RE

Subject Guide

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Introduction

Intent

At Frith Manor, the RE curriculum for KS1 and KS2 follows the Barnet Scheme of Work, SACRE (Statutory Advisory Council on Religious Education), implemented from September 2019. The Curriculum for EYFS is based on The Barnet Scheme of Work 2019 and Development Matters.

Implementation

Our curriculum aims to build pupils' knowledge and understanding of religious groups, develop pupils' empathy and understanding of others, and help pupils form understanding and opinions on current issues and debates. Learning objectives have been sequenced to ensure progression. Key themes in the Foundation Stage will include Myself and Belonging. KS1 will include Special Places in the Home and Community, Stories, Celebration, Symbols, Leaders and Teachers and Believing. KS2 will include Religion and the Individual, Religion, Family and Community (places of worship), Pilgrimage and Sacred Places, Teaching and Authority (Sacred Texts), Worship, Journey of Life and Death, Symbols and Religious Expression, Inspirational People, Beliefs and Beliefs in Action.

Key elements such as Beliefs, Places of Worship, Sacred Books, Inspirational People and Symbols are studied in each year group. At Frith Manor, RE lessons encompass elements of the six main faiths of Christianity, Judaism, Islam, Buddhism, Sikhism and Hinduism. The curriculum aims for our children to build an understanding of each other's beliefs and cultures.

Impact

By learning about and learning from religion, we aim for all pupils to grasp certain skills in their learning such as comparing, reflecting and forming opinions based on evidence. Through sharing knowledge about other people's faith in our school community we hope that our school pupils can grow up in a society that challenges them to understand the polarity and diversity of beliefs, opinions and practices. We hope that RE lessons can develop personal well-being and happiness, safeguard ethical standards in public life, tackle extremism and religious discrimination and overall impact social community and cohesion. We aim for all children to learn about religion without feeling pressures and for the delivery of the curriculum to be up to date, relevant and enjoyable.

Yearly Overview

LTP	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Little Acorns	Breakdown of Little Acorns Curriculum can be found in Little Acorns Yearly Curriculum Overview Areas of learning: Personal, Social and Emotional Development, and Understanding the World					
Little Oaks	Breakdown of Little Oaks Curriculum can be found in Little Oaks Yearly Curriculum Overview Areas of learning: Personal, Social and Emotional Development, and Understanding the World					
Reception	Breakdown of Reception Curriculum can be found in Reception Yearly Curriculum Overview Areas of learning: Personal, Social and Emotional Development, and Understanding the World					
Year 1	Beliefs	Celebrations - Special Times	Sacred Texts - Stories and Special Books	Symbols	Inspirational People - Special People	Places of Worship - Special Places
Year 2	Inspirational People - Special People	Places of Worship - Special Places	Sacred Texts - Stories and Special Books	Celebrations - Special Times	Symbols	Beliefs
Year 3	Religions and the Individual	Inspirational People	Sacred Texts - Teaching and Authority	Beliefs: Beliefs and Questions	Places of Worship: Religion, Family and the Community	Symbols
Year 4	Worship	Inspirational People	Symbols	Sacred Texts - Teaching and Authority	Places of Worship: Religion, Family and the Community	Beliefs: Beliefs and Questions
Year 5	Beliefs -Beliefs in Action - focus on current global issue or topic	Inspirational People	Places of Worship - Pilgrimages	Symbols - Symbolic Expression	Religion and the Individual	Sacred Texts - Teaching and Authority

Year 6	Symbols - Symbolic Expression	Inspirational People	Beliefs - Beliefs in Action - Focus on current global issue or topic	Places of Worship - Pilgrimages	Journey of Life and Death	Journey of Life and Death

Curriculum coverage

Year 1 **Christianity and Hinduism Judaism as well as ethical values** Year 1 and 2 share some of the same learning objectives, but focus on different religions.	**Autumn 1** **Beliefs** • Understand the importance of rules e.g. why we have them, where they come from and how they influence our behaviour. • Understand we all have beliefs about the world and they influence how we think or behave. • Know that religious people have beliefs about things such as truth, honesty and respect and it may affect the choices they make. Children will learn this through listening to religious stories (Study Christianity, Hinduism, Judaism) **Vocabulary**: belief, Jesus, Disciples, God, Christians **Suggested Texts/Artefacts**: The Good Samaritan (Christianity), The Lost Sheep (Christianity) The Boy Who Cried Wolf.	**Spring 1** **Sacred Texts: Stories and Special Books** • Understand why books are special to people e.g. they remind them of a special time, they make them feel an emotion when they read them, they remind them of someone special. • Name a book that is special to them and explain why. • Know the name of sacred books (Study Islam, Hinduism, Judaism) • Know how sacred books are used in religion (Study Islam, Hinduism, Judaism) e.g. how they are used in religious traditions, how they are treated, rules associated with them. • Discuss similarities and differences between special books (Study Christianity, Judaism, Hinduism) **Vocabulary**: holy book Torah, Bible, Gita, Judaism, Christianity, Hinduism. **Suggested Texts/Artefacts**: Torah, Bible, Gita 	**Summer 1** **Inspirational People: Special People** • Understand what makes a person special. Identify people who are special in the community and explain why they are special e.g. they teach/guide people, make us feel safe, they protect us from harm. • Identify people who are special to them and explain why. • Identify and name people who are important to religious groups e.g. because of their influence in founding or developing a religious group (study Christianity, Hinduism Judaism) **Vocabulary**: Moses, Jesus, Disciples, believer, miracles, Lord Ganesh. **Suggested Texts/ Artefacts**: Story of Moses (Judaism) Jesus and the Blind Man (Christianity) The Story of Esther (Judaism)

	Autumn 2 **Celebrations – Special Times** • Listen to stories about special occasions that are celebrated (Study Hinduism, Judaism) • Learn how important occasions are celebrated at home and in the community e.g. rituals, festivals people partake in (Study Hinduism, Judaism) **Vocabulary**: Celebration, Judaism, Hinduism, Hanukkah, Diwali **Suggested Texts**: The Hanukkah story, Rama and Sita **Artefacts**: Menorah, Diya Candle **British Values**: Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs	**Spring 2** **Symbols** • Know what a symbol is and why we use them. • Identify symbols in everyday life and how they help us. • Name religious symbols and explain what they represent (Study Christianity, Hinduism and Judaism) **Vocabulary**: Judaism, Star of David, Hinduism, Om, Christianity, Cross **Suggested Texts/ Artefacts**: Om, Star of David, cross **British Values**: Individual Liberty, Mutual respect, Rule of Law,	**Summer 2** **Places of Worship: Special Places** • Understand what makes a place special e.g. it makes us feel relaxed, peaceful, comforted; it reminds us of someone or something that happened; it is somewhere we can think and reflect. • Name a place special to them and explain why it is special. • Know we all have special places and they might be different or we might think the same place is special for different reasons. • Know the name of sacred places for different religions (Study Hinduism, Judaism) • Describe a place of worship e.g. what you might see in them, what happens there (Study Hinduism, Judaism) **Vocabulary**: Hinduism, Mandir, Vedas/Gita, Murtis, shrine Aum, Judaism, Synagogue, Bimah Ark, Siddur, Torah, The Eternal Light **Suggested Texts/Artefacts**: Mandir; Bell, Gita/Vedas, Murtis, Aum Synagogue; Torah, Eternal Light **British Values**: Mutual respect, Tolerance of different faiths and beliefs

<table>
<tr>
<td rowspan="2">Year 2
Christianity, Sikhism, Islam and ethical values

Year 1 and 2 share some of the same learning objectives but focus on different religions</td>
<td><u>Autumn 1</u>

Inspirational People: Special People

• Identify and name people who are important to religious groups e.g. Because of their influence in founding or developing a religious group (Study Christianity, Islam and Sikhism)

• Listen to and discuss stories about religious leaders (Study Christianity and Sikhism)

• Discuss what religious leaders taught people about what is important in life and why they are considered special guides (Study Christianity, Islam and Sikhism)

• Know how key figures influence the behaviour of people from different religious groups e.g. how their teachings affect people behaviour/choices

Vocabulary: Jesus, disciples, Guru, Allah, Prophet Mohammad, Allah

Suggested Texts/ Artefacts: Jesus- Jesus feeds the 5000 or Jesus Heals the Sick, The Story of Guru Nanak, The story of Prophet Mohammad</td>
<td><u>Spring 1</u>

Sacred Texts: Stories and Special Books
• Know the name of sacred books (Study Christianity, Islam and Sikhism)
• Hear/read a variety of religious stories from sacred books
• Understand why these stories are important e.g. what message they give, how they impact people's choices
• Understand there are similarities and differences on how stories inform beliefs

Vocabulary: holy book, Christianity Bible, Islam, Qu'ran, Sikhism, Guru Granth Sahib

Artefacts: Bible, Qu'ran, Guru Granth Sahib

Suggested Texts: Duni Chand and the Silver Needle (Sikhism), The Lost Sheep (Christianity)</td>
<td><u>Summer 1</u>

Symbols
• Name religious symbols and explain what they represent (Study Christianity, Islam and Sikhism)
• Explain why they are important e.g. they remind believers of a special time, they bring comfort
• Describe how symbols are used in religions e.g. in stories, in places of worship (Study Christianity and Sikhism)

Vocabulary: Christianity, cross, Sikhism, Khanda, Islam, Crescent Moon

Suggested texts/Artefacts: Cross, Khanda, Crescent Moon</td>
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<td><u>Autumn 2</u>

Places of Worship: Special Places

• Know the name of sacred places for different religions (Study Christianity, Islam and Sikhism)

• Describe a place of worship (Study

Christianity, Islam and Sikhism) e.g. what you might see in them, what happens there</td>
<td><u>Spring 2</u>

Celebrations – Special Times
• Listen to stories about special occasions that are celebrated (Study Christianity and Sikhism)
• Learn how important occasions are celebrated at home and in the community e.g. rituals, festivals (Study Christianity and Sikhism)
• Understand why special occasions are celebrated e.g. to remember a special time, share a special event with friends and family (Study Christianity and Sikhism)</td>
<td><u>Summer 2</u>

Beliefs
• Understand we all have beliefs about the world and they influence how we think or behave
• Know that religious people have beliefs about things such as respect for the world and environment and it may affect the choices they make. Children will learn this through listening to religious stories (Study Christianity and Islam)

• Discuss their views on the morals discussed</td>
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	• Understand why they are important to religious people e.g. how they make them feel • Know that religious people also have special places at home to worship • Describe features of a sacred place in the home (Study Christianity, Islam and Sikhism) **Vocabulary**: Church; font, alter, lecturn, cross, stained glass window, service,wedding, christening, Bible, priest Mosque; prayer mat, Qubba, Mihrab, wash room, Crescent Moon and Star, Qur'an, Imam, Gurdwara; Guru Granth Sahib, Chaur, Langar **Suggested Texts/ Artefacts**: Church, Mosque, Gurdwara **British Values**: Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs	• Identify similarities and differences in the way occasions are celebrated in different faiths (Study Christianity and Sikhism) **Vocabulary**: Celebration, Sikhism, Vaisahki, Christianity, Easter **Suggested Texts:** Vaisahki Story/The story of the formation of Khalsa, The Easter Story (Christianity) **Artefacts**: egg, flower, crucifix, **British Values**: Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs	• Know/Identify a current issue facing the local environment and discuss how people should respond to this issue - draw on morals discussed **Vocabulary**: Allah, Prophet Mohammad, **Suggested Texts/Artefacts**: Seven New Kittens (Islam) The Boy who Threw Stones at the Tree (Islam) **British Values**: Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs
Year 3 **Year 3 Christianity, Sikhism, Hinduism, Judaism and ethical values** ***Year 3 and 4 share some of the same learning objectives but***	**Autumn 1** **Religion and the Individual** • Understand how belonging to a religion may influence your lifestyle e.g. what you eat, how you behave, your daily routines • Describe how personal identity is expressed through clothes and symbols • Understand how religious identity is developed through dress and symbols (*study Sikhism and Judaism*) • Identify similarities and differences in the ways beliefs are expressed	**Spring 1** **Sacred Texts: Teaching and Authority** • Know the names of different holy books and why they important to people • Know a range of religious stories about **God** (*study* Christianity, *Hinduism)* • Understand why these stories are important e.g. what message they give and how they impact people's behaviour • Recognise similarities and differences in the way faiths interpret ideas about God • Discuss if they agree and what their viewpoint is	**Summer 1** **Places of Worship: Religion family and the community** • Know a variety of places of worship in the community • Know the features of places of worship e.g. symbols, codes of conduct, artefacts, people who are represented there (*study Judaism and Hinduism, compare to Christianity*) • Understand how these features are used and why they are used • Know a variety of activities that happen in the

focus on different religions	**Vocabulary:** Sikhism; Turban, Kesh, Kara, Kanga Kirpan, Kaacha**,,** Judaism; Tznuit, Tallit, Kippur, Tefflin **Suggested Texts:** Hats of Faith, The Clothes we Wear, Clothing of the World, Daddy's Turban **Artefacts:** Turban, Kesh, Kara, Kanga, Kirpan, Kaacha, Kippur, Tallit, Tefflin	based on **Vocabulary:** God, Hinduism; Trimurti, Tridevi, Shiva, Brahma, Vishnu, Saraswathi Lakshmi, Shakti, Ganesh Surya, Vaya, Hanuman, Agni, Garuda, Indra which are most important? **Suggested Texts:** The Little Book of Hindu Dieties, Rama and Sita **Artefacts:** Murti	place of worship e.g. weddings, services • Understand the role places of worship have in the community e.g. how they develop a community, how they teach people, how they support people **Vocabulary:** Hinduism, Mandir, Vedas/Gita, Murtis, shrine Aum, Puja, Aarti, Judaism, Synagogue, Bimah Ark, Siddur, Torah, The Eternal Light, Shabbat, Bar mitzvah, Bat mitzvah wedding **Suggested Texts/ Artefacts:** Mandir, bell, Gita/Vedas, Murtis, Aum, Synagogue; Torah, Eternal Light
	Autumn 2 **Inspirational People** • Identify qualities that make a good leader • Name inspirational leaders they know in their local community e.g. the school,London, the UK. Discuss qualities these leaders have and why they are inspirational • Know about local religious leaders (*from Christianity, Sikhism and Judaism*) and the impact they have had on people's lives • Discuss similarities/ differences between different inspirational leaders • Understand how people follow their example **Vocabulary:** Rabbi, Priest, Pastor, Minister, Vicar, Father, Granthi **Suggested Texts/ Artefacts:** Places of Worship: Synagogue, Gurdwara and Church British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of	**Spring 2** **Beliefs: Beliefs and Questions** • Understand how beliefs inform our daily life and the choices we make • Understand how religious beliefs about how the **world** and **other people** should be treated affect people's daily life choices (*study Chrisitanity, Hinduism and Sikhism)* • Discuss how their beliefs about how the world and people should be treated affect their behaviour **Vocabulary:** beliefs, Langar Raksha Bandahan **Suggested Texts:** The Good Samiritan (Christianity) Greta and the Giants **Artefacts:** Raksha Bandhan (Hinduism), Langar Meal (Sikhism) British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law	**Summer 2** **Symbols** • Discuss religious symbols they know • Identify a **variety** of symbols within a religion and their significance *(study Judaism and Hinduism)* • Compare different religious symbols • Understand why religious symbols are important in the lives of worshippers **Vocabulary:** Judaism; Menorah, Mezuzah, Hamsa, Hinduism; lotus flower (Padmar), conch shell, Trident (Trishul **Suggested Texts:** Hanukkah story**,** Diwali Story **Artefacts:** Menorah, Mezuzah, Hamsa, lotus flower (Padmar), conch shell, Trident (Trishul) Diya candle British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs

	law		
Year 4 Year 4 Christianity, Islam and Buddhism and ethical values *Year 3 and 4 share some of the same learning objectives but focus on different religions*	<u>Autumn 1</u> **Worship** • Understand what worship is e.g. what is involved in worship and why people worship • Understand the different ways religious groups worship (*study Christianity, Islam*), Buddhism – identify symbols and artefacts used in worship and discuss *why* they are used • Listen to stories explaining ideas of worship e.g. why certain artefacts are used or certain practices • Identify some of the differences *within and between* religions in their approach to worship • Understand how worship helps religious peoples **Vocabulary:** Christianity; Church Prayer, Lord's Prayer, collective worship, Bible, hymns, cross, pew, Rosary beads, statue of our Lady Islam; Mosque, ablutions area, Wudhu, prayer mat, Qiblah wall, Tasbih beads Buddhism; mantra, Buddha, prayer beads, prayer wheel **Suggested Texts/ Artefacts:** Christianity; Bible, Cross Islam; prayer mat, compass, Tasbih beads Buddhism; Buddha, prayer beads, prayer wheel	<u>Spring 1</u> **Symbols** • Discuss religious symbols they know • Identify a **variety** of symbols within a religion and their significance *(study Buddhism and Christianity)* • Compare at least two different religious symbols • Understand why religious symbols are important in the lives of worshippers **Vocabulary:** Lotus flower, Buddha, Wheel of Life, Dove **Suggested Texts/ Artefacts:** Lotus flower, Buddha, symbol of the Wheel of Life, candle, Symbol of a Dove	<u>Summer 1</u> **Places of Worship: Religion family and the community** • Know a variety of places of worship in the community • Know the features of places of worship e.g. symbols, codes of conduct, artefacts, people who are represented there *(study Christianity, Islam and Buddhism)* • Understand how these features are used and the significance of them e.g. why they are used • Know a variety of activities that happen in the place of worship e.g. weddings, services • Understand the role places of worship have in the community e.g. how they develop a community, how they teach people, how they support people **Vocabulary:** Mosque; ablutions area, Wudhu, prayer mat, Qiblah wall, the mihrab, Tasbih beads, patterns, Church; cross, bell tower, stained glass window, pulpit, font, pew, alter, organ, font, candle, lecturn, pulpit, Baptism, Eucharist, communion, Baptismal candle, Easter Candle, Chalice and Paten Temple; lecturn, Buddha, meditation area, wheel of life, festival, shrine, offerings **Suggested Texts/ Artefacts:** Mosque; shoe rack, prayer mat, Tasbih beads, Islamic patterns Church, cross, stained glass window pictures, Baptismal candle, Easter Candle, Chalice, and Paten, Palm cross, Temple; lecturn, Buddha, wheel of life, incense, festivals.

	Autumn 2	Spring 2	Summer 2
	Inspirational People • Name inspirational leaders they know in their local community e.g. the school, London, the UK. Discuss qualities these leaders have and why they are inspirational • Know about local religious leaders (*study Buddhism and Islam*) and the impact they have had on people's lives • Discuss similarities differences between different inspirational leaders • Understand how people follow their example **Vocabulary:** Iman, Monk **Suggested Texts/ Artefacts:** Places of Worship: Mosque, Temple British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law	**Sacred Texts: Teaching and Authority** • Know a range of religious stories about **how we should treat others** *(study Buddhism and Christianity)* • Understand why these stories are important e.g. what message they give and how they impact people's behaviour • Recognise similarities and differences in the way faiths interpret ideas about how we should treat others Discuss if they agree and what their viewpoint is based on **Vocabulary:** Holy/Sacred book, Tripitaka, Bible, parable, belief, value Tripitaka **Suggested Texts/ Artefacts:** Buddhism; The Monkey King, The Blind Man, The Talkative Tortoise Christianity; The Good Samaritan, the Prodigal Son British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law	**Beliefs: Beliefs and Questions** • Understand how beliefs inform our daily life and the choices we make • Understand how religious beliefs about God effect peoples' daily life choices *(study Christianity, Buddhism and Islam)* • Recognise similarities and differences in the way faiths interpret ideas about God **Vocabulary:** God, Allah, Buddha, prayer, worship, Five Pillars if Islam, Ten Commandments, Dharma, /eight-Fold Path, enlightenment, **Suggested Texts/ Artefacts:** Bible, Qur'ran, Tripitaka British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs
Year 5 Year 5 Christianity, Islam and Hinduism and ethical value *Year 5 and 6*	**Autumn 1** **Beliefs: Beliefs in Action - focus on current global issue or topic** • Identify a current global issue relevant to the pupils. Know about the issue and how it is affecting people currently • Understand how religious groups might respond to the global issue - discussing how beliefs might influence responses (*study at least two religions that lend themselves to the current global issue chosen)* • Identify similarities and differences within *and between* religions in their responses • Discuss their own and other responses to these issues	**Spring 1** **Places of Worship: Pilgrimages** • Know a variety of sacred places in the local community and explain why they are important • Understand why people visit the wonders of the world (religious and non-religious) e.g. historical: Alhambra, Jerusalem, Istanbul; natural beauty; Arabian Desert, Ouzzard Falls. • Know about the variety of sacred places in the wider (global) community and why they are important • Understand why religious people go on pilgrimages *(study Islam and Hinduism e.g. Hajj and Varanasi)*-	**Summer 1** **Religion and the Individual** • Understand how belonging to a religion may influence your lifestyle e.g. what you eat, behave, routines • Identify similarities and differences in the way beliefs are expressed *(Study Islam, Hinduism)* • Discuss the benefits and difficulties e.g. commitment, support, restrictions, comfort **Vocabulary:** belief, prayer, worship,

share some of the same learning objectives but focus on different religions		discuss that people may visit these places to purify oneself, connecting with God, showing commitment to a religion • Describe an important place in their lives and why it is important **Vocabulary:** Sacred/holy place, Pilgrimage, Varasani, Hajj, Mohammad, Lord Shiva repent, connect, God, Moksha, Mandir, reincarnation, holy water, Kumbh Mela **Suggested Texts/ Artefacts:** Pictures of sacred places around the world, Ihram clothing, Qur'ran, prayer mat, Hajj guide	reincarnation, Moksha, dharma, Pillars of Islam; Shahadah, Salah, Zakat, Sawm, Hajj **Texts/ Artefacts**: model Temple, model mosque, prayer mat, deities, traditional clothing and food
	Autumn 2 **Inspirational People** • Name inspirational leaders they know (nationally/globally). Discuss qualities these leaders have and why they are inspirational • Know about an inspirational leader of the world (non-religious) and how they have influenced the world and the impact they have had on people's lives • Know about religious leaders of the world *(Study Islam: The First Four Caliphs, Christianity: Mother Teresa and Hinduism: Bhaktivedanta Swami Prabhupada)* Discuss how they have influenced the world and the impact they have had on people's lives • Discuss similarities differences between different inspirational leaders • Recognise who has been inspirational in their lives **Vocabulary:** Four Caliphs, prophet, Malala Yousafzai, Qur'ran, Mother Teresa, nun, missionary, Bhaktivedanta Swami Prabhupada, Hare Kirshna **Suggested Texts/ Artefacts:** Qur,an, Bhagavad Gita British Values:	**Spring 2** **Symbols: Symbolic Expression** • Understand that people may express their religion through *symbolic actions* (e.g. prayers, sacrifice, dress) *artistic expression* (e.g. dance, painting, statues) and *words* (e.g. prayers, phrases) • Learn about examples of artistic expression e.g. dance, music, artwork (*study Christianity, Islam and Hinduism) and* discuss how they express religious beliefs • Compare two different examples of religious artistic expression - Identify similarities and differences • Understand why the example of religious artistic expression is important to worshippers **Vocabulary:** worship**,** stained glass window, Islamic art, Rangoli, Kolam, Bharatanatyam, Sufi, Hymns, carols, gospel, Kirtan, Nasheed **Suggested Texts:** Prodigal Son, Good Samaritan, Nativity, Rama and Sita **Artefacts:** Islamic art, Rangoli, Sufi, Hyms, carols, gospel, Kirtan, Nasheed British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law	**Summer 2** **Sacred Texts: Teaching and Authority** •Know a range of creation stories and how we should treat the world *(Study, Christianity, Islam Hinduism)* • Understand why these stories are important e.g. what message they give and how they impact people's behaviour • Recognise similarities and differences in the way faiths interpret how the world was created • Discuss if they agree and what is their viewpoint based on? **Vocabulary:** God, Allah, Vishnu, Brahma**,** **Suggested Texts/ Artefacts:** Christian Creation Story Islamic Creation Story, Hindu Creation Story, The Boy who Threw Stones at the Tree British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law

	Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law		
Year 6 Year 6 Christianity, Judaism, Buddhism and ethical values *Year 5 and 6 share some of the same learning objectives but focus on different religions*	**Autumn 1** **Symbols: Symbolic Expression** • Understand that people may express their religion through *symbolic actions* (e.g. prayers, sacrifice, dress) *artistic expression* (e.g. dance, painting, statues) and *words* (e.g. prayers, phrases) • Learn about examples of symbolic action (e.g. prayer, sacrifice, clothing) and discuss how they express religious beliefs • Compare two different examples of religious symbolic expression - Identify similarities and differences • Understand why the example of religious symbolic expression is important to worshippers **Vocabulary:** prayer, meditation, chanting, Lent, kosher, day of rest, Shabbat, Kasaya, Tznuit, Tallit, Kippur, Tefflin, schtreimel **Suggested Texts:** Hats of Faith, The Clothes we Wear, Clothing of the World **Artefacts:** prayers, religious clothing; Kasaya, Tznuit, Tallit, Kippur, Tefflin, traditional food	**Spring 1** **Beliefs: Beliefs in Action- focus on current global issue or topic** • Identify a current global issue relevant to the pupils/topic. Know about the issue and how it is affecting people currently • Understand how religious groups might respond to the global issue - discussing how beliefs might influence responses (*study at least two religions that lend themselves the global issue)* • Identify similarities and differences within *and between* religions in their responses • Discuss their own and other's responses to these issues	**Summer 1 and Summer 2** **Journey of Life and Death** • Understand what a journey is e.g. journey to school, holiday - to get to an end goal • Understand that some religions see life as a journey and celebrate certain stages • Understand how religions celebrate important life events e.g. birth, becoming and adult, marriage, death (*Study Christianity, Judaism*) • Listen to the life journey of an 'experienced person' religious or non-religious (discuss important/happiest milestones, barriers they overcome) • Describe own journey of life so far (though construction, role play, drawings) • Understand beliefs about life after death (*Study Christianity, Judaism*) • Discuss: What do you think the purpose of life is? (e.g. world issues, environmental issues, family, work, life after death) What do you think? **Vocabulary:** christening, baptism, godparents, font, confirmation, holy communion, Eucharist, chalice, marriage, last rites, funeral, service, bible, prayers, resurrection, heaven, hell purgatory, Brit Milah, Simchat Bat, Bar Mitzvah, Bat Mitzvah, Bat Chayil, marriage, shema, kaddish, shiva, yahrzeit, resurrection, Gan Eden, Gehenna **Suggested Texts:** The Sheep and the Goat, Jesus' Baptism, The Last Supper **Artefacts:** candle, font, chalice, Doomsday paintings, shema, kaddish

			British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs
	Autumn 2 **Inspirational People** • Discuss inspirational leaders they know (nationally/globally) – qualities these leaders have and why they are inspirational • Know about an inspirational leader of the world (non-religious) - how they have influenced the world and the impact they have had on people's lives • Know about religious leaders of the world (*study Christianity, Buddhism, Judaism)* how they have influenced the world and the impact they have had on people's lives • Discuss similarities differences between different inspirational leaders • Recognise who has been inspirational in their lives **Vocabulary:** Pope, Dalai Lama, Rabbi Jonathan Sacks, **Suggested Texts/ Artefacts:** The Unicef Articles:12,13,14,17, 30, 31 British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law	**Spring 2** **Places of Worship: Pilgrimages** • Understand why people visit the wonders of the world (religious and non-religious) e.g. historical: Macchu Pichu Natural beauty: rainforests Iguazu Falls Religious: Christ Redeemer • Know a variety of sacred places in the global community that people take pilgrimages too • Understand why religious people go on pilgrimages *(study Christianity, Judaism and Buddhism e.g. Bethlehem and Bodh Gaya)*- discuss their historical significance• Identify examples of non-religious journeys people may take e.g. running a marathon, climbing a mountain, moving to a different country • Describe an important place they would like to visit and explain why **Vocabulary:** Pilgrimage, Bethlehem, Bodh Gaya, Jerusalem, Western Wall, Temple Mount, Mount Moriah **Suggested Texts:/Artefacts:** Under the Bodhi Tree, The Nativity Story, The story of Abraham and Isaac, Carol - O'Little Town of Bethlehem British Values: Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law	**Summer 2-Please see above-Summer 1 and 2 are together**