

RE Curriculum Intention

To teach and inspire children to have: systematic knowledge and understanding of a range of diverse religions and worldviews. Enabling them to learn the knowledge and skills to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. To promote pupils' spiritual, moral, social and cultural development and cultivate an aptitude and the cultural capital for dialogue so that they can participate positively in a diverse society.

	Intent	Implementation		Impact
In Foundation stage children will begin to understand differences between people and their religions and celebrations	In Nursery, children will learn about themselves and the differences and similarities between themselves and others.	<u>Substantive Knowledge</u> <ul style="list-style-type: none"> To know about themselves and their own life story - including beliefs and faiths To know that people are different and have different faiths and beliefs Learn about a variety of cultural events e.g. Christmas, Ramadan 	<u>Vocabulary</u> <ul style="list-style-type: none"> me my family friends families same different celebration 	<u>Disciplinary Knowledge</u> <p>To know about myself and my family and what we believe in.</p> <p>To know that other families can be different and believe different things.</p> <p>To know that some other families celebrate different things.</p>
	In Reception, children will learn about cultural events such as Diwali and Christmas and learn about the different cultural communities in this country.	<u>Substantive Knowledge</u> <ul style="list-style-type: none"> Talk about members of their immediate family and community Continue to develop positive attitudes about differences between people Learn about a variety of cultural events e.g. Diwali, Christmas, Easter Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community Know some similarities and differences between religious and cultural communities in this country 	<u>Vocabulary</u> <ul style="list-style-type: none"> family community differences similarities belief celebrate celebration special religion 	<u>Disciplinary Knowledge</u> <p>To know about our own family and beliefs.</p> <p>To know that other families may have different beliefs.</p> <p>To be positive to all people.</p>
At the end of KS1, children will develop their knowledge to retell, recognize and find meanings for beliefs	In Yr 1, the children will learn about some of the basic beliefs and practices of	<u>Substantive Knowledge</u> <p>Friends and Neighbours:</p> <ul style="list-style-type: none"> Explore and learn about what makes a good friend Explore the story of the Good Samaritan 	<u>Vocabulary</u> <ul style="list-style-type: none"> friends neighbours Samaritan helpful 	<u>Disciplinary Knowledge</u> <p>To know what a good friend and/or neighbour is.</p>

<p>and practices of religions and other world views.</p> <p>They will explore and respond sensitively on how religions and other world views address questions of meaning, purpose and value.</p> <p>Children will begin to express ideas and opinions on how religions and other world views influence morality, identity and diversity.</p>	<p>some of the world's main religions.</p> <p>This learning will be enhanced by a range of stories and practical/hands-on sessions.</p> <p>Religions Studied: Christianity Hinduism Islam Judaism Sikhism</p>	<ul style="list-style-type: none"> • How do Sikhs care for their neighbours? Story of the water carrier. • To learn about the story of Jesus healing the blind man • To identify how friends can help. • Experience a talk from the local vicar on the theme • Ask questions about friends and caring in the community. 	<ul style="list-style-type: none"> • blind • healing 	<p>To understand the message in the story of the Good Samaritan.</p> <p>To know that Sikhs share the story of the Water Carrier, as a way of showing how we all should care.</p>
		<p>Celebrations:</p> <ul style="list-style-type: none"> • Identify different celebrations from personal experience and from a range of different faiths • Learn about the festival of Diwali and its cultural traditions. Understand why light is important during this festival • Explore Christian wedding celebrations- children will be encouraged to share their own experiences • Explore Sikh wedding celebrations and make comparisons between this celebration and Christian weddings • Explore the Jewish celebration of Sukkot and know that it represents shelter and forgiveness • Explore customs and traditions of Christmas 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • celebrate • festival • Christmas • Eid • Diwali • lights • Wise Men • Sukkot 	<p><u>Disciplinary Knowledge</u></p> <p>To know what a celebration is and share own experiences of celebrations.</p> <p>To describe some of the features of Diwali and Sikh and Christian wedding ceremonies.</p>
		<p>Prayer:</p> <ul style="list-style-type: none"> • To understand what prayer is, how people of faith pray, and the significance of light, candles and other religious artefacts used during prayer (prayer beads, prayer mats, Tallit) • Children to understand the message behind prayers and the elements of asking and praising 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • prayer • pray • prayer beads • prayer mat • praising • asking 	<p><u>Disciplinary Knowledge</u></p> <p>To know why people pray.</p> <p>To explore how Muslims and Jews pray.</p> <p>To identify how praying can make you feel, and what helps you to pray.</p>
		<p>Signs of belonging:</p> <ul style="list-style-type: none"> • Explore what it means to belong and learn about how people of different faiths show that they belong. 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • Muslim • Sikh • Christian 	<p><u>Disciplinary Knowledge</u></p>

		<ul style="list-style-type: none"> • Study the sense of belonging form a Muslim, Sikh, Jewish and Christian point of view • This will include the study of special clothes, places of worship and religious symbols • Children to know about the Easter story and how this is a significant event to the Christian community. 	<ul style="list-style-type: none"> • Jew • worship • symbol • Easter 	<p>To know what it means to belong and identify who they belong to.</p> <p>To understand how Christians, Sikhs, Muslims and Jews belong.</p>
		<p>Caring for our World:</p> <ul style="list-style-type: none"> • Explore how God is the creator within some religions • Learn of the creation stories form a Christian and Muslim point of view and make comparisons. • Identify the beauty of the natural world and make personal links by exploring areas where the children like the most • To re visit the idea of prayers and how these can be used to thank God for the beautiful things in the world 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Earth • world • creation • thankful • Muslim • Christian 	<p><u>Disciplinary Knowledge</u></p> <p>To understand what the Earth gives to us, and how we can care for it.</p> <p>To learn about the responsibilities of caring for the world.</p>
		<p>Messages from God:</p> <ul style="list-style-type: none"> • Explore what a message is and how we can send and receive messages • Learn that messages are a way of communicating with others • Children explore how parables contain special messages, and that Jesus shared such stories to others • Study the parable of the lost sheep, Jonah and the whale and Samuel and Eli- the children will find the messages intended within each story • To understand that in some religions angels are deemed to be messenger (Christianity and Islam). 	<p>Vocabulary</p> <ul style="list-style-type: none"> • message • angels • parables • Qur’an • messengers 	<p><u>Disciplinary Knowledge</u></p> <p>To know what a message is and explore how we can send messages.</p> <p>To identify what Muslims believe about angels.</p> <p>To learn about messages found in parables.</p>

<p>In Year 2, The children will build on their knowledge of Christianity, and Judaism. They will learn about Islamic beliefs, values and celebrations. This learning will be enhanced by a range of stories and practical hands-on sessions.</p> <p>Religions Studied: Christianity Hinduism Islam Judaism Sikhism</p>	<p>Caring and Belonging:</p> <ul style="list-style-type: none"> • Explore what caring means, and identify who cares for us, and who we care for. • Learn what a community is, and how communities help us. • Learn about Baptism and the 5 Ks, and how they help Christians and Sikhs show that they belong. • Find out about how Muslims show that they belong to their religion and wider community. <p>Special Places:</p> <ul style="list-style-type: none"> • Explore special places to us and learn about special places for other people. • Learn about special journeys that people make. • Know about the features of a pilgrimage. • Explore the special journeys made to Lourdes and Mecca. • Learn about Jewish worship rituals at the synagogue. <p>Prayer and Worship:</p> <ul style="list-style-type: none"> • Explore how and why people pray. • Learn about prayer rituals from a range of faiths. • Examine stained glass windows and their historical significance. • Learn about how Christians and Hindus pray and identify similarities and differences. • Explore Jesus' time spent in the desert and how he was tested. <p>Lent and Easter:</p> <ul style="list-style-type: none"> • Learn about Jesus' journey to the desert • Explore the theme of temptation • Know what lent is and why Christians take part in lent 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Christian • Sikh • Muslim • faith • baptism • the 5 Ks • Allah • mosque <p>Vocabulary</p> <ul style="list-style-type: none"> • pilgrimage • pilgrim • journey • worship • synagogue • Lourdes • Mecca • Muhammad <p>Vocabulary</p> <ul style="list-style-type: none"> • pray • prayer • worship • stained glass • Christian • Hindu • Jesus <p>Vocabulary</p> <ul style="list-style-type: none"> • care • belong 	<p><u>Disciplinary Knowledge</u></p> <p>To know who we care for, and who cares for us.</p> <p>To identify which groups we belong to.</p> <p>To know how Christians/Sikhs and Muslims show that they belong.</p> <p><u>Disciplinary Knowledge</u></p> <p>To name special places, both religious and non-religious.</p> <p>To name some of the features of a pilgrimage.</p> <p>To recognise what happens on a special journey to Mecca or Lourdes.</p> <p><u>Disciplinary Knowledge</u></p> <p>To know that many people pray, and that there are different ways of doing this for different faiths.</p> <p>To know some of the phrases from the Lord's Prayer.</p> <p>To recognise how important prayer is in some people's lives.</p> <p><u>Disciplinary Knowledge</u></p> <p>To know why Jesus went to spend time in the desert.</p>
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<p>At the end of Lower KS2, pupils will extend their knowledge and understanding by investigating beliefs and practices of religious and other world views enabling them to describe and discover more and respond thoughtfully.</p> <p>They will explore and suggest reasons on how religions and other world views address questions of meaning, purpose and value.</p> <p>Children will suggest reasons and respond thoughtfully on how religions and other world views influence morality, identity and diversity.</p>	<p>In Year 3 children will, deepen their understanding of religions and religious practices, building on their KS1 learning and experiences.</p> <p>Religions Studied: Christianity Hinduism Islam Judaism Sikhism</p>	<p>Caring for Each Other:</p> <ul style="list-style-type: none"> Identify who is in your family and discuss which qualities are important in a family Explore what Muslims and Christians believe about how we should treat each other Learn about what Christians believe about forgiveness <p>Customs and Celebrations:</p> <ul style="list-style-type: none"> Know why and how some people celebrate throughout the year Examine the features of Diwali, and know why it is important to Hindus and Sikhs Identify why Sikhs celebrate Guru Nanak's Birthday Explain why Hannukah is special for Jews Learn why Christians light a candle at Advent <p>Signs and Symbols:</p> <ul style="list-style-type: none"> Know what signs and symbols are Explore the Christian symbols for Jesus Identify what the Star of David represents to the Jewish faith Explore signs and symbols from other faiths, including the aum and khanda. <p>Christian Beliefs of Caring for Others/Easter:</p> <ul style="list-style-type: none"> Reflect upon why rules we have at home, and why these are needed in school 	<p>Vocabulary</p> <ul style="list-style-type: none"> family qualities Christian Muslim forgiveness <p>Vocabulary</p> <ul style="list-style-type: none"> celebrate Diwali Hindu Sikh Guru Nanak Hannukah Jew Christian <p>Vocabulary</p> <ul style="list-style-type: none"> sign symbol symbolic Christian Jew Khanda Aum <p>Vocabulary</p> <ul style="list-style-type: none"> rules Jesus fairness 	<p><u>Disciplinary Knowledge</u></p> <p>To know the importance of being part of a unit/family/group/community.</p> <p>To identify what Muslims and Christian practice, to show how they believe we should care for one another.</p> <p>To explain what forgiveness means.</p> <p><u>Disciplinary Knowledge</u></p> <p>To know what happens during the festivals of Diwali, Hannukah and Advent.</p> <p>To know what a celebration is and share own experiences of celebrations.</p> <p><u>Disciplinary Knowledge</u></p> <p>To identify a range of different religious signs and symbols.</p> <p>To know what the Star of David represents.</p> <p>To describe the symbolism of the aum and khanda.</p> <p><u>Disciplinary Knowledge</u></p> <p>To identify home and school rules and explain why they are needed.</p>
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	<ul style="list-style-type: none"> • Explain why Jesus told stories, and the impact these had on his followers and us • Read the story of the Good Samaritan and explore the element of fairness, and what it means to Christians- reflect upon this and express what fairness means to them • Recall the Easter story and explain why Christians celebrate this festival. <p>Planet Earth:</p> <ul style="list-style-type: none"> • Explore what Christians, Hindus and Muslims believe about creation • Read the Biblical creation story and compare to one from another religion • Explore the main beliefs and practices of Hinduism, including the origins of the religion (the creation story), its symbols, the name of its Gods and Goddesses, holy books and places of worship • Identify how different religions show that they care for animals? • Read the story of Muhammad and the ants and explain what Muhammad is teaching about how we should care for animals • Read the poem The Dodo and reflect upon its message about extinction. Know what extinction and endangered mean. <p>Jesus the Leader:</p> <ul style="list-style-type: none"> • Explore what a leader is and the qualities that they must have. Learn about how Jesus was seen as a leader. • Learn from the stories and parables of Jesus and those that he told others: 	<ul style="list-style-type: none"> • Easter • forgiveness • festival <p>Vocabulary</p> <ul style="list-style-type: none"> • Christian • Hindu • Muslim • Creation • animals • creatures • Muhammad <p>Vocabulary</p> <ul style="list-style-type: none"> • Jesus • leader • temptation • baptism • forgiveness 	<p>To know the key features of the story of the Good Samaritan, and its message.</p> <p>To recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p> <p><u>Disciplinary Knowledge</u></p> <p>To recall creation stories from a range of religions.</p> <p>To describe some of the key beliefs and practices of Hinduism.</p> <p>To know how different religions show that they care for animals.</p> <p><u>Disciplinary Knowledge</u></p> <p>To identify what makes a good leader.</p>
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<p>In Yr 4 chn will, deepen their understanding of religions & religious practices, building on their previous learning & experiences. Religions Studied: Christianity Hinduism Islam Judaism Sikhism</p>		<p>Special Places:</p> <ul style="list-style-type: none"> • Explore special journeys and identify what a pilgrimage is and why people take pilgrimages. • Children to share own experiences of a special journey or a special place • Explore the features of the Hajj and know that it forms one of the five pillars of Islam- invite a parent to talk about their own experiences or plan a virtual talk from someone who has been on a pilgrimage to Mecca • Explore the significance of the River Ganges to Hindus and that the water is sacred as a sign of purification • Explore the significance of the Wailing Wall to Jews- Which message would you put into the wall? <p>Leaders of Faith:</p> <ul style="list-style-type: none"> • Know what makes a good leader, identify the qualities of a leader, and name current and past leaders • Make links to Jesus and what made him a good leader. Include the story of Zacchaeus and the parable of the Lost Sheep 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Hajj • Pilgrimage • Holy • River Ganges • special <p>Vocabulary</p> <ul style="list-style-type: none"> • leader • qualities • Zacchaeus • Parable • Guru Nanak 	<p><u>Disciplinary Knowledge</u></p> <p>To describe what a pilgrimage is and know how important these special journeys are to the people that make them.</p> <p>To know the key features of the Hajj.</p> <p>To explain the significance of the River Ganges.</p> <p>To understand the Wailing Wall's significance to Jews.</p> <p><u>Disciplinary Knowledge</u></p> <p>To identify what makes a good leader.</p> <p>To explain Jesus and Guru Nanak showed the qualities required to be an effective leader.</p>

	<ul style="list-style-type: none"> • Explain which qualities Guru Naka possessed that made him a good leader to Sikhs • Recall the nativity story with the focus on how characters within story prophesied that Jesus was going to be a leader. (The Three Wise Men and the Angel Gabriel). <p>Showing Commitment:</p> <ul style="list-style-type: none"> • How might you show that you belong to a particular religion? Do outward appearances make a difference? • How do Sikhs, Jews, Muslims and Christians show commitment to their faith? Children to gain knowledge about outward signs that a person belongs to Sikhism: dress, face/ head covering, facial markings, beards • Learn about the Jewish commitment of Tallit and Kippah • Learn about Muslim commitment to faith through plain wear, unstitched headwear as a sign of humility and equality • Learn how Christians commit through attending church, prayer and behaviour towards others. <p>Lent/ Easter:</p> <ul style="list-style-type: none"> • How do Christians show commitment to their faith during lent? • Learn from the story: Jesus in the Desert, creating a timeline of events • “Man cannot live by bread alone” 	<ul style="list-style-type: none"> • <p>Vocabulary</p> <ul style="list-style-type: none"> • commitment • faith • signs • symbols • Tallit • Kippah <p>Vocabulary</p> <ul style="list-style-type: none"> • commitment • forgiveness • temptation 	<p>To understand the key features of the Nativity Story, including the prophesies made.</p> <p><u>Disciplinary Knowledge</u></p> <p>To explain how outward appearances can show that you belong to a particular faith.</p> <p>To identify how Sikhs, Jews, Muslims and Christians show commitment to their faith.</p> <p>To know how the Jewish community show their commitment to their faith, through the practice of Tallit and Kippah.</p> <p><u>Disciplinary Knowledge</u></p> <p>To understand what temptation and forgiveness are.</p> <p>To explain the religious significance of Shrove Tuesday and Palm Sunday.</p>
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	<ul style="list-style-type: none"> • Focus on Shrove Tuesday and Palm Sunday as a significant event for Christians- why this is an important date on the Christian calendar and link how this is celebrated in other areas around the world. • Easter story- focusing on the symbolism of the cross. <p>Muhammad:</p> <ul style="list-style-type: none"> • To know when and where the prophet Muhammad was born, why he is known as the messenger of God to Muslims and why Muslims believe the Quran to be the sacred word of God and the rituals of wudu and journey to Mecca • Learn about the prophet Muhammad and understand his role as a message of God including the story of how Muhammad received the words through the angels • Children will examine the Qur'an as an important religious artefact and explain how this is used by Muslims • Explore the definition of revelation. <p>God the Creator:</p> <ul style="list-style-type: none"> • Explore what creation is and examine how it could feel to create something with a sense of pride • Learn about what the Aboriginal Australians believe about creation • Make comparisons between the Christian and Jewish stories of creation • Examine the statue of Jesus Christ in Rio de Janeiro and reflect upon what the statue could see if it had real eyes. Begin to answer philosophical questions- What would God think if he could see the world now? 	<ul style="list-style-type: none"> • Shrove Tuesday • Lent • Easter • Palm Sunday <p>Vocabulary</p> <ul style="list-style-type: none"> • Muhammad • Prophet • messenger • Mecca • Qur'an • Revelation • Hajj <p>Vocabulary</p> <ul style="list-style-type: none"> • creation • Aboriginal Australians • Christian • Jewish • Jesus Christ • Rio de Janeiro 	<p>To know the symbolic meaning of the Cross at Easter time.</p> <p><u>Disciplinary Knowledge</u></p> <p>To understand the key features of Muhammad's early life and experiences.</p> <p>To know that the Qur'an is a sacred text, and for Muslims is the word of Allah.</p> <p>To identify what revelation means.</p> <p><u>Disciplinary Knowledge</u></p> <p>To define what creation is and explain it from different perspectives.</p> <p>To explain the difference between Aboriginal Australian and Christian beliefs of how the world began.</p> <p>To answer philosophical questions.</p>
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	<p>In Year 5 children will, deepen their understanding of religions and religious practices, building on their previous learning and experiences.</p> <p>Religions Studied: Buddhism Christianity Hinduism Islam Judaism Sikhism</p>	<p>Caring for one Another:</p> <ul style="list-style-type: none"> • Explore what it means to care and who cares for us • Compare how Christians, Sikhs and Muslims show they care • Share thoughts and study the commandment “Thou shalt love thy neighbour” • Learn about Sikh beliefs of caring through the quote of Guru Gobin Sing • Explore the life and work of Mother Teresa • Examine Islamic beliefs of caring through the Muslim pillar- Zakat. <p>Planet Earth:</p> <ul style="list-style-type: none"> • Know the responsibility we have for caring for the earth and learn what Buddhists, Muslims and Jains do to show they care for the Earth. • Study the philosophy of Ghandi using some of his well-known quotes. • Study the story of Muhammad and the ants (a recap from year 3) -this time the children will reflect and create a personal response • Begin to explore the basic beliefs of Buddhism and their strong ideals about caring for and not harming any living creature and compare this with the Jain belief of no violence or injury • Learn about the Christian Aid charity and the work that it carries out around the world. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Mother Teresa • Zakat • Guru Gobind Singh • charity <p>Vocabulary</p> <ul style="list-style-type: none"> • Earth • Buddhists • Jains • Muslims • Christian Aid • famine • relief • aid 	<p><u>Disciplinary Knowledge</u></p> <p>To explain what caring means, and name people who help us.</p> <p>To explore and define the quote, “Thou shalt love thy neighbour.”</p> <p>To identify how Guru Gobind Singh and Mother Teresa have impacted others with their work and philosophy.</p> <p>To know about Zakat.</p> <p><u>Disciplinary Knowledge</u></p> <p>To know how Buddhists, Muslims and Jains believe that we should care for the world.</p> <p>To read and understand some Ghandi quotes.</p> <p>To identify some of the key features of Buddhism.</p> <p>To recognise the work of Christian Aid.</p>
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Scared Texts:

- Explore why sacred texts are important within faith
- Understand how the bible is constructed and how it is made up of stories. Children will explore books, chapters and verses, as well as learning to navigate and find quotes from within the Bible.
- The Torah- Know that this is the first 5 books of the Old Testament
- The Qur'an- Know that the Qur'an is Muslim scripture and how this is handled and stored carefully by Muslims, as well as the language and decoration using calligraphy
- The Guru Granth Sahib- Focus on its care and storage by Sikhs. Children to understand how this book is used within the holy place of worship.

Reconciliation/ Easter:

- Explore how God and Jesus wanted us to be forgiving- through the story of the parodical son and share a personal response
- Answer philosophical questions using their knowledge to back up their answers: Is it easier to forgive or be forgiven? What would happen if we never forgave others for their wrong doings?
- Discuss the idea of repentance of sins. Recap the Easter story with the focus on reconciliation and forgiveness
- Understand why the Sabbath Day is significant for Jews and the importance of the Mezuzah

Vocabulary

- sacred
- Bible
- Torah
- Qur'an
- Guru Granth Sahib
- worship
- prayer

Vocabulary

- Reconciliation
- forgiveness
- repentance
- Prodigal Son
- Lost Son
- Easter
- Holy Spirit

Disciplinary Knowledge

To know why sacred texts are important within faith.

To understand the features of the Bible, Qur'an and Guru Granth Sahib.

To explain how followers of faith take handle and protect their Holy Scriptures.

Disciplinary Knowledge

To know what reconciliation is and what it means to be forgiven.

To understand the Christian perspective of forgiveness and repentance.

To describe the significance of the Sabbath Day for Jews.

To define Pentecost.

		<ul style="list-style-type: none"> • Know that Pentecost is the Christian celebration that takes place 50 days after Easter and that flames and doves represent the Holy Spirit. <p>Expressing Beliefs:</p> <ul style="list-style-type: none"> • Explore here and how Christians receive Holy Communion? • Examine the story of the Last Supper • Understand why Hindus wear a sacred thread, and how this ceremony is the initiation of Hindu boys into manhood. The wearing of the thread is a constant reminder of God. <p>Customs and Celebrations:</p> <ul style="list-style-type: none"> • Christian baptisms- preparations and baptism of a baby into Christianity. Recall Jesus’ baptism and identify the symbolism of new life • Christian weddings- explore the symbolism of a Christian wedding, music, dress, rings, role of others during the ceremony. Link to the story of Jesus attending the wedding of Cana • Learn about Sikh baby naming ceremonies- know how Sikh babies are named 40 days after birth, and how Sikh names are chosen • Bar Mitzvah- understand that the initiation symbolises a child moving into adulthood Hindu sibling festival/ celebration: Raksha Bandhan. 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Holy Communion • Eucharist • Sacred Thread • manhood <p>Vocabulary</p> <ul style="list-style-type: none"> • baptism • symbolism • wedding • marriage • commitment • Bar Mitzvah • Raksha Bandhan 	<p><u>Disciplinary Knowledge</u></p> <p>To know why and how Christians receive Holy Communion.</p> <p>To explain the symbolism and significance of the Last Supper for Christians and Jews.</p> <p>To describe the initiation into manhood for Hindu boys.</p> <p><u>Disciplinary Knowledge</u></p> <p>To define what happens during a Christian Baptism and Wedding Ceremony.</p> <p>To explain how Sikh babies are given their name during the ceremony, 40 days after their birth.</p> <p>To understand about the Hindu Bar Mitzvah celebrations.</p>

<p>At the end of KS2, pupils will extend their knowledge and understanding by investigating beliefs and practices of religions and other world views by reflecting and making connections between different ideas. Children will be able to consider, compare and contrast how religions and other world views address questions of meaning, purpose and value. They will offer ideas and clear responses on how religions and other world views influence morality, identity and diversity.</p>	<p>In Year 6 children will, deepen their understanding of religions and religious practices, building on their previous learning and experiences.</p> <p>Religions Studied: Buddhism Christianity Hinduism Islam Judaism Sikhism</p>	<p>Showing Commitment:</p> <ul style="list-style-type: none"> • Explore what commitment means • Share what commitments we have and how we show that we are committed to something • Explore how Muslims and Christians show their commitment to Faith • Study in detail the 5 pillars of Islam • Read the story of Abraham and Isaac- learn that this story is in the Bible and the Quran. Reflect upon what sacrifice means. Prepare questions for a Christian about their everyday life • A visit from the local vicar to share his experience or commitment • Study a significant figure- Father Damien. Explore his commitment and how his lifestyle represented his beliefs and values. <p>Prayer and Worship:</p> <ul style="list-style-type: none"> • Know what the Lord's Prayer teaches Christians about how they should live their lives. Interpret this and link it to modern day meanings/ language • Know why prayer is considered the second pillar of Islam- Salat, the second pillar of faith. Explore the rituals that take place before and after prayer • Examine how the Mool Mantra is the most important statement of Sikh belief • Analyse and study the meaning behind a range of traditional Christmas Carols that are used during worship at Christmas time. <p>Bible Teachings:</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • commitment • 5 Pillars • Abraham • Isaac • Father Damien • beliefs • values <p>Vocabulary</p> <ul style="list-style-type: none"> • prayer • worship • Lord's Prayer • Salat • Faith • Mool Mantra • Carols <p>Vocabulary</p>	<p><u>Disciplinary Knowledge</u></p> <p>To know what commitment means</p> <p>To explore how Muslims and Christians show their commitment to faith.</p> <p>To study in detail the 5 pillars of Islam.</p> <p>To reflect upon what sacrifice means.</p> <p>To explain how Father Damien made sacrifices and committed himself to others.</p> <p><u>Disciplinary Knowledge</u></p> <p>To interpret the phrases within the Lord's Prayer.</p> <p>To identify the relevance of the Lord's Prayer in today's world.</p> <p>To understand the Mool Mantra.</p> <p>To explain the relevance of Christmas Carols for Christian celebrations.</p> <p><u>Disciplinary Knowledge</u></p>
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- Explore what the bible teaches us about wealth-link with the parable of the Rich, Young Fool. Answer philosophical questions such as: Is being wealthy the same as being rich? Make links to wealth within the Bible: “Better the poor whose walk is blameless, than the rich whose ways are perverse” and the parable of the Rich Fool.
 - Examine the Christian idea of Earthly and Heavenly treasures linking to the parable of the Sheep and the Goats
 - Explore why the Langar is important to Sikhs
 - Make comparisons between Christians, Muslims and Sikh teachings.
- Journeys and Special Places:**
- Understand what makes a place holy.
 - Study the Golden Temple in the Punjab as the Sikh holy place and explain its importance to the Sikh religion
 - Explore the Vatican City and know key facts about other famous buildings that surround it
 - Study the River Ganges and learn about how this river is sacred to Hindus and is visited as a place of pilgrimage
 - Read about the Wailing Wall and explore how this is a sacred place for many Muslims, Christians and Jews.
- Buddhism:**
- Find out who the founder of Buddhism was, where and when it originated

- Bible
 - wealth
 - Langar
 - Earthly
 - Heavenly
 - humility
 - equality
- Vocabulary**
- holy
 - Golden Temple
 - Punjab
 - Vatican City
 - River Ganges
 - Sacred
 - Wailing Wall
- Vocabulary**
- Buddhism
 - Buddha

To know that the Bible contains parables which are stories with special messages.

To re-tell parables and identify their message.

To explain the features of the Sikh Langar.

Disciplinary Knowledge

To explain what makes a place holy or sacred.

To define key facts about the Vatican City, and its religious history.

To understand the symbolism of the River Ganges to Hindus.

To know key features of the Wailing Wall.

Disciplinary Knowledge

To describe the key features of Buddhism.

		<ul style="list-style-type: none"> • Research why, for Buddha, what was the true purpose of life was • Explore Nirvana as the place of perfect peace for Buddhists and how behavior can impact your fate and future • Learn about Prince Siddhartha and how he changed his way of life and reflect upon this from their own life experiences • Recall and explain the purpose of the Eight- Fold Path and know that Buddha spoke at this sermon about the turning wheel. • Learn about and explore the benefits of meditation. Practise meditating. <ul style="list-style-type: none"> • Research Project (the six world religions): <p>Children will work in small groups to research on of the 6 main religions during the half term. Children will need to include founders of the faith, country of origin, places of worship, significant leaders, clothing, diet, customs and traditions, sacred texts, signs and symbols, marriage and funeral ceremonies.</p>	<ul style="list-style-type: none"> • Eight-Fold Path • meditation • Nirvana <p>Vocabulary</p> <ul style="list-style-type: none"> • vocabulary linked to their chosen religion to research 	<p>To understand some of the benefits of meditation.</p> <p>To know some key facts about Prince Siddhartha.</p> <p>To explain the purpose of the Eight-Fold Path.</p> <p><u>Disciplinary Knowledge</u></p> <ul style="list-style-type: none"> • Children will be able to name the 6 main world religions and explore the demography of world religions within our local area, city, country and around the world • Children will make comparisons between the different faiths, their locality, origin etc. • To plan, research and make their own choices when creating a project based one of these religions
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