



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.	Exploring a range of creation stories and scientific ideas about how the world began 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 creation stories, religious teachings and quotations about the relationship between humans and nature.	The children will investigate how different people welcome a new baby by exploring ceremonies through quotes, videos and pictures.	The children will examine the impact of caring actions by investigating stories and guidance from different traditions and worldviews.
Enquiry Questions	<p>What is creation? Identify 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?</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>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 what a Jewish story teaches about a special relationship with God.</p> <p>What does the Tanakh 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?</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 quotes.</p> <p>What do some Muslim people believe about caring for the world? Investigate what some Muslims believe about caring for the world by</p>	<p>How do we know that babies are special? Think about why new babies are special by exploring beliefs about God as a creator.</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? Describe how some Hindu people welcome a new</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?</p>

	<p>Express ideas about what a creator might be like based on creation stories.</p> <p>How do some Humanists believe the world began? Know that many Humanists use science to understand how the world began.</p> <p>Where did the world come from? Explore and express ideas about creation.</p>	<p>Do people all share the same beliefs about what God looks like? Identify how some religious worldviews refer to and represent God.</p> <p>Why do people have different names for God? Identify and explain some of the different names people use for God.</p>	<p>Describe what some people believe about God using a Christian story.</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>exploring stories about Muhammad.</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 worldviews.</p>	<p>baby by exploring Jatakarma.</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>Investigate why some ways of caring take more effort and receive less 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>
Substantive Knowledge	<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 that creation stories provide people with possible answers as to why we are here Know that science provides some people with possible answers as to why we are here Know that followers often read religious stories 	<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 Know that people have different ways of understanding God on Earth (incarnation) Know there are different names for God Know there are different ways to refer to and represent God Know some religious people use art, objects and special times to represent and remember the incarnation (God on Earth) Know that followers often read religious stories 	<ul style="list-style-type: none"> Know that in some religions, followers believe in one supreme being or God who is loving Know that people have different ways of understanding God on Earth Know that some people believe that humans have a special relationship with God Know that there are different names for God Know that there are different ways to refer to and represent God Know that people have different ideas about the role of God Know that followers often read religious stories 	<ul style="list-style-type: none"> Know that beliefs are things people think are true Know that some people have different beliefs about God Know how and why some people celebrate special times Know that stories can help us to learn how to behave Know that some stories are special to different people for different reasons Know that speaking to others can help us to learn 	<ul style="list-style-type: none"> Know that some people believe that humans have a special relationship with God Know that many people have special ceremonies when babies are born Know that some spoken and written words are important to people Know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community Know that religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God 	<ul style="list-style-type: none"> Know that some people believe that humans have a special relationship with God Know that many people give money, time or donations to charity as a way of showing that charity for others is important Know that followers often read religious stories Know that some stories may guide people to care for others Know that religious (and non-religious) groups often provide support and care to their local and worldwide communities Know that people with similar worldviews often

		<ul style="list-style-type: none"> • Begin to understand that scripture can be interpreted in different ways 				work together to care for the world and others
Key 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 • 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 • Talk about what they believe • Respectfully share opinions about what is important to them and what is important to others • Share what they have learnt 	<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 • Talk about what they believe • Respectfully share opinions about what is important to them and what is important to others • Share what they have learnt 	<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 stores and other sources • Recognise some religious terminology in sources • Begin to notice similarities and differences within and between religions and worldviews • 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 	<ul style="list-style-type: none"> • Ask questions about things they see and experience • Listen to and discuss some religious or belief stories • Talk about their beliefs and listen to others' beliefs • Meet and talk to people with different beliefs • Engage in role play and drama based on simple stories • Sequence and retell events in simple stories • Notice similarities and differences between their own and their peers' beliefs • Talk about things which are of value or importance to them and others • Answer questions about their own beliefs and the people, places and objects they value • Use full sentences to answer open questions about their own beliefs and the people, places and objects they value 	<ul style="list-style-type: none"> • Ask questions about things that interest them • Begin to ask 'big' questions (e.g. Why are we here?) • Find religious symbols in stories and other sources • Think about the meaning of what people do • Begin to notice similarities and differences within and between religions and worldviews • Make links between religious and non-religious beliefs and practices • Listen to others' ideas and compare them to their own • Talk about their own experiences in relation to their learning • Share things that make them wonder and what they think about these things • Talk about what they believe • Respectfully share opinions about what is important to them and what is important to others • Share what they have learnt • Express their ideas using symbols, drawings and choose appropriate words 	<ul style="list-style-type: none"> • Ask questions about things that interest them • Listen to stories and discuss what happens in them • Explore simple scripture quotes and consider how they might help people • 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 • Think about the meaning of what people do • Begin to notice similarities and differences within and between religions and worldviews • Talk about how beliefs can inspire people to do things • Respectfully share opinions about what is important to them and others • Share what they have learnt • Express their ideas using symbols, drawings and

	<p>relation to their learning</p> <ul style="list-style-type: none"> • Talk about what they believe • Respectfully share opinions • Share what they have learnt • Express their ideas using symbols, drawings and choose appropriate words 	<ul style="list-style-type: none"> • Express their ideas using symbols, drawings and choosing appropriate work 	<p>relation to their learning</p> <ul style="list-style-type: none"> • Share things that make them wonder and what they think about these things • Talk about what they believe • Share what they have learnt 			choose appropriate words
Personal Knowledge	<ul style="list-style-type: none"> • Talk about simple ideas and things that puzzle them about belief in God • Share opinions respectfully about what is important to them • Express their own ideas and opinions based on personal experience • Use various art forms to express their ideas • Ask their own questions about the world around them 	<ul style="list-style-type: none"> • Talk about simple ideas and things that puzzle them about belief in God • Share opinions respectfully about what is important to them • Express their own ideas and opinions based on personal experience 	<ul style="list-style-type: none"> • Talk about simple ideas and things that puzzle them about belief in God • Use art to show their ideas about identity and belonging • Share opinions respectfully about what is important to them and what is important to others • Express their own ideas and opinions based on personal experience and the beliefs of family members 	<ul style="list-style-type: none"> • Talk about their ideas and beliefs • Say what is important to them and to others and why • Share thoughts about what they learn 	<ul style="list-style-type: none"> • Share opinions respectfully about what is important to them and what is important to others • Express their own ideas and opinions based on personal experience and the beliefs of family members 	<ul style="list-style-type: none"> • Share opinions respectfully about what is important to them and what is important to others • Express their own ideas and opinions based on personal experience and the beliefs of family members
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, Aqiqah, 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?	Why is light important 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	The children will explore beliefs about offerings to show gratitude, analyse a range of sources including survey data, discover the artefacts used during Hindu puja, and write lyrics for a song of thanks.	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.	Exploring why people pray, the children will identify different ways people talk to God, discover objects, places and actions used in prayer, and make connections between beliefs, feelings and practices.	The children will explore different places of worship and why they are special to some people, including churches, mosques and gurdwaras. They will investigate the features of different places of worship before applying their understanding to design their own place of worship with appropriate features.
Enquiry Questions	<p>How and why do people show thanks? Identify how and why some people say thank you by reflecting on personal experience.</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?</p>	<p>Why are lights used at special times? Explore why light is used in special ways by thinking about light and darkness.</p> <p>Who were Rama and Sita? Explain why lights are important in the story of Rama and Sita.</p> <p>Why and how are lights used during Diwali? Know that the festival of Diwali can be celebrated in different ways.</p> <p>How are candles used during Advent? Explore how some Christians celebrate Advent.</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 religious stories show some people are special? Explore how some stories show beliefs about special people.</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?</p>	<p>Why do some people talk to God? Identify reasons why some people choose to talk to God.</p> <p>How might prayer make some people feel? Describe different 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 do some people use to help them pray? Explain simply how and why special objects and clothing are used during prayer.</p>	<p>Why are places of worship special? Describe what makes a place of worship special.</p> <p>Why do some Muslims go to a mosque? Understand how a mosque helps some Muslims to pray.</p> <p>Why do some Christians go to church? Understand how a church helps some Christians to pray.</p> <p>Why do some Sikh people visit a gurdwara? Understand why some Sikhs visit the gurdwara.</p>

	<p>Describe how and why some Hindus use puja to express gratitude to God.</p> <p>How do some people thank God? 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>What do candles symbolise at Hanukkah? Understand why candles are used during Hanukkah.</p> <p>Why are lights used symbolically? Discover how light is used to celebrate by exploring different festivals</p>	<p>How do we know that Krishna is special to some people? Understand that some people believe Krishna is special by exploring a Hindu story.</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>Investigate the role of Muhammad using stories and scripture.</p> <p>Why is Jesus important to some religious people? 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>How do some Hindu people pray? Explore how some Hindu people pray and the objects they use</p> <p>Where do prayers come from? Recognise different ways of praying by exploring the use of scripture and prayer books.</p>	<p>How are places of worship similar and different? Identify similarities and differences between places of worship.</p> <p>What makes a place of worship special? Decide which features are important when designing a place of worship.</p>
Substantive Knowledge	<ul style="list-style-type: none"> Know that some people believe God performed miracles in the past Know that prayer means communicating with God Know that worship means to honour and adore Know that some objects 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 many people and happens regularly 	<ul style="list-style-type: none"> Know that some people believe God performed miracles in the past Know that some people believe that God has made a promise between himself and his people Know that there are some festivals which are celebrated by religious and non-religious people Know that festivals usually celebrate a special or miraculous event from the past Know that festivals often use light symbolically as part of celebrations Know there are some objects that are 	<ul style="list-style-type: none"> Know that some people believe God performed miracles in the past Know that some people believe there are people who are chosen for a special purpose by God Know that religious stories can help us to understand religious beliefs 	<ul style="list-style-type: none"> Know that some people believe there are people who are chosen for a special purpose by God Know that a prophet is someone who is believed to talk about God's plan or will Know that some people believe that God has made a promise between himself and his people Know that some people talk to God in different ways and for different reasons Know that books and stories can have different meanings to different people Know that religious stories can help us to 	<ul style="list-style-type: none"> Know that prayer means communicating with God Know there are some objects that are special to followers of religious traditions Know that one reason religious followers worship is to show gratitude Know that people pray in different ways in different places 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 books and stories can have 	<ul style="list-style-type: none"> Know that prayer means communicating with God Know some objects are special to followers of religious traditions Know that objects, words and actions can represent an idea or belief Know that some people talk to God in different ways and for different reasons Know that values are what people see as important in life Know that some people find praying or worshipping as part of a community helpful

	<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 religious stories can help us to understand religious beliefs • 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 	<ul style="list-style-type: none"> • Know that festivals are celebrated by many people and happen regularly • Know that practices associated with festivals have special meanings • Know that people from the same faith may celebrate a festival differently • Know that objects, words and actions can represent an idea or belief • Know that many festivals are often celebrated as a community • Know that members of the same community may have similar or different ways of life 		<ul style="list-style-type: none"> • understand religious beliefs • Know that stories from long ago can be applied to modern life • Know that wisdom means knowledge that comes from experience • Know that guidance means advice, information or rules given by someone in authority • Know that prophets and gurus are considered to share God's wisdom and guidance, having had it revealed to them by God 	<ul style="list-style-type: none"> • different meanings to different people • Know that values are what people see as important in life • Know that members of the same community may have similar or different ways of life • Know that within a community, people have different values, ideas and beliefs 	<ul style="list-style-type: none"> • Know that members of the same community may have similar or different ways of life • Know that many religious groups have special buildings which may have features linked to beliefs and practices • Know that within a community people have different values, ideas and beliefs
Key Skills	<ul style="list-style-type: none"> • Ask questions about what other people think and do • Listen to stories and discuss what they mean • Identify important information from different sources • Identify main characters and events in a story • Suggest what lessons or teachings they understand from stories • Understand that some symbols have 	<ul style="list-style-type: none"> • Ask questions about what other people think and do • Ask questions in response to a question • Listen to stories and discuss what they mean • Identify important information from different sources • Identify main characters and events in a story • Suggest what lessons or teachings they understand from stories 	<ul style="list-style-type: none"> • Ask questions about what other people think and do • Ask questions in response to a question • Listen to stories and discuss what they mean • Identify important information from different sources • Identify main characters and events in a story • Suggest what lessons or teachings they understand from stories 	<ul style="list-style-type: none"> • Ask questions about what other people think and do • Ask questions in response to a question • Listen to stories and discuss what they mean • Identify important information from different sources • Identify main characters and events in a story • Suggest what lessons or teachings they understand from stories 	<ul style="list-style-type: none"> • Ask questions about what other people think and do • Ask questions in response to a question • Listen to stories and discuss what they mean • Identify important information from different sources • Identify main characters and events in a story • Suggest what lessons or teachings they understand from stories 	<ul style="list-style-type: none"> • Ask questions about what other people think and do • Ask questions in response to a question • Listen to stories and discuss what they mean • Identify important information from different sources • Identify main characters and events in a story • Suggest what lessons or teachings they understand from stories

	<p>meaning beyond the literal</p> <ul style="list-style-type: none"> • Make links between religious and non-religious beliefs, practices and symbols • Comment respectfully on things that they notice that may be surprising or different • Explain why some objects, places, practices and stories are important to people • Recognise links with prior learning when encountering new content • Respond sensitively to people whose experiences are different to theirs • Discuss what they have learnt and give examples • Use spoken and written words, symbols and drawings to express their ideas 	<ul style="list-style-type: none"> • Understand that some symbols have meaning beyond the literal • Think about what people's actions can represent • Identify similarities and differences within and between religions and worldviews • Comment respectfully on things that they notice that may be surprising or different • Begin to talk about why things are sometimes similar and sometimes different • Explain why some objects, places, practices and stories are important to people • Recognise links with prior learning when encountering new content • Discuss how their learning can help them to answer some bigger questions • Use concrete examples to express abstract concepts 	<ul style="list-style-type: none"> • Understand that some symbols have meaning beyond the literal • Think about what people's actions can represent • Identify similarities and differences within and between religions and worldviews • Comment respectfully on things that they notice that may be surprising or different • Begin to talk about why things are sometimes similar and sometimes different • Explain why some objects, places, practices and stories are important to people • Recognise links with prior learning when encountering new content • Use spoken and written words, symbols and drawings to express their ideas 	<ul style="list-style-type: none"> • Understand that some symbols have meaning beyond the literal • Think about what people's actions can represent • Identify similarities and differences within and between religions and worldviews • Comment respectfully on things that they notice that may be surprising or different • Begin to talk about why things are sometimes similar and sometimes different • Explain why some objects, places, practices and stories are important to people • Discuss what they have learnt, giving examples • Use spoken and written words, symbols and drawings to express their ideas 	<ul style="list-style-type: none"> • Understand that some symbols have meaning beyond the literal • Think about what people's actions can represent • Identify similarities and differences within and between religions and worldviews • Comment respectfully on things that they notice that may be surprising or different • Begin to talk about why things are sometimes similar and sometimes different • Explain why some objects, places, practices and stories are important to people • Discuss what they have learnt, giving examples • Use spoken and written words, symbols and drawings to express their ideas 	<ul style="list-style-type: none"> • Understand that some symbols have meaning beyond the literal • Think about what people's actions can represent • Identify similarities and differences within and between religions and worldviews • Comment respectfully on things that they notice that may be surprising or different • Begin to talk about why things are sometimes similar and sometimes different • Explain why some objects, places, practices and stories are important to people • Discuss what they have learnt, giving examples • Use spoken and written words, symbols and drawings to express their ideas
Personal Knowledge	<ul style="list-style-type: none"> • Ask questions about what puzzles them about religious and non-religious stories and texts they have read • Express their own ideas and opinions, including considering worldviews considered 	<ul style="list-style-type: none"> • Ask questions about what puzzles them about religious and non-religious stories and texts they have read • Understand that others may have different ideas from their own and respond respectfully 	<ul style="list-style-type: none"> • Ask questions about what puzzles them about religious and non-religious stories and texts they have read • Understand that others may have different ideas from their own and respond respectfully 	<ul style="list-style-type: none"> • Ask questions about what puzzles them about religious and non-religious stories and texts they have read • Understand that others may have different ideas from their own and respond respectfully 	<ul style="list-style-type: none"> • Make links and comparisons between their own beliefs and those they are learning about • Know why some things might surprise or make them feel uncomfortable • Know it is important to respond respectfully to different beliefs 	<ul style="list-style-type: none"> • Ask questions about what puzzles them about religious and non-religious stories and texts they have read • Express their own ideas and opinions, including considering worldviews considered

	<ul style="list-style-type: none"> • Explain how they have expressed their ideas through art • Ask thoughtful questions relating to their learning 	<ul style="list-style-type: none"> • Express their own ideas and opinions, including considering worldviews studied • Ask thoughtful questions relating to their learning • Explain how they have expressed their ideas through art 	<ul style="list-style-type: none"> • Express their own ideas and opinions, including considering worldviews studied • Ask thoughtful questions relating to their learning • Explain how they have expressed their ideas through art 	<ul style="list-style-type: none"> • Express their own ideas and opinions, including considering worldviews studied • Ask thoughtful questions relating to their learning • Explain how they have expressed their ideas through art 	<ul style="list-style-type: none"> • Know learning new things might change what they think and believe 	<ul style="list-style-type: none"> • Explain how they have expressed their ideas through art • Ask thoughtful questions relating to their learning
Vocabulary	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.	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	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	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	Allah, Brahman, communicate, deity, Hindu, Jewish, mandir, mosque, Muslim, prayer, puja, Qur'an, scripture, shrine, synagogue, Torah, Veda	Alevi, Bible, cem, church, community, dome, equality, gurdwara, Guru Granth Sahib, Langar, mosque, Pagan, place of worship, statue, synagogue, Torah, the Trinity



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 and 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 the 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 some 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? Explore beliefs about scripture by looking at the Torah and the Chumash.</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>When people do wrong, who decides the consequences? Investigate what happens when people do something wrong by exploring different perspectives.</p> <p>Why is forgiveness important to many Christians? Describe Christian beliefs about sin and forgiveness by looking at stories from Scripture.</p> <p>How do Christians believe they can make things right? Compare Christian and Humanist beliefs about forgiveness through real-life scenarios.</p> <p>How do some Jewish people seek forgiveness? Explore how some Jewish people seek God's</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? Reflect on learning about scripture and its importance in religion.</p>	<p>forgiveness during Yom Kippur.</p> <p>How do some Muslim people seek forgiveness? Discuss how some Muslims seek forgiveness during Ramadan.</p> <p>What do some Hindu people believe about karma? Summarise what some Hindus believe about karma and how actions have consequences.</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>
Substantive Knowledge	<ul style="list-style-type: none"> Know that a soul means a person's spiritual and emotional sense of identity 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 in 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 religious and non-religious people have ideas about the relationship between God and humans 	<ul style="list-style-type: none"> 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 Know that all communities have rules and guidance for how to live together 	<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 rituals are a way of expressing beliefs and ideas about God Know that prayer, meditation and rituals are used to connect spiritually Know that the way scriptures are used and treated reflects beliefs about their importance Know that worship can take many forms and often involves symbolism Know that the teachings of a religious or non-religious worldview 	<ul style="list-style-type: none"> Know that some people believe that living things have a soul and that it is immortal Know that actions have consequences and that people think differently about what these are Know that forgiveness is cancelling out wrongdoings or removing punishment Know that morals are our thinking about what is right and wrong Know that the teachings of a religious or non-religious worldview often link with a follower's life choices 	<ul style="list-style-type: none"> Know that rituals are a way of expressing beliefs and ideas about God Know that water is often used in ceremonies and rituals to symbolise cleansing and purity Know that worship can take many forms and often involves symbolism Know that for many people, relationships with others and being part of a community are important Know that ceremonies involving water and fire are important occasions for some communities 	<ul style="list-style-type: none"> Know that soul means a person's spiritual and emotional sense of identity Know that some people believe all living things have a soul and that it is immortal Know that rituals are a way of expressing beliefs and ideas about God Know that prayer, meditation and rituals are used to connect spiritually Know that fire is often used in ceremonies and rituals to symbolise purity and remembrance Know that worship can take many forms and often involves symbolism Know that ceremonies involving water and fire are important occasions

	<ul style="list-style-type: none"> Know that prayer, meditation and rituals are used to connect spiritually 		<p>often link with a follower's life choices</p> <ul style="list-style-type: none"> Know that all communities have rules and guidance for how to live together 			<p>for some communities</p> <ul style="list-style-type: none"> Know that candles or flames are sometimes used as a sign of remembrance
Key Skills	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Discuss how various sources provide different pieces of information Explore similarities and differences within and between religions and worldviews Reflect on how others might see the world and how they can show respect for viewpoints different to their own Justify their ideas and opinions using evidence from current and prior learning Explain links between religious and non-religious practices and their significance Recognise similarities in concepts and beliefs even when practices and expressions differ Explore how beliefs can impact people's lives and actions, including personal and community practices 	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Explore scripture and stories to understand how different people might interpret them Consider how the same story may be told in different cultures or times Compare and contrast stories or teachings from different religions to identify common themes Explore similarities and differences within and between religions and worldviews Use different sources of evidence to build ideas about a concept Reflect on how others might see the world and how they can show respect for viewpoints different to their own Justify their ideas and opinions using evidence from current and prior learning Explain links between religious and non-religious practices and their significance Recognise similarities in concepts and beliefs 	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Consider how different sources of information can help answer specific questions Explore scripture and stories to understand how different people might interpret them Discuss how various sources provide different pieces of information Explore how language may have special religious meaning and convey beliefs and teachings Explore similarities and differences within and between religions and worldviews Use different sources of evidence to build ideas about a concept Reflect on how others might see the world and how they can show respect for viewpoints different to their own Justify their ideas and opinions using evidence from 	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Explore scripture and stories to understand how different people might interpret them Compare and contrast stories or teachings from different religions to identify common themes Recognise underlying themes in stories, such as kindness or forgiveness Explore how language may have special religious meaning and convey beliefs and teachings Explore similarities and differences within and between religions and worldviews Reflect on how others might see the world and how they can show respect for viewpoints different to their own Justify their ideas and opinions using evidence from current and prior learning Explain links between religious and non-religious practices and their significance 	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Compare and contrast stories or teachings from different religions to identify common themes Recognise some common religious symbols, such as light, water and fire, and consider what they represent beyond the literal Explore similarities and differences within and between religions and worldviews Use different sources of evidence to build ideas about a concept Discuss the meaning of historical and modern events and practices Reflect on how others might see the world and how they can show respect for viewpoints different to their own Justify their ideas and opinions using evidence from current and prior learning Recognise similarities in concepts and beliefs even when practices and expressions differ 	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Compare and contrast stories or teachings from different religions to identify common themes Recognise some common religious symbols, such as light, water and fire, and consider what they represent beyond the literal Explore similarities and differences within and between religions and worldviews Use different sources of evidence to build ideas about a concept Discuss the meaning of historical and modern events and practices Reflect on how others might see the world and how they can show respect for viewpoints different to their own Justify their ideas and opinions using evidence from current and prior learning

	<ul style="list-style-type: none"> • Comment on links with prior learning when encountering new content • Draw on knowledge to respond thoughtfully to big questions • Develop the ability to use empathy to identify and understand the feelings of others • Begin to discuss their own and others' spiritual experiences and beliefs • Show respect when hearing about other people's beliefs • Explain their learning, taking into account different perspectives and evidence 	<ul style="list-style-type: none"> • even when practices and expressions differ • Explore how beliefs can impact people's lives and actions, including personal and community practices • Comment on links with prior learning when encountering new content • Draw on knowledge to respond thoughtfully to big questions • Develop the ability to use empathy to identify and understand the feelings of others • Begin to discuss their own and others' spiritual experiences and beliefs • Explain their learning, taking into account different perspectives and evidence 	<ul style="list-style-type: none"> • current and prior learning • Explain links between religious and non-religious practices and their significance • Explore how beliefs can impact people's lives and actions, including personal and community practices • Comment on links with prior learning when encountering new content • Develop the ability to use empathy to identify and understand the feelings of others • Begin to discuss their own and others' spiritual experiences and beliefs 	<ul style="list-style-type: none"> • Recognise similarities in concepts and beliefs even when practices and expressions differ • Explore how beliefs can impact people's lives and actions, including personal and community practices • Comment on links with prior learning when encountering new content • Draw on knowledge to respond thoughtfully to big questions • Develop the ability to use empathy to identify and understand the feelings of others • Begin to discuss their own and others' spiritual experiences and beliefs • Show respect when hearing about other people's perspectives and evidence 	<ul style="list-style-type: none"> • Explore how beliefs can impact people's lives and actions, including personal and community practices • Comment on links with prior learning when encountering new content • Begin to discuss their own and others' spiritual experiences and beliefs • Show respect when hearing about other people's beliefs • Explain their learning, taking into account different perspectives and evidence • Express thoughts, ideas and opinions clearly in a variety of ways 	<ul style="list-style-type: none"> • Recognise similarities in concepts and beliefs even when practices and expressions differ • Explore how beliefs can impact people's lives and actions, including personal and community practices • Comment on links with prior learning when encountering new content • Express thoughts, ideas and opinions clearly in a variety of ways
Personal Knowledge	<ul style="list-style-type: none"> • Discuss their own views about belonging, meaning, purpose and truth • Present different views thoughtfully and creatively, using evidence from learning • Ask open questions and suggest responses • Think about their own ideas about God in light of their learning, experiences and discussions 	<ul style="list-style-type: none"> • Present different views thoughtfully and creatively, using evidence from learning • Ask open questions and suggest responses • Discuss their own and others' ideas about deciding what is right and wrong • Suggest ideas about the right ways to treat others, including their own opinions and ideas from learning 	<ul style="list-style-type: none"> • Present different views thoughtfully and creatively, using evidence from learning • Ask open questions and suggest responses • Think about their own ideas about God in light of their learning, experiences and discussions 	<ul style="list-style-type: none"> • Discuss their own views about belonging, meaning, purpose and truth • Present different views thoughtfully and creatively, using evidence from learning • Ask open questions and suggest responses • Discuss their own and others' ideas about deciding what is right and wrong • Suggest ideas about the right ways to treat others, including their own opinions and ideas from learning 	<ul style="list-style-type: none"> • Discuss their own views about belonging, meaning, purpose and truth • Present different views thoughtfully and creatively, using evidence from learning • Ask open questions and suggest responses • Think about their own ideas about God in light of their learning, experiences and discussions 	<ul style="list-style-type: none"> • Discuss their own views about belonging, meaning, purpose and truth • Present different views thoughtfully and creatively, using evidence from learning • Ask open questions and suggest responses • Think about their own ideas about God in light of their learning, experiences and discussions

				<ul style="list-style-type: none"> Think about their own ideas about God in light of their learning, experiences and discussions 		
Vocabulary	Belief, blurb, Buddhist, connection, consciousness, exist, express, immaterial, influence, inner self, meditation, mindfulness, organised, personal, practice, represent, responsible, soul, spiritual, summarise, unique, worldview	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	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	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	Amritsar, Amrit Sanchar, baptism, blessing, calm, cleansing, commitment, daily routine, Ganges, ghushl, guardian, holy water, Kumbh Mela, offering, planet, practical, preparation, preserve, protect, purity, renewal, resource, ritual, sacred, saltwater, Shinto, shrine, significance, Suijin, symbolise, symbolism, wudu	Ahura Mazda, Atash Bahram, community, divine, eternal, equality, Guru Nanak, Langar, memoriam, memory, Ner Tamid, Olympic flame, Olympic Games, prayer candle, purity, remembrance, renewal, torch bearer, transformation, Trimurti, unity, volunteering, Yahrzeit candle



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 the 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? Explain how stories were shared before writing through oral tradition.</p> <p>Why does original language matter to some believers? Explain why some believers read scripture in its original language.</p> <p>How do some religious communities use scripture? Describe how scripture is used and expressed in different ways.</p> <p>How can the same scripture be expressed in different ways? Compare different expressions of the same scripture across</p>

	<p>Determine how Baha'i teachings influence some practices.</p> <p>How and why should we celebrate religious equality? Reflect on and express personal ideas about religious equality, respect and belonging.</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>communities and practices.</p> <p>How does the language of scripture support communities? Creatively express reflections on whether the language of scripture matters.</p> <p>Does the language of scripture matter? Explore whether the language of scripture matters.</p>
Substantive Knowledge	<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 that Holy means divine, sacred or connected to God Know that 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 that stories and scriptures give insights about how to live Know that 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 that sacrifice means giving up something valued for the sake of something else Know that Holy means divine, sacred or connected to God Know that 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 that for some people outward 	<ul style="list-style-type: none"> Know that religious and non-religious worldviews change over time for individuals and groups Know that 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 and fulfilled prophecies from the Old Testament Some people who follow the Jewish worldview generally 	<ul style="list-style-type: none"> Know that religious and non-religious worldviews change over time for individuals and groups Know that 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 that religious and non-religious worldviews change over time for individuals and groups Know that 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 that the way scriptures are treated and used reflects beliefs about their meaning and origin Know the way scriptures are read

			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 in 	<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 	<p>and used changes over time</p> <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
Key Skills	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Consider how different sources of information can help answer specific questions Compare and contrast stories or teachings from different religions to identify common themes Recognise similarities in concepts and beliefs, even when practices and expressions differ Explore how beliefs can impact people's lives and actions, including personal and community practices 	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Consider how different sources of information can help answer specific questions Compare and contrast stories or teachings from different religions to identify common themes Recognise similarities in concepts and beliefs, even when practices and expressions differ Explore how beliefs can impact people's lives and actions, including personal and community practices Comment on links with prior learning when encountering new content 	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Consider how different sources of information can help answer specific questions Compare and contrast stories or teachings from different religions to identify common themes Recognise similarities in concepts and beliefs, even when practices and expressions differ Explore how beliefs can impact people's lives and actions, including personal and community practices 	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Consider how different sources of information can help answer specific questions Compare and contrast stories or teachings from different religions to identify common themes Recognise similarities in concepts and beliefs, even when practices and expressions differ Explore how beliefs can impact people's lives and actions, including personal and community practices Comment on links with prior learning when encountering new content 	<ul style="list-style-type: none"> Ask questions about what others think and do and how they show their beliefs Consider how different sources of information can help answer specific questions Compare and contrast stories or teachings from different religions to identify common themes Recognise similarities in concepts and beliefs, even when practices and expressions differ Explore how beliefs can impact people's lives and actions, including personal and community practices Comment on links with prior learning when encountering new content 	<ul style="list-style-type: none"> Describe some oral traditions in some ancient societies Understand the reasons why written traditions developed Discuss why new languages develop as a result of diaspora Describe why some believers choose to learn and read the language of their religious scripture Identify an ancient language, a translation and a commentary in a copy of a page of scripture Consider the role of Biblical Hebrew and Classical Arabic for many Jewish and Muslim people today

	<ul style="list-style-type: none"> • Comment on links with prior learning when encountering new content • Recognise underlying themes in stories, such as kindness • Explore similarities and differences within and between religions and worldviews • Use different sources of evidence to build ideas about a concept • Reflect on how others might see the world and how they can show respect for viewpoints • Draw on knowledge to respond thoughtfully to big questions • Develop the ability to use empathy to identify and understand the feelings of others • Begin to discuss their own and others' spiritual experiences and beliefs • Justify their ideas and opinions using evidence from current and prior learning 	<ul style="list-style-type: none"> • Recognise underlying themes in stories, such as kindness • Explore similarities and differences within and between religions and worldviews • Use different sources of evidence to build ideas about a concept • Reflect on how others might see the world and how they can show respect for viewpoints • Draw on knowledge to respond thoughtfully to big questions • Develop the ability to use empathy to identify and understand the feelings of others • Begin to discuss their own and others' spiritual experiences and beliefs • Justify their ideas and opinions using evidence from current and prior learning 	<ul style="list-style-type: none"> • Comment on links with prior learning when encountering new content • Recognise underlying themes in stories, such as kindness • Explore similarities and differences within and between religions and worldviews • Use different sources of evidence to build ideas about a concept • Reflect on how others might see the world and how they can show respect for viewpoints • Draw on knowledge to respond thoughtfully to big questions • Develop the ability to use empathy to identify and understand the feelings of others • Begin to discuss their own and others' spiritual experiences and beliefs • Justify their ideas and opinions using evidence from current and prior learning 	<ul style="list-style-type: none"> • Recognise underlying themes in stories, such as kindness • Explore similarities and differences within and between religions and worldviews • Use different sources of evidence to build ideas about a concept • Reflect on how others might see the world and how they can show respect for viewpoints • Draw on knowledge to respond thoughtfully to big questions • Develop the ability to use empathy to identify and understand the feelings of others • Begin to discuss their own and others' spiritual experiences and beliefs • Justify their ideas and opinions using evidence from current and prior learning 	<ul style="list-style-type: none"> • Recognise underlying themes in stories, such as kindness • Explore similarities and differences within and between religions and worldviews • Use different sources of evidence to build ideas about a concept • Reflect on how others might see the world and how they can show respect for viewpoints • Draw on knowledge to respond thoughtfully to big questions • Develop the ability to use empathy to identify and understand the feelings of others • Begin to discuss their own and others' spiritual experiences and beliefs • Justify their ideas and opinions using evidence from current and prior learning 	<ul style="list-style-type: none"> • Identify religious and cultural uses of Hebrew and Arabic • Consider what might be holy to a believer • Describe how translations, the creation of scripts like Gurmukhi and artwork made religious teachings more accessible
Personal Knowledge	<ul style="list-style-type: none"> • Know their own thoughts, ideas and opinions may be influenced by what they learn • Present different views thoughtfully and creatively, using 	<ul style="list-style-type: none"> • Present different views thoughtfully and creatively, using evidence from learning • Ask open questions and suggest responses 	<ul style="list-style-type: none"> • Discuss their own views about belonging, meaning, purpose and truth • Present different views thoughtfully and creatively, using 	<ul style="list-style-type: none"> • Present different views thoughtfully and creatively, using evidence from learning • Ask open questions and suggest responses 	<ul style="list-style-type: none"> • Know what they believe influences how they think about new content • Know they have an individual perspective • Know their own thoughts, ideas and 	<ul style="list-style-type: none"> • Know what stereotypes are and why they should be challenged

	<p>evidence from learning</p> <ul style="list-style-type: none"> • Ask open questions and suggest responses • Discuss their own and others' ideas about deciding what is right and wrong • Suggest ideas, including own opinions and evidence from learning 		<p>evidence from learning</p> <ul style="list-style-type: none"> • Ask open questions and suggest responses • Think about their own ideas about God in light of their learning, experiences and discussion 	<ul style="list-style-type: none"> • Discuss their own views about belonging, meaning, purpose and truth • Think about their own ideas about God in light of their learning, experiences and discussion 	<p>opinions may be influenced by what they learn</p>	
Vocabulary	Baha'i, Baha'ullah, equality, harmony, Langar, merciful, origin, unity	Ancient, Bhagavad Gita, Buddhist Canon, Dharma, origin, remembered, revealed, Vedas	Articles of faith, commitment, fast, halal, Khalsa, kippah, kosher, Lent, Ramadan, sacrifice, tradition	Crucified, Easter, evidence, Gospels, impact, literal, origin, perspective, prophecy, resurrection, sacrifice, saviour, spiritual, viewpoint	Artefact, culture, Gospels, impact, literal, perspective, prophecy, spiritual, translation	Ancient, culture, Hadith, origin, revealed, traditions, translation



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 be in 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? Recognise 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 who have died? Recognise the significance of Día 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>
Substantive Knowledge	<ul style="list-style-type: none"> 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 protest or fight for religious freedom Know that particular places can be significant to their religion based on scripture and historical events Know that within and between religious and non-religious groups, people may disagree about challenging issues Know that people are inspired and led by others from within 	<ul style="list-style-type: none"> Know some of the ways that history, geography and leadership influence people's worldviews Know that leadership and authority can impact people's worldviews Know people are inspired and led by others from within and outside their community Know scripture can be interpreted in different ways Know that the community or group someone is part of shapes their sense of belonging Know religious communities usually have a leader who carries out certain duties with or on behalf of the community 	<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 how to use vocabulary relating to death Know that funeral practices often reflect beliefs about life after death Know that funerals are important to help people grieve 	<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 that funeral practices often reflect beliefs about life after death Know that funerals can be important to help people grieve 	<ul style="list-style-type: none"> Know some of the ways that history, geography and leadership influence people's worldviews Know that leadership and authority can impact people's worldviews Know that worldviews impact the process of choosing leadership and authority Know some people believe leaders are anointed (chosen by God) Know people are inspired and led by others from within and outside their community Know scripture can be interpreted in different ways Know there are different ways to decide who becomes a leader or authority, 	<ul style="list-style-type: none"> Know some of the ways that history, geography and leadership influence people's worldviews 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 that the community or group someone is part of shapes their sense of belonging Know some places are of particular significance due to historical, cultural

	<p>and outside their community</p> <ul style="list-style-type: none"> • Know that leadership and authority can impact people's worldviews • Know that some festivals commemorate times when religious freedom has been fought for • Know communities sometimes fight or protest for their own rights or those of others • Know some places are of particular significance due to historical, cultural and geographical reasons 	<ul style="list-style-type: none"> • Know some of the ways practices are influenced by culture, tradition, geography, leadership and history • Know the reasons for some people taking part in religious practices, including belief, culture, tradition and obligation 	<ul style="list-style-type: none"> • 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 that ideas about the afterlife come from many sources • Know that beliefs about life after death can affect how people choose to live their lives • Know that within and between religious and non-religious groups, people may disagree about challenging issues • Know that 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 	<ul style="list-style-type: none"> • Know reasons for some people taking part in religious practices, including belief, culture, tradition and obligation • Know some ways practices are influenced by culture, tradition, geography, leadership and history • Know that ideas about the afterlife come from many sources • Know that beliefs about life after death can affect how people choose to live their lives • Know that within and between religious and non-religious groups, people may disagree about challenging issues • Know that some places are of particular significance due to historical, cultural and geographical reasons • Know that some people believe they will be reincarnated in a different form after death 	<p>and these are not always agreed on</p> <ul style="list-style-type: none"> • Know wisdom means thinking sensibly and taking into account knowledge and experience • Know guidance means advice, information or rules given by someone in authority • Know that religious communities usually have a leader who carries out certain duties with or on behalf of the community • Know some places are of particular significance due to historical, cultural and geographical reasons 	<p>and geographical reasons</p>
Key Skills	<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 	<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 	<ul style="list-style-type: none"> • Interpreting expressions of the same concept by people whose worldview differs or is the same • Understand and evaluate the value of 	<ul style="list-style-type: none"> • Interpret expressions of the same concept by people whose worldview differs or is the same • Understand and evaluate the value of diversity within 	<ul style="list-style-type: none"> • Reflect on how leadership and authority influence individual and collective worldviews • Analyse how worldviews affect the 	<ul style="list-style-type: none"> • Interpret expressions of the same concept by people whose worldview differs or is the same • Explore why people from the same

	<ul style="list-style-type: none"> • Debate challenging issues with reference to learning and respect for the 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 stories or scriptures, debating and discussing, analysing texts, looking at photos and images, using first-hand accounts, interviewing others, interpreting historical sources 	<p>encountering new content</p> <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 • 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 	<p>diversity within religions and worldviews</p> <ul style="list-style-type: none"> • 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 the 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 perspectives, including their own • Discuss ideas about how their own or another person's worldview influences their responses to ethical views 	<p>religions and worldviews</p> <ul style="list-style-type: none"> • 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 • 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 	<p>selection of leaders and authority figures</p> <ul style="list-style-type: none"> • 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 	<p>religion may disagree</p> <ul style="list-style-type: none"> • 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 stories or scriptures, debating and discussing, analysing texts, looking at photos and images, using first-hand accounts, interviewing others, interpreting historical sources
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			<ul style="list-style-type: none"> 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"> Engage in times of thoughtfulness and reflection Express their own thoughts about the existence and nature of God Find out about religion and worldviews 		
Personal Knowledge	<ul style="list-style-type: none"> Know when bias is present and that it should always be challenged Know their worldview can change and evolve in response to their learning and experiences 	<ul style="list-style-type: none"> Know that different perspectives can lead to different interpretations Know that their worldview can change and evolve in response to their learning and experiences 	<ul style="list-style-type: none"> Know that their beliefs can affect how they interpret evidence and content Know that different perspectives can lead to different interpretations Know their worldview can change and evolve in response to their learning and experiences 	<ul style="list-style-type: none"> Know that their beliefs can affect how they interpret evidence and content Know that different perspectives can lead to different interpretations Know their worldview can change and evolve in response to their learning and experiences 	<ul style="list-style-type: none"> Know that their beliefs can affect how they interpret evidence and content Know that different perspectives can lead to different interpretations 	<ul style="list-style-type: none"> Know their beliefs can affect how they interpret evidence and content Know that different perspectives can lead to different interpretations
Vocabulary	Atheist, Bandi Chhor Divas, denomination, devotion, discrimination, interpretation, prejudice, religious, tolerance	Crucifixion, denomination, devotion, Holy Spirit, interpretation, Orthodox, parable, personal, pilgrim, significant, stereotype, The Trinity	Abrahamic, interpretation, portrayal, Yom Kippur	Dharmic, Eightfold Path, enlightenment, Four Noble Truths, karma, liberation, moksha, mukti, nirvana, portrayal, stereotype, reincarnation, suggest	Devotion, discrimination, interpretation, prejudice, succession, ummah	Abrahamic, parable, pilgrimage, religious, significant, suggest



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 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>Why 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 identity? 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 identity 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 makeup 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 can scripture be expressed? Identify similarities between Christian teachings and cultural practices around the world.</p>	<p>How do some Buddhists practise their 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>
Substantive Knowledge	<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, and 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 that cultural, historical and geographical context can affect how scripture is interpreted 	<ul style="list-style-type: none"> Know that experiencing a pilgrimage together can help some people feel a sense of community and belonging Know that some people often feel a significant connection to a building or place Know that 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 that shared challenges can bring people closer together Know a pilgrimage is a journey to a place 	<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 that within and between religious and non-religious groups, teaching about challenging issues can be contradictory and controversial Know that writings from long ago can give people insight into modern-day issues Know that 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 that within and between religious and non-religious groups, teaching about challenging issues can be contradictory and controversial Know that ideas and beliefs about suffering come from many sources Know that 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, and tradition Know some places are valued by certain people due to things that have happened there Know people from the same organised worldview often hold the same key beliefs but may interpret and express them differently Know some people often feel a significant connection to a building or place

	<p>historical, cultural and geographical reasons</p> <ul style="list-style-type: none"> • Know that 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 that 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 that shared practices can be important to give people a feeling of belonging 	<p>of religious significance</p> <ul style="list-style-type: none"> • Know that pilgrimages are an important part of some people's lives • Know that 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 	
Key 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 	<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 	<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 	<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 the content being debated • Find out about religion and worldviews through: exploring stories or scriptures, 	<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 the content being debated • Find out about religion and worldviews through: exploring stories or scriptures, 	<ul style="list-style-type: none"> • Use complex vocabulary confidently and in different contexts • Debate challenging issues with reference to learning and respect for the 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,

	<p>different 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 	<p>different 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 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 	<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 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>analysing texts, looking at news reports, looking at photos and images, using first-hand accounts and debating and discussing</p>	<p>analysing texts, looking at news reports, looking at photos and images, using first-hand accounts and debating and discussing</p>	<p>explaining their choices</p> <ul style="list-style-type: none"> Ask and explore questions from different perspectives, including their own 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
Personal Knowledge	<ul style="list-style-type: none"> Know their beliefs can affect how they interpret evidence and content Know different perspectives can lead to different interpretations Know when bias is present and that it should always be challenged Know their worldview can change and evolve in response to their learning and experiences 	<ul style="list-style-type: none"> Know their beliefs can affect how they interpret evidence and content Know different perspectives can lead to different interpretations Know when bias is present and that it should always be challenged Know their worldview can change and evolve in response to their learning and experiences 	<ul style="list-style-type: none"> Know their beliefs can affect how they interpret evidence and content Know different perspectives can lead to different interpretations Know their worldview can change and evolve in response to their learning and experience 	<ul style="list-style-type: none"> Know their beliefs can affect how they interpret evidence and content Know different perspectives can lead to different interpretations Know their worldview can change and evolve in response to their learning and experiences 	<ul style="list-style-type: none"> Know their beliefs can affect how they interpret evidence and content Know different perspectives can lead to different interpretations Know when bias is present and that it should always be challenged Know their worldview can change and evolve in response to their learning and experiences 	<ul style="list-style-type: none"> Know their beliefs can affect how they interpret evidence and content
Vocabulary	Liberal, mitzvot, monotheist, Orthodox, Shabbat, tabernacle	Diversity, Jain	Hajj, secular	Contradictory, Fall, free will, suffering, temptation	Hukam, personal, reflect, respond	Census, diversity, protected characteristics, secular