify things that are important to people • Notice differences and use respectful language to discuss them • Talk about their own experiences in relation to their learning • Share things that make them wonder and what they think about these things 	<ul style="list-style-type: none"> • Ask questions about things that interest them • Begin to ask big questions • Listen to stories and discuss what happens in them • Explore simple scripture quotes and consider how they might help people • Begin to notice important information • Retell stories in their own words • Recognise lessons or teachings within stories and relate to their own experiences • Find religious symbols in stories and other sources • Recognise some religious terminology in sources • Begin to notice similarities and differences within and between religions and worldviews • Listen to others' ideas and compare them to their own 	<ul style="list-style-type: none"> • Comment on similarities and differences between religions and worldviews • Enjoy seeing diversity in the images and videos used • Respectfully share opinions about what is important to them and what is important to others • Share opinions respectfully about what is important to them and what is important to others • Debating and discussing • Use various art forms to express their ideas • Ask their own questions about the world around them 	<ul style="list-style-type: none"> • Comment on similarities and differences between religions and worldviews • Enjoy seeing diversity in the images and videos used • Respectfully share opinions about what is important to them and what is important to others • Listen to others' ideas and compare them to their own • Begin to use correct vocabulary when talking about their learning • Look at photographs and images • Use first-hand accounts • Express their own ideas and opinions based on personal experience and the beliefs of family members 	<ul style="list-style-type: none"> • Comment on similarities and differences between religions and worldviews • Enjoy seeing diversity in the images and videos used • Make links between religious and non-religious beliefs and practices • Talk about their own experiences in relation to their learning • Respectfully share opinions about what is important to them and what is important to others • Listen to others' ideas and compare them to their own • Begin to use the correct vocabulary when talking about their learning

	<ul style="list-style-type: none"> Identify things that are important to people Notice differences and use respectful language to discuss them Talk about their own experiences in relation to their learning Talk about what they believe Respectfully share opinions Share what they have learnt Express their ideas using symbols, drawings and chose appropriate words 	<ul style="list-style-type: none"> Talk about what they believe Respectfully share opinions about what is important to them and what is important to others 	<ul style="list-style-type: none"> Talk about what their answer to a question is based on Identify things that are important to people Notice differences and use respectful language to discuss them Share things that make them wonder and what they think about these things Talk about what they believe 			
Vocabulary	Belief, Bible, Brahma, create, Christian, creation, creator, Genesis, God, Hindu, Jewish, love, man-made, natural, personality, proof, proud, respect, Shiva, true, talent, Torah, Vishnu	Abstract noun, Allah, art, avatar, belief, Brahma, Brahman, characteristic, Christian, Bible, deity, God, Hindu, incarnation, Jesus, Islamic art, Muslim, mosque, murti, respect, Shiva, symbol, unique, Vishu	Abraham, Ahura Mazda, Allah, Angra Mainyu, belief, caretaker, characteristic, Christian, Bible, creator, destroyer, generation, God, Jewish, life cycle, incarnari, incarnation, miracle, Muslim, negative, Old Testament, positive, promise, protect, quote, renew, role, scripture, shepherd, shield, symbol, Tenak, Trimurti, Zoroastrian	Ahimsa, belief, Bible, Brahma, Brahmana, care, Christian, creation, creator, Earth, environment, gift, Hindu, Humanist, Jewish, mitzvot, ownership, qualities, responsibility, stewardship, Torah	Adhan, Allah, Aquqah, baptism, Brahman, celebration, ceremony, Christian, creation, God, godparents, Hindu, Humanist, Jatakarma, Muslim, Namakarana, promise Trimurti, Zakat	Act of kindness, Allah, charity, Christian, creation, donate, fair, God, guidance, Humanist, Jesus, Jewish, Muslim, responsibility, service, Sewa, Sikh, The Five Pillars of Islam, Tzedakah, Waheguru, Zakat



Year 2 Religious Education Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Why do we need to give thanks?	What do candles mean to people?	How do we know some people have a special connection to God?	What is a prophet?	How do some people talk to God?	Where do some people talk to God?
Unit Scope	Using a range of sources including survey data, the children will learn about beliefs around using offerings to show gratitude.	Investigating the many ways light is used in religious and worldview contexts, the children will explore different festivals through artwork and stories, focusing on candles	The children will explore how we know that some people are believed to have a special connection to God through looking for clues in religious stories	The children will investigate stories that show the characteristics of a prophet and what a prophet might mean to some people; they will identify similarities between prophets across different worldviews	Investigating why some people pray, the children will identify similarities and differences between prayer practices in the Hindu, Jewish and Muslim worldviews	Exploring places of worship in the Muslim, Jewish, Christian, Alevi and Pagan worldviews, the children will investigate why people choose to go to places of worship
Enquiry Questions	<p>How and why do people show thanks? Identify how and why some people say thank you</p> <p>Why is harvest an important time for giving thanks? Recognise how and why some people celebrate harvest by examining what they say and do</p> <p>Who do some people thank God? Identify why some Hindus and Christians feel thankful to God by exploring stories</p> <p>How can puja express thanks? Describe how and why some Hindus use puja to express gratitude to God</p> <p>How do some people thank God?</p>	<p>What are candles? Express and compare ideas about the meaning of candles</p> <p>Who are Rama and Sita? Recognise why candles are used to represent stories and beliefs</p> <p>How are candles used during Diwali? Know that the festival of Diwali can be celebrated in different ways</p> <p>How are candles used during Advent? Know how some Christian followers might celebrate Advent</p> <p>What do candles symbolise at Hanukkah? Understand why candles are used during Hanukkah?</p>	<p>How can we tell Jesus is special to some people? Identify how the Christmas story shows that Jesus is special to some people</p> <p>Why might some people think Guru Nanak is special? Investigate why Guru Nanak was special by exploring a story</p> <p>How do some people know that others are special? Explore how some stories show beliefs about special people</p> <p>How do we know that Krishna is special to some people? Understand that some people believe certain children are special by exploring a Hindu story</p>	<p>What characteristics did some prophets have? Identify the characteristics of a prophet by exploring a story</p> <p>How might it feel to be a prophet? Investigate stories about people's responses to being a prophet</p> <p>What promises did God make to some prophets? Explore the promises made to some prophets in stories and scriptures</p> <p>How do we know that Muhammad was the last prophet in the Muslim worldview? Investigate how the role of Muhammad using stories and scripture</p> <p>Why is Jesus important to some religious people?</p>	<p>Why do some people talk to God? Consider why some people might choose to talk to God</p> <p>What can prayer mean? Investigate ways some people pray</p> <p>How do some people use their bodies in prayer? Recognise how different people use their bodies to pray by exploring practices</p> <p>What objects do some people use when they pray? Understand why some people use special objects and clothing during prayer</p> <p>How do some Hindu people pray? Explore Hindu prayer practices and the significance of special objects</p>	<p>Why do some Muslim people pray in a mosque? Explore how Muslims pray both individually and in a mosque</p> <p>What can Orthodox churches suggest about some Christians' beliefs? Describe and explain the features of an Orthodox Christian church</p> <p>What can we learn by exploring different Christian places of worship? Compare different Christian places of worship</p> <p>Why do some Jewish people go to a synagogue? Explore the importance of the synagogue to some Jewish people by</p>

	<p>Identify how some Hindus and Christians thank God by examining what they do</p> <p>How do Christians use music to express gratitude? Explore music to understand how some Christians thank God</p>	<p>Why do some people use candles? Understand what candles mean to people</p>	<p>What can a story tell us about why Muhammad is special to some people? Recognise why Muhammad is special to many people by exploring a story</p> <p>Why might some people believe Jesus was special when he grew up? Recognise why many Christians believe Jesus was a special adult by investigating a story</p>	<p>Explore the role of Jesus in different worldviews using stories and scripture</p> <p>Why might some Sikhs believe Guru Nanak is special? Explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings</p>	<p>Where do some prayers come from? Explore where some prayers come from</p>	<p>identifying features that help them pray</p> <p>Why do some Sikh people visit a gurdwara? Discuss why a gurdwara is a special place for some Sikh people</p> <p>What makes a place important to believers? Find out why different places are important to people because of their beliefs</p>
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Know that some people believe god performed miracles in the past • Know that pray means communicating with god • Know there are some festivals which are celebrated by religious and non-religious people • Know festivals usually celebrate a special or miraculous event from the past • Know worship means to honour and adore • Know there are some objects that are special to followers of religious traditions • Know that one reason religious followers worship is to show gratitude to god • Know that a festival is celebrated by 	<ul style="list-style-type: none"> • Some people believe God performed miracles in the past • There are some festivals which are celebrated by religious and non-religious people • Festivals usually celebrate a special or miraculous event from the past • Festivals often use light symbolically as part of celebrations • There are some objects that are special to followers of religious traditions • Festivals are celebrated by many people and happen regularly • Practices associated with festivals have special meanings • People from the same faith may celebrate a festival differently • That objects, words and actions can 	<ul style="list-style-type: none"> • Some people believe God performed miracles in the past • Some people believe there are people who are chosen for a special purpose by God • Religious stories can help us to understand religious beliefs 	<ul style="list-style-type: none"> • A prophet is someone who is believed to talk about God's plan or will • Some people believe there is a God who has made a promise with people • Books and stories can have different meanings to different people • Religious stories can help us to understand religious beliefs • Stories from long ago can be applied to modern life • A saviour is someone who is sent to save a group of people 	<ul style="list-style-type: none"> • Know that prayer means communicating with God • Know that some people who follow the Hindu worldview believe that they can communicate with God through prayer • Know that people pray in different ways in different places • Know that objects, words and actions can represent an idea or belief • Know that when some people talk to god they might use their body to show respect • Know that some people talk to god in different ways and for different reasons • Know that some people who follow the Muslim worldview carry out Wudu before prayer • Know that some people who follow the 	<ul style="list-style-type: none"> • Know that prayer means communicating with God • There are some objects that are special to followers of religious traditions • People pray in different ways in different places • That objects, words and actions can represent an idea or belief • Members of the same community may have similar or different ways of life • Within a community people have different values, ideas and beliefs • Some people who follow the Jewish worldview believe God communicated with humans through the Torah • Some people who follow the Christian

	<p>many people and happens regularly</p> <ul style="list-style-type: none"> • Know that people pray in different ways in different places • Know that objects, words and actions can represent an idea or belief • Know that when some people talk to god they might use their body to show respect • Know that stories from long ago can be applied to modern life • Know that many festivals are often celebrated as a community • Know that offerings used to express gratitude may be used to help a person's local or national community 	<p>represent an idea or belief</p> <ul style="list-style-type: none"> • That many festivals are often celebrated as a community • That members of the same community may have similar or different ways of life 			<p>Muslim worldview use special positions and actions during prayer called Rakat</p> <ul style="list-style-type: none"> • Know that within a community people have different values, ideas and beliefs • Know that some people who follow the Hindu worldview visit the mandir to worship and pray with member of their community • Know that some people who follow the Muslim worldview visit the mosque to worship and pray with member of their community 	<p>worldview visit a church to worship and pray</p> <ul style="list-style-type: none"> • Some people who follow the Jewish worldview visit a synagogue to worship and pray • Some people who follow the Muslim worldview visit a mosque to worship and pray • Some people who follow the Sikh worldview visit a gurudwara and some of the features help them to pray • Some people who follow the Alevi worldview believe that they can communicate with God through prayer • Some people who follow the Alevi worldview visit a cemevi
Key Skills	<ul style="list-style-type: none"> • Explore similarities and differences between and within religions and worldviews • Make links between religious and non-religious beliefs, practices and symbols • Comment on links with prior learning when encountering new content • Respond sensitively to people whose experiences are different to theirs • Comment respectfully on things 	<ul style="list-style-type: none"> • Explore similarities and differences between and within religions and worldviews • Make links between religious and non-religious beliefs, practices and symbols • Comment on links with prior learning when encountering new content • Respond sensitively to people whose experiences are different to theirs • Comment respectfully on things that they 	<ul style="list-style-type: none"> • Explore similarities and differences between and within religions and worldviews • Comment on links with prior learning when encountering new content • Respond sensitively to people whose experiences are different to theirs • Comment respectfully on things that they notice which may be surprising or different • Use correct vocabulary when 	<ul style="list-style-type: none"> • Explore similarities and differences between and within religions and worldviews • Make links between religious and non-religious beliefs, practices and symbols • Comment on links with prior learning when encountering new content • Respond sensitively to people whose experiences are different to theirs • Comment respectfully on things that they 	<ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them • Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come • Recognise some different symbols and 	<ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them • Recognise some different symbols and acts which express a community's way of life • Ask and respond to questions about what individuals and communities do, and why, so that pupils

	<p>that they notice which may be surprising or different</p> <ul style="list-style-type: none"> Show respect when looking at evidence about other people's ideas and beliefs Use correct vocabulary when talking and beginning to use in written work Ask questions about what puzzles them about religious and non-religious stories and texts they have read Explain how they have expressed their ideas through art Ask thoughtful questions relating to their learning Find out about religion and worldviews through: looking at photos and images, reading stories and scriptures, looking at artefacts, listening to music and using surveys 	<p>notice which may be surprising or different</p> <ul style="list-style-type: none"> Show respect when looking at evidence about other people's ideas and beliefs Use correct vocabulary when talking and beginning to use in written work Ask questions about what puzzles them about religious and non-religious stories and texts they have read Explain how they have expressed their ideas through art Ask thoughtful questions relating to their learning Find out about religion and worldviews through: looking at photos and images, reading stories and scriptures, looking at artefacts, listening to music and using surveys 	<p>talking and beginning to use in written work</p> <ul style="list-style-type: none"> Ask questions about what puzzles them about religious and non-religious stories and texts they have read Ask thoughtful questions relating to their learning Find out about religion and worldviews through: looking at photos and images, reading stories and scriptures, looking at artefacts, listening to music and using surveys Express their own ideas and opinions, including considering worldviews studied 	<p>notice which may be surprising or different</p> <ul style="list-style-type: none"> Show respect when looking at evidence about other people's ideas and beliefs Use correct vocabulary when talking and beginning to use in written work Ask questions about what puzzles them about religious and non-religious stories and texts they have read Explain how they have expressed their ideas through art Ask thoughtful questions relating to their learning Find out about religion and worldviews through: looking at photos and images, reading stories and scriptures, looking at artefacts, listening to music and using surveys 	<p>actins which express a community's way of life</p> <ul style="list-style-type: none"> Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make Observe and recount different ways of expressing identity and belonging Notice and respond sensitively to some similarities between different religions and worldviews Understand that others may have different ideas form their own and respond respectfully Ask thoughtful questions relating to their learning 	<p>can identify what difference belonging to a community might make</p> <ul style="list-style-type: none"> Observe and recount different ways of expressing identity and belonging Notice and respond sensitively to some similarities between different religions and worldviews Understand that others may have different ideas form their own and respond respectfully Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry Find out about religion and worldviews through: debating, looking at photos and images, using video and first-hand accounts
Vocabulary	<p>Appreciate, autumn, Brahman, Christian, deity, disciple, diva, emotion, express, grateful, gratitude, harvest, Hindu, hymn, incense, Jesus, Krishna, kum kum, lyrics, mandir, miracle, praise, prashad, pray, provide, puja, Radha, season, sense, shrine, thankful, thankfulness, worship</p>	<p>Advent, calendar, candle, Christmas, culture, Diwali, festival, fire, gallery, hanukkiah, Hanukkah, hanukiyot, light, Maccabees, miracle, prayer, Rama, Ramayana, sacred, Sita, Sunday, symbol, temple, wick, wreath</p>	<p>Angel Gabriel, Angel Jibril, Brahman, chosen, Christian, Daniel, encounter, God, guru, Guru Nanak, Hindu, inspire, Krishna, Last Prophet, messenger, miracle, Muhammad, Old Testament, pbuh, prophet, revelation, Sikh, special, Tenak</p>	<p>Characteristic, chosen, doubt, messenger, special, Angel Jibril, hesitant, Prophet Muhammad, reluctant, Abraham, Moses, Peace be upon him, Qur'an, Messiah, Yeshua, Jesus, Saviour, eternal, guru, Guru Nanak, Guru Granth Sahib, wisdom</p>	<p>Allah, Brahman, communicate, deity, Hindu, Jewish, mandir, mosque, Muslim, prayer, puja, Qur'an, scripture, shrine, synagogue, Torah, Veda</p>	<p>Alevi, Bible, cem, church, community, dome, equality, gurdwara, Guru Granth Sahib, Langar, mosque, Pagan, place of worship, statue, synagogue, Torah, the Trinity</p>



Year 3 Religious Education Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	What makes us human?	Where do our morals come from?	Is scripture central to religion?	What happens if we do wrong?	Why is water symbolic?	Why is fire used ceremonially?
Unit Scope	Interpreting and using art to express beliefs about spirituality, inner self and the soul, the children will design the cover and blurb for a book titled 'What makes us human?'	Thinking about how people decide what it means to live a good life, the children will reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs	Reflecting on what revelation means to some people, the children will explore the significance of some scriptures from the way some people treat and use them	Investigating who has the authority to decide the consequences of wrongdoing, the children will explore beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing	Looking at the many ways water is used in rituals and ceremonies, the children will experience its symbolic use and learn about the historical connections water has in some religions	Continuing to look at symbolism, the children will explore the use of fire in many ceremonies and as a symbol of remembrance. They will design an eternal flame inspired by the symbolic use of fire
Enquiry Questions	<p>What is special about being human? Understand what makes being human special by exploring Humanist ideas</p> <p>What is a soul and do we all have one? Consider what makes humans special by exploring beliefs about the soul</p> <p>What do some people think makes us human? Describe what people believe about being human through exploring personal responses</p> <p>What is spirituality? Explore the meaning of spirituality to different people</p> <p>What do some Buddhists do to focus on their inner self? Explain how and why Buddhists meditate</p>	<p>How do we know what is right and wrong? Explain what morals are by exploring Golden Rules from different worldviews</p> <p>What do some Christian and Jewish people believe about right and wrong? Evaluate the importance of religious guidance to come Christian and Jewish people</p> <p>How do people remember the rules? Identify how some people remember moral guidance by exploring artefacts</p> <p>Is all religious guidance the same? Describe how religious guidance can influence daily life in different worldviews</p> <p>How do some Buddhists make moral decisions?</p>	<p>What do some people mean by revelation? Explore some key Jewish beliefs about scripture by studying religious practices, art and writings</p> <p>What's the difference between a scroll and a book? Explain how beliefs about the source of scripture may impact the value placed on it</p> <p>How is scripture used by some Muslims? Make connections between beliefs about the Qur'an and the Hadith and how they are used</p> <p>How are some scriptures both similar and different? Identify similarities and differences between Jewish and Christian scripture</p>	<p>Who decides what happens after we do wrong? Analyse the consequences of wrongdoing by exploring different perspectives</p> <p>Why might confession be important after wrongdoing? Examine some Christian beliefs about the process of forgiveness</p> <p>How do some people seek God's forgiveness? Investigate how some religious people seek God's forgiveness after wrongdoing</p> <p>How can wrongdoing affect the soul? Investigate some beliefs about what happens to the soul after repentance</p> <p>How do some Christians 'cleanse' the soul from wrongdoing?</p>	<p>Why is water important? Explore how water is important to life practically and symbolically</p> <p>How is water used in some rituals? Explore the significance of water in rituals</p> <p>What can some religious stories suggest about water? Analyse the importance of water in some Christian, Jewish and Muslim stories</p> <p>What is baptism? Investigate water's symbolism and role in Christian baptism</p> <p>How and why do some Hindus celebrate the River Ganges? Explore the significance of water at the Hindu Kumbh Mela festival</p>	<p>What can fire symbolise? Suggest some symbolic meanings of fire by exploring the Olympic flame ceremony</p> <p>How can fire be used in some Hindu ceremonies? Explore the symbolism of fire in different Hindu ceremonies</p> <p>Can fire be divine? Explore how fire can represent both destruction and renewal in some Hindu ceremonies</p> <p>What is an eternal flame? Explore the significance of fire in the Zoroastrian worldview</p> <p>How is fire used to remember?</p>

	<p>Does anyone know what makes us human? Present own and others' views to answer the enquiry question, 'What makes us human?'</p>	<p>Explore beliefs by comparing religious and non-religious guidance</p> <p>What helps you make moral decisions? Express ideas and justify opinions about moral guidance by evaluating those from other worldviews</p>	<p>What does the Bible mean to some Christians? Recognise the value of the Bible by exploring how and why some Christians use it</p> <p>How and why are scriptures central to religion? Evaluate what makes scriptures central to religion</p>	<p>Investigate some Christian beliefs about cleansing the soul</p> <p>How might karma affect the soul? Explore some Hindu beliefs on how actions can affect the soul</p>	<p>Why is water precious? Explore how water is considered precious by analysing quotes and actions</p>	<p>Consider how some candles are used to remember in the Jewish worldview</p> <p>What happens in the Easter Vigil? Explore the significance of fire in the Easter Vigil</p>
<p>Key Knowledge</p>	<ul style="list-style-type: none"> • Know what a soul means person's spiritual and emotional sense of identify • Know that some people believe all living things have a soul and that it is immortal • Know that spirituality is connecting with the inner self, immaterial things and belief of something beyond oneself • Know that some people believe spirituality and the soul are unique to humans • Know that some people believe connection with god to be a spiritual experience • Know that prayer, meditation and rituals are used to connect spiritually 	<ul style="list-style-type: none"> • Know that actions have consequences and people think differently about what these are • Know that some people believe forgiveness from God to be having wrongdoing cancelled or unpunished • Know that morals are our thinking about what is right and wrong • Know that many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others • Know that the teachings of a religious or non-religious worldview often link with a follower's life choices • Know that people's views about what is right and wrong change over time and place • Know that many factors affect our morals and life choices 	<ul style="list-style-type: none"> • Know that some people believe connection with God to be a spiritual experience • Know that religious and non-religious people have ideas about the relationship between God and humans • Know that the way scriptures are used and treated reflects beliefs about their importance • Know that prayer, mediation and rituals are used to connect spiritually • Know that worship can take many forms and often involve symbolism • Know that the teachings of a religious or non-religious worldview often link with a follower's life choices • Know that all communities have rules and guidance for how to live together 	<ul style="list-style-type: none"> • Know morals are our thinking about what is right and wrong • Know teachings of a religious or non-religious worldview often link with a follower's life choices • Know actions have consequences and people think differently about what these are • Know that forgiveness is cancelling out wrongdoing or removing punishments • Know some people believe all living things have a soul and that it is immortal 	<ul style="list-style-type: none"> • Know rituals are a way of expressing beliefs and ideas about God • Know water is often used in ceremonies and rituals to symbolise cleansing and purity • Know worship can take many forms and often involves symbolism • Know ceremonies involving water and fire are important occasions for some communities • Know people who follow the Muslim worldview generally believe that water has a special meaning and purpose • Know people who follow the Muslim worldview may use water to perform Wudu before prayer and worship • Know people who follow the Christian worldview may use water for baptism, following the example of Jesus in the bible 	<ul style="list-style-type: none"> • Know that rituals are a way of expressing beliefs and ideas about God • Know ceremonies involving fire are important occasions for some communities • Know fire is often used in ceremonies and rituals to symbolise purity • Know fire can represent peace and unity in some ancient traditions • Know in some ceremonies, fire is used to symbolise protection, good luck and harmony • Know fire is sometimes used as a sign of remembrance • Know people who follow the Hindu worldview may use fire symbolically during marriage ceremonies or Puja • Know people who follow the

		<ul style="list-style-type: none"> • Know that all communities have rules and guidance for how to live together 			<ul style="list-style-type: none"> • Know people who follow the Christian worldview may take part in baptism ceremonies • Know people who follow the Shinto worldview may use water for ritual cleaning and as a symbol of nature 	<p>Zoroastrian worldview may use fire as a symbol of purity and of the light of God</p> <ul style="list-style-type: none"> • Know people who follow the Sikh worldview may use fire in their community kitchens, known as Langar
Key Skills	<ul style="list-style-type: none"> • Reflect on how others might see the world and how they can show respect for viewpoints different to their own • Identify similarities and differences between and within religions and worldviews • Give thoughtful insights about why some things are the same and others are different • Explain links between religious and non-religious practices and their significance • Recognise links with prior learning with encountering new content • Develop the ability to use empathy to identify and understand the feelings of others • Use increasingly complex vocabulary and explain its meaning to others • Discuss their own views about 	<ul style="list-style-type: none"> • Identify similarities and differences between and within religions and worldviews • Give thoughtful insights about why some things are the same and others are different • Recognise links with prior learning with encountering new content • Explore the ways diverse people and groups can work together for good • Reflect on how others might see the world and how they can show respect for viewpoints different to their own • Develop the ability to use empathy to identify and understand the feelings of others • Use increasingly complex vocabulary and explain its meaning to others • Discuss their own views about belonging, meaning, purpose and faith 	<ul style="list-style-type: none"> • Identify similarities and differences between and within religions and worldviews • Give thoughtful insights about why some things are the same and others are different • Recognise links with prior learning with encountering new content • Explain links between religious and non-religious practices and their significance • Explore ways diverse people and groups can work together for good • Reflect on how others might see the world and how they can show respect for viewpoints different to their own • Develop the ability to use empathy to identify and understand the feelings of others • Discuss their own views about 	<ul style="list-style-type: none"> • Identify similarities and differences between and within religions and worldviews • Give thoughtful insights about why some things are the same and others are different • Recognise links with prior learning with encountering new content • Explain links between religious and non-religious practices and their significance • Explore ways diverse people and groups can work together for good • Ask open questions and suggest responses • Discuss this own and others' ideas about deciding what is right and wrong • Suggest ideas about the right ways to treat others, including own opinions and ideas from learning • Think about their own ideas about God in light of their learning, experiences and discussions 	<ul style="list-style-type: none"> • Explore how rituals express beliefs and ideas about God in various religions • Investigate the symbolism of water in ceremonies and rituals across different cultures and religions • Discover the diverse forms of worship and the role of symbolism within these practices • Examine the significance of ceremonies involving water in community traditions • Understand the special meaning and purpose of water in the Muslim worldview • Learn how followers of Islam use water for Wudu to prepare for prayer and worship • Recognise the importance of water in Christian baptism and its biblical roots in the life of Jesus 	<ul style="list-style-type: none"> • Explore how ceremonies express beliefs and ideas about fire in various religions • Investigate the symbolism of fire in ceremonies and rituals across different cultures and religions • Discover the diverse forms of worship and the role of symbolism within these practices • Examine the significance of ceremonies involving fire in community traditions • Understand the special meanings and purposes of fire in the Hindu worldview • Learn how followers of Zoroastrian worldview use fire as a symbol of purity • Recognise the importance of using fire for remembrance in Christian and Jewish worldviews • Finding out about religion and

	<p>belonging, meaning, purpose and faith</p> <ul style="list-style-type: none"> • Present different views using evidence from learning • Ask open questions and suggest responses • Think about their own ideas about god in light of their learning and discussions • Find out about religion and worldviews through: art, listening to music, using first-hand accounts, experiencing, debating, and discussing, reading stories or scriptures and using video footage 	<ul style="list-style-type: none"> • Discuss their own and others' ideas about deciding what is right and wrong • Suggest ideas about the right ways to treat others, including own opinions and ideas from learning • Finding out about religion and worldviews through: using first-hand accounts, debating and discussing, exploring stories or scriptures and looking at artefacts 	<p>belonging, meaning, purpose and faith</p> <ul style="list-style-type: none"> • Discuss their own and others' ideas about deciding what is right and wrong • Suggest ideas about the right ways to treat others, including own opinions and ideas from learning • Find out about religion and worldviews through: art, listening to music, using first-hand accounts, experiencing, debating, and discussing, reading stories or scriptures and using video footage 	<ul style="list-style-type: none"> • Find out about religion and worldviews through: exploring scriptures; debating and discussing; interpreting art; looking at photographs and images; using video and audio footage and using first-hand accounts 		<p>worldviews through: using first-hand accounts, debating and discussing, exploring stories or scriptures and looking at artefacts</p>
Vocabulary	<p>Belief, blurb, Buddhist, connection, consciousness, exist, express, immaterial, influence, inner self, meditation, mindfulness, organised, personal, practice, represent, responsible, soul, spiritual, summarise, unique, worldview</p>	<p>Christian Bible, commandment, covenant, decision, duty, envious, experience, forbidden, Golden Rule, good deed, guidance, Hajj, Humanist, mitzvot, moral, Moses, Niyama, observance, prayer shawl, reasoning, restrictive, right, rule, sabbath, Salat, Shahadah, Sawm, tallis, tassel, Torah, tzitzit, wrong, Yama, Zakat</p>	<p>Abrahamic, Alimah, annotate, central, Chumash, Christian Bible, dictated, faith, Gideon Bible, gurdwara, Hadith, holy, inspired, Jibril, Ketuvim, lectern, mandir, Muhammad, Mus'haf, Nevi'im, New Testament, Old Testament, ornate, precious, prophet, Psalms, Quaker, Qur'an, recite, revelation, sahaba, scroll, sermon, Sheba, sacred, synagogue, Sefer scroll, Tenak, Torah scroll, ulama</p>	<p>Affect, amends, authority, baptism, Brahman, Catholic, cleansed, choice, confession, Confessional, consequences, forgiveness, immoral, infant, intention, Jesus, karma, mercy, moral, Original sin, priest, Prophet Muhammad, repentance, reunite, sacrament, sin, severe, soul, wrongdoing, ultimate</p>	<p>Amritsar, Amrit Sanchar, baptism, blessing, calm, cleansing, commitment, daily routine, Ganges, ghusl, guardian, holy water, Kumbh Mela, offering, planet, practical, preparation, preserve, protect, purity, renewal, resource, ritual, sacred, saltwater, Shinto, shrine, significance, Suijin, symbolise, symbolism, wudu</p>	<p>Ahura Mazda, Atash Bahram, community, divine, eternal, equality, Guru Nanak, Langar, memoriam, memory, Ner Tamid, Olymic flame, Olympic Games, prayer candle, purity, remembrance, renewal, torch bearer, transformation, Trimurti, unity, volunteering, Yahrzeit candle</p>



Year 4 Religious Education Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Are all religions equal?	What makes some texts sacred?	Just how important are our beliefs?	Who was Jesus really?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
Unit Scope	Exploring the origins of various religions, the children will discover geographical and historical connections among them by investigating Sikh and Baha'i beliefs and practices.	Building on enquiry about the place of scripture in Year 3, the children will look at different ways scriptures are used and what this shows about the value placed on them. They will experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively	Finding out how people show commitment to their beliefs, the children will ask questions about why people choose to demonstrate the importance of their beliefs in certain ways	The children will consider Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection	Using historical skills and knowledge, the children will explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles	The children will explore the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today
Enquiry Questions	<p>How are different religious worldviews connected? Recognise that there are many connections between religious worldviews</p> <p>Is there more than one way to understand God? Explain similarities and differences in how people understand God</p> <p>Why is religious harmony important? Identify how some Sikh beliefs and practices reflect ideas about religious equality</p> <p>How can people from different worldviews live in harmony?</p>	<p>How do people communicate beliefs without words? Recognise how ideas and beliefs can be communicated by looking at different art forms</p> <p>What can we find out about scripture? Evaluate information about Buddhist, Hindu and Sikh scriptures</p> <p>What does it mean if scripture was revealed or remembered? Make connections with beliefs about the origin of scripture and how it is used</p> <p>Why do some worldviews have more than one book of scripture? Explain why some religions have multiple scriptures by</p>	<p>What do promises mean? Make links between beliefs, promises and commitments demonstrated in some baby welcoming ceremonies</p> <p>What promises do we make? Recognise the value of ceremonies of commitment to some religious and non-religious people</p> <p>Can we see the importance of someone's beliefs on the outside? Reflect on whether commitment to beliefs can be shown through outward appearance</p>	<p>Who was Jesus? Explore who Jesus was and how he has been represented in different ways</p> <p>Why did some people believe Jesus was the Messiah? Explore Jesus' significance to many of his followers using passages from the Bible</p> <p>What did Jesus do? Consider how different people interpreted Jesus' parables using Bible passages</p> <p>Why does Jesus have so many names? Identify the different names some Christians use for Jesus using images and Bible passages</p>	<p>How did the Christian Bible come to be? Know how the Bible came to exist using historical enquiry</p> <p>What is in the Bible? Explore beliefs about the Bible by investigating its content</p> <p>How did the Bible become a bestseller? Evaluate the impact of people and events on the modern-day Christian Bible</p> <p>How can the Bible mean different things to different people? Explain the importance of Bible interpretation to many Christians</p> <p>Where might we find the Bible?</p>	<p>What came before written scripture? Investigate the transition from oral tradition to written scripture in ancient civilisations</p> <p>How has Biblical Hebrew evolved? Understand the importance of religious and cultural languages by exploring Yiddish</p> <p>Is all Arabic the same? Explore the importance of Classical Arabic in Muslim beliefs and practices</p> <p>Should prayers be said in their 'original' languages? Consider why some Jewish and Muslim people learn the</p>

	<p>Determine how Baha'i teachings influence some practices</p> <p>How and why should we celebrate religious equality? Express ideas about religious equality and harmony</p>	<p>exploring the Buddhist Canon</p> <p>How do some people demonstrate the value of scripture? Evaluate the significance of religious scripture to some people</p> <p>How do sacred texts play a part in some people's lives? Describe the importance of scripture to some people</p>	<p>How else might some people show their commitment? Investigate how commitment to beliefs can be demonstrated through diet by some people</p> <p>What else might people give up for their beliefs? Explore why some people sacrifice time or money for their beliefs</p> <p>What might someone sacrifice? Describe what sacrifice can mean to some Sikh people</p>	<p>How did Jesus inspire people? Create deductions about Jesus by interpreting Bible stories</p> <p>What happened when Jesus died? Explore what the Easter story might suggest about Jesus for many Christians</p>	<p>Compare the use of the Christian Bible in different churches</p> <p>How is the Bible relevant for some people today? Identify ways in which the Christian Bible is relevant to some people today</p>	<p>language of their scriptures</p> <p>How important are translations of religious scripture? Understand the role of translations by exploring religious scripture</p> <p>Why does some religious scripture contain artwork? Investigate the use of art in some religious scripture</p>
<p>Key Knowledge</p>	<ul style="list-style-type: none"> Know that people from different religions believe some of the same things Know that there are historical links and connections between religions Know that stories and scriptures give insights about how to live Know that the history of religion affects how people see their own and others' communities 	<ul style="list-style-type: none"> Know Holy means divine, sacred or connected to God Know the way scriptures are treated and used reflects beliefs about their meaning and origin Know the ways scriptures are read and used change over time Know stories and scriptures give insights about how to live Know religious texts contain different types of writing Know that religious scriptures come from a range of sources and origins Know that religious scriptures are written in different languages and this can affect interpretation 	<ul style="list-style-type: none"> Know sacrifice means giving up something valued for the sake of something else Know that Holy means divine, sacred or connected to God Know the way scriptures are treated and used reflects beliefs about their meaning and origin Know rituals and practices can be based on religious and cultural roots and that often these are interconnected Know that being part of a community with similar beliefs is important to some people Know for some people outward 	<ul style="list-style-type: none"> Know religious and non-religious worldviews change over time for individuals and groups Know people from different religions believe some of the same things Know there are links and connections between religions Know Jesus was a historical figure and people have different beliefs about his significance Some people who follow the Christian worldview generally believe Jesus was resurrected after his crucifixion, fulfilled prophecies from the Old Testament Some people who follow the Jewish worldview generally 	<ul style="list-style-type: none"> Know religious and non-religious worldviews change over time for individuals and groups Know organised and personal religious beliefs change and develop over time Know there are historical links and connections between religions Know the way scriptures are treated and used reflects beliefs about their meaning and origin Know the ways scriptures are read and used change over time Know people with similar worldviews may practice in different ways due to historical events 	<ul style="list-style-type: none"> Know religious and non-religious worldviews change over time for individuals and groups Know organised and personal religious beliefs change and develop over time Know that Holy means divine, sacred or connected to God Know that there are historical links and connections between religions Know the way scriptures are treated and used reflects beliefs about their meaning and origin Know the way scriptures are read and used change over time

			expressions of belief are important for a sense of belonging	<p>may see Jesus as a teacher; they believe that God made a covenant with the Jewish people</p> <ul style="list-style-type: none"> • Many people who follow the Christian worldview may believe that Jesus' teachings were radical in the historical and geographical context he was living 	<ul style="list-style-type: none"> • Know practices change over time • Know why the Christian Bible has a significant role in public life in many countries, including the UK • Know religious scriptures come from a range of sources and origins • Know religious scriptures are written in different languages and this can affect interpretation 	<ul style="list-style-type: none"> • Know people with similar worldviews may practise in different ways due to historical events • Know practices change over time • Know religious scriptures come from a range of sources and origins • Know religious scriptures are written in different languages and this can affect interpretation
Core Skills	<ul style="list-style-type: none"> • Give thoughtful insights about why some things are the same and others are different • Explore the ways diverse people and groups can work together for good • Recognise links with prior learning when encountering new content • Identify similarities and differences between religions and worldviews • Present different views thoughtfully and creatively, using evidence from learning • Discuss their own and others' ideas about deciding what is good and bad, and right and wrong • Suggest ideas about the right ways to treat others, including own 	<ul style="list-style-type: none"> • Identifying similarities and differences between and within religions and worldviews • Give thoughtful insights about why some things are the same and others are different • Explain links between religious and non-religious practices and their significance • Recognise links with prior learning when encountering new content • Reflect on how others might see the world and how they can show respect for viewpoints different to their own • Ask questions about how people show their faith and consider why they might have these questions 	<ul style="list-style-type: none"> • Identifying similarities and differences between and within religions and worldviews • Give thoughtful insights about why some things are the same and others are different • Give thoughtful insights about why some things are the same and others are different • Explore the ways diverse people and groups can work together for good • Explain links between religious and non-religious practices and their significance • Recognise links with prior learning when encountering new content • Reflect on how others might see the 	<ul style="list-style-type: none"> • Recognise how religious and non-religious worldviews evolve for individuals and communities • Identify common beliefs shared across different religions • Explore the links and connections between various religions • Acknowledge Jesus as a historical figure and understand the diverse beliefs regarding his significance • Appreciate that followers of the Christian worldview often believe in a divine relationship with humans through Jesus • Understand that many Christians believe in the resurrection of Jesus after his crucifixion • Consider that some followers of the Jewish worldview may see 	<ul style="list-style-type: none"> • Identifying similarities and differences between and within religions and worldviews • Give thoughtful insights about why some things are the same and others are different • Explore the ways diverse people and groups can work together for good • Ask questions about how people show their faith and consider why they might have these questions • Use increasingly complex vocabulary and explain its meaning to others • Present different views thoughtfully and creatively • Ask open questions and suggest responses 	<ul style="list-style-type: none"> • Give thoughtful insights about why some things are the same and others are different • Explore the ways diverse people and groups can work together for good • Recognise links with prior learning when encountering new content • Ask questions about how people show their faith and consider why they might have these questions • Use increasingly complex vocabulary and explain its meaning to others • Present different views thoughtfully and creatively • Ask open questions and suggest responses

	<p>opinions and ideas from learning</p> <ul style="list-style-type: none"> Find out about religions and worldviews through: reading stories and scriptures; debating and discussing; analysing texts, looking at photos and images and using first-hand accounts 	<ul style="list-style-type: none"> Use increasingly complex vocabulary and explain its meaning to others Present different views thoughtfully and creatively Ask open questions and suggest responses Find out about religions and worldviews through: reading stories and scriptures; debating and discussing; analysing texts, looking at photos and images and using first-hand accounts 	<p>world and how they can show respect for viewpoints different to their own</p> <ul style="list-style-type: none"> Ask questions about how people show their faith and consider why they might have these questions Use increasingly complex vocabulary and explain its meaning to others Discuss their views about belonging, meaning, purpose and truth Think about their own ideas about god in light of their learning, experiences and discussion Find out about religions and worldviews through: reading stories and scriptures; debating and discussing; analysing texts, looking at photos and images and using first-hand accounts 	<p>Jesus primarily as a teacher, similar to views held during Jesus' time</p> <ul style="list-style-type: none"> Understand that some of the Jewish community await the coming of a Messiah, as foretold by prophets, but believe this event has not yet occurred Reflect on how Jesus' teachings were seen as radical within his life's historical and geographical context Recognise that many Christians commemorate Jesus' death and resurrection during Easter 	<ul style="list-style-type: none"> Find out about religions and worldviews through: reading stories and scriptures; debating and discussing; analysing texts, looking at photos and images and using first-hand accounts 	<ul style="list-style-type: none"> Find out about religions and worldviews through: reading stories and scriptures; debating and discussing; analysing texts, looking at photos and images and using first-hand accounts
Vocabulary	Athravan, Bab, Baha'í, Baha'ullah, belief, connection, equality, guidelines, gurdwara, guru, harmony, House of Worship, improvement, invoke, Khanda, merciful, Middle East, omniscient, origin, practice, respect, scripture, unity	Authoritative, Baghavad Gita, Buddhist Canon, communication, divine, Guru Granth Sahib, holy, oral tradition, origin, revealed, sacred, source, sovereign, Tripitaka, value, Veda, Waheguru	Amritdhari, Aqiqah, baptism, Bar Mitzvah, Bat Mitzvah, Brit Bat, Brit Milah, Confirmation, fast, Khalsa, Namakarana, naming ceremony, persecuted, sacrifice, Upanayana	Depictions, faith, Messiah, miracles, perception, Pharisees, prophecy, resurrection, Sadducees, traditions	Apply, authority, canon, Christian Bible, culture, depict, Gospel, impact, interpretation, literal, message, moral, relevant, secular, significance, spiritual, translation	Classical, commentary, culture, dialect, diaspora, first language, holy, language, linguist, oral tradition, tradition, transition, translation, written scripture



Year 5 Religious Education Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (Part 1)	What happens when we die? (Part 2)	Who should get to be charge?	Why are some places in the world significant to believers?
Unit Scope	Thinking about religious freedom, the children will use historical and modern day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues	Thinking first as geographers and historians, the children will explore the spread of Christian beliefs worldwide through looking at artwork, history, case studies and first-hand accounts	Interpreting different sources of wisdom and beliefs from Abrahamic and non-religious perspectives, the children will explore what happens when we die and the importance of funerals	Continuing to investigate concepts relating to death, the children will learn the meaning of reincarnation and karma and compare these ideas with those studied in part 1	The children will explore how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics	Using maps, pictures and texts, the children will investigate why some places are significant to some religions, exploring what places can tell us about beliefs and culture
Enquiry Questions	<p>What does freedom look like? Recognise the importance of religious freedom by interpreting news reports</p> <p>How have beliefs been challenged in the past? Consider the challenges some religious figures faced by looking at Jewish, Christian and Sikh stories</p> <p>How can light represent standing up for what you believe in? Explain why Bandi Chhor Divas is celebrated by many Sikhs</p> <p>Should we celebrate Bonfire Night? Consider how the meaning of festivals can differ by exploring the origin of Bonfire Night</p>	<p>How did Christianity begin? Investigate how a religion can begin by exploring the story of Pentecost and the start of the Christian church</p> <p>How have some significant people influenced Christian practices? Explore the impact of historical figures on the development of Christian beliefs and practices</p> <p>Why are there different denominations? Find out how Christianity has changed over time by learning about how different groups (denominations) have formed</p> <p>How is the Bible interpreted differently?</p>	<p>Why do some people believe in a soul? Recognise the significance of the soul in people's beliefs about the afterlife and its role in Abrahamic worldviews</p> <p>How do some people make up for bad deeds? Explore some Jewish beliefs about death through the concept of purgatory</p> <p>If there's a heaven, what might it be like? Explore Muslim beliefs about the afterlife by investigating sources</p> <p>What is the purpose of a funeral? Explain what funerals mean for different worldviews</p>	<p>If there's a soul, where does it go? Explain some Dharmic beliefs about the soul</p> <p>What is samsara? Understand some beliefs about samsara and reincarnation in some Dharmic religions</p> <p>How might someone reach moksha? Recognise factors that may contribute to someone breaking the cycle of reincarnation and samsara by exploring varnas</p> <p>How can people find comfort after death? Describe how certain practices and traditions may help a Sikh person cope with the death of someone</p> <p>What is nirvana?</p>	<p>How are laws created? Explore the creation of laws and teachings within communities</p> <p>How is a leader chosen? Recognise why there are different ideas about succession in the Muslim worldview</p> <p>Where do religious laws come from? Explore how some religious laws are created in the Muslim worldview</p> <p>How did Guru Nanak choose a successor? Understand how Sikh Gurus were selected and the qualities valued in Sikh teachings</p> <p>When can someone become a leader? Explore leadership qualities through monarchs and religious leaders</p>	<p>What can make a place significant? Consider whether height can make a place significant by exploring mountains</p> <p>How can religious events make a place significant? Identify the importance of Jerusalem to some Jewish, Christian and Muslim people</p> <p>What makes the Harmandir Sahib significant to many Sikhs? Identify examples of the Sikh Gurus' teachings by exploring the Harmandir Sahib</p> <p>How can a river be a goddess? Investigate the significance of the River</p>

	<p>What can inspire people to stand up for their beliefs? Explore why people stand up for their beliefs using a variety of modern-day scenarios</p> <p>How can we stand up for what we believe in? Explain how and why people stand up for what they believe in</p>	<p>Explain how different interpretations of the Bible lead to different Christian beliefs about the Holy Spirit</p> <p>How do different denominations practice? Compare how Christians show their beliefs by looking at how different denominations practise</p> <p>How is Christianity changing? Investigate how religions can change by exploring how Christianity continues to develop in the world today</p>	<p>How do some people seek forgiveness in their lives? Explore the role of forgiveness for people in different worldviews</p> <p>How do some people remember those that have died? Recognise the significance of Dia de los Muertos for some Catholic people</p>	<p>Express ideas about enlightenment based on Buddhist beliefs</p> <p>What does enlightenment look like? Express ideas about enlightenment based on Buddhist beliefs</p>	<p>How can religious texts be leaders? Explain how the Guru Granth Sahib can be a guiding, living leader in the Sikh worldview</p>	<p>Ganges for religious and non-religious people</p> <p>Can relics make a place significant? Find out about beliefs by investigating relics</p> <p>Who can visit significant places? Evaluate who should have access to significant places</p>
<p>Key Knowledge</p>	<ul style="list-style-type: none"> Know the meaning of atheist, agnostic and theist Know that in the UK religious beliefs are a protected characteristic Know that in some times and places, people did not or do not have religious freedom Know that throughout history and modern times, people have had to protect or fight for religious freedom Know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night) Know that within and between religious and non-religious groups people may disagree about challenging issues 	<ul style="list-style-type: none"> Know some of the ways that history, migration and leadership influence people's worldviews Know that leadership and authority can impact people's worldviews Know that the community or group someone is part of shapes their sense of belonging Know that people are inspired and led by others from within and outside their community Know that scripture can be interpreted in different ways 	<ul style="list-style-type: none"> Know people have different beliefs about what happens when we die Know some people believe in God, who may judge their actions when they die Know some people believe in life after death and others may believe death is the end of our life in any form Know many people who are not religious believe in some form of afterlife Know funeral practices often reflect beliefs about life after death Know funerals can be important to help people grieve Know reasons for some people taking part in religious practices including 	<ul style="list-style-type: none"> Know the meaning of atheist, agnostic and theist Know that people have different beliefs about what happens when we die Know that some people believe in God, who may judge their actions when they die Know that some people believe in life after death and others may believe death is the end of our life in any form Know that many people who are not religious believe in some form of afterlife Know funeral practices often reflect beliefs about life after death Know funerals can be important to help people grieve Know reasons for some people taking 	<ul style="list-style-type: none"> Know leadership and authority can impact people's worldviews Know worldviews impact the process of choosing leadership and authority Know there are different ways to decide who becomes a leader or authority and these are not always agreed upon Know some people believe leaders are anointed (chosen by God) Know people from the same organised worldview often hold the same key beliefs but they may interpret and express them differently Know guidance means advice, information or rules given by someone in authority Know some believers may read stories from 	<ul style="list-style-type: none"> Know some of the ways that history, geography and leadership influence people's worldviews Know leadership and authority can impact people's worldviews Know some people believe leaders are anointed (chosen by God) Know reasons for some people taking part in religious practices including belief, culture, tradition and obligation Know some of the ways practices are influenced by culture, tradition, geography, leadership and history Know the community or group someone is part of shapes their sense of belonging

	<ul style="list-style-type: none"> • Know that people are inspired and led by others from within and outside their community • Know that communities sometimes fight or protest for the rights of themselves or others 		<p>belief, culture, tradition and obligation</p> <ul style="list-style-type: none"> • Know some of the ways practices are influenced by culture, tradition, geography, leadership and history • Know ideas about the afterlife come from many sources • Know beliefs about life after death can affect how people choose to live their lives • Know funerals can be important times for communities to support one another • Know that religious communities usually have a leader who carries out certain duties with or on behalf of the community 	<p>part in religious practices including belief, culture, tradition and obligation</p> <ul style="list-style-type: none"> • Know some ways practices are influenced by culture, tradition, geography, leadership and history • Know ideas about the afterlife come from many sources • Know beliefs about life after death can affect how people choose to live their lives • Know within and between religious and non-religious groups people may disagree about challenging issues • Know some places are of particular significance due to historical, cultural and geographical reasons • Know some people believe they will be reincarnated in a different form after death 	<p>the past about how people became close to God, which may help guide them in becoming closer to God</p> <ul style="list-style-type: none"> • Know cultural, historical and geographical context can affect how scripture is interpreted • Know religious communities usually have a leader who carries out certain duties with or on behalf of the community • Know some people who follow the Muslim worldview may not agree on who should have succeeded Muhammad in the past • Know some people who follow the Muslim worldview may interpret the Hadith and Sunna (sayings and accounts relating to Muhammad) to guide them in living a life submitting to God • Know some people who follow the Sikh worldviews may believe that the succession of Gurus enabled the message of Guru Nanak to be continued • Know that some people who follow the Sikh worldview may believe that these Gurus were spiritually liberated from birth 	<ul style="list-style-type: none"> • Know some places are of particular significance due to historical, cultural and geographical reasons
--	--	--	---	---	--	--

<p>Core Skills</p>	<ul style="list-style-type: none"> • Explore why people from the same religion may disagree • Consider the thoughts, feelings, experiences, beliefs and values of others • Debate challenging issues with reference to learning and respect for content being debated • Use complex vocabulary confidently and in different contexts • Make links and comparisons between their own and others' views about belonging, meaning, purpose and truth • Use creativity to present their own and others' ideas, explaining their choices • Express ideas about fairness, honesty, love, forgiveness, truth and peace • Engage in times of thoughtfulness and reflection and make links between own and others' experiences • Find out about religion and worldviews through: exploring stores or scriptures, debating and discussing, analysing texts, looking at photos and images, using first-hand accounts, interviewing others, 	<ul style="list-style-type: none"> • Understand and evaluate the importance of diversity within religions and worldviews • Identify increasingly subtle links with prior learning when encountering new content • Consider the thoughts, feelings, experiences, beliefs, and values of others • Respond thoughtfully to and reflect on beliefs, experiences, values and practices • Use complex vocabulary confidently and in different contexts • Research from a range of sources • Finding out about religion and worldviews through: exploring stories or scriptures, debating and discussing, analysing texts, looking at photos and images, using first-hand accounts, using video or audio footage, interpreting historical sources, listening to music, interpreting art 	<ul style="list-style-type: none"> • Interpreting expressions of the same concept by people whose worldview differs or are the same • Understand and evaluate the value of diversity within religions and worldviews • Evaluate links between religious and non-religious traditions, beliefs and practices • Identify increasingly subtle links with prior learning when encountering new content • Consider the thoughts, feelings, experiences, beliefs and values of others • Respond thoughtfully to and reflect on beliefs, experiences, values and practices • Debate challenging issues with reference to learning and respect for content being debated • Use complex vocabulary confidently and in different contexts • Make links and comparisons between their own and others' views about belonging, meaning, purpose and faith • Ask and explore questions from different 	<ul style="list-style-type: none"> • Interpreting expressions of the same concept by people whose worldview differs or are the same • Understand and evaluate the value of diversity within religions and worldviews • Evaluate links between religious and non-religious traditions, beliefs and practices • Identify increasingly subtle links with prior learning when encountering new content • Consider the thoughts, feelings, experiences, beliefs and values of others • Respond thoughtfully to and reflect on beliefs, experiences, values and practices • Use complex vocabulary confidently and in different contexts • Make links and comparisons between their own and others' views about belonging, meaning, purpose and faith • Use creativity to present their own and others' ideas, explaining their choices • Ask and explore questions from different perspectives, including their own 	<ul style="list-style-type: none"> • Reflect on how leadership and authority influence individual and collective worldviews • Analyse how worldviews affect the selection of leaders and authority figures • Compare different methods of leadership selection, such as democracy or inheritance, and understand the disagreements that may arise • Discuss the belief that some leaders are divinely chosen and what this signifies in various religions • Develop an understanding of wisdom as sensible thinking informed by knowledge and experience • Identify the role of guidance in religious and secular contexts and its importance in decision-making • Learn about the roles and responsibilities of religious leaders within communities and how they serve their followers • Interpret the significance of the Hadith and Sunna in guiding Muslims 	<ul style="list-style-type: none"> • Interpreting expressions of the same concept by people whose worldview differs or are the same • Explore why people from the same religion may disagree • Understand and evaluate the value of diversity within religions and worldviews • Evaluate links between religious and non-religious traditions, beliefs and practices • Identify increasingly subtle links with prior learning when encountering new content • Consider the thoughts, feelings, experiences, beliefs and values of others • Respond thoughtfully to and reflect on beliefs, experiences, values and practices • Debate challenging issues with reference to learning and respect for content being debated • Use complex vocabulary confidently and in different contexts • Find out about religion and worldviews through: exploring stores or scriptures, debating and discussing, analysing texts,
---------------------------	--	---	---	--	--	--

	interpreting historical sources		<p>perspectives, including their own</p> <ul style="list-style-type: none"> • Discuss ideas about how their own or another person's worldview influences their responses to ethical views • Express ideas about fairness, honesty, love, forgiveness, truth and peace • Engage in times of thoughtfulness and reflection • Express their own thoughts about the existence and nature of God • Finding out about religion and worldviews 	<ul style="list-style-type: none"> • Discuss ideas about how their own or another person's worldview influences their responses to ethical views • Express ideas about fairness, honesty, love, forgiveness, truth and peace • Engage in times of thoughtfulness and reflection • Express their own thoughts about the existence and nature of God • Finding out about religion and worldviews 		looking at photos and images, using first-hand accounts, interviewing others, interpreting historical sources
Vocabulary	Agnostic, atheist, theist, conspiracy, Catholic, Babylonian forces, Bandi Chhor Divas, denomination, disciple, discrimination, divine authority, Diwali, Emperor, guru, Guru Hargobind, hardships, King Antiochus, martyr, Mughal empire, ordained, oppression, persecution, prejudice, protected characteristics	Anglican, baptism, Catholic, Catholicism, church, Church of England, colonisation, confession, confessional, congregation, convert, depiction, Emperor Constantine, entity, Eucharist, evangelising, fasting, ichthus, Latin, lectern, liturgy, Magi, Mass, messiah, Methodist, monarchy, nave, Pentecost, persecution, piety, pilgrimages, polytheistic, Pope, priest, prophecy, prophet, Protestant, pulpit, Quakers, resurrection, rosary beads, sacraments, speaking in tongues, stoup, successor, the sign of the cross, Trinity, theses	Atonement, Barzakh, cremate, Dia de los Murertos, embalm, eternal, Gehinnom, Jahannam, judgement, mourning, Olam Ha-Ba, purgatory, reconciliation, solemn, soul, tachrichim, Tawhid, Yarm al-Qiyamah, Yizkor, Yom Kppur	Atma, atman, bodhisattva, Brahmans, cremation, dukkha, Eightfold Path, enlightenment, Four Noble Truths, Hukam, karma, Kshatriyas, liberation, marga, moshka, mukti, nirvana, rebecoming, reincarnation, samsara, Shudras, The Devine, Vaishyas, varna, Waheguru	Adhere, admiration, Angad, anointed, authority, bloodline, compassion, dedication, devotion, dignity, falcon, government, Guru Nanak, Guru Panth, Hadith, honesty, humility, integrity, interpretation, Kalgi, Khalsa, Kirpan, law, legal system, Lehna, lineage, merit, open-minded, parliament, religious law, religious oppression, revelation, role model, sacrifice, selflessness, succession, Sunnah, ummah, wisdom	Authentic, cleansing, covenant, Darbar Sahib, descendants, diaspora, exile, Goddess Ganga, Harmandir Sahib, holy, Israelites, Pagan, pilgrimage, Promised Land, relic, replica, sacred, shrine, significant, stupa



Year 6 Religious Education Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?
Unit Scope	Building on comparisons about the origins of the Abrahamic religions, the children will consider how culture, tradition, migration and interpretation can affect how some religious practices are observed.	Building on their learning from part 1, the children will consider the influence of culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.	Thinking back to learning about prayer and worship, the children will find out about significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.	The children will interpret and explore different sources of wisdom and beliefs about why there is suffering in the world. They will consider their own and others' ideas using critical thinking skills.	Developing their understanding of suffering, the children will look at alternative ideas about and responses to suffering through scripture, quotes and images.	Thinking about their own worldview and the religious make-up of the class, the children will use census data and digital mapping to explore what it can suggest about religion and what its limits are.
Enquiry Questions	<p>How do some religions believe in the same God? Identify the similarities and differences between some Abrahamic religions</p> <p>How might a Jewish person observe Shabbat? Identify why some mitzvot have been adapted</p> <p>Why is Friday night dinner different? Explain reasons why traditions can vary within a religion</p> <p>What can a head covering tell us about identify? Recognise how some religious practices are influenced by both culture and scripture</p>	<p>How can God be linked to a place? Explore how places can influence the worship of different Hindu deities</p> <p>What can it be like as a Hindu in the UK? Explore how some people maintain their Hindu identify in the UK</p> <p>What does being Sikh mean to different people? Reflect on what it means to be part of the Sikh community by exploring different personal experiences</p> <p>Why are festivals of light important in different worldviews? Analyse and understand festivals of light from different worldviews</p>	<p>What can make a space significant? People, place or practice? Explore the factors that can shape someone's experience of a religious or non-religious event</p> <p>Why might a Jewish person want to visit Jerusalem? Understand the significance of places for some Jewish and non-Jewish people</p> <p>Why is Jerusalem significant to some Muslim people? Evaluate the rules around attending significant places</p> <p>How can shared challenge bring people together? Consider the challenges that many Muslims may</p>	<p>How do people suffer? Explain some causes of suffering by exploring scripture and experience</p> <p>What is free will? Understand the concept of free will through exploring scripture</p> <p>Why do we cause suffering? Investigate beliefs about human wrongdoing through religious perspectives</p> <p>Does being good always mean less suffering? Explore beliefs about suffering and goodness through scripture and personal responses</p> <p>If God is all-powerful, can suffering not be stopped?</p>	<p>What can suffering teach us about happiness? Consider how people's beliefs influence their response to suffering</p> <p>What can cause suffering? Interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami</p> <p>How do some people overcome suffering? Explore how the Four Noble Truths can help some Buddhists respond to suffering</p> <p>How can Hukam help in difficult times? Recognise how the belief in Hukam can help some people in difficult times</p> <p>Who is the best at helping?</p>	<p>What is my worldview? Express a personal worldview through art</p> <p>What can we find out about religion in the UK from census data? Interpret the religious make-up of the UK by examining census data</p> <p>What can buildings tell us about religion in the UK? Compare the use of places of worship locally and elsewhere in the UK</p> <p>Where and why do religions spread? Investigate the spread of religion across the world using maps and data</p> <p>What is freedom of religion or belief? Discuss the importance of freedom of religion and</p>

	<p>Why might someone want to cover their hair? Discuss why someone may choose to cover their hair</p>	<p>How do some Buddhists practise beliefs in their daily lives? Compare how Buddhist teachings influence daily life for a monk and lay Buddhist</p> <p>Do all Buddhists practise in the same way? Make links and comparisons between different meditative practices</p>	<p>face when travelling to Makkah</p> <p>Are all journeys pilgrimages? Understand the significance of attending a non-religious event as a Humanist</p> <p>Why is it better to be there in person? Explore the concept of pilgrimage and its relevance in the UK</p>	<p>Explore different beliefs about God's role in suffering</p> <p>How might beliefs about Jesus affect responses to suffering? Examine how teachings about Jesus affect some Christian responses to suffering</p>	<p>Discuss how some Shinto followers believe suffering can be prevented</p> <p>How can beliefs affect our understanding of suffering? Recognise how responses to suffering vary using stories, beliefs and practices</p>	<p>belief by analysing different scenarios</p> <p>Why should we learn about religions and worldviews? Explain the importance of learning about religions and worldviews through real-life examples</p>
<p>Key Knowledge</p>	<ul style="list-style-type: none"> Know the meaning of omnipotent (all-powerful), omniscient (all-knowing) and omnipresent (everywhere at all times) Know some of the ways that culture, history, migration and tradition influence people's worldviews Know people from the same organised worldview often hold the same key beliefs but may interpret and express them differently Know there are many reasons for taking part in religious practices including belief, culture, tradition and obligation Know some of the ways practices are influenced by culture, tradition, migration and history Know some places are of particular significance due to 	<ul style="list-style-type: none"> Know some of the ways that culture, history, geography and tradition influence people's worldviews Know people from the same organised worldview often hold the same key beliefs but may interpret and express them differently Know there are many reasons for taking part in religious practices including belief, culture, tradition Know some of the ways practices are influenced by culture, tradition, geography and history Know religious people may read stories from the past about how people became close to God to guide them in achieving the same aim Know cultural, historical and geographical context can affect how scripture is interpreted 	<ul style="list-style-type: none"> Know experiencing a pilgrimage together can help some people feel a sense of community and belonging Know some people often feel significant connection to a building or place Know for some, the people in a particular space are more important than the place itself Know shared practices can be important to give some people a feeling of belonging Know some practices might demonstrate belonging to a particular community Know shared challenge can bring people closer together Know a pilgrimage is a journey to a place of religious significance 	<ul style="list-style-type: none"> Know free will means a belief that humans can make their own choices and determine their own fate Know beliefs about the nature of God may impact people's ideas about and responses to suffering Know some people may use religious practices (e.g. prayer, worship) to help them in times of suffering Know within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial Know writings from long ago can give people insight into modern-day issues Know ideas and beliefs about suffering come from many sources Know people respond in different ways when they see people in the community suffering 	<ul style="list-style-type: none"> Know free will means a belief that humans can make their own choices and determine their own fate Know beliefs about the nature of God may impact people's ideas about and responses to suffering Know some people may use religious practices (e.g. prayer, worship) to help them in times of suffering Know within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial Know ideas and beliefs about suffering come from many sources Know people respond in different ways when they see people in the community suffering Know shared challenges can bring people closer together 	<ul style="list-style-type: none"> Know some of the ways that culture, history, geography and tradition influence people's worldviews Know that there are many reasons for some people taking part in religious practices including belief, culture, tradition Know some people may find religious spaces special even if they are not part of that religion

	<p>historical, cultural and geographical reasons</p> <ul style="list-style-type: none"> • Know representation is important to give people a feeling of belonging • Know religious people may read stories from the past about how people became close to god to guide them in achieving the same aim • Know cultural, historical and geographical context affect how scripture is interpreted • Know people disagree on whether ancient writings are still relevant to modern life 	<ul style="list-style-type: none"> • Know people disagree on whether ancient writings are still relevant to modern life • Know shared practices can be important to give people a feeling of belonging 	<ul style="list-style-type: none"> • Know pilgrimages are an important part of some people's life • Know visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people • Know there are many reasons for some people taking part in religious practices including belief, culture and tradition • Know some people use stories about how others became close to God to guide them in achieving the same aim 		<ul style="list-style-type: none"> • Know some practices might demonstrate belonging to a particular community 	
Core Skills	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, beliefs and values of others • Respond thoughtfully to and reflect on beliefs, experiences, values and practices • Use complex vocabulary confidently and in different contexts • Make links and comparisons between their own and others' views about belonging, meaning, purpose and truth • Ask and explore questions from different 	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, beliefs and values of others • Respond thoughtfully to and reflect on beliefs, experiences, values and practices • Use complex vocabulary confidently and in different contexts • Make links and comparisons between their own and others' views about belonging, meaning, purpose and truth • Ask and explore questions from different perspectives, including their own 	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, beliefs and values of others • Respond thoughtfully to and reflect on beliefs, experiences, values and practices • Use complex vocabulary confidently and in different contexts • Use creativity to present their own and others' ideas, explaining their choices • Ask and explore questions from different perspectives, including their own 	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, beliefs and values of others • Respond thoughtfully to and reflect on beliefs, experiences, values and practices • Use complex vocabulary confidently and in different contexts • Debate challenging issues with reference to learning and respect for content being debated • Find out about religion and worldviews through: exploring stories or scriptures, analysing texts, looking at news 	<ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, beliefs and values of others • Respond thoughtfully to and reflect on beliefs, experiences, values and practices • Use complex vocabulary confidently and in different contexts • Debate challenging issues with reference to learning and respect for content being debated • Find out about religion and worldviews through: exploring stories or scriptures, analysing texts, looking at news 	<ul style="list-style-type: none"> • Use complex vocabulary confidently and in different contexts • Debate challenging issues with reference to learning and respect for content being debated • Make links and comparisons between their own and others' views about belonging, meaning, purpose and truth • Use creativity to present their own and others' ideas, explaining their choices • Ask and explore questions from

	<p>perspectives, including their own</p> <ul style="list-style-type: none"> Engage in times of thoughtfulness and reflection and make links between their own and others' experiences Find out about religions and worldviews through: reading stories or scriptures, analysing texts, looking at news reports, using first-hand accounts, using video or audio footage and looking at photos and images 	<ul style="list-style-type: none"> Engage in times of thoughtfulness and reflection and make links between their own and others' experiences Find out about religion and worldviews through: using complex vocabulary confidently and in different contexts, exploring stories or scriptures, looking at artefacts, analysing texts, looking at photos and images, using first-hand accounts 	<ul style="list-style-type: none"> Engage in times of thoughtfulness and reflection and make links between their own and others' experiences Find out about religion and worldviews through: exploring stories or scriptures, looking at photos and images, using first-hand accounts, debating and discussing, using video or audio footage and using maps 	<p>reports, looking at photos and images, using first-hand accounts and debating and discussing</p>	<p>reports, looking at photos and images, using first-hand accounts and debating and discussing</p>	<p>different perspectives, including their own</p> <ul style="list-style-type: none"> Discuss ideas about how their own or another person's worldview influences their responses to ethical issues Express ideas about fairness, honesty, love, forgiveness, truth and peace Engage in times of thoughtfulness and reflection and make links between their own and others' experiences
Vocabulary	<p>Abrahamic religions, Ashkenazi, attributes, Charedi, covenant, descendants, Genesis, hijab, Israelites, kippah, kippot, liberal, melacha, melachot, mitzvah, mitzvot, monotheism, mitzvah, niqab, omnibenevolent, omnipotent, omnipresent, omniscient, Orthodox, Reform, Sephardi, Shabbat, tabernacle, Tenak, Torah</p>	<p>Abstain, adornment, avatar, Buddhist Canon, celestial, commemorate, consent, cultivate, culture, deities, devotee, Dharma, Dharmic religion, diversity, Diwali, edicts, Eightfold Path, impermanence, incarnation, interpretation, intervention, King Ashoka, liberation, Mahavira, Mahayana, monastic practices, monastics, omnipresent, Pandit, prevail, righteousness, Sacred Thread Ceremony, stupa, Theravada, Tirthankara, tradition, Vajrayana, values, vanquish, virtue, Zen</p>	<p>Al-Masjid Al-Aqsa, Al-Masjid Al-Haram, Annunciation, Arafah, Ark of the Covenant, atheist, condemned, convention, doctrines, Dome of the Rock, entombed, Hajj, Ihram, Isra', Jerusalem, Ka'bah, Makkah, martyrdom, Mi'raj, obligation, pilgrimage, qiblah, Rami al-Jamarat, relic, resurrected, Sa'l, secular, significant, spirituality, Tawaf, Temple Mount, The Night Journey, The Prophet Muhammad, Via Dolorosa, Western Wall</p>	<p>Balance, blessings, conscience, contradictory, controversial, crucifixion, evil, free will, Genesis, omnibenevolent, omnipotent, omnipresent, omniscient, prayer, response, resurrection, Satan, suffering, temptation</p>	<p>Chardi Kala, dukkha, Eightfold Path, Four Noble Truths, Hukam, kami, karma, magga, Naam, nirodha, sukha, samudaya</p>	<p>Census, colonialization, conserve, citizen, data, discriminate, diversity, harmony, heritage, human rights, immigration, local area, limit, missionary, personal development, place of worship, protected characteristics, religious, secular, spread, spirituality, worldview</p>