Religious Education Long Term Plan (Topic Coverage)

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At Rufforth Primary School, we follow the **City of York Agreed Syllabus for Religious Education**. The scheme mapped out below ensures the knowledge and progression of skills is appropriate the needs of the pupils at our school.

In line with the local syllabus, religious education at Rufforth is planned across three main themes:

Believing Religious beliefs, teachings, sources, questions about meaning, purpose and truth	**Expressing** Religious and spiritual forms of expression; questions about diversity and identity	**Living** Religious practices and ways of living; questions about values and commitments

Year A		**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	EYFS (One year cycle)	RE – F1 Which stories are special and why?	RE – F2 Which people are special and why?	RE – F3 Which places are special and why?	RE – F4 Which times are special and why?	RE – F5 Where do we belong?	RE – F6 What is special about our world and why?
	Year 1 & 2	Topic: Unit 1.1: Who is a Christian and what do they believe? **CHRISTIANITY**		Topic: Unit 1.2: Who is a Muslim and what do they believe? **ISLAM**	Topic: Unit 1.6: How and why do we celebrate special and sacred times? **CHRISTIANITY, ISLAM, JUDAISM**	Topic: Unit 1.7: What does it mean to belong to a faith community? **CHRISTIANITY, ISLAM, JUDAISM**	Topic: Unit 1.3: Who is Jewish and what do they believe? **JUDAISM**
	Year 3 & 4	Topic: Unit L2.2: Why is the Bible important for today? **CHRISTIANITY**	Topic: Unit L2.5 Why are festivals so important to religious communities? **CHRISTIANITY, ISLAM, HINDUISM**	Topic: Unit L2.4: Why do people pray? **CHRISTIANITY, ISLAM, JUDAISM**	Topic: Unit L2.10 How do family life and festivals show what is important to Jewish people? **JUDAISM**	Topic: Unit L2.9: What can we learn from religions about deciding what is right and wrong? **CHRISTIANITY, ISLAM, JUDAISM**	
	Year 5 & 6	Topic: Unit U2.2: What would Jesus do? Can we live by the values of Jesus in the twenty-first century? **CHRITIANITY**	Topic: What do religions say to us when life gets hard? **CHRISTIANITY, HINDUISM, HUMANISM**	Topic: Unit U2.4: If God is everywhere why go to a place of worship? **CHRISTIANITY, HINDUISM, JUDAISM**		Topic: Unit U2.7: What matters most to Christians and Humanists? **CHRISTIANITY**	Topic: What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)? **CHRISTIANITY, ISLAM, HINDUSIM**
Year B		**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Year 1 & 2	Topic: Unit 1.4: What can we learn from sacred books? **CHRISTIANITY, ISLAM, JUDAISM**		Topic: Unit 1.5: What makes some places sacred? **CHRISTIANITY, ISLAM, JUDAISM**		Topic: Unit 1.8: How should we care for others and the world & why does it matter? **CHRISTIANITY, ISLAM, JUDAISM**	
	Year 3 & 4	Topic: Unit L2.1 What do different people believe about God? **CHRISTIANITY, ISLAM, JUDAISM**	Topic: Unit 2.7 What does it mean to be a Christian in Britain today? **CHRISTIANITY**	Topic: Unit L2.6 Why do some people think that life is a journey? **CHRISTIANITY, ISLAM, JUDAISM**	Topic: L2.3: Why is Jesus inspiring to some people? **CHRISTIANITY**	Topic: Unit L2.8 What does it mean to be a Hindu in Britain today? **HINDUISM**	
	Year 5 & 6	Topic: Unit U2:1 Why do some people believe God exists? **CHRISTIANITY, ISLAM, JUDAISM** **HINDUISM**	Topic: Unit 2.10 Green religion How and why should religious communities do more to care for the Earth? **CHRISTIANITY, ISLAM, JUDAISM** **HINDUISM**	Topic: Unit U2.6: What does it mean to be a Muslim in Britain today? **ISLAM**		Topic: Unit U2.5: Is it better to express your beliefs in arts and architecture or in charity and generosity? **CHRISTIANITY, ISLAM, JUDAISM** **HINDUISM**	Topic: U2.9: What can be done to reduce racism? Can religion help? **CHRISTIANITY, ISLAM, JUDAISM** **HINDUISM**

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Religious Education Progression of Vocabulary

	FS2 (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred, creation story	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution
Christianity	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven	Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape
Judaism	Moses Passover Torah Synagogue	Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh	Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah	Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam
Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid.	Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise	Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.
Hindu Dharma			Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana	Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma
Sikhi **Buddhism**	Schools choosing to go beyond the minimum number of religions for study in this syllabus: select age-appropriate key words for pupils to learn as they begin their studies of each religion.			
Non-religious worldviews	Non-religious	Humanist, Golden Rule, non-religious	Humanist, Golden Rule, non-religious, spiritual but not religious, atheist	Atheist, agnostic, Humanist, rationalist, Golden Rule, 'spiritual but not religious'

Experience Church

We work closely with our community and take an active part in village life.

Each year, every class visits the church for celebrations and to support their understanding and application of the curriculum. In addition to this, we also participate in Experience Church.

This is a day each year when every class visits church for a learning session based on a central theme but linked to an event within the Christian calendar.

There are 8 sessions in total, meaning children experience a different theme every year.

Lent

Advent

Church

Eucharist

Harvest

Pentecost

Christmas

Easter

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

EYFS	**RE INTENT: Children are inspired by different viewpoints, cultures and belief systems; weighing up the value of wisdom and reflecting on their own ideas and ways of living**					
**The ELG is an assessment checkpoint and should not be used as a curriculum. The curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.*	**INTENT: *Inspire*** **Pupils will learn the following knowledge and skills**					
			✔		✔	
	IMPLEMENTATION: *Care* **Core activities to deliver learning**: https://jigsawpshe.online/materials/pshe-primary/ages-4-5/					
	IMPACT: *Grow* **When assessed, children will demonstrate the following knowledge:** ✔					

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

YEAR 1 & 2	RE INTENT: Children are inspired by different viewpoints, cultures and belief systems, weighing up the value of wisdom and reflecting on their own ideas and ways of living			
Year A Autumn term **1.1 Who is a Christian and what do they believe?**	*Specific religious content:* ✔ That faith is a trusting in something or someone ✔ Understand what different groups of people trust and believe in: Christian, Muslim, Jew ✔ Know core beliefs of Christians and understand what beliefs are ✔ Discuss and describe the beliefs Christians hold about Jesus ✔ The importance of religious symbols – the cross, fish ✔ The importance of the Bible to Christians ✔ Bible stories that show the importance of Jesus to Christians ✔ The birth of Jesus – the meaning of Christmas *A breadth of different religions, communities and non-religious worldviews:* ✔ Understanding that actions can be good or bad ✔ The importance of kindness ✔ Compare how Christians live their life (based on their beliefs) and identify similarities and differences in other faiths or non-religious communities. ✔ Comparison of Christmas traditions in Christian and non-religious communities. ✔ Know that Muslims, Jews and Christians have similar and different beliefs but they are all faiths – god, place of worship, sacred text *Developing personal knowledge:* ✔ Reflections – what do you believe in? ✔ Comparison of their ways of living and beliefs to those of a Christian ✔ Discussion around proof of God's existence	✔ Stories and references to the Bible and sacred texts ✔ Use of artefacts ✔ Visit to church and visit from Rev Martin ✔ Art and sacred music as stimulus ✔ Drama and song ✔ Act of Kindness activity ✔ Christmas activities – from Christian perspective ✔ Little Donkey / Away in a Manger – how do lyrics tell the story of the birth of Jesus? **Enrichment** ✔ Nativity and Christmas activities ✔ Visit to church and visit from Rev Martin **Cross curricular links:** ✔ English – special books and stories ✔ Geography – seasons, special celebrations in winter ✔ PSHCE – what is family?	✔ That Christians believe in God and follow the example of Jesus (A1). ✔ Recognise some Christian symbols and images used to express ideas about God (A3). ✔ Know some simple ideas about Christian beliefs about God and Jesus (A1). ✔ Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). ✔ Talk about issues of good and bad, right and wrong arising from the stories (C3). ✔ Ask some questions about believing in God and offer some ideas of their own (C1). ✔ Make links between what Jesus taught and what Christians believe and do (A2). ✔ Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). **Sequential learning:** F1 Which stories are special and why? KS1: Who is a Muslim and what do they believe? Who is Jewish and what do they believe? KS2: Unit L2.1 What do different people believe about God? Unit U2:1 Why do some people believe God exists?

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key places**	**Key events**	**Key questions**
	Faith Beliefs Religious/ non- religious Christian/ Christianity Muslim, Islam Allah Jewish, Judaism Existence	The Lost Son The Good Samaritan Birth of Jesus Noah's Ark Jesus Calms the Storm Christmas story Little Donkey & Away in a Manger	Church Bethlehem stable Mosque Synagogue	Christmas/ The birth of Jesus	● What do Christians believe about God and Jesus? ● How do Christians express their beliefs? ● How does the Bible help Christians? ● Which stories help Christians live good lives?

Year A Spring term 1 **Who is a Muslim and what do they believe?**	*Specific religious content:* ✔ Know that Muslims follow the Islamic faith ✔ Know that the special book is called the Holy Qur'an and that Muslims worship in a mosque *A breadth of different religions, communities and non-religious worldviews:* ✔ Know some ways in which Christians, Muslims and Jewish people treat their sacred books – rituals ✔ Continue to build comparisons between Christianity and Islam – what is similar? What is different? How this affects how people live.	✔ Stories and references to the Holy Qur'an and sacred texts ✔ Use of artefacts – Qur'an, prayer mats ✔ Art and sacred music as stimulus ✔ Drama and song ✔ Sequencing tasks ✔ Sorting and labelling **Enrichment** ✔ Visit to mosque and/ or visit from Imam	✔ Know that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). ✔ Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3). ✔ Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). ✔ Re-tell a story about the life of the Prophet Muhammad (A2). ✔ Recognise some objects used by Muslims and suggest why they are important (A2). ✔ Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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<tr>
<td></td>
<td colspan="2">Developing personal knowledge:
✔ Reflections – what do you believe in?
✔ Discuss stories and decide what it means personally</td>
<td colspan="2">Cross curricular links:
✔ Art - calligraphy</td>
<td colspan="2">✔ Make links between what the Holy Qur’an says and how Muslims behave (A2).
Ask some questions about God that are hard to answer and offer some ideas of their own (C1).

Sequential learning:
F1 Which people are special and why?
KS1: Who is a Christian and what do they believe?
Who is Jewish and what do they believe?
KS2: Unit L2.1 What do different people believe about God?
Unit U2:1 Why do some people believe God exists?</td>
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<tr>
<td>The ‘Five Keys’</td>
<td>Key vocabulary
Qur’an
Islam, Muslim
Prophet
Imman</td>
<td>Key stories/ songs/ music
Crying Camel</td>
<td>Key people/ places
Allah
Prophet Muhammad</td>
<td>Key events
Life of Prophet Muhammad – the Crying Canel Story
Ramadan
Eid-ul-Fitr</td>
<td colspan="2">Key questions
● Who is the Prophet Muhammed and why is he important?
● What objects are important to Muslims and why?
● What is Ramadan and Eid?
● How does the Holy Qur’an help Muslims live good lives?</td>
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<td>Year A Spring term 2

How and why do we celebrate special and sacred times?</td>
<td colspan="2">Specific religious content:
✔ Key religious celebrations for different faiths studied
✔ Key elements of the Easter story – why it is important to Christians
✔ Symbols that relate to specific celebrations and faiths
● Christian -Easter (Shrove Tuesday, Ash Wednesday) Crucifix
● Islam - Ramadan (Eid) Crescent Moon and Star
● Judaism - Hanukkah Hanukkiah
● Hinduism and Sikhism -Diwali Diya Lamp

A breadth of different religions, communities and non-religious worldviews:
✔ Know some ways in people from religious and non-religious communities celebrate key festivals
✔ Continue to build comparisons between Christianity and Islam – what is similar? What is different? How this affects how people live.

Developing personal knowledge:
✔ Reflections – what do you believe in? How do you celebrate festivals?
✔ How singing, art, architecture symbolises and expresses beliefs and helps people celebrate.</td>
<td colspan="2">✔ Reading and retelling of stories related to festivals – Easter, Ramadan, Hannukah and Diwali
✔ Similarities and difference activities
✔ Drama, role play, hot seating
✔ Reflecting on own beliefs and how they celebrate Easter
✔ Easter cards – including symbols and key messages/ beliefs
✔ Holy week timeline/ cartoon strip
✔ Make a palm cross

Enrichment
✔ Easter school service/ assembly
✔ Visit from Open the Book / YoYo

Cross curricular links:
✔ English – special books and stories
✔ Geography – seasons, special celebrations in spring</td>
<td colspan="2">✔ Identify a special time they celebrate and explain simply what celebration means (A1).
✔ Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).
✔ Identify some ways Christians celebrate Christmas /Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion (A1).
✔ Re-tell stories connected with Christmas/Easter/ Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).
✔ Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).
✔ Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).
✔ Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).
✔ Identify some similarities and differences between the celebrations studied (B3).

Sequential learning:
F1 Which times are special and why?
KS1: What can we learn from sacred books?</td>
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Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

					KS2: L2.3: Why is Jesus inspiring to some people? Unit U2.5: Is it better to express your beliefs in arts and architecture or in charity and generosity?
The 'Five Keys'	**Key vocabulary** Christian -Easter (Shrove Tuesday, Ash Wednesday) Crucifix Islam - Ramadan (Eid) Crescent Moon and Star Judaism - Hanukkah Hanukkah Hinduism and Sikhism -Diwali Diya Lamp	**Key stories/ songs/ music** Easter (plus songs for school service) Ramadan Diwali Hanukah	**Key people/ places** Jesus, disciples, Judas, Romans Rama and Sita Antiochus, Judah Maccabee	**Key events** Holy Week leading up to crucifixion and Easter Sunday Eid Hanukah Diwali	**Key questions** ● Which times are special and why? ● Why are festivals important to religious communities? ● How do people from religious and non-religious communities celebrate key festivals? ● What similarities and differences are there between how and what different faiths celebrate?
Year A Summer 1 and 2 **What does it mean to belong to a faith community?**	*Specific religious content:* ✔ Know that different faith groups have specific celebrations and key events/ activities that believers participate in ✔ Know symbols of 'belonging' used in Christianity and one other religion (Judaism) *A breadth of different religions, communities and non-religious worldviews:* ✔ Explore the idea that everyone is valuable and how different religions show this (e.g baptism, communion, brit brat – naming ceremony for Jews) ✔ Identify how people show commitment and belonging to one another in wedding ceremonies (rings, gifts/ standing under chuppah in Jewish weddings) *Developing personal knowledge:* ✔ Reflections – what do you believe in? How do you celebrate festivals? ✔ Identify how they are part of different groups – which groups, what makes them special, what do they enjoy about being art of a group?	✔ Share and discuss types of groups children belong to ✔ Sort, research and design symbols of belonging ✔ Video/ visit to church/ Rev Martin to learn about what happens in a baptism ceremony ✔ Compare baptism to Jewish naming ceremony for girls – brit bat – create posters or table to show similarities and differences ✔ Share personal experiences of attending wedding/baptism. ✔ What happens at a wedding – role play ✔ Compare traditions of Christian wedding with Jewish ✔ Listen to music from weddings – what to words, promises mean? ✔ What are vows? Compare traditional promises with Jewish ketubah (wedding contract) **Enrichment** ✔ Visit from Open the Book / YoYo ✔ Role play wedding/ share experiences and own stories/ photos ✔ Visit church to learn about baptism ceremony **Cross curricular links:** ✔ Art/ Computing – researching and designing symbols of belonging ✔ Music – wedding music	✔ Talk about what is special and of value about belonging to a group that is important to them (B2). ✔ Show an awareness that some people belong to different religions (B1). ✔ Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). ✔ Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). ✔ Identify two ways people show they belong to each other when they get married (A1). ✔ Respond to examples of co-operation between different people (C2). ✔ Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). ✔ Identify some similarities and differences between the ceremonies studied (B3). **Sequential learning:** F1 Where do we belong? KS1: How should we care for others and the world & why does it matter? KS2: Unit L2.6 Why do some people think that life is a journey? L2.3: Why is Jesus inspiring to some people? Unit U2.5: Is it better to express your beliefs in arts and architecture or in charity and generosity?	
The 'Five Keys'	**Key vocabulary** Symbols Belonging baptism, baptise communion brit bat ceremony chuppah	**Key stories/ songs/ music** Wedding music/ hymn John the Baptist	**Key people/ places** Church Synagogue temple vicar/ priest Rabbi	**Key events** Baptism Wedding	**Key questions** ● Why are symbols important? ● What are traditional welcoming ceremonies for Jews and Christians? ● How do people show they belong?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

RE Topics	INTENT *Inspire* **Pupils will learn the following knowledge and skills:**	IMPLEMENTATION *Care* **Core activities to deliver learning**:	IMPACT *Grow* **When assessed, children will demonstrate the following knowledge:**
Year B Autumn **What can we learn from sacred books?**	*Specific religion content:* ✔ That faith is a trusting in something or someone ✔ Understand what different groups of people trust and believe in: Christian, Muslim, Jew ✔ The names of the sacred books in Islam, Judaism and Christianity *A breadth of different religions, communities and non-religious worldviews:* ✔ Know some ways in which Christians, Muslims and Jewish people treat their sacred books – rituals *Developing personal knowledge:* ✔ Reflections – what do you believe in? ✔ Discuss stories and decide what it means personally	✔ Stories and references to the Bible and sacred texts – YouTube links to animated stories along with written stories ✔ Use of artefacts – bible, torah, Qur'an ✔ Visit to church and visit from Rev Martin ✔ Art and sacred music as stimulus ✔ Drama and song ✔ Christmas activities – from Christian perspective **Enrichment:** ✔ Class-based Open the Book bible session ✔ Nativity and Christmas activities **Cross curricular links:** ✔ English – special books and stories ✔ Geography – seasons, special celebrations in winter	✔ Stories that are used in religion and why people still read them (A2). ✔ Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3). ✔ Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). ✔ Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). ✔ Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). ✔ Talk about issues of good and bad, right and wrong arising from the stories (C3) ✔ Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). ✔ Make links between the messages within sacred texts and the way people live (A2). **Sequential learning:** F1 Which stories are special and why? KS1: Unit 1.5: What makes some places sacred? LKS2: Unit L2.1 What do different people believe about God?

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key people/ places**	**Key events**	**Key questions**
	Qur'an Torah Bible, biblically Islam, Muslim Judaism, Jewish Christianity, Christian sacred faith parable holy	The Lost Sheep Parable Muhammad and the rebuilding of the Kaaba'	Mosque Synagogue Church	Christmas	● Why are stories important in religion? ● How do different believers treat their sacred book? ● Which stories help us learn about good and bad, right and wrong? ● Why is Christmas important to Christians and how do different people celebrate?

Year B Spring **What makes some places sacred?**	*Specific religion content:* ✔ Understand the meaning of 'sacred' and 'holy' ✔ Know how the fist church started and why it was so special ✔ Explore the main features of places of worship in Christianity and Judaism ✔ Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit	✔ Stories and references to the Bible and sacred texts – YouTube links to animated stories along with written stories ✔ Jewish stories - https://www.chabad.org/kids/article_cdo/aid/354788/jewish/Story-Time.htm ✔ Use of artefacts ✔ Visit to church and synagogue – links with Jewish community https://jewsinyork.org.uk/ ✔ Art and sacred music as stimulus ✔ Drama and song	✔ Recognise that there are special places where people go to worship, and talk about what people do there (A1). ✔ Identify at least three objects used in worship in two religions – Judaism & Christianity (A3). ✔ Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). ✔ Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ Synagogue - ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah *A breadth of different religions, communities and non-religious worldviews:* ✔ The importance of respecting others' special places or objects ✔ Recognise similarities and differences in different places of worship *Developing personal knowledge:* ✔ Reflections – what do you believe in? ✔ Discuss stories and decide what it means personally ✔ Consider their own special places and objects – what makes them special?		✔ Learn a hymn to share in class assembly **Enrichment:** ✔ Class-based Open the Book bible session ✔ Nativity and Christmas activities **Cross curricular links:** ✔ English – special books and stories ✔ Music – learn a hymn		✔ Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). ✔ Ask insightful questions during a school visit about what happens in a church, synagogue or mosque (B1). ✔ Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). ✔ Show that they have begun to be aware that some people regularly worship **Sequential learning:** F3 Which places are special and why? LKS2: Unit L2.1 What do different people believe about God?
The 'Five Keys'	**Key vocabulary** sacred holy hymn altar, cross, crucifix, font, lectern, candles and the symbol of light ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkiah, bimah Hebrew	**Key stories/ songs/ music** Learn a hymn The First Church - story	**Key people/ places** Mosque Synagogue Church Priest, vicar, reverend Imman Cohen	**Key events** Easter The First Church	**Key questions** ● What happens when people worship? ● What do Christians and Jews use to help them worship? ● Why are symbols important? ● Why is music important in sacred places?
Year B Summer **How should we care for others and the world & why does it matter?**	*Specific religion content:* ✔ Know Christian teachings about being unique and special: Christian teachings that God values everyone (Matthew 6:26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it). ✔ The importance of Zakat to Muslims ✔ The importance of tzedakah (charity) in Judaism ✔ How religious beliefs inspire people to care for others e.g Mother Theresa ✔ The Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees). *A breadth of different religions, communities and non-religious worldviews:* ✔ Use the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). ✔ Genesis 2 - ways in which religious believers might treat the world *Developing personal knowledge:* ✔ Discuss the benefit and responsibilities of friendship		✔ Stories and references to the Bible and sacred texts – YouTube links to animated stories along with written stories ✔ Use of artefacts ✔ Art and sacred music as stimulus ✔ Drama and song ✔ Make something as a thank you for someone who cares for them ✔ Creation story – art, drama, animation ✔ Posters/ activity based on looking after the world ✔ Project/ promotion of eco-friendly approaches in school **Enrichment:** ✔ Art based on creation account ✔ Care 'project' – thank you, organise an event, make cards **Cross curricular links:** ✔ Geography – being environmentally friendly		✔ That religions teach that people are valuable, giving simple examples (B1). ✔ Recognise that some people believe God created the world and so we should look after it (A2). ✔ Re-tell Bible stories and stories from Islam about caring for others and the world (A2). ✔ Identify ways that some people make a response to God by caring for others and the world (B1). ✔ Discuss issues of good and bad, right and wrong arising from the stories (C3). ✔ Know texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) ✔ Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). ✔ Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). ✔ Answer the title question thoughtfully, in the light of their learning in this unit (C1). **Sequential learning:**

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ The Golden Rule: One should treat others as one would like others to treat oneself. – discuss how this makes life better for everyone ✔ How people can look after the world and why this is important. Why should we take care of the earth? Why does it matter?		F6: What is special about our world and why? LKS2: L2.9: What can we learn from religions about deciding what is right and wrong? UKS2: Unit 2.10 Green religion. How and why should religious communities do more to care for the Earth?	

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key people/ places**	**Key events**	**Key questions**
	Disciple Zakat tzedekah charity creation	Stories about the disciples – being a friend: Taking the paralysed man to Jesus (Luke 5:17–26) Recap The Good Samaritan The Creation Story	Disciples Mother Theresa	The creation account - Genesis	● How do different faiths help people to care for others? ● What is the 'Golden Rule' and how do different people follow this rule? ● What do Christians believe about the Creation story? ● How do people put their beliefs about others and the world into action?

YEAR 3 & 4	**RE INTENT: Children are inspired by different viewpoints, cultures and belief systems; weighing up the value of wisdom and reflecting on their own ideas and ways of living**		
RE Topic	**INTENT** ***Inspire*** **Pupils will learn the following knowledge and skills:**	**IMPLEMENTATION** ***Care*** **Core activities to deliver learning**:	**IMPACT** ***Grow*** **When assessed, children will demonstrate the following knowledge:**
Year A Autumn 1 **Why is the Bible important for Christians today?** **BUILD ON PRIOR LEARNING FROM Y1/2 – SEE PLANNING**	*Specific religious content:* ✔ Know that the Bible is the basis of Christian teaching – that it tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. ✔ Know that the Bible is divided into books, chapters and verses ✔ Recognise that the Old Testament is also Jewish scripture ✔ Know that Christians use the Bible in different ways – everyday prayer, Bible reading, study groups *A breadth of different religions, communities and non-religious worldviews:* ✔ Understand that there are different views on how the world was created. ✔ Know that other faiths have scared books *Developing personal knowledge:* ✔ Sources of guidance and wisdom in their own lives	✔ Read Genesis 1 to understand the (age appropriate) story of creation ✔ Dance/ movement/ art to represent each day of creation – reflect how narrative shows God to be powerful, creative, good etc ✔ Reading and retelling of Adam and Eve giving into temptation (The Fall) ✔ Write prayer for forgiveness – from another viewpoint ✔ Discuss experiences of forgiveness ✔ Explore stories from Luke 15 – **building on learning from Y1/2** **Enrichment** ✔ Visit from Open the Book / YoYo **Cross curricular links:** ✔ Art/ drama – retell and explore Bible stories	✔ Recall and name some Bible stories that inspire Christians (A2). ✔ Identify at least two ways Christians use the Bible in everyday life (B1). ✔ Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). ✔ Give examples of how and suggest reasons why Christians use the Bible today (B1). ✔ Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1). ✔ Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). ✔ Explain how the Bible uses different kinds of stories to tell a big story (A2). ✔ Suggest why Christians believe that God needs to rescue/save human beings (B2). **Sequential learning:** F1 Which stories are special and why? KS1: What can we learn from sacred books? KS2: Unit L2.9: What can we learn from religions about deciding what is right and wrong? Unit U2:1 Why do some people believe God exists?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ Reflect on what good and bad means and how people could do good/ bad things ✔ Understand what temptation is - how we are tempted, how we can blame others ✔ Reflect on difficulties of following the Bible in day-to day life				
The 'Five Keys'	**Key vocabulary** Bible Gospels Testaments Scripture creation incarnation salvation	**Key stories/ songs/ music** Genesis 1 – creation Genesis 3 – the Fall/ temptation Lost Coin, Sheep and Son – Luke 15	**Key people/ places** God Disciples Jesus Adam Eve	**Key events** Creation Temptation of Adam and Eve	**Key questions** ● Which Bible stories inspire Christians? ● How and why do Christians use the Bible? ● What do Christians believe God I like? ● Why do Christians believe God needs to save them?
Year A Autumn 2 **Why are festivals so important to religious communities?** **BUILD ON PRIOR LEARNING FROM Y1/2 – SEE PLANNING**	*Specific religious content:* ✔ Answer questions about the deep meaning of the festivals: Is love stronger than death (Easter)? Does light conquer darkness (Diwali) Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). *A breadth of different religions, communities and non-religious worldviews:* ✔ Consider the meanings of the stories behind key religious festivals: Christmas, Easter, Pentecost, Harvest in Christianity; Diwali in Hinduism; Eid in Islam. ✔ Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. ✔ Know similarities and differences between the ways festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. ✔ *Developing personal knowledge:* ✔ Reflect on times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. ✔ Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? ✔ Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? What are the best ways to recall important past events and stories, and to bring communities together?	✔ Drama/ art/ dance to show understanding of one festival from Christianity, Judaism, Islam ✔ Group work/ class discussions to reflect and consider deep meaning of the festivals. ✔ Interview Rev Otter re celebrations in church – how are Christian celebrations different/ same? How is this same/ different at home? ✔ Retell the story of a festival for a younger audience or in a variety of media – cartoon strips, video, writing, slideshow ✔ Invite Open the Book group into class – explore why local believers continue to celebrate ancient events. ✔ Debate the meaning behind other festivals e.g Valentine's Day – is it just commercial? Should you celebrate Christmas if you're not a Christian? **Enrichment** ✔ Visit from Open the Book / YoYo Christmas workshop **Cross curricular links:** Art/ drama – retell and explore festival stories Speaking and listening – debate, interviewing History – how long ago did these events happen and why do people continue to celebrate?	✔ Recognise and identify some differences between religious festivals and other types of celebrations. ✔ Retell some stories behind festivals (e.g. Christmas, Ramadan, Diwali) ✔ Make connections between stories, symbols and beliefs with what happens in at least two festivals ✔ Ask questions and give ideas about what matters most to believers in festivals ✔ Identify similarities and differences in the way festivals are celebrated within religions ✔ Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives ✔ Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media **Sequential learning:** F1 Which times are special and why? KS1: How and why do we celebrate special and sacred times? KS2: Unit U2.5: Is it better to express your beliefs in arts and architecture or in charity and generosity?	
The 'Five Keys'	**Key vocabulary** Festival Express	**Key stories/ songs/ music** Christmas, Easter	**Key people/ places** People specific to religious stories	**Key events** Christmas, Easter, Hrevest Pesach, Yom Kippur	**Key questions** ● What big questions do festivals make us consider?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	Commercialism Communities Traditions	Diwali Ramadan, Eid-ul-Fitr		Ramadan, Eid-ul-Fitr	• How do Christians, Hindus and Muslims express the meaning of their key festivals? • What are the similarities and differences between how Christian festivals are celebrated? • What is the role of festivals in the life of Britain today?

Year A Spring 1 **Why do people pray?**	*Specific religious content:* ✔ Discover and think about the meanings of the words of key prayers in three religions: the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and The Shema in Judaism. ✔ Explore connections between these three prayers ✔ Learn that Jews, Muslims and Christians pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. ✔ Know symbols used in prayers in different religions (Judaism, Christianity, Islam) ✔ Discuss and consider the impact of praying in some stories from inside the religions: stories of answered prayer, in Jesus' teaching or in the Holy Qur'an. ✔ Make links between beliefs and practice of prayer in different religions. *A breadth of different religions, communities and non-religious worldviews:* ✔ Consider the idea that some people are spiritual but not religious and like to pray in their own way. ✔ Consider the idea that some people are atheists who believe it is more use to be kind or to help someone than to pray for them. *Developing personal knowledge:* ✔ Explore the impact of prayer: Does it enable people to feel calm, hopeful, inspired, close to God or challenged? How? ✔ Weigh up the value and impact of these key ideas for themselves.	✔ Group work to focus on one particular prayer – present and share meanings and key words ✔ Booklet/ pamphlet summarising meanings of key prayers ✔ Re-enact prayer rituals ✔ Explore symbols and their meanings – design own symbol ✔ Write a school prayer ✔ Discussion around praying when you do not have a faith ✔ Reflect on impact of prayer – discussion, thought bubbles, jam board **Enrichment** ✔ Interfaith Centre – visit to or visit from **Cross curricular links:** Art/ drama – represent meaning of prayers Speaking and listening – debate, interviewing	✔ Describe what some believers say and do when they pray (Christians, Jews, Muslims) ✔ Respond thoughtfully to examples of how praying helps religious believers • Describe the practice of prayer in Christianity, Judaism and Islam ✔ Make connections between what people believe about prayer and what they do when they pray. ✔ Describe ways in which prayer can comfort and challenge believers. ✔ Describe and comment on similarities and differences between how Christians, Muslims and Jews pray. ✔ Consider and evaluate the significance of prayer in the lives of people today **Sequential learning:** F1 Which stories are special and why? KS1: What can we learn from sacred books? What does it mean to belong to a faith community? KS2: What do different people believe about God? Why do some people believe God exists?	

The 'Five Keys'	**Key vocabulary** atheist	**Key stories/ songs/ music** Stories of answered prayer, in Jesus' teaching or in the Holy Qur'an. The three key prayers	**Key people/ places**	**Key events**	**Key questions** • What are the meanings of the key prayers in Christianity, Judaism and Islam? • What are the connections between these prayers? • What symbols are used in prayers? • Can you pray of you're not religious? • What is the impact of praying?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<table>
<tr>
<td>Year A Spring 2
How do family life and festivals show what is important to Jewish people?</td>
<td colspan="2">Specific religious content:
✔ Understand the meaning of ‘faith’ and what it means to have faith.
✔ Know ways that Jewish people show their faith
✔ Understand the importance of Yom Kippur and Pesach to Jewish people.
✔ Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people
✔ Know how Jewish people show their beliefs through worship in festivals, both at home and in wider communities

A breadth of different religions, communities and non-religious worldviews:
✔ Consider how Pesach relates to how slavery is still present in the world today, how important freedom is, and how we might bring freedom.

Developing personal knowledge:
✔ Use the festival of Yom Kippur to explore the value in pupils’ own lives of reflection, saying sorry, being forgiven and making resolutions to improve.
✔ Reflect on the purpose of praying and the benefits of expressing gratitude regularly
✔ Compare and consider the value of family rituals in pupils’ own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living
✔ Explore and suggest ideas about what is worth celebrating</td>
<td colspan="2">✔ Explore how believers express meanings through symbols, sounds, actions, stories and rituals
✔ Hot seating, diaries and recounts of festivals Yom Kippur and Pesach
✔ Drama activities/ models to retell Exodus story
✔ Diary entry about Shabbat
✔ Draw and explain importance of Sedar plate
✔ Circle activities to reflect and discuss forgiveness, gratitude and celebration
✔ Create ‘gratitude books’ to reflect each day/ week on what children are grateful for.
✔ Discussion around Ten Commandments and significance – which do you think is most important? Why are rules important?

Enrichment
✔ Art and drama opportunities

Cross curricular links:
✔ PSHCE
✔ Art
✔ English – drama, writing
✔ Geography – where in the world was Moses when he recived the Ten Commandments</td>
<td colspan="2">✔ Identify and name examples of what Jewish people have and do in their families to show their faith
✔ Retell the stories behind festivals of Yom Kippur, Pesach
✔ Know that Yom Kippur is the ‘Day of Atonement’: a day of fasting and praying for forgiveness; what happens and why; the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God’s readiness to forgive).
✔ Know the links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people – that Exodus is seen as giving justice to the weak and the poor.
✔ Explain the origin of the Ten Commandments and their significance
✔ Explain the importance of Shabbat (B1).
✔ Suggest how and why family life and festivals are valuable to Jewish people

Sequential learning:

F1 Which stories are special and why?
KS1: Who is Jewish and what do they believe?

KS2: What does it mean to be a Christian/ Hindu/ Muslim in Britain today?</td>
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<tr>
<td>The ‘Five Keys’</td>
<td>Key vocabulary
faith
forgiveness
salvation
atonement
Shabbat
Torah
Sedar plate</td>
<td>Key stories/ songs/ music

Exodus
Pesach</td>
<td>Key people/ places
Moses
Jonah
Rabi</td>
<td>Key events
Exodus
Ten Commandments
Yom Kippur
Pesach</td>
<td colspan="2">Key questions
● Why is Shabbat celebrated every week?
● Why asking for forgiveness is important for Jews?
● What is Yom Kippur important for Jews?
● How do Pesach celebration links to freedom?
● Explain what Exodus means? Can I recount the story of Exodus?
● Why are the Ten Commandments important to Jews?</td>
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<tr>
<td>Year A Summer

What can we learn from religions about deciding what is right and wrong?</td>
<td colspan="2">Specific religious content:
✔ Understand that teachings from religions help people live a good life
✔ Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad
✔ Know key ‘rules’ from different religions:
- Christianity: Love your neighbour as yourself.
- Humanism: Treat other people as you’d want to be treated in their situation; don’t do things you wouldn’t want to have done to you.</td>
<td colspan="2">✔ Circle time activities for discussion around why we need rules, who decides who is right and wrong.
✔ Retell temptation stories – what/ who was tempted. Alternative viewpoints – what would have happened if they had resisted temptation? Hot seating, drama
✔ Study an inspirational person guided by their religion e.g. Mother Theresa, Ghandi, Martin Luther King, Desmond Tutu –present learning in creative ways
✔ Compare/ contrast activities between two religions.</td>
<td colspan="2">✔ Recall and talk about some rules for living in religious traditions
✔ Know how Jewish teachings teach about being thankful (the Talmud
✔ teaches that Jews should say thank you 100 times a day)
✔ Explain how Bible stories teach about making good choices - Genesis 3 and the ‘Fall’, and Jesus resisting temptation in Matthew 4.
✔ Give examples of ways in which some inspirational people have been guided by their religion – Mother Theresa, Ghandi, Martin Luther King
✔ Discuss their own and others’ ideas about how people decide about right and wrong (C3).</td>
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</table>

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	- Judaism: What is hateful to you, do not do to your neighbour. - Name some of the 10 commandments *A breadth of different religions, communities and non-religious worldviews:* ✔ Know examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions ✔ Make connections between stories of temptation and why people can find it difficult to be good ✔ Understand how there may be a difference between the teachings of organised worldviews and the personal worldviews of individuals within a tradition; not everyone follows all the teachings of their religion. ✔ *Developing personal knowledge:* ✔ Consider the difference between right and wrong. Is it always clear? How do people know?		**Enrichment** ✔ Art and drama opportunities **Cross curricular links:** ✔ PSHCE ✔ Art ✔ English – drama, writing		✔ Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion (Judaism) – clothing, prayer rituals, festivals ✔ Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3). **Sequential learning:** F1 Which people are special and why? KS1: What does it mean to belong to a faith community ? KS2: What does it mean to be a Christian/ Hindu/ Muslim in Britain today?	
The 'Five Keys'	**Key vocabulary** Commandment Guidance Reason Conscience Segregation Christians Humanist Jews Beatitudes	**Key stories/ songs/ music** Genesis 'The Fall' Matthew 4 – Jesus resisting temptation	**Key people/ places** Moses Jesus Inspirational person guided by their religion e.g. Mother Theresa, Ghandi, Martin Luther King, Desmond Tutu	**Key events** Adam and Eve – fall Sermon on the Mount Ten Commandments	**Key questions** ● What are the important rules for Christians, Humanists and Jews? ● What do religious stories tell believers about temptation? ● What does Christianity say about how to live a good life? ● How have religious teachings helped affect somebody's actions?	
Year B Autumn 1 **What do different people believe about God?**	*Specific religious content:* ✔ Understand that there are many ideas about God: The Holy Trinity/ 99 names of Allah/ Trimurti ✔ Know stories about encounters which help believers to understand God's relationship with people *A breadth of different religions, communities and non-religious worldviews:* ✔ Know reasons why having a faith can be hard ✔ Explore how having a faith can make a difference in people's lives ✔ Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone's personal worldview. *Developing personal knowledge:* ✔ Consider their own questions – and answers- about God		✔ Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. ✔ Use art and design to represent how there are many ideas about God – including their own ideas about faith. (ideas from https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2023/) ✔ Compare/ contrast activities between two religions. ✔ Use song to explore 'faith' e.g By Faith - Keith & Kristyn Getty – You tube ✔ statements around the classroom walls – If God was a flower / colour / plant / tree / mineral / food / toy / building / light / animal / drink / item of clothing / film character, God would be… because…Pupils choose 6 prompts and write their own ideas about God into some metaphors on 'Post-It' notes. Create a display with words around heading 'Who is God?' ✔ Discuss: There is a God/ There is no God/ God is a little old man in the sky / God is invisible /God has no equal/ God may be understood in many different ways / Do they have any other statements?		✔ Identify key beliefs about God that are held by Christians, Hindus and/or Muslims ✔ Explain how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). ✔ Retell and a Bible story about God's relationship with people – Moses and the Burning Bush ✔ Know a story which helps Muslims understand the nature of God -. the story of the Night of Power – the revelation of the Qur'an to Muhammad. ✔ Describe some of the ways in which Christians Hindus and/or Muslims describe God ✔ Ask questions and suggest some of their own responses to ideas about God ✔ Suggest why having a faith or belief in something can be hard. ✔ Identify how and say why it makes a difference in people's lives to believe in God. ✔ Identify some similarities and differences between ideas about what God is like in Christianity, Hinduism and Islam.	

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

			✔ Split class into groups depending on which statement they feel most strongly about. In their group prepare a short presentation / case to share **Enrichment** ✔ Interview someone who has a faith to understand the impact it has on their life – member of staff, parent/ carer, Yo-Yo, Rev Martin **Cross curricular links:** ✔ PSHCE ✔ Art ✔ English – drama, writing		✔ Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts ✔ **Sequential learning:** F1 Which people are special and why? KS1: What does it mean to belong to a faith community? KS2: What does it mean to be a Christian/ Hindu/ Muslim in Britain today?	
The 'Five Keys'	**Key vocabulary** Trinity Holy Spirit Allah Trimurti faith belief	**Key stories/ songs/ music** Encounters which help believers to understand God's relationship with people e.g. Moses and the Burning Bush (Exodus 3:1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1:9–11); Pentecost (Acts 2:1–21) and Paul's conversion (Acts 9:1–19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15:11–32). Stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension. Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo).	**Key people/ places** God Holy Spirt Jesus Prophet Muhammad Trimurti	**Key events** See stories	**Key questions** ● What do Christians believe about God? ● What do Muslims believe about God? ● What do Hindus believe about God? ● What do I believe about God and faith? ● How does having a faith affect your life?
Year B Autumn 2 **What does it mean to be a Christian in Britain today?**	*Specific religious content:* ✔ Know routines and rituals that Christians have to do to show their faith at home – objects e.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), / what they might do e.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity ✔ Explore what some Christians do to show their faith within their church communities. ✔ Know there are different types of churches ✔ Know how two different churches are similar and different – Roman Catholic and Baptist ✔ Discover what Christians do to show their faith in how they help their local community.		✔ Study items that may be in a Christian household – why? Which is important? Any surprises? ✔ Learn a hymn and discuss meaning and link to Bible story/ quote ✔ Compare/ contrast activities between two churches. ✔ Circle time activities to reflect on own beliefs ✔ Look at local charities/ inspirational people past and present – impact of faith and religion on actions. ✔ Study Bible quotes and give examples of how that can be lived out today. **Enrichment**		✔ Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings ✔ Describe some ways in which Christians express their faith through hymns and modern worship songs. ✔ Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes. ✔ Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. ✔ Explain similarities and differences between at least two different ways of worshipping in two different Christian churches – Roman Catholic and Baptist.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ Know some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? *A breadth of different religions, communities and non-religious worldviews:* ✔ Compare practices to other religions *Developing personal knowledge:* ✔ Consider how they would describe a Christian and why ✔ Reflect on how they help people		✔ Follow up from Harvest festival – what happens to the food donated? How can we help others? **Cross curricular links:** ✔ PSHCE ✔ Art ✔ English – drama, writing		✔ Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1). **Sequential learning:** F1 Which people are special and why? KS1: What does it mean to belong to a faith community? KS2: What does it mean to be a Jew/ Hindu/ Muslim in Britain today?
The 'Five Keys'	**Key vocabulary** Roman Catholic Baptist Church mass holy communion worship service grace charity	**Key stories/ songs/ music** Learn a hymn Bible quotes: Psalm 104:33 I will sing to the Lord all my life; I will sing praise to my God as long as I live. Psalm 119:105 Your word is a lamp to guide my feet and a light for my path. Matthew 7: 12 Do to others what you would have them do to you. Matthew 19: 19 'Love your neighbour as yourself.	**Key people/ places** Inspirational Christians e.g Rosa Parks	**Key events** Holy communion Mass Baptism Weddings Funerals	**Key questions** ● How do Christians show their faith at home? ● How do Christians show their faith at church? ● How do Christians show their faith in the local and worldwide community? ● How are some churches the same and different?
Year B Spring 1 **Why do some people think that life is a journey?**	*Specific religious content:* ✔ Know that milestones can be marked by religious ceremonies ✔ Understand why promises made at religious ceremonies are important ✔ Know key elements of Christian and Jewish commitment ceremonies – weddings, first communion, Bar Mitzvah *A breadth of different religions, communities and non-religious worldviews:* ✔ Compare how milestones are marked for non-religious communities *Developing personal knowledge:* ✔ Consider their own ideas about community, belonging and belief		✔ 'Map' the journey of life with key milestones ✔ Consider meaning of 'commitment' – what do they commit to? ✔ Song – 'One More Step' ✔ Carry out mock wedding/ ceremony – drama/ role play – consider vows ✔ Similarity/ difference activities **Enrichment** **Cross curricular links:** ✔ PSHCE ✔ Art ✔ English – drama, writing		✔ Recall and name some of the ways religions mark milestones of commitment ✔ Know least two promises made by believers at these ceremonies and say why they are important – baptism, wedding ✔ Suggest why some people see life as a journey and identify some of the key milestones on this journey ✔ Describe what happens in Christian and Jewish ceremonies of commitment and say what these rituals mean ✔ Explain similarities and differences between ceremonies of commitment – Christian and Jewish wedding ✔ Reflect on their own ideas about community and belonging. **Sequential learning:** F1 Which people/places are special and why? KS1: What does it mean to belong to a faith community? KS2: What does it mean to be a Jew/ Christian /Hindu/ Muslim in Britain today?
The 'Five Keys'	**Key vocabulary** Baptism Communion Wedding Funeral Bar mitzvah Chuppah Commitment, commit ceremony	**Key stories/ songs/ music** John the Baptist (Luke 1:5 – 25), Jesus is baptised (Matthew 3: 13 – 17), Saul/Paul is baptised (Acts 9:10 – 19), An Ethiopian is baptised (Acts 8: 26 – 40), The Jailor's family is baptised (Acts 16: 16 – 34). Love-1 Corinthians 13.	**Key people/ places** Reverend/ vicar/ priest Rabbi	**Key events** First communion Baptism Weddings Funerals	**Key questions** ● Which milestones are marked by religious ceremonies and why? ● What happens at a Bar Mitzvah? ● What happens at a first communion? ● What are the similarities and differences between a Christian and Jewish wedding?

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	ritual	One More Step			● What do I believe about life being a journey?
Year B Spring 2 **Why is Jesus inspiring to some people?** EASTER STORY	*Specific religious content:* ✔ Know how Bible stories about Jesus inspire people past and present ✔ Understand the significance of Holy Week and Easter ✔ Explore the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) and how this is connected to Easter. *A breadth of different religions, communities and non-religious worldviews:* ✔ Explore Easter as a festival for non-religious communities. *Developing personal knowledge:* ✔ Know ways in which they treat others well ✔ Explore what makes a person inspirational		✔ Listen to Bible stories – explain how they impact lives today ✔ Hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then ask some ✔ Christians to explain how they interpret these stories. ✔ PSCHE links with our school values ✔ Use the events of Holy Week and Easter to find out why Jesus is so important to Christians – comic strips, diary entries, news report, radio interviews ✔ Study images of Jesus – how is he portrayed? ✔ A good teacher: Create a list of the key 'ingredients' that are needed to make a good teacher. Use these ingredients to write a recipe for the perfect teacher. Discuss why Jesus was a good teacher. Ask pupils to think carefully about the following points: memorable speaking; use of stories, everyday examples, practising what he taught ✔ Imagine that pupils have been asked by a local Church to design a new stained glass window, which celebrates the life and teachings of Jesus or the festival of Easter. **Enrichment** ✔ Display stained glass window designs in village **Cross curricular links:** ✔ PSHCE ✔ Art ✔ English – drama, writing		✔ Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus. ✔ Suggest some ideas about good ways to treat others, arising from their learning. ✔ Make connections between some of Jesus' teachings and the way Christians live today ✔ Know the events of Holy Weeks and Easter ✔ Describe how Christians celebrate Holy Week and Easter Sunday ✔ Identify the most important parts of Easter for Christians and say why they are important. ✔ Know why Good Friday is considered to be good. ✔ Present their own ideas about the most important attitudes and values to have today, making links with Christian values ✔ Know that there is no authentic visual image of Jesus **Sequential learning:** F1 Which people are special and why? KS1: Who is a Christian and what do they believe?? KS2: What does it mean to be a Jew/ Christian /Hindu/ Muslim in Britain today?
The 'Five Keys'	**Key vocabulary** Gospel Incarnation Salvation	**Key stories/ songs/ music** Make connections with known stories: parables of the kingdom of heaven (Matthew 13:1–45: sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35)	**Key people/ places** Holy Week – Judas, disciples, Jesus	**Key events** Holy Week Easter	**Key questions** ● How is Jesus represented as an inspirational person? ● What happened during Holy Week? ● How do the events of Holy Week inspire Christians? ● How do Christians and people who are non-religious celebrate Easter? ● What does it mean to be inspirational and who inspires me?
Year B Summer term **What does it mean to be a Hindu in Britain today?**	*Specific religious content:* ✔ Know what Hindus have and do in their families and at mandir to show their faith – objects, e.g murtis, family shrine, statues and pictures of deities ✔ Know what Hindus do to show their faith e.g puja ✔ Explore Hindu ideas about the four aims of life (punusharthas) - dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated		✔ Similarity and difference activities – pupils compare own rituals and routines to that of a Hindu child ✔ Discussion and debate – why it is good to be Hindu and what makes it hard sometimes ✔ Compare/ contrast – how do Hindus and other people help? ✔ Look at the Ramayana, the story of Rama and Sita. Use it to explore ideas of dharma, karma, devotion, and good vs evil. – retell, drama, art	✔ Identify and name examples of what Hindus have and do in their families and at mandir to show their faith ✔ Describe some ways in which Hindus express their faith through puja, aarti and bhajans ✔ Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).	

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	enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth (reincarnation). *A breadth of different religions, communities and non-religious worldviews:* ✔ Explore the impact of having a faith – why is it good and why is it sometimes hard? ✔ Compare how Hindus and people of other faiths help others ✔ Know that there are similarities and differences between Hindu worship and how Christians and Jews worship. *Developing personal knowledge:* ✔ Reflect on how they help others ✔ Consider their own aims of life with those in Hinduism		✔ Puja – re-enact, write instructions/ guide **Enrichment** ✔ Interview a Hindu (Nanth Kaur – parent?) **Cross curricular links:** ✔ PSHCE ✔ Art ✔ English – drama, writing		✔ Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others ✔ Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (Christianity and Judaism) ✔ Know the key parts of the story of Rama and Sita and explain how it explores good vs evil **Sequential learning:** F1 Which people/places are special and why? KS1: What does it mean to belong to a faith community? KS2: What does it mean to be a Jew/ Christian /Hindu/ Muslim in Britain today?	
The 'Five Keys'	**Key vocabulary** mandir puja aarti bhajans karma dharma	**Key stories/ songs/ music** Ramayana, the story of Rama and Sita	**Key people/ places** mandir Rama Sita Mahatma Gandhi Pandurang Shastri Athavale.	**Key events** Diwali	**Key questions** ● How is my day to day life similar and different to a Hindu child? ● How do Hindus show their faith at home and in the mandir? ● Why is the story of Rama and Sita important? ● How is Hinduism the same and different to Christianity and Judaism?	

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YEAR 5 & 6	**RE INTENT: Children are inspired by different viewpoints, cultures and belief systems; weighing up the value of wisdom and reflecting on their own ideas and ways of living**		
RE Topic	**INTENT** ***Inspire*** **Pupils will learn the following knowledge and skills:**	**IMPLEMENTATION** ***Care*** **Core activities to deliver learning**:	**IMPACT** ***Grow*** **When assessed, children will demonstrate the following knowledge:**
Year A Autumn 1 What would Jesus do? Can we live by the values of Jesus in the 21st century?	*Specific religious content:* ✔ Know that Jesus saw his life as a mission, as outlined in Luke 4:18-19 - *Jesus was sent by his Father "to proclaim good news to the poor . . . freedom for the prisoners and recovery of sight for the blind, to set the oppressed free, to proclaim the year of the Lord's favor"* (Luke 4:18–19). ✔ Jesus's teachings on love, forgiveness, justice, generosity ✔ *A breadth of different religions, communities and non-religious worldviews:* *Developing personal knowledge:* ✔	✔	✔ That Jesus saw his mission in life as helping others – giving good news, freedom, help and spreading God's word and work. ✔ Jesus taught on love – 'Love thy enemies', 'Love is patient, love is kind', that Jesus sacrificed his life for the love of others ✔ Jesus taught on forgiveness – if you forgive others, you will be forgiven (by God and others) Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas Outline Jesus' teaching on how his followers should live. Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to livew. Explain the impact Jesus' example and teachings might have on Christians today Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas.

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key people/ places**	**Key events**	**Key questions**
	Sacrifice Agape – self sacrificial love	<u>Love</u>: greatest commandments, Matthew 22:37–40; 'Love your enemies' Paul's letter, 1 Corinthians 13:4–7 John 3:16			• What did Jesus see his mission on Earth as? •

Year A Autumn 2 What do religions say to us when life gets hard? **CHRISTIANITY, HINDUISM, HUMANISM** ***Inform parents of topic due to sensitive content***	*Specific religious content:* ✔ Know that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. ✔ Know key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism. ✔ Know that Humanists believe a full life is one that contributes to the lives of others as well, so relationships and caring for others are seen as part of being 'fully human'. ✔ Know some ceremonial procedures that mark the end of life on Earth and how these express different beliefs. ✔ Describe the Hindu belief in reincarnation and Karma - The Hindu philosophy says that the body is just the outer garment of the individual. The real self does not die but goes on and assumes another body. Death is when the soul leaves the body. *A breadth of different religions, communities and non-religious worldviews:*	✔ Use stories to generate children's own questions about what happens when you die. ✔ Use 'Heaven' story as stimulus for writing letter to character about what happens after death. ✔ Explore the idea of a soul– draw portrait and list characteristics – divide page and 'throw away' physical representation of self. Opportunity to represent visually soul/ spirit – to capture their ideas. ✔ Use image of ladder to introduce Karma and the belief in reincarnation – annotate with qualities that would move people up/down ladder. Discuss who decides who is at top/ bottom of ladder. <u>Ensure pupils make a link between a belief in reincarnation and living a good life</u> ✔ Use poem 'Heaven' by Steve Turner as stimulus for questions and discussion about Christian perspective. ✔ Use poem 'Heaven' by Peter Blowfiled as stimulus for own poem/ writing/ picture ✔ Use order of service from Christian funeral – what does it say about believer's hope in death? Discuss Bible passages chosen (what are the links between the reading and beliefs?) and purpose of eulogy – invite Rev Otter in to discuss service. ✔ Compare religious service to funeral of non-believer – role of celebrant. ✔ Ask some religious believers to explain how faith has helped them through difficult times – Rev Otter, OTB group	✔ Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life ✔ Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation ✔ Express ideas about how and why religion can help believers when times are hard, giving examples ✔ Outline Christian, Hindu and/or nonreligious beliefs about life after death ✔ Explain some similarities and differences between beliefs about life after death ✔ Explain some reasons why Christians and Humanists have different ideas about an afterlife ✔ Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples ✔ Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding **Sequential learning:** F5: Where do we belong?

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	✔ Understand how faith has helped religious believers in difficult times, and how it encourages them to enjoy life too. ✔ Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. ✔ Know that many non-religious people believe that death is the end of life, and that there is no afterlife. ✔ Consider reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs *Developing personal knowledge:* ✔ recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. ✔ reflect on and express their own ideas, concerns and possibly worries about death and the idea of life beyond.	✔ Discuss what 'live life to the full' means. Look at the focus on life lived, not life to come. Write mission statements that set out hopes and dreams for their own lives – create display ✔ Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times? ✔ Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. ✔ Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. ✔ Taking due care, ask pupils to reflect on and express their own ideas, concerns and possibly worries about death and the idea of life beyond. The poet is a Christian. How can you tell? - Which verse in the poem do you think is most important for Christians? Why? - What puzzling questions does the poem make you think about? - What answer do you think a Christian would give to the questions in the last two lines? Poem – Heaven by Peter Blowfield What is the poet certain/uncertain about? - Why do you think the poet has so many questions but no answers? - What do you think this poet might believe about what happens when we die?	KS1: Why do some people pray? KS2: Why do some people think life is a journey? KS2: What does it mean to be a Jew/ Christian /Hindu/ Muslim in Britain today?

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key people/ places**	**Key events**	**Key questions**
	soul *spirit* *Moksha*: escape from the cycle of being- life, death and rebirth that happen as a result of Karma. *Karma*: the law of cause and effect, the idea that every action we take will have consequences either positive or negative *Dharma* is a person's duty, the right thing to do in any given situation *Reincarnation*: being born into another life *judgement*	Heaven (Nicholas Allen) : https://www.youtube.com/watch?v=pRMev38dE7Q Poem – Heaven by Steve Turner https://www.poemhunter.com/poem/heaven/ Poem – Heaven by Peter Blowfield	Religious leaders Celebrants	Funerals Non-religious services	● Can I share my own thoughts and questions about what happens when we die? ● What do some people think carries on after we have died? What is our soul? ● What is reincarnation and what do some people believe about coming back to life? ● What do Christians believe happens when we die? ● What do people who don't believe in God think happens when we die?

Year A Spring 1 & 2 If God is everywhere why go to a place of worship? **CHRISTIANITY, HINDUISM, JUDAISM**	*Specific religious content:* ✔ Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; Hindu mandir; differences between an Orthodox and a Reform synagogue ✔ Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. ✔ Consider and understand these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). ✔ Synagogues themselves not only have different purposes. They are different depending on whether	✔ Organise visit to Bradford Interfaith Centre and at least 2 places of worship as part of the visit. ✔ Class discussions, creating symbols and images to represent worship ✔ Compare Christian churches (Anglican and Baptist) – label features, compare beliefs – how they impact the features of churches. ✔ Compare Hindu worship at home and in the mandir – use clips to support learning: ✔ https://www.truetube.co.uk/ ✔ https://www.bbc.co.uk/programmes/p0114z20 ✔ Unpick Corinthians quote – what does 'being the body of Christ mean' ✔ Explore different aspects of Christian life – silence, nature, community – spilt into groups and create presentation on each aspect	✔ Recall and name some key features of places of worship studied ✔ Find out about what believers say about their places of worship. ✔ Make connections between how believers feel about places of worship in different traditions ✔ Select and describe the most important functions of a place of worship for the community. ✔ Give examples of how places of worship support believers in difficult times, explaining why this matters to believers ✔ Present ideas about the importance of people in a place of worship, rather than the place itself. ✔ Outline how and why places of worship fulfil special functions in the lives of believers

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	the Jewish community is Orthodox (traditional) or Reform (modernised) *A breadth of different religions, communities and non-religious worldviews:* ✔ Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds ✔ Know similarities and differences between how people of the same faith worship – Anglican and Baptist Christians; Orthodox and Reform Jews. *Developing personal knowledge:* ✔ Reflect on the purpose of worship and special places in their own lives	✔ Online clips to support comparison of Orthodox and Reform Jews. **Enrichment** ✔ Bradford Interfaith Centre **Cross curricular links:** ✔ PSHCE ✔ Art ✔ English – drama, writing	✔ Comment thoughtfully on the value and purpose of places of worship in religious communities			
The 'Five Keys'	**Key vocabulary** Mandir; Hindu temple, a place of the gods, (meaning 'dwelling place' in Sanskrit) Murti: the image, statue or carving of a god in Hinduism. A 'murti' is a representation of the god, but when worship begins, Hindus believe the spirit of the god enters the image. Puja: Hindi word for worship OM: the sound of God, Hindus say when they worship or meditate to bring their minds to God. orthodox reform	**Key stories/ songs/ music** Corinthians 12:27: *Now you are the body of Christ, and each one of you is a part of it.* Nature: Celtic Christian blessing: *Deep peace of the Running Wave to you* *Deep peace of the Flowing air to you* *Deep peace of the Quiet earth to you* *Deep peace of the Shining Stars to you* *Deep peace of the Son of Peace to you* 'Canticle of Brother sun' prayer by Francis of Assisi (stop at 2:57 on the timer, as the end of the prayer talks about Sister Death and mortal sin): www.youtube.com/watch?v=o_uqs4Am8RM	**Key people/ places** www.freshexpressions.org.uk - alternative forms of Christian communities Bradford Interfaith Centre: https://www.bradford.gov.uk/education-and-skills/school-support-services/interfaith-education-centre/ York Liberal Jewish Community - https://jewsinyork.org.uk/ Silence: Ignatius Loyola, the 16th century Catholic, who developed 'spiritual exercises' to help people find God in silence and meditation: www.bbc.co.uk/religion/0/19467151 (scroll down to the last section) Community: Sanctus on Saturday for refugees and asylum seekers: www.freshexpressions.org.uk/stories/sanctusonsaturday Sorted youth church: www.freshexpressions.org.uk/stories/sorted/nov15	**Key events** Puja	**Key questions** ● What is a place of worship? What is it for? ● Why do Christians worship in different ways? ● What is a Hindu place of worship? ● What is a Jewish place of worship? ● Are people more important than the place?
Year A Summer 1 What matters most to Christians and Humanists? **CHRISTIANITY** **HUMANISM**	*Specific religious content:* ✔ Know that Jesus often compared actions to fruits. The roots are down inside us, hidden thoughts and intentions, but what you do shows what you value. ✔ Jesus' account of loving your neighbour (the Good Samaritan, Luke 10:25-37).	✔ Explore behaviours of heroes and villains – known in films, stories. ✔ Use school rules as basis for discussion – why do we need them? Compare with rules/ principles that Humanists believe ✔ Use dilemmas for learning, noticing and reacting to difficult cases of right and wrong, good and bad ✔ Build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work.	✔ Identify the values found in stories and texts ✔ Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas . ✔ Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. ✔ Describe some Christian and Humanist values simply .		

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	✔ The account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35) ✔ Understand that Christians believe a human being is 'a good thing spoiled' – they say we are made in the image of God (Genesis 1:28) and so can do good things, but our bad choices have messed us up in some ways. (The story of Adam and Eve in Genesis 3 is the background to these ideas. Some Christians call this the 'Fall' – where humans 'fell' from their place of closeness to God and so do not really show God's image in themselves as they should.). But Christians believe God the Rescuer can put this right. ('Jesus' means 'he saves'.) *A breadth of different religions, communities and non-religious worldviews:* ✔ Consider does being good matter most? Christians might say that trusting God matters even more, but it helps people to be good. Humanists would disagree. ✔ Understand the Humanist idea that humans can be 'good without God.' *Developing personal knowledge:* ✔ Explore the concepts of being naughty and being good in terms of actions, words and thoughts. ✔ Consider the idea of a code for living and to examine whether they are living by a code themselves. ✔ Think carefully about the Christian ideas of values such as love and forgiveness ✔ Begin to understand that the impact of our values can make people happy – or unhappy ✔ Clarify the values that matter most to individuals, and explore the fact that different people have different values.	✔ Compare Good Samaritan and crucifixion account – find similarities in terms of Jesus' values. ✔ Drama – creating different endings/ responses to dramatic situations – right or wrong. ✔ Roots and fruits activity ✔ Values game ✔ Make a peace tree – write ideas on leaves (use school value tree – different coloured leaves) ✔ Write their own peace meditation / prayer / song using a famous prayer / song / poem as a model or frame **Enrichment:** ✔ Invite a speaker from a charity to talk about how they bring 'peace' to others, the symbol of their organisation, the work they do and why (e.g. NSPCC, NCH Action for Children, The Salvation Army, OXFAM, Christian Aid, TEAR fund). Ask the speaker about how religious and non-religious people can co-operate for peace. **Cross curricular links:** ✔ PSHCE ✔ Art ✔ English – drama, writing	✔ Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. ✔ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view ✔ Give examples of similarities and differences between Christian and Humanist values . ✔ Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning.

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key people/ places**	**Key events**	**Key questions**
	dilemma justice forgiveness freedom peacemaker moral	Good Samaritan, Luke 10:25-37 The account of the crucifixion, in which Jesus prays for forgiveness for those who killed him (Luke 23:32-35) Example songs/ poems: Make me a Channel of Your Peace' / 'The Lord is My Shepherd' / Give Peace a Chance / a Christmas carol, Ebony and Ivory	Luke Good Samaritan One Christian leader (Rev Jim Wallis) says that it is "more important to be a peace maker than a peace lover":		● What is a code for living? ● Who is a humanist and what are the codes for living for non-religious people? ● What codes for living do Christians try to follow? ● What do people believe about being good and bad, right and wrong? ● Is peace more valuable than money?

Year A Summer 2 What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)? Check objectives from Year B Spring	*Specific religious content:* ✔ Muslims are committed to being part of the global 'Ummah', the worldwide Muslim family. They stick together, they are one under Allah. ✔ Christians are committed to believing in God's grace, or generosity. They think God forgives everyone who truly repents. ✔ Hindus are committed to Ahimsa, or harmlessness. They try to live life without killing or harming anything that lives.	✔ Play game 'Everyone's Committed' ✔ Understand life story of the Prophet - this might use clips from the Muslim movie, "The Messenger", or by way of a web quest, or using sequencing cards that tell part of the story. ✔ Class mind-map to outline the importance of Prophet Muhammad ✔ Share examples of action and religious quotes to describe key principles of each religion. ✔ Class discussions about disagreements and arguments ✔ Discuss the inspirational characteristics that Gandhi showed during his life – using quotes in reference to unfair situations around the world.	✔ Describe what Ahimsa, Grace or Ummah mean to religious people. ✔ Respond sensitively to examples of religious practice with ideas of their own. ✔ Describe links between Gandhi's beliefs and the way he chose to live his life ✔ Make connections between beliefs and behaviour in different religions ✔ Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions ✔ Outline the challenges of being a Hindu, Christian or Muslim in Britain today.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

(What does it mean to be a Muslim in Britain today?) to avoid repetition but build on knowledge for one year group.	✔ Know the life story of the Prophet and the continued significance of his life on Muslims ✔ Know the four ways of sharing in the worldwide Ummah, the global Muslim community. ✔ Know that in Hindu communities, sewa is often seen as part of dharma (duty), and puts the ideal of ahimsa into action *A breadth of different religions, communities and non-religious worldviews:* ✔ Describe the impact of some of Gandhi's principles and show how his words can be used to address contemporary situations ✔ Explore and express ideas of their own about commitments ✔ Use concepts like 'more important' or 'less significant' to describe the impact of beliefs and commitments on life for myself *Developing personal knowledge:* ✔ Clarify their own commitments and understand others' commitments	✔ Explore charities and how they help – or service. . Introduce Sewa UK www.sewauk.org/ as a Hindu charity. Explore different parts of the website including current and past projects and charity through adventure. ✔ Understand and explore Jesus' story of the Lost Son and its teachings about forgiveness and grace, from Luke 15 – talk about grace in the story and hoe many Christians think God is like Dad in the story. ✔ Evaluate how Jesus demonstrated grace in his last meal – reflect on Easter story and events of Holy Week. ✔ Research and make presentation of life of a Christian – e.g. Dr Noel Chavasse, Martin Luther King, Jackie Pullinger, Gladys Aylward, Mother Teresa, Corrie Ten Boom, Desmond Tutu, John Wesley ✔ Card sort – similarities and differences between 3 religions. **Enrichment:** **Cross curricular links:** ✔ PSHCE ✔ Art ✔ English – drama, writing	✔ Describe 3 different ways in which the Muslim Ummah supports Muslim people all over the world ✔ Explain the connection between the work of Sewa UK to the Hindu concepts of sewa and ahimsa. ✔ Consider similarities and differences between beliefs and behaviour in different faiths. ✔ Explain similarities in ways in which key beliefs make a difference to life in two or three religions. ✔ Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.

The 'Five Keys'	**Key vocabulary** ahimsa grace generosity forgiveness ummah - sewa	**Key stories/ songs/ music** 'The Messenger'- movie clips 'Gandhi' – move clips/ short extract Jesus' story of the Lost Son and its teachings about forgiveness and grace, from Luke 15 Last Supper - Mark 14:12–26, John 13:1–17	**Key people/ places** Gandhi – quotes: http://www.saidwhat.co.uk/quotes/favourite/mahatma_gandhi "In a gentle way you can shake the world." "If all Christians acted like Christ, the whole world would be Christian." "First they ignore you, then they laugh at you, then they fight you, then you win." "An eye for an eye and everyone shall be blind." "Whenever you are confronted with an opponent, conquer him with love." Prophet Muhammad (pbuh) mosque	**Key events** Life story of the Prophet - 6 key headings may give shape to the story: Early Life, The Night of power, The Night of Ascent, The Town of the Prophet; The Road to Makkah; The Farewell. Major Muslim festivals, eg Id-ul-Fitr, Id-ul-Adha, Laylat-ul-Qadr (the Night of Power) shows the value of stories of the Prophet, and unites the community The story of Coventry Cathedral, bombed by the Nazis in 1940, but 'risen again' as a symbol of forgiveness and always active in reconciliation projects In 2016, His Holiness Pope Francis washed the feet of migrants from different religions on Maundy Thursday, to show that he welcomed people of different religions.	**Key questions** ● What does it mean for Hindus, Muslims and Christians to commit to key beliefs? ● How do Muslim people build and support their community, the Ummah? ● What does harmlessness mean in the Hindu religion? ● How do Hindus show their commitment to ahimsa through acts of service or sewa? ● What did Jesus teach about God's grace and forgiveness? ● Which inspirational Christians show us the meaning of grace? ● Can I explain what people can learn from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace?

Year B Autumn 1 Why do some people believe God exists? **CHRISTIANITY, ISLAM, JUDAISM HINDUISM**		✔	

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key people/ places**	**Key events**	**Key questions**
	theist atheist agnostic fact belief opinion interpretation evidence proof witness Bible Christian Hindu Humanist				● What do the terms theist, atheist and agnostic mean? ● If the world was a village, would it have more theists, atheists or agnostics living in it? ● List three reasons that people might give for believing or not believing in God? ● What do Christians believe God is like / not like? ● Do all religious groups believe the same things about God? Explain how you know.

Year B Autumn 2 Green religion How and why should religious communities do more to care for the Earth? **CHRISTIANITY, ISLAM, JUDAISM HINDUISM**			

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key people/ places**	**Key events**	**Key questions**
					●

Year B Spring What does it mean to be a Muslim in Britain today?	*Specific religious content:* ✔ Know the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). ✔ Discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). ✔ Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. ✔ Find out about people who memorise the Qur'an and why (hafiz, hafiza - Muslims believe that whoever memorizes the Quran and acts upon it will be rewarded and honoured greatly by Allah). ✔ Share the 'commandments' from Surah (chapter) 17 of the Qur'an.	✔ Group discussion and tasks – information gathering and sharing through research and posts/ big paper exercises. ✔ Written guides to Five Pillars ✔ Class presentations ✔ Similarity and difference activities to compare different faiths and how beliefs affect daily life ✔ Labelled sketches of a mosque - identify 10 different ways that respect is shown to Allah, the Prophet Muhammad (pbuh) and the holy Qur'an. ✔ Revelation of Qur'an: discussion about who might be most likely to listen to Muhammad and who might be most likely to reject the message ✔ Suggest ways Muslims might celebrate this event and find out what they do to celebrate the event. ✔ 'Commandments' - Why do they think these rules are included in the Qur'an? Are they relevant today? Why are these rules good/bad? ✔ Drama activities - act out/ freeze frame a scene in which a Muslim might find it difficult to keep the commandment. ✔ Draw a picture showing what the place they live in would be like if everyone kept the commandments listed in Surah 17.	✔ Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims ✔ Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live. Describe and reflect on the significance of the holy book. ✔ Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. ✔ Describe the forms of guidance a Muslim uses (Sunnah, hadith) and compare them to forms of guidance experienced by themselves. ✔ Make connections between the key functions of the mosque and the beliefs of Muslims ✔ Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. **Sequential learning:** F1 Which people/places are special and why?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	• Be kind to your parents, particularly in their old age. • Always keep your promises. • In daily life be honest. • Avoid gossip and slander. • Do not take advantage of poor people or orphans ✔ Know the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). ✔ Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs. *A breadth of different religions, communities and non-religious worldviews:* ✔ Use prior knowledge of other faiths to compare, contrast and discuss. *Developing personal knowledge:* ✔ Consider what beliefs, practices and values are significant in pupils' lives. ✔ Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.	✔ Choose one of the commandments and write a description of what the world would be like if everyone followed this commandment ✔ Write about the one text, book or piece of advice that has most helped them **Enrichment** ✔ Imman visit ✔ Visit to mosque ✔ Interview parent/ family member who is Muslim. **Cross curricular links:** ✔ Art ✔ Computing ✔ Speaking and listening, drama	KS1: What does it mean to belong to a faith community? KS2: What does it mean to be a Jew/ Christian /Hindu/ Muslim in Britain today? KS3:What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key people/ places**	**Key events**	**Key questions**
	Five Pillars: salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage), shahadah (no other god) Guidance: Sunnah, Hadith Mosque/ Masjid: dome, minaret, star & crescent, prayer hall, washing area, mihrab, minbar, decoration Muslim, Allah, Prophethood, Ummah, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.	Importance of the Holy Qur'an : Surah 1, Al-Fatihah (The Opening); Surah 17, the Prophet's Night Journey. the story of the revelation of the Qur'an to the Prophet Muhammad www.bbc.co.uk/education/clips/zv6sb9q Teaching the Shahadah: Thirsty Camel or woman at the gates of Mecca The woman at the gates of Mecca story can be found in Opening up Islam: RE Today Services The crying camel story can be found in Faith Stories, RE Today Services The story of Bilal can be found in Faith Stories, RE Today Services	Prophet Muhammad Allah Mosque	Five Pillars – fasting, daily prayer, pilgrimage Call to prayer: https://www.islamcan.com/audio/adhan/index.shtml	• What are the Five Pillars of Islam and why are they important? • Why is the Holy Qu'ran so significant to Muslims? • What other forms of guidance do Muslims follow? • Who is the Prophet Muhammad and how do beliefs about him affect lives of Muslims? • What are the key functions of the mosque?

Year B Summer 1 Is it better to express your beliefs in arts and architecture or in charity and generosity? **CHRISTIANITY, ISLAM, JUDAISM HINDUISM**	*Specific religious content:* ✔ Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. ✔ Muslims give money away as part of the Five Pillars of Islam (zakat). ✔ Know that Muslims give to charity in accordance with guidance from Qur'an: 'Whoever saved a life, it would be as if he saved all humanity' Qur'an 5.32 ✔ Christians give money away to be generous and help those less fortunate.	✔ Work in a small group and present to the class an example of the most impressive religious art or architecture ✔ Similarity and difference activities to compare Christian and Muslim sacred buildings ✔ Prioritisation tasks – ranking ideas from Christian and Muslim faiths ✔ Reflect on own special place, discovering a new place (ref to Narnia through the wardrobe – use clip) ✔ Why does Britain have more than 1750 mosques? Thinking skills – rank ideas ✔ What makes a mosque 'beautiful' (https://www.flickr.com/search/?q=mosque&f=hp) ? Choose 6 different designs that they like. Ask pupils to write 5 words that describe the beauty of each of the pictures they chose – compare and rank responses.	✔ Find out about religious teachings, charities and ways of expressing generosity ✔ Describe and make connections between examples of religious creativity (buildings and art) ✔ Name at least one Muslim artist and poet ✔ Name at least three cathedrals and describe what makes them special ✔ Know why there are no images of Allah or the Prophet Muhammad but there are interpretations of God and Jesus. ✔ Show understanding of the value of sacred buildings and art. ✔ Suggest reasons why some believers see generosity and charity as more important than buildings and art ✔ Describe the work and impact of Muslim Aid and Christian Aid.

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	✔ Know some sayings of Jesus about helping people, fellowship and generosity (e.g. The Good Samaritan, Luke 10:25-37). ✔ In Islam, God is never portrayed in any image. The Quran specifically forbade ascribing partners to share his singular sovereignty, as he is considered to be the absolute one without a second, indivisible, and incomparable being, who is similar to nothing, and nothing is comparable to him. ✔ In Islamic art and architecture there are no images of Allah and for many Muslims no image of humans because they mislead rather an enlighten us. Instead geometric and natural pattern is used to create beauty *A breadth of different religions, communities and non-religious worldviews:* ✔ Use prior knowledge of other faiths to compare, contrast and discuss. ✔ Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. ✔ Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable and applying them to issues about poverty and charity ✔ Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive ✔ Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/geometrical art vs representational art). ✔ Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). *Developing personal knowledge:* ✔ Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important. ✔ Weigh up which has greater impact – art or charity? Consider own views on what the world would be like without great art or architecture. What about a world without charity or generosity?	✔ Study Islamic belief about Allah / God through a poem and some art works – Use work of Al Ghazali (born 1058CE, over 950 years ago) to explore Muslim belief about Allah. Record poetic lines being spoken, whispered or shouted: which works best to make sense of them? ✔ Create up to twelve lines of poetry that state their own key beliefs. (Examples: www.natre.org.uk/about-natre/projects/spirited-arts/spirited-poetry/2011/) ✔ Class art exhibition – look and at reflect on 12-16 images of art work from the life of Jesus. Children analyse – can they label picture, say what they do/ not like, describe emotions, ask questions, label favourites gold, silver, bronze? ✔ Provide a selection of short Bible quotes for pupils to use to make a work of art of their own ✔ Research churches and cathedrals – how do they express in architecture a Christian sense of the grandeur of God and the value of spiritual life? ✔ Design own cathedral – consider events in Christchurch and design of Tree Cathedral in Milton Keynes ✔ Consider 4 Christian ideas and write about why cathedrals matter to people who are Christians, and what cathedrals say about belief in God. ✔ Explore work of Muslim Aid and Christian Aid – research and answer key questions ✔ Devise an internet campaign from Islamic Relief to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful? ✔ Debate/ persuasive writing: 'Muslims and Christians should sell their mosques and churches and give the money to their charities to help hungry people.' **Enrichment** ✔ Visit to mosque and/ or church/ minster ✔ Create class gallery ✔ Present church/ cathedral designs to Rev Martin ✔ Visit from Christian Aid **Cross curricular links:** ✔ Art ✔ Poetry ✔ Persuasive writing ✔ Speaking & listening	✔ Describe three ways York Minster is a building for 'the glory of God'. ✔ Outline how and why some Humanists criticise spending on religious buildings or art ✔ Examine the title question from different perspectives, including their own **Sequential learning:** F1 Which places are special and why? KS1: How and why do we celebrate special and sacred times? KS2: If God is everywhere why go to a place of worship? KS3: How can people express the spiritual through the arts?	

The 'Five Keys'	**Key vocabulary**	**Key stories/ songs/ music**	**Key people/ places**	**Key events**	**Key questions**
	sacred Beliefs, teachings religious expression religious identity grandeur charity	Muslim Poetry: Al Ghazali on God Muslim Art: Yasmin Kathrada and Ahemd Moustapha The Good Samaritan	Mosques: https://www.flickr.com/search/?q=mosque&f=hp York Minster: https://yorkminster.org/	Events in Jesus' life in chronological order for art gallery activity – which events would be considered significant? Christchurch Cathedral in New Zealand, a beautiful building destroyed in 2011 by an earthquake	● Why are religious buildings so significant? ● What makes Muslim art and poetry inspiring? ● How do Christians use art to remember and worship Jesus?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

		Whoever saved a life, it would be as if he saved all humanity' Qur'an 5.32 Use the NATRE searchable database of pupil writing (www.natre.org.uk/db) to see what young British Muslims say about their beliefs.	Muslim Aid Christian Aid		• Can a Christian place of worship be a building for the 'glory of God'? What does that mean? • How do charities such as Muslim Aid and Christian Aid help others? • Can I express my opinion of what matters most, art and architecture or charity and generosity?

Year B Summer 2 What can be done to reduce racism? Can religion help?	*Specific religious content:* ✔ Learn that early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism. ✔ Learn that Prophet Muhammad taught his followers to set racial difference aside. ✔ Consider the ways that scriptures encourage religious people to treat all humans with dignity, respect, equity or love – and consider reasons why this does not always happen. *'In Christ there is neither Jew nor Gentile, male nor female, slave nor freeperson, all are one in Christ Jesus.' Galatians 3:28* ✔ Know the 'Golden Rule' – treat others as you would like to be treated. *A breadth of different religions, communities and non-religious worldviews:* ✔ Explore the obligation to kindness and goodness, based on our own ideas of what is good for us all ✔ Know that he 'Golden Rule' occurs in very many belief systems, religions and worldviews. *Developing personal knowledge:* ✔ Consider some questions, such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals? ✔ Pupils weigh up their own learning in relation to their own ideas about equity, justice and race. ✔ Recognise that mutuality is good for the wellbeing of all – everyone needs each other. ✔ Confront their own assumptions about our human unity and diversity	**Use NATRE resources to support planning** **Enrichment** ✔ Art piece expressing their own views on 'More unites us than divides us.' (Jo Cox, MP) ✔ Friendship Ambassador's work towards 'Respect' badge ✔ Welcome posters to express views in church and school **Cross curricular links:** ✔ History ✔ PSHCE ✔ Modern British Values & protected characteristics	✔ Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews. ✔ Respond sensitively to religious engagements with racism with ideas of their own ✔ Find out about at least two examples of antiracism that have been effective. ✔ Describe examples of connections between antiracism and religion. ✔ Understand the challenges racism presents to human communities and consider different religious responses. ✔ Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies. ✔ Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities. ✔ Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas. ✔ Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument. ✔ Know what happened to Jo Cox MP and explain that her big idea was 'more unites us than divides us.' **Sequential learning:** EYFS: Where do we belong? KS1: What can we learn from religions about deciding what is right and wrong? How should we care for others and the world & why does it matter? KS2: What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)? KS3: How can people express the spiritual through the arts?	

The 'Five Keys'	**Key vocabulary** Anti-racist key concepts: • Fairness • Prejudice • Racism • Ethnicity • Justice	**Key stories/ songs/ music** https://www.youtube.com/watch?v=y0CpVSvhFeo a cover of 'Stand Up' by Cynthia Erivo A film clip to introduce the specific topic of racism through an examples. A carefully chosen	**Key people/ places** John Wesley Edward Colston St Peter Anti racist people from different religions:	**Key events** The debate surrounding the statues of Colston and Wesley in Bristol Civil Rights movement in USA	**Key questions** • Racism: what is it and why is it unfair? • What can we learn from the stories of two statues in Bristol? • How did St Peter learn that 'God has no favourites'?

Skills progression key:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

	• Hate speech • White privilege The language of shared human experience: • Racism • Tolerance • Sensitivity • Respect • Acceptance • Prejudice	clip from a film like 'Harriet' / 'Selma' / 'The Help' / 'Malcolm X' or similar, set in the USA at the time of the Civil Rights movement The Bible story of Saint Peter and Cornelius from Acts 10, a story in which someone learned to set aside the prejudice of his youth Musical versions of the Golden Rule to compare: https://www.youtube.com/watch?v=UdxBdl0JTyQ https://www.youtube.com/watch?v=cl4wgG9ul3Y https://www.youtube.com/watch?v=BnhMZpE_rfo https://www.youtube.com/watch?v=JBsPQv6IXjA Norman Rockwell painting 1961 Golden Rule	Hany El Banna - A Muslim example, the founder of Islamic Relief Bhai Khanaiya - A Sikh example Mahatma Gandhi and Asha Kowtal (a Hindu Dalit Rights activist) Biblical story of Jonah- A Jewish example of anti-racist scripture Nelson Mandela- He was raised a Methodist Christian Jess Benjamin and the work of the Buddhist Peace Fellowship Martin Luther King or Mpho Tutu- Two Christian examples		• The Golden Rule and the Silver Rule – can these rules reduce racism? • Anti-racist people from different religions: what can we learn? • How can I express my own vision for justice and equality? 'More unites us than divides us.'