

RWVE long-term knowledge growth

Rationale for content sequencing



YN	Substantive RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Nursery	<p>In our nursery, we foster kindness, respect, and curiosity about religion and worldviews through inclusive, play-based activities. Pupils will explore books linked to festivals and celebrations such as Bonfire Night, Diwali, Chinese New Year, Easter, Valentine’s Day, Halloween, and Christmas. They will also share their own cultures and traditions through Tapestry.</p> <p>The home corner will be thoughtfully decorated to reflect different celebrations, such as creating festive displays for Christmas or Diwali. These immersive experiences will help pupils understand that we are all different and that not everyone celebrates in the same way, preparing them to respect and appreciate a variety of faiths and traditions.</p> <p>As pupils regularly discuss celebrations, including birthdays, they will develop a strong understanding of language such as: <i>celebrate, festival, special, family, friends</i> and <i>occasion</i>." They will also learn to use phrases like "<i>We celebrate by...</i>" or "<i>In our family, we...</i>" to express their own experiences and understanding of celebrations.</p> <p>Through these discussions and activities, pupils will expand their vocabulary, build confidence in sharing their own cultural practices, and develop an awareness of others.</p>		
YR	Substantive RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Reception Autumn 1	<p><u>Where do we belong?</u></p> <ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences of belonging • share occasions when things have happened in their lives that made them feel special • hold conversations about special religious signs of belonging, using new vocabulary • talk about the lives of other people using simple ideas about the experiences of belonging and community • recall simply what happens at a traditional Christian infant baptism 	<p>Pupils begin to develop an understanding of religious stories and make connections with their own experiences of belonging. They also have the opportunity to share and record personal occasions that made them feel special, reflecting on moments that signify belonging. Pupils recall what happens during a traditional Christian infant baptism and dedication, learning about its significance.</p>	<p>Pupils begin to understand that their peers may belong to different religions and cultures. They will have opportunities to listen to their peers share experiences of various celebrations and festivals, helping to build the foundations of British Values.</p>
Autumn 2	<p><u>Which people are special and why?</u></p> <ul style="list-style-type: none"> • talk about people who are special to them 	<p>Pupils begin to talk about people who are special to them and explain what makes their family and</p>	<p>Pupils begin to explore the concept of special people in their lives by talking about those who</p>

	<ul style="list-style-type: none"> • say what makes their family and friends special to them • identify some of the qualities of a good friend • recall and talk about stories of Jesus as a friend to others • recall a story about a special person in Sikhism and talk about what can be learnt from it • use new vocabulary as they hold conversations about religious materials 	<p>friends important in their lives. They identify qualities of a good friend and reflect on stories of Jesus as a friend to others. Pupils also recall a story about a special person in Sikhism, discussing the lessons that can be learned from it. Through these discussions, they use new vocabulary as they talk about religious materials and deepen their understanding of relationships and community.</p>	<p>are important to them, such as family and friends, and identifying the qualities that make someone a good friend.</p>
Spring 1	<p><u>Which stories are special and why?</u></p> <ul style="list-style-type: none"> • talk about some religious stories • recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim • identify some of their own feelings in the stories they hear • identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims' • use recently acquired vocabulary to talk about what simple teachings from the religious stories e.g. Jesus and Muhammad taught people about keeping promises, being thankful or being kind • use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised 	<p>Pupils begin to explore which stories are special to them and why, talking about some religious stories and identifying their personal connections to the tales they hear. They recognize and use new vocabulary, especially religious terms such as God, Jesus, Bible, Christian, Prophet Muhammad, and Muslim. Pupils identify and name sacred texts and the religions they belong to, such as "the Bible is for Christians" and "The Qur'an is for Muslims." They use their recently acquired vocabulary to discuss simple teachings from religious stories, such as those of Jesus and Muhammad, focusing on lessons about kindness, keeping promises, and being thankful.</p>	<p>Pupils explore the foundation of religious stories by discussing significant tales from different faiths. They recognise and use new vocabulary, including key religious words such as God, Jesus, Bible, Christian, Prophet Muhammad, and Muslim. Pupils connect with these stories by identifying their own feelings and naming sacred texts, e.g., "the Bible is for Christians" and "the Qur'an is for Muslims." Which supports Pupils for when these religions are taught again throughout the curriculum.</p>
Spring 2	<p><u>Which times are special and why?</u></p> <ul style="list-style-type: none"> • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas / Easter and a festival from another faith • say why Christmas / Easter and a festival from another faith are special times for believers • hold conversations about special religious times using new vocabulary • talk about the lives of other people using simple ideas about how celebrations are valued • talk about information on the festivals of different religious communities of the UK 	<p>Pupils give examples of special occasions and suggest features of a good celebration, such as togetherness and joy. They recall simple stories connected with Christmas, Easter, and a festival from another faith, discussing why these are special times for believers. Pupils hold conversations about these religious times using new vocabulary and talk about the lives of others, reflecting on how celebrations are valued in different communities. They also explore information about festivals from various religious communities in the UK, including their peers,</p>	<p>Pupils explore the importance of special times by discussing examples of significant occasions and identifying features of a good celebration. They recall simple stories related to Christmas, Easter, and a festival from another faith, learning why these times are special for believers. Pupils learn to respect other faiths and how they are celebrated.</p>

		fostering an understanding of cultural and religious diversity.	
Summer 1	<p><u>What is special about our world?</u></p> <ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories, talking about what they say about the world, God, human beings • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • explore the natural world, making space for responses of joy, wonder and curiosity • talk about what people do to mess up the world and what they do to look after it • hold conversations using new vocabulary about caring for the world • talk about the lives of other people using simple ideas about care for nature and animals • talk about information on the ways different religious communities care for our world 	<p>Pupils talk about things they find interesting, puzzling, or wonderful in the world, sharing their experiences and feelings. They re-tell stories that reflect on the world, God, and humanity, and think about the wonders of nature, expressing ideas and emotions. Pupils discuss how to care for animals and plants, explore the natural world with joy and curiosity, and talk about how people both harm and help the environment. They hold conversations using new vocabulary about caring for the world, reflect on how others care for nature and animals, and learn how different religious communities show care for the planet.</p>	<p>Pupils reflect on what makes our world special by discussing things they find interesting, puzzling, or wonderful, sharing their personal experiences and feelings. They re-tell stories that explore ideas about the world, God, and humanity, and express their thoughts about the wonders of nature. Pupils learn to care for animals and plants and explore the natural world with joy and curiosity. They talk about how people harm and help the environment and hold conversations using new vocabulary about caring for the planet. By discussing the ways different religious communities show care for nature and animals, pupils deepen their understanding of shared responsibilities for protecting the world.</p>
Summer 2	<p><u>Which places are special and why?</u></p> <ul style="list-style-type: none"> • talk about somewhere that is special to themselves, saying why • be aware that some religious people have places which have special meaning for them • talk about the things that are special and valued in a place of worship • identify some significant features of sacred places • recognise a place of worship • know a similarity and a difference between two different places of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	<p>Pupils talk about places that are special to them and explain why they hold personal meaning. They learn that some religious people have places with special significance and discuss what is valued in a place of worship. Pupils identify key features of sacred places, recognize places of worship, and explore similarities and differences between two different places of worship. They also use appropriate vocabulary to express their thoughts and feelings when visiting a church, fostering an appreciation of the importance of these spaces for different communities.</p>	<p>Pupils explore the concept of special places by talking about locations that are meaningful to them and explaining why. They learn that some religious people have places with special significance and discuss what is valued in places of worship. Pupils identify significant features of sacred places, recognize places of worship, and compare similarities and differences between two different worship spaces. They also use appropriate vocabulary to express their thoughts and feelings when visiting a church, deepening their understanding of the importance of sacred spaces for various communities.</p>

Year 1	Substantive RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Year 1 Autumn 1	<p><u>What do Christians remember at harvest festival?</u></p> <p>Develop an awareness of the importance of charity in the Christian faith.</p> <p>Understand about the importance of not wasting food.</p> <p>Consider the importance of sharing with others.</p> <p>Understand that Christians believe that God created the food that is grown and eaten.</p> <p>Experience visiting a Church and taking part in the harvest donations.</p>	<p>Pupils begin to develop an awareness of the importance of the harvest festival for Christians and consider why Christians are thankful to God for his creations. Pupils also have the opportunity to visit a local church and donate food to the harvest collection, learning about the Christian ethos of sharing with others. This links to our school ethos of helping others within the local community, which is highlighted through the charity work done in this unit. Pupils explore the significance of harvest across the world and reflect upon that Christianity is not the only faith that celebrates harvest, whilst also considering why the harvest is important in many non religious communities e.g. farmers.</p>	<p>Pupils develop their understanding of Christianity and themes of charity throughout our curriculum. In Year 2 children explore belonging to a Christian family and how core values include love, compassion and caring which links to the charity theme of helping others. In Year 5 children explore Christian values linked to Lent where the theme again re-occurs. Through learning about the Five Pillars of Islam and Zakat ‘charity’ in Year 5, alongside school the planned charity unit this theme, in a range of different guises and religions, runs across our school curriculum and Religious Education curriculum each year. Children have the opportunity to learn about different Christian values and festivals and build on prior knowledge within each year group, using prior subject knowledge both learning from and about religion.</p>
Year 1 Autumn 2	<p><u>How do Christians remember Jesus at Christmas?</u></p> <p>Develop an awareness of what celebrations are</p> <p>The birth of Jesus</p> <p>Traditions linked to Christmas and their symbolism</p> <p>Christian symbols from the nativity story</p>	<p>Pupils continue to develop their understanding of the Christian faith through exploring the traditions of Christmas and considering why Christians remember Jesus at Christmas. Pupils develop an awareness of how celebrations and traditions are important at this time of year, such as exploring the different traditions and the symbolism behind them e.g. making christingles (symbol of Christ’s light and love for everyone)</p>	<p>Pupils build on their prior knowledge of the nativity from EYFS to develop their understanding of Christian beliefs. This provides a stepping stone for children’s knowledge of Christianity, the significance of God, Jesus and families as well as different festivals such as Easter in Year 2 and advent in Year 3 and Lent in Year 5.</p>
Year 1 Spring 1	<p><u>Why is Shabbat important to Jewish people?</u></p>	<p>Pupils begin to explore extracts from the Tenakh which teach Jews that there is One God who created the world, human beings and everything in the world. Pupils will explore stories and extracts from the Tenakh which remind Jews that</p>	<p>Pupils will begin to develop an understanding and awareness of the Jewish faith and make links between the importance of family and community in the Jewish faith and how this is parallel in all other religions. They will have the opportunity to</p>

	Explore how Jewish families prepare for and celebrate Shabbat.	they should love God and keep God's commandments and consider how traditions at Shabbat help Jews to remember, and be thankful to, God for creating the world and everything in it, for creating time for work and Shabbat. They will consider how the lighting of the Shabbat candles and the hanukiah express Jewish belief in a loving, ever-present God explore how symbols and objects in the home are a constant reminder of the presence of God and the history of the Jewish people e.g. the mezuzah	explore other aspects of culture and tradition in Judaism in Year 2, when the festival of Hannukah and how this makes Jewish people feel close to God is explored, Year 3 when considering stories from the Torah, Year 4 when exploring the synagogue and how the festival of Sukkot is celebrated. The theme of community, faith, tolerance and love continues to be taught throughout the RE curriculum, across all faiths and their underlying values.
	Understand the importance of the Mezuzah		
	Consider how the end of Shabbat is celebrated		
Year 1 Spring 2	<u>Why is Holi and stories of Krishna important to the Hindu faith?</u>	Pupils have the opportunity to learn about Hinduism and how Hindus learn about God's power, love and forgiveness through telling stories about the childhood of Krishna. They then explore how Holi is celebrated learning about traditions and symbols such as light representing good overcoming evil as light overpowers the dark and fire being purifying and destroying evil.	This learning provides a platform for children to revisit the story of Rama and Sita and the traditions of Diwali in Year 2. Throughout RE in the school children revisit Hinduism looking at how Hindus show commitment to God in Year 4 and the importance of community and worship both at home and in the Mandir in Year 6. The themes taught through this unit allow children to draw parallels between and across religions exploring the concept of light, purity and belief.
	Understand where Hinduism started and is practised.		
	Explore the importance of Krishna to Hindus		
	Understand the importance of the festival of Holi and how it is celebrated.		
	Consider the importance of the story of Krishna at Holi.		
Year 1 Summer 1 and 2	<u>Does praying at regular intervals help a Muslim in their daily life?</u>	Pupils will explore how the Qur'an teaches Muslims that there is One God, Allah, who created the world and that humans should look after it. They will listen to stories of the life of the Prophet Muhammad (pbuh) which provide examples for Muslims of how to live according to the will of Allah. Pupils will consider how Muslim children learn about Allah and about their Muslim identity in the home. They will look at how retelling stories and events from the Muslim tradition are ways of communicating the beliefs and values of Islam eg caring for and sharing with others. Pupils will explore how the choice of a baby's name, the 'whispering of the adhan' and the traditions of welcoming a baby into the Muslim community	The understanding of what it is like to grow up in a family where religious faith is part of the belief system is underpinned throughout the RE curriculum. Pupils have the opportunity to learn and understand traditions and beliefs within the Muslim faith and the impact of prayer on daily life. In Year 2 the children progress to learning about different family traditions within the Christian faith. As the pupils continue to develop their knowledge and understanding of different religions they begin to look at how religion within the family and the traditions of prayer and commitment. In Year 3 they explore how Muslims to show commitment to God and then develop this by exploring and drawing
	Meaning of names and traditions for newborns		

	Prophet Muhammad and his teachings of caring for the environment	declare belief in the One and only God, Allah, and express a hope for a life committed to Allah	comparisons with the Hindu faith in Year 4. This continual progression of understanding why family and traditions are so important in different religions and cultures is woven through the curriculum, both in RE, PHSE and through the school's core values.
	The importance of prayer on daily life.		
Year 2	Substantive RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Year 2 Autumn 1	<u>Would celebrating Diwali at home and in the community bring a feeling of belonging to a child?</u>	Pupils learn about the stories told at Diwali and how Rama and Sita provide Hindus with role models and values to live by e.g. love, courage, loyalty and duty. They consider how, in celebrating Diwali, Hindus learn about God's power, love and forgiveness. Pupils learn how, through daily religious observance in the home and through festival celebrations, children learn about God and about belonging to the Hindu community. Pupils consider how symbols associated with Diwali, (e.g. light- good overcoming evil as light overcomes the dark) and Holi (e.g. fire – purifying and destroying evil) communicate beliefs about God's love and power	This learning provides an opportunity to reflect on the prior knowledge taught about Diwali in Reception. Throughout this unit there is a focus on good versus evil and the symbolism that light plays in this. This prepares the children the importance of light in the Hanukkah story taught in Year 2, as well as preparing children to draw comparisons between Hindu and Sikh Diwali in Year 3 and the Hindu commitment to God in Year 5.
	Diwali celebrations in the community		
	The Diwali story (Rama and Sita)		
	The symbolism of light		
Year 2 Autumn 2	<u>Why do Sikhs celebrate the birthday of a man born over 500 years ago?</u>	Guru Nanak: Pupils learn stories about Guru Nanak's early life and how they teach Sikhs how to live good lives, for example praying to God and helping others. They explore how, in celebrating the birthday of Guru Nanak, Sikhs are reminded of his life and teachings e.g. sharing food in the langar. <i>f</i> Pupils consider the importance of celebrating Guru Nanak's birthday as a community	Guru Nanak: The religious ethos of respect, tolerance and kindness is modelled throughout the curriculum and specifically demonstrated through the teachings of Guru Nanak. The pupils have the opportunity to build solid foundations in their understanding of the Sikh values prior to learning about how the life of Guru Nanak teaches about respect and equality in Year 3 and
	The importance of Guru Nanak to the Sikh community.		

	The Gurdwara	as Sikhs are reminded of his teachings e.g. treating everyone as sisters and brothers.	<p>the Sikh community and Gurdwara in Year 5 where children have the opportunity to also reflect on their own beliefs and values.</p> <p>Hanukkah: This learning consolidates children’s understanding of the symbolism of light within religion and paves the way for developing knowledge about the Jewish faith and the values it holds a key in its teachings . Throughout the curriculum children annually revisit different aspects of the Jewish faith e.g. The Torah and the stories of the Jewish people in Year 3, Sukkot and the synagogue in Year 4, reflecting in following the message of God in Year 5 and Shabbat and the high holy festivals in Year 6.</p>
	<u>Does celebrating Hanukkah make Jewish people feel close to God?</u>	They consider the way in which pictures of Guru Nanak communicate Sikhs’ feelings of reverence for him. Pupils also learn about the meaning of some Sikh symbols which might be seen on a visit to the gurdwara on the birthday of Guru Nanak e.g. turban	
	The significance of celebrating Hanukkah	Hanukkah: Pupils explore the significance of Hanukkah to the Jewish people and how this makes them feel close to God, but thinking about the miracles he performed. They consider different traditions associated in the festival and draw comparisons between these and Diwali (studied earlier in the year) and Christmas. They consider how the festival makes the community feel closer to God and about their Jewish identity in the home e.g. through religious observance and festival celebrations. Pupils explore how the lighting of the hanukiah expresses Jewish belief in a loving, ever-present God.	
	Traditions within the celebration		
	How the festival makes Jewish people feel closer to God		
Year 2 Spring 1	<u>How do children learn about belonging to the Christian family?</u>	Pupils explore how baptism and infant dedication express the hope that children will grow up to follow the teaching and example of Jesus. Pupils consider some of the ways in which children learn about their faith by growing up in a Christian home e.g. by worshipping together on Sunday and on other days, reading and studying the bible, listening to stories, singing and praying. Pupils explore how belonging to the Christian ‘family’ means living in the way Jesus taught, especially caring for others e.g. the poor and those in need. Pupils will learn about how the symbols of baptism (e.g. water, light, the sign of the cross and the colour of baptism clothing) mark a new beginning in the Christian family. They will visit Enfield Baptist Church to acquire this knowledge.	<p>This unit of learning consolidates children's prior knowledge of the Christian faith and enables them to reflect on different types of churches by visiting a contrasting church (Enfield Baptist Church) from that in Year 1 (St Andrew’s). This prepares them to consider different festivals and the way there is a community approach to them, such as Easter in Year 2, Holy Week in Year 3, bible stories and Lent in Year 5. Children are encouraged to consider the values of the Christian community and how these mirror that in other religious communities, our school community and British Values. Assemblies echoing these themes, both founded on religious teaching and celebrations as well as values are an integral part</p>
	Belonging to a faith and a community		
	Baptism		
	Jesus and other Christian role models		

			of the school and developing childrens' cultural capital, with a focus on being kind always.
Year 2 Spring 2	<u>What do Christians celebrate at Easter?</u>	Pupils will explore Bible narratives of Jesus' death and resurrection, understood by Christians as a promise of new life and new beginning. They will learn about how Christian traditions at Lent and Easter retell the death and resurrection and teach Christians about God and Jesus Christ. Pupils will consider how the symbols of Easter (eg. palms, crosses, eggs, hot cross buns, and colours associated with Lent and Easter), remind Christians of Easter events and the theme of endings and new beginnings.	This learning continues to develop children's knowledge of the life and death of Jesus and how it signifies an important time in the Christian calendar. This understanding forms the basis for children to further consolidate their knowledge of the Christian faith in Holy Week in Year 3, bible stories and Lent in Year 5 and expressing faith through the arts in Year 6. It continues to draw on the themes of community explored across different religions and how we should show tolerance to all.
	Good Friday and Easter		
	The meaning of the Easter story		
	Christian beliefs about death		
Year 2 Summer 1	<u>What do Buddhists remember at Wesak?</u>	Pupils will explore how the story of Siddhartha and the 'four sights' helps Buddhists to understand that nothing lasts forever and everything changes. They will learn about how in celebrating Wesak Buddhists remember the Enlightenment of the Buddha e.g. by retelling stories about his birth, life and death. They will consider how celebrating Wesak together, develops a sense of belonging to the Buddhist community. Pupils will learn about how through the objects and artefacts on a shrine (e.g. the Buddha rupa, candles, flowers, incense), Buddhists show reverence for the Buddha and his teaching. They will make comparisons between the symbolism of light at Wesak, reminding Buddhists of the Buddha's teachings which are like a light, showing people how to be kind in everything they do, think and say and other religious festivals e.g. Diwali and Hanukkah	This unit introduces children to the fundamental beliefs of the Buddhist faith, providing them with an understanding of why Buddha is a teacher and how this should be honoured through life choices. This learning prepares children to learn in greater depth about Buddha and his teachings in Year 5 and the impact of his teachings on the community in Year 6.
	The story of Buddha		
	How Siddartha changed his life		
	Wesak celebrations		
Year 2 Summer 2	<u>Why is Ramadan and Id-ul-Fitr an important time in the Muslim faith?</u>	Pupils will learn about how the Qur'an teaches Muslims that there is One God, Allah, who created the world and that humans should look after it explore narratives of the life of the Prophet Muhammad (pbuh). This provides examples for Muslims of how to live according to the will of Allah. They will explore how Muslim children are	This unit builds on pupils learning about how Muslims pray and the impact of this on their daily lives and beliefs taught in Year 1. By understanding the links between prayer and religious festivals such a Id- ul - Fitr, pupils will be able to further explore the teachings of Muhammah (pbuh) and how this forms a part of

	Explore religious artefacts	encouraged to be conscious of Allah throughout the day. Pupils will learn about how Muslim children learn about Allah and about their Muslim identity in the home e.g. through salah and daily religious observances, Ramadan and Id-ul-Fitr. They will consider how family and community life, the home, the masjid (mosque), madrassah and the imam, help children understand and keep the rules for being good Muslim. Pupils will look at how retelling stories and events from the Muslim tradition are ways of communicating the beliefs and values of Islam e.g. caring for and sharing with others	religious celebrations. This knowledge prepares pupils to learn about how Muslims show commitment to God in Year 3, and the importance of the teachings of the Qur'an in Year 4. In Year 5 pupils will further reflect on the community aspect of the Muslim faith and learn about the Mosque (as well as gaining first hand experiences through visiting one). In Year 6 pupils build on this knowledge by studying the significance of the Hajj for a Muslim.
	Fasting		
	Traditions		
	Family celebrations		
Year 3	Substantive RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Year 3 Autumn 1	<u>Hindu and Sikh Diwali - Why is Diwali an important festival?</u>	Pupils will make connections between stories about Rama, and the Hindu belief that God descends to earth when evil threatens to overcome good. They will explore the connections between Hindu belief in one God and the diverse forms in which God is worshipped e.g. Rama and Lakshmi. Pupils will learn about Hindu devotion to God and how this is expressed in worship in the Hindu home and mandir e.g puja, arti and prasha. They will also learn about the significance of Guru Hargobind being released from his prison along with 52 other prisoners which he helped to free and how this is an important part of the Sikh diwali story. They will consider the similarities and differences between Sikh and Hindu diwali.	This prepares the children to understand the similarities and differences between the Sikh and Hindu community, focusing on good versus evil and community. In Year 4 the children learn about how Hindu's show their commitment to God, this is both through daily worship, festivals and community celebrations. In Year 6 the pupils develop their knowledge of the Hindu faith, by exploring the Mandir and how this place of worship is a fundamental part of the community. Pupils further learn about the Sikh faith and Guru Nanak's teaching of love, charity, respect and equality in Year 5. These morals are echoed through the morals and values taught as part of our school ethos.
	Rama and Sita		
	Religious Artefacts		
	Sikh Diwali		
Year 3 Autumn 2	<u>How does the Bible shape Christian's lives?</u>	Pupils will make connections between Jesus' teachings, events from his life, and the Christian belief that God is loving and forgiving through	This learning builds on children's prior knowledge of the Christian faith and bible teachings and it prepares them to further

	Significance of the bible for Christians	learning about different parables e.g. the Prodigal Son. They will make connections between the Bible, the source of Christian belief and teaching, and the decisions and actions of Christians in their daily lives. Pupils will learn about the Christian beliefs that humans are separated from God by sin, and that reconciliation is possible through repentance and forgiveness. They will explore how following the 10 commandments ensures people treat each other respectfully.	develop their understanding of what it means to be a part of the Christian community in Year 4 and the values followed in Year 5.
	Jesus and God		
	Christian morals for life		
Year 3 Spring 1	<u>How are Muslim beliefs expressed in through practice?</u>	Pupils will make connections between Islam and other religions in relation to teachings about loving Allah and a responsibility to care for others (eg zakah and sadaqah). They will learn that there are Muslims of many nationalities, races and cultures within Britain and around the world. They will explore unity in the ummah (community) and make connections between the obligations of religious observance and the strength Muslims gain from belonging to the ummah e.g. sawm (fasting at Ramadan) and standing shoulder to shoulder in salah. Pupils will make connections between the belief in One God, Allah and the way this is reflected in salah and the mosque e.g. everyone facing the qiblah (direction of the Kabbah) and mihrab. Pupils will learn about the two attributes of Allah, Ar-Rahman, (The Compassionate) and Ar- Rahim (The Merciful), and the qualities Muslims try to develop in their own lives. Pupils will have the opportunity to consolidate their learning by visiting a Mandir.	Pupils will use this leaning to support them in developing an understanding of the importance of the message of the Qur'an and the Prophet Muhammad and how he was a role model for the way Muslim's should live their lives, spreading the message from Allah in Year 4. In Year 5 pupils learn about the way in which the Mosque helps Muslims to feel part of the community and learn about their faith. In Year 6 this knowledge supports pupils understanding about the significances of completing Hajj and how it is a demonstration of the solidarity of the Muslim people, and their submission to God (Allah).
	Call to prayer and the importance of prayer		
	Ramadan		
	5 pillars of Islam		
Year 3 Spring 2	<u>Why is Christian living and Holy Week important?</u>	Pupils will make connections between how Christians celebrate Easter and the events in the last week of Jesus' life. They will discuss what Jesus said and did at the Last Supper and reflect on why he was a good role model to his disciples. Pupils will learn about the events of Holy Week and why this is significant to Christians. They will consider the importance of Easter and its	This learning ensures that pupils have a strong understanding of the events during Holy Week and prepares children to learn about the Christian community in Year 4 and the parables that are followed to ensure Christians lead a good life. In Year 5 pupils consider the importance of Lent and christian charities and in Year 6 Holy Week is
	Lords prayer		
	Palm Sunday, Maundy Thursday and Good Friday,		
	Artefacts linked to Holy Week		

	The significance of the cross	message within our community and how the message of tolerance and mutual respect is echoed through British Values.	revisited and the pupils focus on Lent, charity and the values of Christian missionaries.
Year 3 Summer	<u>Why is the Torah and its stories so important to the Jewish people?</u>	Pupils will make connections between narratives about key figures (Joseph) and events from the Tenakh (e.g. Moses and the giving of the Torah), and the Jewish understanding of their people's relationship with God. They will develop an understanding of the Jewish belief in God's on-going care and protection and make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word. Pupils will explore the connections between Judaism and other religions in relation to, for example, teachings about loving God and a responsibility to care for others, which motivate individuals, communities. Pupils will develop an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel'). They will explore the belief in One God and the way this is reflected in the 10 commandments.	Pupils develop a secure understanding of the significance of the Torah and its teachings in preparation for Year 4 to learn about how the festival of Sukkot teaches Jewish people about kindness and community. In Year 5 pupils use this knowledge to consider how God protected the Jewish people during Passover and the sacrifices Jewish people make during this festival to commemorate this. In Year 6 pupils look further at repentance and forgiveness, while considering Rosh Hashanah (Jewish New Year) and Yom Kippur (the day of atonement). They also explore the creation story and why the Sabbath is the day of rest.
	Story of Joseph		
	The significance of the Torah and its teachings		
	Rules that Jewish people follow		
Year 4	Substantive RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Year 4 Autumn 1	<u>How does the festival of Sukkot teach Jewish people about kindness and community?</u>	Pupils will make connections between the reliving of key events in the history of the Jewish people e.g. Sukkot and the belief in God's on-going care and protection. They will understand the symbolism behind building a Sukkah and the lulav and etrog and how this ensures that there is a spirit of community. Pupils will explore how visiting the synagogue ensures that Jewish people feel close to God and understand the symbolism behind areas and	Pupils are prepared for learning about how Jewish people show their commitment to God through considering kindness and the community. In Year 5 pupils use this knowledge to consider how God protected the Jewish people during Passover and the sacrifices Jewish people make during this festival to commemorate this. In Year 6 pupils look further at repentance and forgiveness, while considering Rosh Hashanah (Jewish New Year) and Yom Kippur (the day of atonement). They
	Festival of Sukkot		
	Symbolism of the Lulav and Etrog		

	Jewish community and the synagogue	artefacts within it e.g. the Bimah, Ark, Torah Scrolls. This is consolidated through a visit to the synagogue. They will make connections between the 10 commandments and how these are good rules for society and revisit the significance of these being handed down from God to Moses and the Jewish people on Mount Sinai.	also explore the creation story and why the Sabbath is the day of rest.
	10 commandments		
Year 4 Autumn 2	<u>What is the best way for a Hindu to show commitment to God?</u>	Pupils will make connections between stories about e.g. Krishna and the Hindu belief that God descends to earth when evil threatens to overcome good . Pupils will understand that Hindu's believe that God is in everything and everyone. Pupils will understand that the Hindu faith teaches about loving God and a responsibility to care for others, which motivates individuals. They will learn about devotion to God and how this is expressed in worship in the Hindu home and mandir eg puja, arti, prashad and make connections between the belief that God is in everyone and everything and the implications for how Hindus should live their lives.	This unit of learning ensures that pupils have a secure understanding of the ways the Hindu's show their commitment to God. This prepares pupils to learn about the Mandir and important part of the Hindu community and worship in Year 6.
	Hindu belief about God		
	Ganesh, Krishna and Sudama		
	Worship		
Year 4 Spring 1	<u>Why are the teaching of the Qu'ran and the Prophet Muhammad so important to the Muslim faith?</u>	Pupils will learn that Muslims believe that all of the world was made by Allah (God) and Allah gives everything a purpose and a pattern. They will know that Muslims believe Allah created the world in all its variety and that Muslims believe that Allah has given humans responsibility for caring for the world. Pupils will explore their own beliefs about the natural world and the role of humans.They will learn that the Qur'an teaches that Allah has many qualities, the most important being compassion and mercy that Allah requires humans to show qualities such as compassion and mercy in their lives. They will understand that the Qur'an is a sacred text (a book of guidance for living) for Muslims and it is believed to be the word of Allah and treated with respect and reverence. Pupils will understand why Muslims call Muhammad the Messenger of Allah and	Pupils will use this knowledge of Allah, the Qur'an and the Prophet Muhammad to support their knowledge of how the Muslim community share their beliefs in Year 5, where they will learn about the features of a Mosque (and visit one) and consider how the 5 pillars of Islam shape a Muslims life. In Year 6 pupils will explore in more detail how making the pilgrimage (Hajj) is an important experience and can change a person.
	Islamic Patterns		
	Allah		

	The Qur'an	recognise the impact and influence the revelation had on the Prophet Muhammad. They will understand that he is the example of how Muslims should live and recognise the importance of events in the life of Muhammad for Muslims today.	
	Prophet Muhammad		
Year 4 Spring 2	<u>How and why does a Christian follow Jesus?</u>	Pupils will revisit the importance of Baptism and why it is a key event in a Christians life. They will consider how this promotes belonging and community. They will reflect upon why Jesus was important to Christians and what he did to ensure that he was a role model for his disciples and others. Pupils will make connections between the Bible, the source of Christian belief and teaching, and the decisions and actions of Christians in their daily lives. Pupils will learn about what happened at the last supper and how this influences the Christian way of life. They will also link the events of the last supper to holy communion and consider why this is significant to Christians.	Pupils will use this unit to support them with their understanding of Christian values and Lent in Year 5 and in Year 6 how the work of Missionaries has changed lives around the world. Pupils will continue to learn about Jesus' resurrection and Holy Week and reflect on the lessons that he teaches through this.
	Baptism		
	Belonging		
	Jesus		
	The Last Supper		
Year 4 Summer	<u>How does the life of Guru Nanak teach about respect and equality?</u>	Pupils will revisit their learning on Guru Nanak's early life and how this shaped his teachings. They will consider how pictures of Guru Nanak symbolise that he is special to Sikhs and learn from Sikh stories that Guru Nanak was a special child. They will understand that Guru Nanak began to help others to understand God better. They will know that Guru Nanak believed he was sent by God to show people how God wants them to live and explore how events in Guru Nanak's life teach Sikhs to treat others with respect and equality. They will understand that the Guru Granth Sahib (holy books) holds the teachings of the Gurus and how they want Sikhs to treat others with respect and equality and how the langar brings people together.	This knowledge of Guru Nanak and his teachings help Buddhists to show respect and equality to all. In Year 5 pupils learn about how the Sikh community share their beliefs through the symbols that they wear and worship.
	Guru Nanak's early life		
	Guru Nanak's teachings		
	Guru Granth Sahib		

	Respect and equality		
Year 5	Substantive RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Year 5 Autumn 1	<u>How does what Christians believe affect how they live?</u> Good Samaritan Christian Values and Charity Lent Community	Pupils will make connections between stories Jesus told and events from his life, and Christian beliefs that people should love and serve others e.g. the Good Samaritan. They will look at links between the Bible being the source of Christian belief and teaching, and the decisions and actions of Christians in their daily lives. Pupils will learn about how Christian charities apply their values through their work with communities and the significance of lent in reflecting these values.	This learning prepares the pupils to make links between the importance of religions and their values as well as serving the community and becoming well rounded citizens in our society. These are themes picked up through family assemblies, by school parliament and part of our focus on developing pupils cultural capital. In Year 6 pupils will have the opportunity to explore what Christians say happened after Easter.
Year 5 Autumn 2	<u>How do the Muslims community share their beliefs?</u> 5 pillars of Islam Features of a Mosque Community	Pupils will learn about the 5 pillars of Islam (Profession of Faith (shahada), Prayer (salat), Alms (zakat), Fasting (sawm) and Pilgrimage (hajj) They will understand the significance that these hold to the muslim faith and community. They will make connections between the way the Qur'an is treated with reverence, studied and committed to memory, and the belief that it is precious because it contains the message of Allah.They will understand the key features of a mosque and learn the technical vocabulary such as Minaret, Mihrab (semicircular niche in the wall of a mosque that indicates direction of Mecca), Quran, sahn (courtyard), qubba (dome). Pupils will consider how the values taught through visiting the mosque and following the 5 pillars of Islam show the way that people within the community should treat others. Pupils will have the opportunity to consolidate their learning by visiting Palmers Green Mosque.	Pupils will use this knowledge to support their understanding of the significance of making Hajj in Year 6 and how the morals of the Muslim community are echoed throughout the world.

<p>Year 5 Spring 1</p>	<p><u>How important is it for Jewish people to do what God asks them to do?</u></p> <p>Passover Story</p> <p>Seder plate</p> <p>Values taught</p>	<p>Pupils will learn about the Passover story and the message that this teaches them about God's protection. They will learn about the significance of different items on the seder plate and their symbolism e.g burnt egg, bitter herbs, burnt bone. Pupils will make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity (the people 'Israel'). They will consider how Jewish people prepare for Passover, both physically and mentally e.g. cleaning the house free from all Chametz (bread) and the impact that this has for Jewish people to feel closer to god.</p>	<p>This learning prepares pupils for Year 6 by enabling them to understand that through making sacrifices e.g. not eating bread, during Passover they can feel closer to god. This supports pupils' understanding of Shabbat, Rosh Hashanna and Yom Kippur and the significance of these high holy days in the Jewish calendar as well as how this shapes the values of the Jewish community, exploring forgiveness, thankfulness and sacrifice.</p>
<p>Year 5 Spring 2</p>	<p><u>Who is the Buddha and what are the key Buddhist teachings?</u></p> <p>Siddhartha and the 4 sights</p> <p>Enlightenment</p> <p>Buddha's teachings</p>	<p>Pupils will learn about stories from the life of the Buddha and his teachings about living a contented life e.g. the early life of Prince Siddhartha, the Four Sights, the years in the forest, the Enlightenment. Pupils will make connections between the Buddha's teaching that everyone can become awake to the truth (Enlightened) and the Buddhist way of life which includes meditation. They will make connections between the symbolism of the Buddha rupa and qualities and practices that Buddhists aspire to e.g. fearlessness, contentment, kindness, meditatio. They will learn about the Buddhist understanding of what causes human dissatisfaction (dukkha) and the way it may be overcome (the Four Noble Truths, the Noble Eightfold Path)</p>	<p>This unit prepares pupils to consider the teachings of the Buddha; his messages and their impact on the community as learnt about in Year 6.</p>
<p>Year 5 Summer</p>	<p><u>How do the Sikh community share their beliefs?</u></p> <p>Symbols that Sikhs wear</p> <p>The Khalsa</p>	<p>Pupils will make connections between narratives about key events from the lives of the Gurus (e.g. Guru Nanak and their teachings about God and how to be a good Sikh, contained in the Guru Granth Sahib. They will make connections between the teachings of the Gurus that Sikhs should share what they have with others (vand chhakna) and some ways in which this is practised e.g. in the Gurdwara. Pupils will think about the</p>	<p>Through learning about the Sikh community and their beliefs pupils prepare for Year 6 where they explore communities from a range of other religions and compare similarities and differences between faiths and their communities.</p>

	The Gurdwara	links between Sikhism and other religions in relation to, for example, teachings about loving God and a responsibility to serve others (eg sewa, langar) which motivate individuals, communities. They will learn about the story of Bhai Khanaya	
	The story Bhai Khanaya		
Year 6	Substantive RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Year 6 Autumn 1	<u>What does Rosh Hashanah, Yom Kippur and Shabbat teach about responsibilities and relationships?</u>	Pupils will make connections in Judaism between repenting and being forgiven e.g. Rosh Hashanah and Yom Kippur. They learn that fasting and prayer help to focus on wrongs done and actions to put them right 'going without' can help to focus on the needs of others. Pupils consider the purpose of sounding the shofar at Rosh Hashanah & Yom Kippur. They think about the nature of repentance and forgiveness, as well as about the nature of making resolutions for the future. Pupils learn what the Shema (that there is only one god) teaches Jews about God and keeping God's commandments. Pupils consider what the Jews believe about God as Creator and what Jews believe about human responsibility for creation. They consider how celebrating Shabbat reminds Jews of God and of the creation and describe how Jews keep Shabbat.	
	Rosh Hashanah		
	Yom Kippur and fasting		
	Shabbat		
	Creation		
Year 6 Autumn 2	<u>What does the Buddhist community believe?</u>	Pupils will make connections between the Buddha's teaching that everyone can become awake to the truth (Enlightened) and the Buddhist way of life which includes meditation, worship and ethical behaviour. They will learn that the Dhamma is the Buddha's teachings and the Sangha is the Buddhist community. Pupils will read the story of 'The King's Elephant,' which teaches Buddhists the importance of keeping 'good company'. They will understand that Buddha taught that people are influenced by the	
	The 3 Jewels -the Buddha, the Dhamma and the Sangha		

	The importance of keeping good company	company they keep. They will also explore the belief that Buddha taught that good deeds have positive consequences and bad deeds have negative effects. Pupils will explore Buddhist meditation practices to understand the reasons for and importance of meditation.	
	Meditation		
Year 6 Spring 1	<u>Does completing Hajj make a person a better Muslim?</u>	Pupils will learn about the Hajj being a pilgrimage that every Muslim should complete once in their lifetime. They will learn about the symbolism of visiting Mecca and explain how the Hajj reminds Muslims of the Ummah. Pupils will learn what Muslims mean when they say that performing the Hajj is an offering to Allah and reflect on how the experience of the Hajj may change a person. They will understand that the Hajj is an opportunity for Muslims to learn more about Allah, themselves and their faith and how this pilgrimage may change a person.	
	Understand the Hajj is a pilgrimage.		
	Symbolism of Hajj		
	Allah		
Year 6 Spring 2	<u>What does the Bible say happened after Easter day?</u>	Pupils will develop an understanding of the events leading up to the resurrection and explain why it is a significant event for Christians. They will learn that holy week is a solemn time of year for Christians and summarise the events of Holy Week. Pupils will consider the significance of Pentecost and how this helped to grow the church. They will explore the symbolic meaning of the holy spirit and how Christians believe God's Holy Spirit helps them. Pupils will learn about how missionaries support the growth of the church and understand why some Christians are missionaries.	
	Jesus' resurrection		
	Significance of Holy Week		
	Pentecost		
	Missionaries		
Year 6 Summer	<u>Why is the Mandir and important part of the Hindu community and worship?</u>	Pupils learn stories that stories about Krishna teach Hindus about God, especially his kindness, understanding, forgiveness, love and power. Through these stories they understand the Hindu belief that God descends to earth when evil	

	Hindu Gods - Ganesh, Vishnu and Krishna	threatens to overcome good. Pupils will make connections between Hindu belief in one God and the diverse forms in which God is worshipped e.g. Krishna, Rama, Lakshmi, Ganesha and make connections between service (seva) to others and devotion to God. Children will look at artefacts within a Hindu shrine (including Puja, bell, diva lamp, prashad, murti, rakhi, prayer beads/mala) and visit a Mandir to explore a place of worship.	
	Shrines		
	Hindu places of worship.		