

MPPS Religious Education Long Term Plan

Our school follows the comprehensive 'Believing and Belonging' scheme of work which ensures a full coverage of the Local Agreed Syllabus for Kirklees. Each key stage has a specific focus on core religions. Throughout the school the children will develop their knowledge and understanding of Christianity, Islam (KS1), Judaism and Sikhism (KS2). They will also develop an awareness of Buddhism, Hinduism and non-religious organisations such as Humanism.

EYFS- Year 6 Religious Education Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	UNIT 1 Where do we live and why is it special?	UNIT 2 How are special times celebrated? Christmas	UNIT 3 Which places are special and why? Chinese New Year	UNIT 4 How are special times celebrated? Easter – Symbols theme	UNIT 5 What makes a good helper and who helps us? Eid-ul-Fitr (May)	UNIT 6 What do believers believe about creation? Eid-ul-Adha (July)
Year 1	Unit 1 Which book and stories are special?	UNIT 2 How do we celebrate special events? Christmas – Giving and Receiving theme	Unit 3 What does it mean to belong to a church or mosque? Visit to a Mosque/or ask the local Imam to visit our school	UNIT 4 Easter – Symbols in Churches theme Ramadan	Unit 5 How and why do we care for others? Eid-ul-Fitr (May)	UNIT 6 Who brought messages about God and what did they say? Eid-ul-Adha (July)
Year 2	UNIT 1 How is new life welcomed? ask a visitor or parent who has had a baby to come and visit our school	Unit 2 How can we make good choices? Christmas – Light theme	UNIT 3 How and why do people pray? Chinese New Year (Jan)	UNIT 4 Easter Visit or visitor from the local church	UNIT 5 How can we look after the planet? Eid-ul-Fitr (May)	UNIT 6 What did Jesus teach and how did he live? Eid-ul-Adha (July)
Year 3	UNIT 1 How do Jews remember God's covenant with Abraham and Moses?	UNIT 2 Unit on Christmas – Advent theme UNIT 4 Who can inspire us? Diwali (October)	UNIT 3 What is spirituality and how do people experience this?	Easter – Joy and happiness theme	UNIT 5 What do Christians believe about a good life?	UNIT 6 What do the creation stories tell us about our world? Plan a visit to a Mosque/Church

Year 4	UNIT 1 How are important events remembered?	UNIT 2 Unit on Christmas Light: 'Jesus as the light of the world'	UNIT 3 What faiths are shared in our country?	UNIT 4 Unit on Easter – Trust and Loyalty theme Vaisakhi (April)	UNIT 5 How do the Five Pillars guide Muslims?	UNIT 6 Why are Gurus at the heart of Sikh belief and practice? Plan a visit to a Sikh Gurdwara
Year 5	UNIT 1 Why are some journeys and places special?	UNIT 2 Unit on Christmas Epiphany (Gifts and Gift bringers) Hanukkah (December) Visit or visitor to a synagogue.	UNIT 3 What values are shown in codes for living?	UNIT 4 Unit on Easter – Victory theme	UNIT 5 Should we forgive others? Judaism	UNIT 6 What do Christians believe about the old and new covenants?
Year 6	UNIT 1 How do Sikhs show commitment?	UNIT 3 What do Christians believe about Jesus' death and resurrection? Diwali Visit or have visitor from Hindu temple	UNIT 5 How does growing up bring responsibilities?	UNIT 6 How do Jews remember the Kings and Prophets in worship and life?	UNIT 2 Unit on Christmas The Gospel Accounts and messages and messengers	Spirited Arts Competition

Religious Education Curriculum in Detail

Unit Title	Agreed Syllabus Objectives	Knowledge	Main Idea and Key Knowledge	Vocabulary
EYFS				
Where do we live? Why is this special to me?	Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion		This unit explores the concept of 'Special Objects and Books'. Children are encouraged to talk about where they live and who live in their house. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities.	Home Family School Community Special artefacts Special books – Bible, Quran
How are special times celebrated?	Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities' express belief, commitment and emotion. Investigate how religions and other world views influence morality, identity and diversity, including: Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values		Festivals provide a useful starting point for RE in EYFS. The unit begins with a general exploration of festivals and how they are celebrated. This is followed by a simple introduction to religious and cultural festivals through Autumn and Winter including Harvest (Christianity), Rosh Hashanah and Sukkot (Judaism), the Mid-Autumn Festival (Chinese culture), Diwali (Hinduism/Sikhism), Hannukah (Judaism) and Advent/Christmas (Christianity). The unit aims to focus attention on religious celebrations as well as cultural festivals.	Festivals, Celebrations specifically: Harvest, Rosh Hashanah, Sukkot, the Mid-Autumn Festival, Diwali, Hannukah, Advent and Christmas. Religion, Culture Similarities and differences
Which places are special to me?	Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities' express belief, commitment and emotion.		This unit explores the concept of 'Special Places'. Children are encouraged to talk about and experience special places - not just the places themselves, but also the people and communities associated with them. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe special places for them and special places for religious people.	Home Family School Community Church, Mosque

<p>How are special times celebrated in spring and summer?</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities' express belief, commitment and emotion. Investigate how religions and other world views influence morality, identity and diversity, including: Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values</p>	<p>Festivals provide a useful starting point for RE in EYFS. The unit begins with a recap and revision of festivals and how they are celebrated. This is followed by a simple introduction to religious and cultural festivals through Spring and Summer including Mardi Gras/Rio Carnival (cultural festival that marks the beginning of Lent for some Christians), Chinese New Year (Chinese culture), Holi (Hinduism), Vaisakhi (Sikhism), Pesach (Judaism) and Lent/Easter (Christianity) and Ramadan/Eid. The unit aims to focus attention on religious celebrations as well as cultural festivals.</p>	<p>Festivals Celebrations specifically: Mardi Gras/Rio Carnival, Chinese New Year, Holi, Vaisakhi, Pesach, Lent/Easter, Ramadan/Eid Religion, Culture Similarities and differences.</p>
<p>What makes a good helper?</p>	<p>Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values</p>	<p>It explores the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. It introduces concepts of friendship and explores the way in which we care for our friends and families. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed. It helps children begin to develop an awareness of the wider world in which we live through supporting local and national charities.</p>	<p>Home Family School Community Charity Good manners Rules Friends Disciples</p>
<p>What do religious believers believe about who created the world?</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion. Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</p>	<p>This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and children will explore how believers take care of the world due to their beliefs about creation. This unit focuses solely on religious beliefs about creation however there are many interesting cultural stories about creation that teachers may wish to explore with children.</p>	<p>Creation Responsibility Nature Caring for the world Names for God/Gods in different religions.</p>

Year 1

<p>Which books and stories are special?</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion. Investigate how religions and other world views address questions of meaning, purpose and value</p>	<p>Pupils start by thinking about special books and stories for themselves, offering important links to literacy. They reflect on the meanings (or 'morals') in stories, including secular tales and fables. The unit goes on to investigate special books and writings for religious believers, in particular the Bible and the Qur'an. Pupils consider why these are special and how they are respected and treated. They hear and think about special stories, some of which are contained in special books.</p>	<p>Holy Moral Bible Qur'an Special</p>
<p>How do we celebrate special events?</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>This unit allows the pupils to consider the concept of celebration. It links a number of ideas together: the ways in which we celebrate special events and how religions mark festival days. It helps develop pupils' understanding of celebrations, including religious festivals. It includes a study of Harvest festival, Eid ul Fitr and Sukkot. Pupils are enabled to respond and reflect by creating their own class celebration</p>	<p>Celebration Festival Eid Ramadan Fasting Harvest Birthday</p>
<p>Christmas Unit Giving and Receiving</p>	<p>Experience some symbols, their purpose, meanings and the feelings they evoke Explore some forms of religious expression: thanksgiving and celebrations Develop an awareness that some questions are puzzling and difficult to answer</p>	<p>Children become familiar with the Christmas story and carols with special reference to giving and receiving e.g. gifts of the wise men, shepherds, The Little Drummer Boy. Customs associated with Christmas - giving and receiving presents and cards. Christmas as a time of joy, hope, happiness. Explore the wishes on cards. Reflection on gifts. What do we give and receive? Jesus as a gift.</p>	<p>Giving and receiving; gifts Nativity</p>
<p>What does it mean to belong to a church or mosque?</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>The pupils will learn about what it means to belong to a church or mosque. They learn what they might see in a mosque or church building, and what the people do when they go there. They begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They learn that churches and mosques are special places for the people who go there.</p>	<p>words and phrases related to: The parts of a mosque and a church The importance of belonging to a Christian or Muslim community</p>

			Ceremonies and rituals related to membership of a religious community
Easter Unit Symbols	To experience some symbols, their purpose, meanings and the feelings they evoke To explore some forms of religious expression: thanksgiving and celebrations To develop an awareness that some questions are puzzling and difficult to answer	How is new life & change characterised? Become familiar with the story through making/using symbols & customs associated with Easter e.g. Easter cards; eggs. Christian customs & symbolism - linked to children's experience (chocolate eggs). Christian beliefs about Jesus' death (sacrifice) & resurrection (hope).	Palm Sunday Temple Easter Sunday Tomb
Who brought messages about God and why?	Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Investigate how religions and other world views address questions of meaning, purpose and value, including: The nature of religion and belief and its key concepts; Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses.	It helps develop skills of questioning, explanation and awareness of what 'caring' looks like for different pupils and people of different faith backgrounds. It develops skills in reflection and communication and encourage self-esteem and empathy.	Belief, Command Faith, Trust Choice Forgive Promise Covenant Patriarch Son of God Prayer Christian God, Bible Old Testament Word of God
Year 2			
How is new life welcomed?	Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion.	Pupils learn how babies are welcomed into families. They think about how it is important to welcome people and especially new babies. They study initiation rites including infant baptism and the aqiqah and be aware that there are other rituals and ceremonies as well, including non-religious ceremonies. Pupils are given the opportunity to reflect on the concept of promise and to compare different approaches to welcoming new life.	Family Promises Parents, godparents, sponsors Ritual, prayer Baptism, aqiqah, adhan, font

<p>Christmas Unit – Light</p>	<p>Experience some symbols, their purpose, meanings and the feelings they evoke Explore some forms of religious expression: thanksgiving and celebrations Develop an awareness that some questions are puzzling and difficult to answer</p>	<p>Become familiar with Christmas as a festival of light and symbolism of light. Hear the Christmas story with special reference to the Star, light, angels etc. Introduce some customs involving light e.g. Advent Candles, Christingle. Introduction to the Christian belief in Jesus as 'the Light of the world'.</p>	<p>Light of the World Advent Advent Candles</p>
<p>How we can make good choices?</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</p>	<p>The unit of work explores how people always face moral choices. It starts with a consideration of what makes a happy classroom, and why rules are important. Pupils then study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. They also look at non-religious stories and how these exemplify some guidelines for life. They are invited to respond by considering what would make the best rules for life.</p>	<p>Choices, influences Rules, guidelines The Pillars of Islam The Ten Commandments</p>
<p>How and why do people pray?</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion. B. Investigate how religions and other world views address questions of meaning, purpose and value, including The nature of religion and belief and its key concepts; Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>This unit further develops prior learning on understanding the world, people and communities. Pupils will develop their questioning about belief. The syllabus requires the RE curriculum to include the study of Beliefs, Philosophy and Ethics. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy.</p>	<p>Prayer, reflection church mosque faith symbols wudu</p>
<p>Easter unit Symbols</p>	<p>To experience some symbols, their purpose, meanings and the feelings they evoke To explore some forms of religious expression: thanksgiving and celebrations</p>	<p>Become familiar with the story through a church visit: e.g. the altar/holy communion; Paschal candle; colour of the altar cloths; different types of crosses, rosary beads; stations of the cross; stained glass. Hot cross buns.</p>	<p>New life Holy Communion Paschal candle Crosses Altar</p>

	To develop an awareness that some questions are puzzling and difficult to answer	Explore the symbolism associated with Christian beliefs about repentance/forgiveness & light/hope. Night & Day. Darkness & Light.	
How can we look after our planet?	Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.	Pupils learn about the views of different religions/beliefs regarding the origins of the world. They consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet. This unit builds on the EYFS unit Our Beautiful World, by extending an understanding of all people as belonging to groups and sharing a group identity, which may be expressed through actions and beliefs. If possible, arrange for a visit to a local conservation site/wind power generation site/recycling site; otherwise invite into school an organisation such as earth restoration service which helps children to learn about their environment and how to care for it. This unit also places the foundations for later units of work in Year 3 on Caring for our World.	Christians Muslims God Created/Creator Natural Wonderful World Stewardship Responsibility Recycle Reuse Environment
What did Jesus do and how did he live?	Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Investigate how religions and other world views address questions of meaning, purpose and2 Ultimate Questions of belonging, meaning, purpose and truth. Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; value, including: evaluation, reflection and critical responses	This unit focuses on stories from the life and teachings of Jesus by exploring and responding to questions. Pupils consider what is a 'calling' and what was Jesus' special role. There is a focus on how beliefs affect how Christians live their lives, which Christians may explain to children in terms of the command to 'love one another'. Through play, storytelling, simple drama, art and craft, speaking and listening activities, pupils think about some stories of Jesus and suggest meanings for the stories. They reflect on the importance of Jesus' teachings for Christians today. By learning about some stories of Jesus, and particularly about how Jesus healed and cared for people, pupils get the opportunity to explore how Jesus lived and how he wanted others to live. They have the opportunity to name and retell key events in the final days of Jesus' ministry	God Christ Jesus Christian Gospel Disciple Parables Baptism Crucifixion Resurrection

Year 3

<p>How do Jews remember God's covenant with Abraham?</p>	<p>Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p>	<p>Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah</p> <p>Prayer, belief, worship Questions, mysteries, symbols, divine</p>
<p>Why do Christians Celebrate Christmas? Advent</p>	<p>To explore a range of practices in religions, their meanings and their connection to beliefs and teachings: thanksgivings and celebrations</p> <p>To explore key beliefs and teachings of religions</p> <p>Say why Advent is an important time for Christians</p> <p>Link the birth of Jesus with thanksgiving and the need to help others</p>	<p>Explore Advent as a time of preparation and hope. Hear stories from the Bible about the preparation for Jesus' birth, especially the Annunciation to Mary. Discover customs and rituals associated with Advent e.g. Advent Calendar, purple altar cloth, etc. Think about people in need and preparing to help them at Christmas</p>	<p>Advent Calendar Prophets and prophecy Annunciation</p>
<p>How do people express spirituality?</p>	<p>Investigate the beliefs and practices of religions and other world views, including:</p> <p>Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values</p>	<p>This unit explores the concept of spirituality and focuses on creative ways in which spirituality may be demonstrated. The unit offers opportunities for pupils to experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions. This unit includes music, visual arts and dance, but creative teachers may use the suggestions as a starting point to explore spirituality through other creative skills such as drama and sculpture. The use of art requires sensitivity and guidance on this is included in the notes and in the resource pack.</p>	<p>Spirituality Music, art, dance, poetry Mool Mantar Mudras Sufi Calligraphy Psalms and hymns Arts, beliefs, symbols</p>

<p>Easter Unit Joy and sadness</p>	<p>Explore a range of practices in religions, their meanings and their connection to beliefs and teachings: thanksgivings and celebrations Explore key beliefs and teachings of religions</p>	<p>Explore the story of Palm Sunday & understand its significance. Place Palm Sunday in the context of Holy Week. Victory of joy over sadness, good over evil. Explore how Christians remember Palm Sunday today & why it is important, including rituals & symbols eg: palm crosses. Explore a resurrection account.</p>	<p>Palm Sunday Holy Week Crucifixion Resurrection</p>
<p>What do Christians believe about a good life?</p>	<p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values</p>	<p>Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Pupils will explore Jesus’ teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit pupils should be encouraged to reflect on the influence of Bible stories on individuals and communities. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented. Pupils reflect on, analyse and evaluate their own beliefs and what it means to lead a good life. This unit will end with an assessment task to see how well pupils can demonstrate their understanding of how Christians use the Bible to lead a good life.</p>	<p>Christianity The Bible Old Testament New Testament Stories e.g. parable, symbol, meaning Feelings e.g. forgiveness, reconciliation, jealousy, repentance, humility, caring, loving</p>
<p>What do creation stories tell us about our world?</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Beliefs and Authority: core beliefs and concepts; sources of authority including written traditions. Worship and Spirituality; how individuals and communities express belief, commitment and emotion. Investigate how religions and worldviews address questions of meaning, purpose and values, including: The nature of religion and belief and its key concepts. Ultimate questions of belonging, meaning, purpose and truth. Investigate how religions and other world views influence morality, identity and diversity, including:</p>	<p>This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism. It considers how these stories have impacted upon the faiths in the past, and how relevant they are today. It allows pupils to compare and contrast the different creation stories. This unit builds on from work in Y2 on how we can look after our planet.</p>	<p>Creation Creator Responsibility Interpretation</p>

	Moral decisions: teachings of religions and other worldviews on moral and ethical questions		
Who can inspire us?	Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion.	This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils develop an awareness of the key figures in the Abrahamic religions and their teachings. They learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Pupils I also have the opportunity to study a modern-day leader, analysing the impact they have had on society.	Leader, Prophet Qualities, Jesus Characteristics Inspiration / Inspirational Christianity / Christians Messenger of God Muhammad (pbuh) Islam / Muslims
Year 4			
How are important events remembered in ceremonies?	Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion	This unit explores festivals of light from Judaism, Sikhism, Hinduism, Paganism and Ancient Civilisations. It considers how some festivals use light as a representation of hope, joy, remembrance and reflection.	freedom oppression interpretation celebration shared values remembrance reflection
Why do Christians celebrate Christmas? Light: 'Jesus as the light of the world'	Link the use of light at Advent with the description of Jesus as Light of the World Describe the story of the birth of Jesus and some other religious leaders and describe some things that were similar and some things that were different	Further explore the importance of light at Advent and Christmas. Explore the importance of light in the Bible stories, Christian rituals and customs, art and cards. Consider why light is a symbol of welcome, hope, joy, and dispelling gloom and why Christians believe in Jesus as the 'light of the world'.	Light of the World Hope, joy Symbol and symbolism
What faiths are shared in our community?	Investigate how religions and other world views influence morality, identity and diversity, including: Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;	This unit looks at different places of worship in the local and wider community and their significance to believers. If visits to different places of worship are not possible then members of faith communities are asked to come into school to discuss what happens in their place of worship and why it is important to them. It is important throughout this unit that	Church, Mosque, Gurdwara, Synagogue Community Faith, Belief, Believer

	Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human value	teachers draw on how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.	
Easter unit Trust and Loyalty	To explore a range of practices in religions, their meanings and their connection to beliefs and teachings: thanksgivings and celebrations To explore key beliefs and teachings of religions	Explore the importance of Lent as a period of preparation. Link to Jesus' baptism & temptations. Reflect on the significance & investigate customs & symbols of Shrove Tuesday, Ash Wednesday, fasting & self-denial. Use pupils' experiences to discuss self-sacrifice.	Shrove Tuesday Ask Wednesday Crucifixion Resurrection Self-sacrifice
How do the 5 pillars guide Muslims in life?	Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion.	The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils learn about some key teachings and consider how these reflect and affect the values and lives of believers. They explore Muslim responses to ultimate questions and moral decisions, recognizing their varied and different responses to these. They learn and draw on specific religious language related to Islam.	Allah, Qur'an Prophet Muhammad (peace and blessings be upon him) Hadith Shahadah, Salaah Ramadhaan, Sawm Zakaah ,Hajj Mecca/Makkah Akhiraah ,Sunnah Shari'ah, Qiblah Eid ul Fitr Eid ul Adha Sadaqah, Wudhu
Why are the Gurus at the heart of Sikhism belief and practice?	Investigate the beliefs and practices of religions and other world views, Give examples of Sikh beliefs and stories about their Gurus Describe and show understanding of Sikh practices relating to the Guru Granth Sahib Explain and give reasons for Sikh values e.g. equality, honesty including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including:	This unit explores the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. It aims for pupils to be able to link the significance of Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh gurus. It begins by exploring the concept of 'guru' as a religious teacher before introducing Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice. It touches on the idea of Guru lineage (succession), which Guru Nanak instigated at the end of his life. The final section examines the	Mool (Mul) Mantar Panjab Guru Nanak Guru Gobind Singh Guru Granth Sahib guru Khalsa Amristar Ikk Oankar Enlightenment Gurdwara

	<p>The nature of religion and belief and its key concepts</p> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</p>	<p>creation, treatment, role and significance of the Guru Granth Sahib</p>	
Year 5			
<p>Why are some journeys and paces special?</p>	<p>Investigate the beliefs and practices of religions and other world views, including:</p> <p>Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>Worship and Spirituality: how individuals and communities express belief, commitment and emotion</p>	<p>This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to, why they are undertaken and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives</p>	<p>journey</p> <p>responsibility</p> <p>belief</p> <p>pilgrimage</p> <p>reflection</p> <p>faith</p>
<p>Christmas Unit - Epiphany (Gifts and Gift bringers)</p>	<p>To explore a range of practices in religions, their meanings and their connection to beliefs and teachings: thanksgivings and celebrations</p> <p>To explore key beliefs and teachings of religions</p>	<p>Explore the season of Epiphany which begins on 6th January. Hear the story from Matthew's gospel about the visit of the wise men.</p> <p>Hear other stories on the same theme e.g. Baboushka.</p> <p>Consider the custom of giving and receiving presents and cards at Christmas.</p> <p>Consider how the custom of giving presents and cards has become so important (the commercialisation of Christmas).</p> <p>Explore wishes on cards.</p>	<p>Epiphany</p> <p>Baboushka</p>
<p>What values are shown in codes for living?</p>	<p>Investigate the beliefs and practices of religions and other world views, including:</p> <p>Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</p> <p>Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <p>The nature of religion and belief and its key concepts;</p> <p>Investigate how religions and other world views influence morality, identity and diversity, including:</p>	<p>This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories and texts communicate values, and the ways in which values make a difference to our lives.</p> <p>Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values peoples share, and the fact that</p>	<p>love, forgiveness,</p> <p>peace between people and God, honesty,</p> <p>prayer, worship</p> <p>fellowship</p> <p>Ummah- community</p> <p>Forgiveness</p> <p>Honesty, Prayer</p> <p>Charity, honesty</p>

	Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;	not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas for themselves and at every point to explore examples and teaching referring to their own values, in the light of other people's ideas.	integrity, choice, love for the truth, personal responsibility reciprocity, atheism good and bad, right and wrong morality, values, consequences
Easter Unit - Victory	To explore a range of practices in religions, their meanings and their connection to beliefs and teachings: thanksgivings and celebrations To explore key beliefs and teachings of religions	Explore in more depth the events of Holy Week with a particular emphasis on the events of Thursday night: The Last Supper Celebration & The Garden of Gethsemane. Link the practice of holy communion to the Last Supper & to the Jewish Passover meal. Role play Jewish Seder meal. Explore themes of joy & sadness, loyalty, sacrifice & betrayal. Mystery Plays or The Lion, The Witch & the Wardrobe. People who brought new life to others (Fr. Borrelli); or who sacrificed their life (Fr. Damien); or whose spirit triumphed (Anne Frank, Helen Keller).	Victory Victorious Sacrifice
Should we forgive others?	Investigate how religions and other world views address questions of meaning, purpose and value, including: The nature of religion and belief and its key concepts; Ultimate Questions of belonging, meaning, purpose and truth.	This unit explores the partner concepts of forgiveness and reconciliation in Christianity. It supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allow pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences beliefs and values.	Jesus, Gospel New Testament Crucifixion Forgiveness Reconciliation Penitence Repentance Redemption Confession, Conflict Reconciling Forgiving, Grudge Revenge Conflict resolution Consequences
What do Christians	Investigate the beliefs and practices of religions and other world views, including:	This unit explores some of the different covenants between God and various key figures in the Bible in both the Old and	Old Testament New Testament

believe about old and new covenants?	Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion. Investigate how religions and other world views address questions of meaning, purpose and value, including: The nature of religion and belief and its key concepts	New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people	Incarnation Salvation Gospels Messiah
Year 6			
How do Sikhs show commitment?	Investigate the beliefs and practices of religions and other world views, including: Worship and Spirituality: how individuals and communities express belief, commitment and emotion; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: Ultimate Questions of belonging, meaning, purpose and truth; C. Investigate how religions and other world views influence morality, identity and diversity, including: Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values	This unit builds on unit 4.4 to further develop the knowledge and understanding of Sikhism including worship practices. It invites pupils to reflect on areas of faith in action in Sikhism. The content of the unit supports pupils to understand and evaluate concepts such as values (and how they inform religious practice), symbols, commitment and service within Sikhism. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.	Guru Gobind Singh Guru Granth Sahib Khalsa Amrit Baptism Sewa Langar The 5Ks (Kesh – uncut hair, Kangha – comb, Kara – wrist band, Kachera – short trousers, Kirpan – sword) Khanda symbol
Christmas Unit – The Gospel Accounts and messages and messengers	Make links between the 4 gospel accounts of the birth of Jesus and show that they understand the similarities and differences. They state which account they consider the most convincing.	Explore the similarities and differences in the two accounts of Jesus' birth (in Matthew and Luke). Discover what messages about Jesus the two authors wanted to convey. Explore how Christians remember the story in their worship at Christmas around the world. How do Christians celebrate Christmas today?	Gospel /s St Matthew, St Mark, St Luke, St John Messengers
How does growing up bring responsibilities	Investigate the beliefs and practices of religions and other world views, including: Worship & Spirituality: how individuals & communities express belief, commitment, emotion.	One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the	Rites of passage Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah

<p>and commitments ?</p>	<p>Investigate how religions and other world views address questions of meaning, purpose and value, including: Ultimate Questions of belonging, meaning, purpose and truth. Investigate how religions and other world views influence morality, identity and diversity, including: Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>	<p>responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments.</p>	<p>Rights, responsibilities Growing up, adulthood</p>
<p>What do Christian's believe about Jesus death and resurrection?</p>	<p>Investigate the beliefs and practices of religions and other world views, including: Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion. Investigate how religions and other world views address questions of meaning, purpose and value, including: Ultimate Questions of belonging, meaning, purpose and truth.</p>	<p>This unit explores how Christians understand the significance of Jesus' death and resurrection, considering narratives such as: Palm Sunday and the link to kingship (John12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Pupils explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs.</p>	<p>Ascension Communion Crucifixion Easter Forgiveness Gospel Jesus Incarnation Kingdom of Heaven Palm Sunday Reconciliation Resurrection Ritual Gospels Sacrifice Salvation</p>
<p>How do Jews remember kings and Prophets in worship?</p>	<p>Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</p>	<p>This a second unit on Judaism in KS2. It builds on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons</p>	<p>Religion in General: Prayer, belief, worship Religious & Human Experience: Questions, mysteries, symbols, divine</p>

		offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.	
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