

Long-term knowledge growth

Rationale for content sequencing

2025-2026



YN	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	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 	<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>

	<ul style="list-style-type: none"> recall simply what happens at a traditional Christian infant baptism 		
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 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>Pupils begin to talk about people who are special to them and explain what makes their family and 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>Pupils begin to explore the concept of special people in their lives by talking about those who 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 	<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</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</p>

	<ul style="list-style-type: none"> • 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>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, fostering an understanding of cultural and religious diversity.</p>	<p>from another faith, learning why these times are special for believers. Pupils learn to respect other faiths and how they are celebrated.</p>
<p>Summer 1</p>	<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>
	talk about people who are special to them and 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		
	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		
EYFS Spring 1	<p><u>Which stories are special and why?</u></p> <p>Talk about some religious stories</p>	<p>This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and</p>	<p>This content supports pupils in Year 1 to learn about What can we learn from sacred books? In Year 2. Why is</p>

	<p>recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim</p> <p>identify some of their own feelings in the stories they hear</p> <p>identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims</p> <p>'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</p> <p>Use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised</p>	<p>Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p>	<p>the Bible so important for Christians today? 3.2 Does living biblically mean obeying the whole bible?</p>
<p>EYFS Spring 2</p>	<p><u>What times are special and why?</u></p> <p>give examples of special occasions and suggest features of a good celebration</p> <p>recall simple stories connected with Christmas / Easter and a festival from another faith</p> <p>say why Christmas / Easter and a festival from another faith are special times for believers</p> <p>hold conversations about special religious times using new vocabulary</p> <p>talk about the lives of other people using simple ideas about how celebrations are valued</p> <p>talk about information on the festivals of different religious communities of the UK</p>	<p>This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit plan are Christmas, Diwali and Sukkot/Sukkot. Pupils consider special items that are used during celebrations such as rangoli powder, puppets of Rama and Sita, nativity story cards. Pupils learn about the Harvest festival by sharing food, visiting the allotments and saying thank you. Pupils build Sukkahs for shade and consider why each part is special.</p>	<p>Pupils build upon their understanding of the Christmas Nativity through their production. This experiential learning prepares pupils for Year 1s topic of How and why do we celebrate special and sacred times?</p>
<p>EYFS Summer 1</p>	<p><u>What is special about our world?</u></p>	<p>This investigation focuses on Christianity, Islam and Judaism, although some teachers may choose to teach other religions alongside to reflect the pupils in the class. Pupils focus on the</p>	<p>This unit supports pupils when moving onto the Year 2 topic How should we care for others and the world, and why does it matter? Pupils understanding of the</p>

	<p>talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>re-tell stories, talking about what they say about the world, God, human beings</p> <p>think about the wonders of the natural world, expressing ideas and feelings</p> <p>express ideas about how to look after animals and plants</p> <p>explore the natural world, making space for responses of joy, wonder and curiosity</p> <p>talk about the lives of other people using simple ideas about care for nature and animals</p>	<p>natural world suggesting why it is beautiful and important: sounds, weather, creatures and change. Pupils are introduced to the idea that some people believe God as a creator made the world. Using a journey stick, pupils explore the creation story as a belief and make their own sequence. Pupils then learn the Islamic creation story (looking at the crying camel animation). Pupils also consider caring for animals through Muhammad and the kitten.</p>	<p>wider world is also supported through Science, geography and eco-days.</p>
<p>EYFS Summer 2</p>	<p>Which places are special and why?</p> <p>talk about somewhere that is special to themselves, saying why</p> <p>be aware that some religious people have places which have special meaning for them</p> <p>talk about the things that are special and valued in a place of worship</p> <p>identify some significant features of sacred places</p> <p>recognise a place of worship</p> <p>know a similarity and a difference between two different places of worship</p> <p>get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>This investigation enables pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about at least one place of worship and it is incredibly beneficial if the class can go on a visit. There is the opportunity to show learning about a holy place through model making and the unit finishes with pupils consolidating all of their learning to create a special place for the whole class.</p>	<p>This unit prepares pupils to access the annual trip to a religious building which continues throughout their time at Grange Park. Pupils also consider special places in history and geography EYFS and Year 1 curriculum. This unit directly links to Year 1 and 2's topic What makes some places sacred?</p>
<p>Year 1</p>	<p>RE content</p>	<p>Recurring themes, ideas and language</p>	<p>Contribution to wider RE knowledge and what later content this prepares for</p>

<p>Year 1 Autumn 1</p>	<p><u>Believing: Who is a Muslim and what do they believe? (part 1)</u></p> <p>What do Muslim people think about God? Who was the Prophet Muhammad (pbuh) and why is he important to Muslims? What stories of the Prophet do Muslims love to tell? What makes a mosque special? What happens there? Y3 Sum1</p>	<p>Pupils begin to understand why something is important to them. Pupils then transfer this idea to the “invisible” Allah noting that Muslims do not draw or represent Allah. Pupils read the Shahadah and why these words are important. Using their knowledge of a leader, pupils learn about Prophet Muhammad (pbuh) and explore how the story of Muhammad and the cat demonstrates his love, compassion and selflessness. Pupils subsequently link this to the story of Muhammad and the tiny ants and the camel. Pupils connect the actions of the prophet to the actions of Muslims today. Building on their knowledge of the many roles of the Christian God, pupils learn some of the 99 names of Allah and how Muslims believe he is too great to truly understand. Pupils then explore images of a mosque and watch a virtual tour. Pupils learn some of the key features of a mosque and begin understanding why this is a special, calm place connected to Allah for most Muslims.</p>	<p>Pupils will begin to develop an understanding and awareness of the Islamic faith and make links between the importance of Allah/God and leaders in the Muslim faith and how this is parallel in all other religions like Christianity. They will have the opportunity to explore other aspects of culture and tradition in Islam in Year 2, where they explore local Mosques, their symbolism and stories from the Qur’an. Their understanding is deepened through the thematic expressing units in Year 1, 2 and 3 where pupils explore why people pray, what can be learnt through holy books and what makes places sacred. In Year 4 when considering life as a journey, pupils connect the Shahadah and annual Eid celebrations to significant events in their own lives. The theme of community, faith, tolerance and love continues to be taught throughout the RE curriculum, across all faiths and their underlying values.</p>
<p>Year 1 Autumn 2</p>	<p><u>Believing: Who is a Christian and what do they believe? (part 1)</u></p> <p>What do Christians believe about God?</p> <p>What does the Bible teach Christians about God and how?</p> <p>Do Christians believe God is just one thing?</p>	<p>Pupils begin to develop an awareness of the Christian faith by being introduced to the character of ‘Hannah’. Pupils learn that Christians believe in one God who is kind and loving, that the Bible is their holy book and that they believe Jesus is the Son of God. Pupils investigate the roles of God by relating their own life experiences. They analyse a Christian poem and explore God as a “time starter, space maker, fruit grower, eye opener”. Pupils experience using various Bibles and perform the story of Jonah. Pupils learn stories that demonstrate the roles of God such as the Lost Son demonstrating the role of the Christian God as a caregiver, never giving up on his followers. Using this knowledge, pupils answer the question: do Christians believe God is just one thing? Pupils listen to religious songs such as Hallelujah and my lighthouse.</p>	<p>Pupils develop their understanding of Christianity and God’s different roles throughout our curriculum. In Year 2 children explore the role of Jesus within the Christian faith and how core values include love, compassion and caring which links to the theme of helping others. In Year 3 children explore Christian Bible stories in detail and examine how these impact Christians today. Year 4 study the celebration of Christmas through a religious and non-religious lens building upon their KS1 knowledge. Through learning about Christianity and Humanism, Year 5 compares their shared values. 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 through all three strands.</p>
<p>Year 1 Spring 1</p>	<p><u>Expressing: How and why do we celebrate special and sacred times? (part 1)</u></p> <p>What happened at Easter and how does it make Christians feel?</p> <p>What happened on Easter Sunday?</p>	<p>Pupils consider their own special days and consider the importance of music, food, traditions and special words. Pupils explore the Easter story from videos, the Bible and story books and utilise this to make timelines, perform and explore key vocabulary. They begin to understand the importance of a new start, sin and the idea of a messenger of God. They explore the idea of making good choices and bad</p>	<p>Pupils deepen their understanding of Christianity and a celebration of Jesus’ life and death. They explore the idea of Good and bad which will later deepen in Year 2 considering Islam and Jewish celebrations. In Year 4, pupils then explore Christmas celebrations (both religious and non-religious) and in Year 3 they explore how Christians live and worship in Britain. The theme</p>

	<p>What do Christians believe is the significance of what happened on Good Friday?</p> <p>How do Christians celebrate Easter?</p>	<p>choices (sin) and connect these to key religious symbols such as Easter Eggs, crucifixes and hot cross buns. Pupils begin to understand that some celebrations are happy and others are “weeping” celebrations but all of these hold importance within our lives.</p>	<p>of good vs evil is introduced within this unit as pupils become aware of the concept of “sin”. They apply this knowledge within the Year 6 anti-racism unit where pupils explore the positive and negative role models from multi-faiths.</p>
Year 1 Spring 2	<p><u>Believing: Who is Jewish person and what do they believe?</u></p> <p>What is precious to us? What is precious to Jewish people?</p> <p>What does a mezuzah remind Jewish people about?</p> <p>How and why do Jewish people celebrate Shabbat?</p> <p>What does the story of Chanukah make us think about?</p> <p>How do Jewish people think about miracles at Chanukah?</p>	<p>In this unit pupils will talk about how the mezuzah in the home reminds Jewish people about God. They will explore how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. They will retell the story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. They will ask some questions about believing in God and offer some ideas of their own. Pupils also visit a synagogue to explore mezuzahs and Shabbat through a lived experience.</p>	<p>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 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 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, PSHE and through the school's core values.</p>
Year 1 Summer 1	<p><u>Living: What does it mean to belong to a faith community?</u></p> <p>How do Christians show they belong?</p> <p>How do Muslims know that they belong?</p> <p>How do Jewish people show they belong together as a community?</p> <p>How do Christians and Muslims welcome a new baby?</p>	<p>Pupils are introduced to the theme of belonging within the three religions they have learnt about (Judaism, Islam, Christianity). Through the use of symbols, pupils interrogate items worn or used by Christians, such as a crucifix, fish/ICHTHUS, rosary, and link these to the story of the “Lost Coin”. The same theme of belonging is then explored through Islamic calligraphy and the story the “Boy who threw stones and trees” which introduces them to Ka’aba. Pupils then connect their learning of belonging to Jewish Shabbat and consider the symbolism of key symbols: Kiddush cup, candle, blessings and bread. Linking to their understanding of new life and beginnings, pupils examine how babies are welcomed into Muslim and Christian families.</p>	<p>Building upon the EYFS unit of why are people and places special, pupils learn about the special connections and similarities that are shared within a religion. The theme of being ‘found’ and safe again is revisited within the Year 2 Part 2 ‘Who is a Christian?’ unit. This unit connects to Year 3 what does it mean to be a Christian in Britain today? where pupils examine religious festivals and practices including community and charity. It also connects to Year 2’s living unit when considering how to care for the world, community and others. The key themes of belonging and kindness are also evident within our School Development plan, widening horizons and Acts of Kindness programmes.</p>

<p>Year 1 Summer 2</p>	<p><u>Expressing: What makes some places sacred? (part 1)</u></p> <p>What is a sacred place and why do they feel safe?</p> <p>Which place of worship is sacred for Christians?</p> <p>Which places of worship are sacred for Jewish people?</p>	<p>Pupils embed their knowledge of sacred places for both Christians and Jewish people. Through images and discussion, pupils explore a Christian church and examine key symbols such as an altar, crucifix, bible, font. Pupils then visit a synagogue and examine Bimah, tallit, kippah and arks. Pupils enquire if only religious people use these buildings and what makes these places sacred. Pupils then consider similarities and differences between the holy, sacred buildings.</p>	<p>Building upon the EYFS unit “Which places are special and why?”, pupils by visiting a Jewish place of worship. This ensures pupils are able to interrogate Year 3 unit “Why do people pray” where pupils consider communication with god, sacred buildings and their influence on the decisions of believers. Additionally, the themes of sacred buildings and their uses are revisited within the Year 5 topic “If God is everywhere, why a place of worship” and pupils develop this to...</p>
<p>Year 2</p>	<p>RE content</p>	<p>Recurring themes, ideas and language</p>	<p>Contribution to wider RE knowledge and what later content this prepares for</p>
<p>Year 2 Autumn 1</p>	<p><u>Believing: Who is a Christian and what do they believe? (part 2)</u></p> <p>Why is Jesus important to Christians?</p> <p>What do the miracles of Jesus teach Christians?</p> <p>How do stories from the New Testament impact Christians’ lives?</p> <p>Why do Christians pray?</p>	<p>Pupils learn the etymology of Christian meaning a follower of Christ and link their learning about the Christian God to his “son” and leader of Christianity. Pupils revisit the story of the Lost Sheep as Jesus’ parable and deepen their understanding of its symbolism by taking on the role of interpreters. Pupils explore the concept of a miracle being unexplained and something that cannot happen naturally. Pupils examine the story of Jesus and the ten Lepers through drama again inferring the symbolism that God cares for everyone. Pupils then compare this with the feeding of the five thousand and learn that not all Christians believe these are real events. Through discussion and art, pupils are exposed to the Lords Prayer and a series of other Christian prayers teaching them the importance of communicating with God for Christians.</p>	<p>This learning provides an opportunity to reflect on the prior knowledge taught about Christianity in Year 1. Throughout this unit there is a focus on interrogating sources, considering interpretations and the symbolism that Christian texts (both Biblical and modern) hold. This prepares the children for the study of belief in God in Year 3 where comparisons are made across Hinduism, Christianity and Islam, as well as preparing children to interrogate the belief in a God in Year where pupils explore atheism, agnosticism and theism.</p>
<p>Year 2 Spring 1</p>	<p><u>Expressing: How and why do we celebrate special and sacred times? (part 2)</u></p> <p>Why do Jewish people tell the story of Passover (Pesach) every year?</p> <p>Why is Pesach important to Jewish people?</p>	<p>Pupils learn the story of Passover from the Hebrew Torah and begin to recognise its importance to the Jewish people. Pupils consider why it is retold every year and celebrated. Pupils begin to build an understanding of tradition and annual celebrations (linking to those taught previously). Pupils then explore the Seder meal celebrations and interpret the symbolism from the story. Using their annual tradition knowledge, pupils then learn about Eid-ul-Fitr and Islamic fasting during Ramadan. Pupils explore why Muslims fast, to think of those who go without, empathise, connect more with</p>	<p>Special and sacred times: This unit builds upon the lived experiences of many pupils within the school and our cultural capital. Pupils begin to explore how the seemingly abstract stories impact religious communities today. The pupils have the opportunity to build solid foundations in their understanding of the Islamic, Jewish and Christian celebrations. This unit teaches about tradition and celebrations which will be developed further in Year 3 “Why are festivals important to religious communities?” and Year 4</p>

	What do Muslims celebrate at Eid-ul-Fitr?	Allah and remember the Qur'an. This learning will then be connected to the celebration of Passover and Easter (previously studied).	non-religious worldview topics on how key festivals differ in their cultural and religious celebrations. In Year 5 pupils will also visit a mosque during Ramadan.
	What similarities or differences do Ramadan and Pesach have?		
Year 2 Autumn 2	<u>Believing: Who is a Muslim and what do they believe? (part 2)</u>	Pupils will learn about the key features of a mosque including a minaret, mihrab, domes and madrassah. Through looking at images, videos and artefacts, pupils understand the rituals for the mosque including washing, prayer and separation. Pupils focus on the lived experience of the mosque and how they are used to worship Allah. Pupils then look into the Qur'an focusing on how it is displayed, covered and protected. Pupils discuss the key themes of the Qur'an such as saying sorry, thanking God and developing morally. The use of the Qur'an and its sanctity allows pupils to begin to understand the celebration of Eid-ul-Fitr in a deeper way. Pupils discuss how a mosque is used within the celebration and wider cultural celebrations such as giving of cards, mehndi patterns and more.	This unit of learning consolidates children's prior knowledge of the Islamic faith and enables them to reflect on different types of mosques by virtually visiting local mosques and a mosque in Birmingham. This prepares them to consider different festivals and the way there is a community approach to them, such as Hajj in Year 5, Eid-ul-Adha in Year 6 and Qur'an stories in Year 4. Children are encouraged to consider the values of the Islamic 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 of the school and developing childrens' cultural capital, with a focus on being kind always.
	How and why do Muslims pray and worship at the mosque?		
	Mosques near where we live: What can we find out?		
	What can we learn from Muslim holy words?		
	What happens at the celebration of Eid-ul-Fitr, and why?		
Year 2 Spring 2	<u>Expressing: What makes some places sacred? (part 2)</u>	Pupils recall sacred buildings from the Christian and Jewish faith. Pupils explore different types of mosques, considering what they expected to see (domes, minarets) and what they do see within converted mosques. Pupils explore, through drama, the experience of being in a mosque. They use this knowledge to conduct an in depth comparison of different holy buildings. Pupils consider the external appearances and symbols, then think about how believers treat their sacred place of worship. Music is then explored as a common theme within religions and sacred building worship. Pupils listen to famous hymns, nasheeds and chanukah songs. Pupils compare the instruments and messages of these. Lastly, pupils consider if sacred buildings hold an importance to them and the communities they exist within.	This unit builds upon pupil's knowledge of sacred places from Year 1, where they explored Churches and synagogues. Pupils also build upon their knowledge of mosques from the believing Spring 1 unit. This unit prepares pupils to explore how sacred times are celebrated with(out) use of sacred buildings. Pupils later interrogate why people pray in Year 3 and explore the importance of sacred buildings within prayer.
	Which place of worship is sacred for Muslims?		
	How are places of worship similar or different?		
	How can music sometimes help believers in worship?		
	Why are places of worship important to our community?		
Year 2 Summer 1	<u>Believing: What can we learn from sacred books?</u>	Pupils encounter the story of the "Lost Sheep" again. This time pupils infer the meaning of key Christian stories and parables and explore how decision making is changed because of them. Pupils connect religious art or colours to scripture. Pupils are introduced to the "Golden Rule" of Christianity. Pupils	This unit builds upon the pupil's reception knowledge of Bibles. Pupils already have a foundation in what makes a book "special" to them and the idea that stories help people change how they live their lives. In Year 1, pupils have learnt some Jewish and Christian stories and

	<p>What stories are special to us? What is a holy book?</p> <p>What did Jesus teach about God in a story?</p> <p>How are holy books treated?</p> <p>What story is special for Jewish people in the Torah?</p> <p>Which story do Muslims tell about the Prophet Muhammad?</p> <p>What can be learnt from the story of Jonah? What is special about him?</p>	<p>consider different real life events and how Jesus/Biblical messages change how they could react. Pupils then listen to Sermon on the Mount (Matthew Chapter 5-7) and develop their own golden rules. Pupils then explore the Qur'an and how this is written (Arabic) and has not changed since its revelation to Prophet Muhammad (pbuh). Pupils explore the key messages from Muhammad and the black stone. Pupils also explore parts of the Torah and how this is protected and the use of a yad. Pupils consider the orientation of writing and the Exodus of Moses. Pupils also visit a local Baptist church to explore a church.</p>	<p>explored simple meanings behind them. In Summer 2, pupils dig deeper into the Golden Rule of Christianity and consider how religious and non-religious communities follow this moral compass. The concept of a "golden and silver" rule is later developed in Year 6 when pupils interrogate anti-racist scripture and figures.</p>
<p>Year 2 Summer 2</p>	<p><u>Living: How should we care for others and the world, and why does it matter?</u></p> <p>Should we care for everyone?</p> <p>What do Christians believe about caring for people?</p> <p>What do some religions say about caring for other people</p> <p>How do religious and non-religious people show the Golden rule?</p> <p>What stories do Christians and Jewish people tell about the beginning of the world and how to treat it?</p>	<p>Through sacred texts, pupils explore different creation stories including Christian and Jewish Genesis. As detectives, pupils consider if these events are real or a parable in story form. Pupils use "God saw everything that has been made and it was good" to consider how they treat the world and their responsibilities. Pupils learn about inspiring figures such as Mother Teresa and Doctor Barnardo and link their beliefs to their actions. Pupils connect their learning to Summer 1's Golden Rule teaching. Pupils additionally consider how the Torah suggests people support others through Tzedakah.</p>	<p>Pupils recall their learning in Reception where they explored what is special about our world. Pupils explore caring for others, kindness and environmental issues throughout the wider curriculum, widening horizons and AOK volunteering programmes. Pupils gain a religious perspective on why we should care for our world within this unit and the core environmental messages are revisited through theme days and assemblies. Pupils also have the opportunity to become ECo-ambassadors in KS2. Selflessness and altruism is further developed in Year 4 Summer 1 "What can we learn from religions about deciding what is right and wrong?" and deepened again in Year 5 caring for the environment unit in Summer 2.</p>
<p>Year 3</p>	<p>RE content</p>	<p>Recurring themes, ideas and language</p>	<p>Contribution to wider RE knowledge and what later content this prepares for</p>
<p>Year 3 Autumn 1</p>	<p><u>Living: What does it mean to be a Christian in Britain today?</u></p> <p>How do Christians show their belief in the home?</p> <p>What do Christians do to show their beliefs at Church?</p>	<p>Building on their prior knowledge of how Muslims use the mosque and their homes to show their belief, pupils link their understanding to how Christians do the same. Working as detectives, pupils investigate a Christian family and church's calendar. Pupils begin to understand religious traditions such as saying grace, evening prayer, reading the bible and attending church youth clubs. Pupils analyse stained glass window images and bible quotes to understand where</p>	<p>This prepares the children to understand the similarities and differences between different church communities and the role charity plays in religion. In Year 3 the children then learn about why the Bible impacts Christians today. In Year 4 the pupils develop their knowledge of the Christian faith, by exploring the role of Jesus as an inspiring leader. Pupils further learn about the Christian values in Year 5 when looking at</p>

	<p>How and why do different Christians use music in worship?</p> <p>How and why do different Christians celebrate holy communion?</p> <p>How do Christians make a difference in their local communities?</p>	<p>Christian traditions originated from and how they impact day to day life. Pupils experience Christian hymns and contemporary songs and consider the role of music in worshipping God and church ceremonies. This unit culminates in pupils examining the celebration of holy communion and the religious symbolism of bread, wine and “thank you”.</p>	<p>“Can people live by the values of Jesus in the twenty-first century?” This enables deeper discussions when tackling Year 6’s ‘What can be done to reduce racism? Can religion help?’ Contemporary Christian (and other religion) figures are also repeated through our daily comprehension reading sessions where pupils learn about inspirational figures and moral dilemmas.</p>
<p>Year 3 Autumn 2</p>	<p><u>Believing: What does it mean to be a Hindu in Britain today? (part 1)</u></p> <p>How do Hindus show their faith?</p> <p>What do Hindus have faith in?</p> <p>What is important to Hindus?</p> <p>What does Karma mean to Hindus?</p>	<p>Pupils relate their personal important objects, people or ideas to those held by Hindus, understanding that Hindus have many similar aspects to them but some religious elements may be different. Pupils examine the Puja tray and the symbolism of this sometimes daily ritual. Focusing on the themes of light and music, pupils connect their thematic learning to a new faith. Pupils learn that there is one God which is represented by many deity figures (they will have exposure to a few key deities). Pupils then describe and explore the two of the four aims of Hindu life (Dharma and Moksha) through developing board games and discussing metaphors. Pupils begin to understand the concept of Karma in its many forms and are introduced to reincarnation. Pupils also visit a Mandir during this unit to view how Hindus show their faith.</p>	<p>This learning builds on children’s prior knowledge of the theme of light and music within Year 2 Christianity units. Pupils also begin to connect the 99 names of Allah, many roles of the Christian Gods to the deities presented in Hinduism. This in depth religion study is further deepened within Y4’s Hinduism unit and in the Year 4 thematic unit “life is a journey”. Pupils then build on their knowledge when they apply it to the Y5 unit “If God is everywhere, why do we have a place of worship?” where they investigate shrines and worship within the home.</p>
<p>Year 3 Spring 1</p>	<p><u>Believing: Why is the Bible important for Christians today?</u></p> <p>How do Christians find and use ancient wisdom from the Bible?</p> <p>What are the sections of the Bible?</p> <p>How does the Bible teach Christians about life and the universe?</p> <p>How does the Bible story of creation inspire?</p>	<p>In this unit the children will make connections between stories in the Bible and what Christians believe about creation, the Fall and Salvation. They will give examples of how and suggest reasons why Christians use the Bible today. Pupils will describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Pupils will discuss their own and others’ ideas about why humans do bad things and how people try to put things right. To support this they will describe the story of Genesis chapter 1 and think and talk about the meaning of temptation and describe Jesus’ teaching about forgiveness.</p>	<p>Pupils build upon their knowledge of the Jewish and Christian creation story, as told through song and in the Bible from their Year 2 unit “how should we care for the world and others”? This study of sacred texts allows pupils to consider how Christians and non-religious people celebrate Christmas in Year 4’s Autumn 2 celebration where biblical story meets sociological study. Additionally, due to their understanding of creation, forgiveness and temptation within the Bible, pupils apply this knowledge to Year 4’s “What role does religion play in deciding what is right and wrong” where they will suggest parallels between religious stories and lived experiences and explore contraction within texts. Pupils explore the idea that texts can influence their moral compass and decisions through</p>

	How can the Bible help people if they are tempted to do the wrong things?		daily reading of our carefully selected, diverse reading spine.
	Can Bible stories of lost and found help Christians today?		
Year 3 Spring 2	<u>Expressing: Why do people pray?</u>	Pupils will describe the practice of prayer in the religions studied. They will make connections between what people believe about prayer and what they do when they pray. They will describe ways in which prayer can comfort and challenge believers. They will describe and comment on similarities and differences between how Muslims and Hindus pray. They will weigh up the value and impact of these key ideas for themselves: are there benefits in recalling things you are grateful for, things you are sorry about, ways in which you would like to be better, or for things to be better for other people? What benefits might there be? Do pupils ever do these things?	In KS1, pupils have been introduced to three main religions and the idea of prayer (talking to God). This simplistic understanding is deepened within this topic as pupils question the similarities and difference between Hindu and Islamic prayer, their frequency, rituals and locations. Pupils return to holy texts and enquire about prayers within them. This prepares them for considering What life is like for a Muslim today in Year 6 where the frequency of prayer and concept of dedication is explored further. Pupils also consider the utility of prayer when exploring how Christians attempt to live like Jesus in Year 5. The concept of personal reflection, gratitude and meditative moments is built on across the whole school curriculum including circle time, character development and pshe.
	How is Islamic prayer special?		
	How do Hindus pray and worship at home and in the Mandir?		
	What is similar and different in the words of prayers (Muslim, Hindu)?		
	What more can we discover through reflection?		
	Why do some people pray everyday, but others not at all?		
Year 3 Summer 1	<u>Believing: What do different people believe about God?</u>	During this unit pupils will describe some of the ways in which Hindus and Muslims describe God. They will explore the core beliefs that God is love, a father, creator, trinity and listener to prayers. Pupils will learn about the Muslim belief in Allah and make links between this and other religions. Pupils will explore how Hindus show faith in gods and goddesses, how this is demonstrated through their actions and stories. They will ask questions and suggest some of their own responses to ideas about God. Pupils will explore why having a faith or belief in something can be hard and consider how to overcome this. They will identify how and say why it makes a difference in people's lives to believe in God.	In KS1, pupils have been looking at beliefs linked to specific religions such as Christianity, Judaism and Islam. Pupils then move their learning on to look at their own understanding of belief and the philosophical issue that if something isn't seen, does it exist. Pupils then explore the idea of faith which is deepened in Year 5 Autumn 1 when pupils where pupils consider the reasons theists believe including moral and spiritual evil. Again the theme of belief is compared when introducing Buddhism.
	If "Seeing is Believing", what about God?		
	What do Muslims believe about Allah?		
	What do Muslims believe about the Holy Qur'an?		
	How do Hindu people show their beliefs about god and goddesses?		
	What difference does it make to life, if you believe there is no God?		
Year 3 Summer 2	<u>Expressing: Why are festivals important to religious communities?</u>	Pupils study the Christian festival of Easter identifying key symbols such as palm leaves, hot cross buns and link these to Holy Week. Pupils grapple with the seemingly contradictory weeping and "Good" Friday. They learn about Jesus serving others and washing feet - this submission allows them to	This unit builds upon the EYFS study into special times and why they are important to religions. It also connects to the notion of sacred times covered in Year 1 and deepened in Year 2. This learning supports Year 4's right and wrong unit where pupils investigate a range of
	What do Christians celebrate at Easter?		
	What does the crucifixion of Jesus mean to Christians? Y4 Su2		

	<p>Why is Diwali significant to Hindus?</p> <p>Why do Muslims celebrate the end of Ramadan?</p> <p>Why do Jewish people celebrate Pesach every year?</p> <p>What can we learn from celebrations and festivals?</p>	reconsider the role of God and power. Pupils then investigate Diwali and its significance to Hindus. They recover the story of Rama and Sita and the notion of overcoming temptation or evil. Pupils also explore the concept of festival through Ramadan (again avoiding temptation through fasting) and Pesach (new life, rebirth and saviour).	“temptation” stories and moral dilemmas. The ethical discussions prepare them further for Year 5’s WWJD topic.
Year 4	RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Year 4 Autumn 1	<p><u>Believing: What does it mean to be a Hindu in Britain today? (part 2)</u></p> <p>What is important for Hindu life?</p> <p>How does Mahatma Gandhi’s life show Hindu teachings?</p> <p>What do Hindus learn from Mahatma Gandhi?</p> <p>What are the challenges of being a Hindu within our society?</p>	Pupils revisit the idea that life is a journey made of key events, duties, responsibilities and the role of Karma. Pupils explain the concept of reincarnation or rebirth and question this large concept. Pupils conduct a character study on Mahatma Gandhi to explore how he showed the 10 Dharmas within his protests. Some pupils then link this figure to other religious leaders they have learnt about and learn about his non-violent protesting about racial injustices. Pupils then relate their learning to Hindu charities and consider what Karma people may gain. Pupils analyse quotes from Mahatma Gandhi and theorise as theologians what these might mean and how they impact Hindus today. Pupils also learn about the festival of Diwali within Leicester and London.	Pupils are prepared for learning about Diwali in Reception, Hinduism within Year 3 and character studies of prophets within KS1. In Year 5, pupils use this knowledge to consider the concept of Green Religion and positive impact/karma on the environment. In Year 6, pupils look further at challenge and dharma when considering what religions say to us when life gets hard, tackling the idea of life and death, karma and omnibenevolence.
Year 4 Autumn 2	<p><u>Expressing: How do people from religious and non-religious communities celebrate key festivals?</u></p> <p>How do people celebrate Christmas (religious lens)?</p> <p>How do people celebrate Christmas (sociological lens)?</p>	Pupils are introduced to different lenses which can be applied when studying RE. Pupils explore data, both numerical, photographic and written, through religious and sociological lenses. Pupils to ask questions about our society and the tradition of Christmas and explicitly consider how/why Christian festivals are UK traditions. Pupils draw conclusions through a report which summarises the different Christmas celebrations (religious and non-religious). Pupils then take on the role of a religious investigator and use the skills taught to conduct surveys into the celebration of Easter, Chanukah/Sukkot and Diwali within the school community.	This unit of learning ensures that pupils have a secure understanding of the different roles of an RE learner. Pupils build on their understanding of sacred time celebrations in KS1 and why festivals are important to religious communities in Y3 to analyse and conduct data research into the celebration of Christmas. This prepares pupils to visit the Greek Orthodox Church in Spring 1 and learn about other lived experiences within Y6 units: what can be done to reduce racism? and Is it better to express your beliefs in arts or charity?

	<p>What can we learn about how people celebrate different festivals?</p> <p>What is the role of festivals in Britain today?</p> <p>How do people from religious and non-religious communities celebrate key festivals?</p>	<p>Pupils consider the importance of celebrating ancient festivals and their link/separation to religion as we know it.</p>	
<p>Year 4 Spring 1</p>	<p><u>Believing: Why is Jesus inspiring to some people?</u></p> <p>What does 'inspiring' mean?</p> <p>What parts of Jesus' life are inspiring for some people?</p> <p>Was Jesus inspiring because of his actions?</p> <p>How and why did Jesus' teaching inspire people?</p> <p>Is Jesus still important? Why or why not?</p>	<p>In this unit pupils will learn about Jesus' teachings and the way Christians live today. They will describe how Christians celebrate Holy Week and Easter Sunday. Pupils will identify the most important parts of Easter for Christians and say why they are important. They will give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. Pupils will reflect on who inspires them and what qualities make someone inspirational. Pupils also visit a local Greek Orthodox church in Wood Green (to reflect the cultural capital and diversity of our school).</p>	<p>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.</p>
<p>Year 4 Spring 2</p>	<p><u>Living: How do family life and festivals show what matters to Jewish people?</u></p> <p>What do Jewish families celebrate every week?</p> <p>Why do Jewish people celebrate Rosh Hashanah?</p> <p>Why do Jewish people celebrate Yom Kippur?</p> <p>Why is Pesach important for Jewish people?</p> <p>Why are commandments and blessing important?</p>	<p>Pupils will make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people. They will describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities. They will explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives.</p>	<p>The content within this unit prepares pupils to be reflective and make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives. This is a key concept continued to be developed in Year 5 during the units on Christianity and Jesus' values and Green religion. In Year 6 this reflectiveness supports the children when learning about racism and in Spring 2 when considering the question: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p>

<p>Year 4 Summer 1</p>	<p><u>Living: What can we learn from religions about deciding what is right and wrong?</u></p> <p>How is the Golden Rule important?</p> <p>How do the Ten Commandments help Jewish people know how to live? Yr6 spr 1</p> <p>What does Christianity say about how to live a 'good' life?</p> <p>How do non-religious people decide what is right and wrong?</p> <p>What do religious stories tell believers about temptation?</p> <p>How have religious teachings helped to affect somebody's actions?</p>	<p>In this unit pupils will give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. They will make connections between stories of temptation and why people can find it difficult to be good. They will learn about and give examples of ways in which some inspirational people have been guided by their religion. Pupils will discuss their own and others' ideas about how people decide right and wrong.</p>	<p>This knowledge of how different religions teach about right and wrong is threaded throughout the remainder to the RE curriculum, for example in Year 5 children answer the question: What would Jesus do? In Year 6, knowledge of morals and making the right decisions come up through the units on Buddhism, racism and Ahimsa, Grace and Ummah.</p>
<p>Year 4 Summer 2</p>	<p><u>Expressing: Why do some people think that life is a journey and what significant experiences mark this?</u></p> <p>How is Baptism significant to Christians?</p> <p>How do Jewish people mark becoming an adult?</p> <p>What ceremonies do Hindus do to mark the journey of life?</p> <p>Why do people get married?</p> <p>Are all life journeys similar?</p>	<p>Pupils will suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean. They will suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people. Pupils will make links between questions and knowledge about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>Pupils' prior knowledge of non-religious and religious community celebrations happening regularly/annually and as part of a life journey in Y4 allows pupil to consider repetition and significant events of life. Within this unit, pupils learn about growing older. This unit prepares pupils to explore the significance of God in religion and what matters most to Christians and humanists in Year 5. The concept of a life journey, changing bodies and growing older is also repeated through our Jigsaw PSHE curriculum and themed assemblies.</p>
<p>Year 5</p>	<p>RE content</p>	<p>Recurring themes, ideas and language</p>	<p>Contribution to wider RE knowledge and what later content this prepares for</p>
<p>Year 5 Autumn 1</p>	<p><u>Believing: Why do some people believe God exists?</u></p> <p>How many people believe in God?</p> <p>Is God real? What do Christians think?</p>	<p>Pupils are given the opportunity to scrutinise the concept of belief in a God. Pupils gain an understanding of the decline in religious identification, reasons for faith and the different interpretations of religious stories such as the creation story. Pupils act as detectives and use Bible passages to build an identity for 'God'. Pupils conduct "witness interrogations"</p>	<p>This learning prepares the pupils to make links between the importance of religions and their values as well as acknowledging the contradictions and challenges within religious beliefs. These are themes picked up through family assemblies, by school parliament and part of our focus on developing pupils' cultural capital. In Year 6</p>

	<p>How do we know what is true? Why do people believe or not believe in God?</p> <p>What do Christians believe about how the world began? Do they all share the same idea?</p>	<p>questioning humanist and Christian experts as to why they do or do not believe in God. Pupils consider natural and moral evils and discuss who is responsible for these.</p>	<p>pupils will have the opportunity to explore what religions say to us when life gets hard which further interrogates the challenges within belief and the acceptance of the unknown.</p>
<p>Year 5 Autumn 2</p>	<p><u>Expressing: If God is everywhere, why go to a place of worship?</u></p> <p>What is a Christian place of worship for?</p> <p>What is a Hindu place of worship for?</p> <p>What is a Jewish place of worship for?</p> <p>Does it matter where you worship?</p> <p>What does a place of worship mean to Hindus and Jewish people?</p>	<p>Pupils explore the similarities and differences between Baptist, Anglican and Greek Orthodox churches. They examine the different leaders of worship, congregation styles and rituals. They then connect Christian worship to Hindu traditions including at home/mandir worship. Pupils consider Hindu pilgrimage along the Ganges river identifying key symbols of water, mountains and the journey through life. Pupils then consider how Jewish people worship (both at home and in a synagogue). They connect the belief that God is omnipresent and consider several different synagogues including Orthodox and Reform.</p>	<p>This learning builds upon their Year 3 trip to a Mandir enables them to compare their learning to a Mosque in Summer 1. It enables them to reflect on their own religious/non-religious view and consider how they communicate and show gratitude to God/people who hold significance to them. It deepens their understanding of the religious theme of water (Year 4 Autumn 2) places of worship (Year 1 and 2) and prepares them for the Y6 expression unit. Pupils will use this knowledge to support their understanding of the significance of a pilgrimage when looking at making Hajj in Year 6 and how religious communities are echoed throughout the world.</p>
<p>Year 5 Spring 1</p>	<p><u>Living: What matters most to Christians and Humanists?</u></p> <p>What is a code of living?</p> <p>Who is a humanist and what codes do they use?</p> <p>What can we learn from drama about right and wrong?</p> <p>What codes for living do Christians try to follow?</p> <p>Peace: is it more valuable than money?</p> <p>Can we create a code for living that can help the world?</p>	<p>Pupils will describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. They will understand and describe what it means to be a Humanist. They will discuss the 'hidden messages' of some stories that explore values and give examples from Humanist and Christian moral codes. They will describe some Christian and Humanist values, sharing their opinions on them and suggest reasons why they think it might be helpful to follow a moral code. Pupils will talk about why it might be difficult to follow a moral code and discuss different points of view about what is good and bad. They will express personal ideas about some big moral concepts, such as fairness or honesty and compare ideas about values with the ideas of others they have studied.</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. Pupils are able to meet a Humanist and interrogate them during this unit which will allow them to have a concrete understanding of humanism in Y6 Summer 1.</p>

<p>Year 5 Spring 2</p>	<p><u>Believing: What would Jesus do? (Can people live by the values of Jesus in the twenty-first century?)</u></p> <p>What was Jesus’ “mission statement”?</p> <p>How did Jesus teach his followers to love?</p> <p>What do Jesus’ parables about forgiveness teach Christians today?</p> <p>What can be learnt from Mother Teresa?</p> <p>“What would Jesus do”?</p> <p>What can be learnt by the values of Jesus in the modern world?</p>	<p>Pupils will describe Jesus’ teaching on how his followers should live. They will describe the ‘mission’ of Jesus and give examples of how this might mean Christians should live. Pupils will interpret the widow’s offering and the story of Zacchaeus saying what they show Christians about how they should handle wealth. They will explore some of Jesus’ stories, teaching and examples to show why he saw forgiveness as so important. Pupils will understand and explain the impact of Jesus’ teaching on some examples of major Christian charities in the UK today. They will use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times and give examples of how following the example of Jesus might have on Christians and other communities. They will discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.</p>	<p>This unit connects to Year 3 “What does it mean to be a Christian in Britain today?” where pupils examine religious festivals and practices including community and charity. This unit prepares pupils to consider the teachings of the Buddha; his messages and their impact on the community as learnt about in Y6 units. Additionally the theme of making a compassionate impact on society and giving altruistically is expanded on in the “what can be done to reduce racism? and Is it better to express your beliefs in arts or charity?” Y6 unit.</p>
<p>Year 5 Summer 1</p>	<p><u>Believing: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</u></p> <p>What does it mean for Hindus, Muslims and Christians to commit to key beliefs?</p> <p>How do Muslim people build Ummah by following their Prophet?</p> <p>What difference does the Ummah make?</p> <p>What does ‘harmlessness’ mean in the Hindu religion?</p> <p>How do Hindus show commitment to ahimsa through sewa?</p> <p>What did Jesus teach about God’s grace and forgiveness?</p>	<p>Pupils will learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather and discover how ahimsa links to ideas of karma and reincarnation. They will find out about how Gandhi practised ahimsa in the liberation of India and explore the concept that if people believed in ahimsa the difference would it make to farming, supermarkets, your meals, community relations and international relations. They will learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything and recall how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32). Pupils will make links between the idea of grace, Christian belief in Jesus’ death and resurrection as an expression of God’s love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9). They will recall that for Muslims, the worldwide Muslim community is called the Ummah and explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally, drawing attention to some ways Muslims care for each other in one community. Pupils will discuss and</p>	<p>Pupils are introduced to Hinduism in Year 3 exploring the concept of Karma, reincarnation and polytheism. In Year 4, pupils conduct a character study on Mahatma Gandhi to explore how he showed the 10 Dharmas within his protests. In this unit, Gandhi is also explored through his practice of ahimsa. In Year 5, when learning about how religions care for the environment, pupils consider Hindu dietary practices and religious scripture. The Islamic theme of Ummah (community) is further explored in Year 6 through the question: What does it mean to be a Muslim in Britain today? where pupils connect the Five Pillars of Islam to community.</p>

		consider the impact of ahimsa, grace and Ummah, answering the questions if we all followed these ideas, how would life change?	
Year 5 Summer 2	<u>Living: Green religion? What do religious and non-religious worldviews teach about caring for the Earth?</u>	In this unit, pupils will have an opportunity to use words and phrases related to key concepts for thinking about climate justice and religion and worldviews. These include :God as creator and lover of the earth, climate change, climate justice (alert to the fact that climate change hits the poorest hardest), global warming, species extinction and sustainability. They will explore the perspectives and beliefs of the Islamic, Jewish, Christian and Hindu faiths, making comparisons between these and non religious world views. Pupils will explore the language of shared human experience such as activism and respect for the earth, whilst considering the Islamic concept of Khalifa, the Hindu concept of Bhumi, the Jewish religious festival of Tu B'Shevat and exploring an understanding of stewardship.	Through learning about the differing religious and non-religious world views of caring for the earth, pupils are able to actively take responsibility for the choices they make regarding protecting our planet. This is echoed throughout the science, PSHE and geography curriculum taught within the Grange Park, as well as our widening horizons programme and eco-ambassadors in KS2. Pupils build on their knowledge of Hinduism from Year 3 and 4 to consider Bhumi (goddess of the Earth) and connect their learning to a thematic issue.
	Who does the Earth belong to?		
	What do Muslims think about the environment?		
	What do Christians think about the environment?		
	What do Hindus think about the environment?		
	What do Jewish people think about the environment?		
	How can we make religions 'greener'?		
Year 6	RE content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Year 6 Autumn 1	<u>Living: What does it mean to be a Muslim in Britain today?</u>	In this unit pupils will review earlier learning about "What it means to be a Muslim in Britain today". They 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. Pupils will review their learning from Year 5 on the 5 Pillars of Islam (Profession of Faith (shahada), Prayer (salat), Alms (zakat), Fasting (sawm) and Pilgrimage (hajj) and how this supports personal commitments to be a better person. They will understand the significance that these hold to the Muslim	Pupils have explored the concept of pilgrimage in Year 5 Autumn 2 when learning about Hindu pilgrimage along the Ganges river identifying key symbols of water, mountains and the journey through life. Pupils have consistently built an understanding of the Islamic faith since EYFS. In Year 5 Summer 1, pupils would have been introduced to the idea of Ummah. This supports their interrogation into Islamic architecture and the role of charity in Spring term. Additionally, it supports their understanding of why Islamic charities prioritise the themes they do and how Zakat is fundamental within the faith.
	How do Muslim key beliefs impact their lives?		
	Why does prayer matter to Muslims?		
	How is charity important to Muslims?		
	Why do Muslims fast?		
	Why do Muslims want to go on pilgrimage?		
	Where do people get advice and guidance from?		

		<p>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.</p>	
Year 6 Autumn 2	<p><u>Expressing: What can be done to reduce racism? Can religion help?</u></p> <p>Racism: What is it and why is it unfair?</p> <p>What can we learn from the stories of two statues in Bristol?</p> <p>How did Saint Peter learn that "God has no favourites"?</p> <p>What are the golden and silver rules for anti-racism?</p> <p>What can we learn from key anti-racist religious figures?</p>	<p>Pupils describe three or more examples of religious responses to racism, saying what they think is unjust in each case. They consider and explain some examples of racism, connecting these to religious beliefs, texts and values. Pupils then discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism and explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings. Respectfully, pupils express reasoned, deep and varied ideas, related accurately to religious teaching, about the reduction of racism and prejudice (e.g. in art).</p>	<p>Pupils build upon their knowledge or Christianity and Islamic scripture from Year 5 and 4 to engage with an thematic issue. This unit gives opportunities to encounter Christians scripture thoughtfully and build their cultural knowledge. Pupils will be offered an opportunity for spiritual and moral development in thinking about their own attitudes. Pupils are able to make ethical and moral decisions and consider the injustices within their community. Within Year 7, pupils explore the injustices faced by Balpreet Kaur (PCOS Sikh woman whose photograph was posted on social media and mocked for her beard/kes).</p>
Year 6 Spring 1&2	<p><u>Expressing: Is it better to express your beliefs in arts and architecture or in charity and generosity?</u></p> <p>What is the value of a sacred space?</p> <p>How do mosques express Islamic beliefs and values?</p> <p>Muslims calligraphy, painting and poetry: What is inspiring?</p> <p>How do Christians use art to remember Jesus?</p> <p>How do Muslim charities try to change the world?</p>	<p>Pupils will understand different reasons why some buildings are sacred. They will consider, discuss and weigh up different views about why mosques are important. Pupils will consider, discuss and weigh up different views about why Christian sacred buildings are important. They will explore different views about why religious art is important. Pupils will suggest reasons, quoting religious sources, why Muslims consider charity and generosity important and recall and deploy information about religious buildings and charities. Pupils will notice, list and explain similarities and differences between different sacred buildings, including mosques and churches. They will describe and make connections between examples of religious creativity in Muslim buildings and discuss why mosques matter to the Muslim community. They will apply</p>	<p>Pupils will build upon their understanding of Islamic calligraphy and architecture from their Golden Age History topic (Year 5).</p>

	<p>How and why does Christian Aid try to change the world?</p> <p>What matters more: art and architecture or generosity and charity? yr6 spr 1</p>	<p>ideas about generosity from scriptures of the Muslim and Christian faith. They will suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</p>	
Year 6 Summer 1	<p><u>Believing: What do religions say to us when life gets hard?</u></p> <p>What is a soul?</p> <p>What is reincarnation?</p> <p>Do we get to “heaven”, if you do wrong things?</p> <p>What do Christians believe happens when we die?</p> <p>What do non-religious people believe happens when we die?</p> <p>What do I think happens after death?</p>	<p>Pupils begin to tackle a “big tricky question”: what happens after someone dies? Through reflection, pupils consider the role of the soul or spirit as something uncontainable and non-physical. Considering the Hindu concept of reincarnation and karma, pupils use ladder imagery beginning again. Pupils consider the concept of judgement based on good and bad choices through the Christian and Islamic faith. Pupils consider the concept of paradise and heaven with barzakh as a waiting area. Pupils consider ceremonies such as funerals to celebrate and commemorate a life. Non-religious beliefs of “nothing” are also shared, focusing on the life lived and memories made. Pupils then evaluate their own beliefs and interpret a range of artistic expressions of after life.</p>	<p>Pupils build on their understanding of reincarnation and Karma from Year 3 and 4 which supports their understanding of being born again. Pupils also continue to build on Christian understanding of right and wrong from Year 5s WWJD unit. Pupils will make links between the idea of grace, Christian belief in Jesus’ death and resurrection as an expression of God’s love, and Christian forgiveness today (Year 1 and 5).</p>
Year 6 Summer 2	<p><u>Believing: How do the teachings of the Buddha affect the lives of Buddhists today?</u></p> <p>How does Siddhartha Gorama’s journey leaving home and wealth link to Buddhist monks and nuns seeking truth and happiness?</p> <p>What does life look like for nuns, monks and priests?</p> <p>What are key symbols within the Buddhist religion? (Robe, shaven head, attire)</p>	<p>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 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.</p>	<p>Pupils will connect their knowledge of Buddhism from whole school assemblies on Dhamma and four noble truths. The theme of good vs evil is again built upon from all major religions studied. Pupils also get introduced to Buddhism in preparation for KS3 curriculum where it will be a focus.</p>