

Reception Autumn- Celebrations

Subjects taught in this theme	R.E.
The Big Question for RE	Why do we celebrate? What times are special for different people and why?
The Big Outcome for RE	To know why people want to gather together to celebrate special times.
RE Objectives	World Religions- culture and belief
Background Knowledge	In this unit pupils will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.
Knowledge that children will learn and remember (see italics for knowledge to remember):	<ul style="list-style-type: none"> • <i>How Hindus might celebrate Diwali- the story of Rama and Sita as the triumph of good over evil</i> • <i>Eid-ul-Adha and how Muslims might celebrate it- Muslims believe that they should be grateful and thank God for all that is provided</i> • <i>Christians believe that they should look after the world and thank God for creation. Christians celebrate the birth of Jesus at Christmas.</i> • <i>By the end of the unit, children should be able to give examples of special occasions and suggest features of a good celebration</i> • Children at the expected level of development will: • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • <i>People send cards and exchange gifts at special times</i> • <i>People gather together to celebrate special times</i>

Prior knowledge	<p>This unit builds on/ linked stories and rhymes</p> <p>Little Red Hen – Harvest A Harvest Story - https://request.org.uk/restart/2014/10/06/a-harvest-story/ A selection of Christmas songs – Link to Nativity productions The Story of Rama and Sita The Nativity Story</p>
Future learning	<p>This unit gives prior knowledge for: Future learning on Islam, Hinduism and Christianity.</p>
Vocabulary	<p>Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, Special, Family, Rama dan, Religion, Fasting, Diya Lamp, Rangoli.</p>
RE Strands	<p><u>Shared Human Experience</u></p> <ul style="list-style-type: none"> • Notice and show curiosity about people and how they live their lives • Identify things that influence a person’s sense of identity and belonging • Describe how some people, events and sources of wisdom have influenced and inspired others • Consider the range of beliefs, values and lifestyles that exist in society • Discuss how people make decisions about how to live their lives • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities • Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging • Discuss how people change during the journey of life <p><u>Beliefs and Values</u></p> <ul style="list-style-type: none"> • Give an example of a key belief and/or a religious story • Give an example of a core value or commitment • Retell and suggest meanings for religious stories and/or beliefs • Use some religious words and phrases when talking about beliefs and values • Show awareness of similarities in religions • Identify beliefs and values contained within a story/teaching • Identify the impact religion has on a believer • Describe what a believer might learn from a religious teaching/story • Make links between ideas about morality and sources of authority • Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • Explain the impact of beliefs and values – including reasons for diversity • Analyse beliefs, teachings and values and how they are linked • Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life • Explain the impact of beliefs, values and practices – including differences between and within religious traditions <p><u>Living Religious Traditions</u></p> <ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious traditions • Talk about the way that religious beliefs might influence the way a person behaves • Identify and describe how religion is expressed in different ways • Suggest the symbolic meaning of imagery and actions • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs • Describe the impact religion has on believers’ lives • Explain the deeper meaning and symbolism for specific religious practices

	<ul style="list-style-type: none"> • Explain differing forms of expression and why these might be used • Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism – contained in stories, images and actions • Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences • Explain differing ideas about religious expression <p><u>Search for Personal Meaning</u></p> <ul style="list-style-type: none"> • Ask questions • Ask relevant questions • Talk about their own identity and values • In relation to matters of right and wrong, recognise their own and others' values • Discuss their own questions and responses related to the question 'who should we follow – and why?' • Reflect on their own personal sources of wisdom and authority • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance • Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments • Develop own views and ideas in response to learning • Demonstrate increasing self- awareness in their own personal development
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EYFS Spring

Subjects taught in this theme	R.E.
The Big Question for RE	Which stories and books are special for different people and why?
The Big Outcome for RE	To know how people care for their special things. To know relate to personal experience and know what you treat with respect and why.
RE Objectives	World religions- culture and beliefs
Background Knowledge	In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. There will be strong links between this unit and age appropriate communication, language and literacy skills.

<p>Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):</p>	<ul style="list-style-type: none"> • <i>Muslims follow what is written in the Qur'an as it is the word of Allah</i> • <i>Muslims believe that the Qur'an directs them on how to live their lives</i> • <i>Muslims treat the Qur'an with great respect</i> • <i>Christians try to follow the example of Jesus</i> • <i>Stories in the Bible have a special meaning for Christians</i> • <i>Stories in the Bible might guide Christians in how to live their lives</i> <p>By the end of the unit, children will be able to:</p> <p>Talk about/ recall some religious stories e.g. through role play, art, model making. Share features of a story that they like and explain why. Identify a sacred text e.g. Bible, Qur'an. Identify that the Bible and Qur'an are special</p> <ul style="list-style-type: none"> • People Culture and Communities • Children at the expected level of development will: • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
<p>SEND (essential knowledge for pupils with cognitive needs)</p>	<ul style="list-style-type: none"> • <i>Some people think that books are more than just special – they are sacred/holy. Some religious people think that Holy means more than special because some books link to the word of God.</i>
<p>Prior knowledge</p>	<p>This unit builds on/ linked stories and rhymes</p> <p>Child friendly Bibles My First Qur'an by S Khan</p> <p>Christianity: The Parable of the Two Sons (e.g. Dragons and Monsters: The Parable of the Two Sons https://www.amazon.co.uk/Dragons-Monsters-Parable-Sons-Masters/dp/1841012068) The story of Zacchaeus (e.g. https://www.amazon.co.uk/Zacchaeus-Jesus-Flipside-Stories-Mackall/dp/1496411196/ref=sr_1_2?dchild=1&keywords=zacchaeus+story+for+children&qid=1586511599&s=books&sr=1-2)</p> <p>Sikhism: Emperor Akbar meets Guru Amar Das (RE Today: Opening up Community p12 https://shop.retoday.org.uk/9781905893621)</p> <p>Judaism: Jonah and the Whale (e.g. https://www.amazon.co.uk/Jonah-Whale-DK/dp/0241319862/ref=sr_1_1?dchild=1&keywords=Jonah+and+the+whale&qid=1586511928&s=books&sr=1-1)</p> <p>Non-religious worldview: Ice in the Forest (https://freestoriesforkids.com/children/stories-and-tales/ice-forest)</p> <p>Hindu Dharma: Rama and Sita (https://www.amazon.co.uk/Rama-Sita-Diwali-Malachy-Doyle/dp/1472954696/ref=sr_1_1?crid=391900NSH99SE&dchild=1&keywords=rama+and+sita&qid=1586512456&s=books&sprefix=Rama+and%2Cstripbooks%2C178&sr=1-1)</p> <p>King Yudhishtira and the Dog (Inspiring RE: Hindus p 12 (https://shop.retoday.org.uk/190305)</p> <p>Lakshmi and the Clever Washerwoman (Inspiring RE: Hindus p 20 (https://shop.retoday.org.uk/190305)</p>

	<p>Islam: Prophet Stories from the Quran (https://www.amazon.co.uk/Prophet-Stories-Quran-Mini-Activities/dp/1090573170/ref=sr_1_1?dchild=1&keywords=Stories+from+Islam+for+children&qid=1586513018&s=books&sr=1-1)</p> <p>Muhammed and the Cat (Opening up Islam p12 https://shop.retoday.org.uk/9781905893331)</p> <p>The Prophet and the Ants</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Future learning on Islam, Hinduism and Christianity.</p>
Vocabulary	<p>Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, Qur'an, God, Allah, Jesus, trust, brave, strong, weak, thankful, shepherd, leper, heal, message/messenger, Muhammed (pbuh) , Angel Jibril, prophet.</p>

Reception Summer

Subjects taught in this theme	R.E.
The Big Question for RE	What is special about our world?
The Big Outcome for RE	<p>To know how people harm the natural world.</p> <p>To know how people take care of the world.</p>
RE Objectives	World Religions- culture and beliefs
Background Knowledge	<p>In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation. This unit will link closely to work on the natural world within the area of learning Understanding the World. Be aware and mindful of pupils' religious and cultural backgrounds - please be aware that Muslims are not permitted to draw / act out any parts of Allah's (God's) creation and so Muslim pupils need to be given the chance to respond to the creation story in ways that do not compromise their faith.</p> <p>Children will relate to their understanding of the world within their own personal experience-nature walks, weather watches, mud kitchen, beautiful natural places around school and local area.</p>

Knowledge that children will learn and remember (see <i>italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • <i>Muslims believe Allah (God) created the world</i> • <i>Muslims believe that Allah's creation must be treated with care</i> • <i>Christians and Jews believe that God told people to look after the world</i> • <i>Christians and Jews should look after the world as a way of doing what God wants</i> • <i>Christians and Jews actively look after the environment and promote the care of God's world</i> • <i>Talk about the wonders of the natural world.</i> • <i>Express ideas about how to care for animals and plants</i> • <i>Re tell stories to explain Christian and Muslim ideas about Creation and the natural world.</i> • <i>Talk about ways in which people can harm the natural world</i> • <i>Talk about ways in which people can look after the natural world.</i>
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • <i>Talk in simple terms about the ways in which people harm the world</i> • <i>Talk in simple terms about the ways in which people can care for the world</i>
Prior knowledge	<p>This unit builds on/ linked stories and rhymes</p> <p>'God's Quiet Things' by Nancy Sweetland 'In the beginning' by Steve Turner</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Ideas about the Christian view of creation are revisited and built upon in the Y2 unit: Does how we treat the world matter?</p>
Vocabulary	<p><i>Christian, Muslim, nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique.</i></p>

Year 1 Autumn 1 - Why do Christians say that God is a 'Father'?

Subjects taught in this theme	RE
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The Big Question for RE	What lights our way?
The Big Outcome for RE	To look at words, rituals and items used in Christian prayer and suggest why these might be done/used
R.E. Objectives	Know about aspects of Christianity
Background Knowledge	<p>This unit enables pupils to explore Christian use of the term ‘father’ to address God, especially in prayer (Our Father...). In Hebrew, the term Abba best translates as ‘daddy’, suggesting a loving and personal relationship with God. Pupils should consider the importance of prayer in Christian life. They should reflect on the human need for loving relationships, comfort and someone to talk to – both in good times and bad</p> <p>Pupils will relate to the theme from their own experience of the world. They will think about how their own families support one another through good times and bad.</p> <p>They will link to the CAW PSHE curriculum by thinking about who they can talk to about the good things and the bad things that happen.</p>
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • <i>Christians believe that God is like a good father</i> • <i>Christians compare God to a loving parent</i> • <i>Christians talk to God through prayer to ask for guidance and help. They also talk to God to thank Him or to say sorry</i> • <i>Love is important in families</i> • <i>Talk about ways in which they are cared for and supported by family members</i> • <i>Discuss who they can talk to when they are sad or worried</i>
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • <i>Christians pray to God</i> • <i>Christians often close their eyes and put their hands together when they are praying to help them focus</i> • <i>Christians call God ‘our Father’</i>
Prior knowledge	<p>This unit builds on: EYFS- special stories.</p> <p>In this unit, pupils will read a version of the Parable of the Lost Son.</p>
Future learning	<p>This unit gives prior knowledge for the Christian strand of: Y2- belonging and unity Y6- the Eucharist</p> <p>.</p>

Vocabulary	Key Words	
	Christian	A religion based on the teachings of Jesus
	Forgive	To stop feeling angry towards someone who has made the wrong choice
	Sin	An action that is felt to be bad
	Prayer	Talking/ communicating to God
	Rosary beads	A tool used to aid prayer
	Amen	'so be it' - said at the end of a prayer

Year 1 Autumn2- Why is Jesus special to Christians?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Why is Jesus special to Christians?
The Big Outcome for R.E.	Pupils will be able to recall a simple version of the nativity story
R.E. Objectives	To retell the nativity story. To know that Christians believe that Jesus was a special baby
Background Knowledge	<p>This unit gives children the opportunity to explore the Christmas nativity story and to gain an understanding of why Jesus is believed to be a special baby. They should begin to think about why Christmas is a special religious time for Christians (as opposed to simply a cultural tradition of exchanging gifts). The focus of Jesus as a 'gift' will introduce children to the concept of the incarnation.</p> <p>They should also consider how, when and why humans might be vulnerable and in need of help. They should particularly focus on the idea that some people might not be able to help themselves and why helping those in need might be an important shared human value.</p>

Knowledge that children will learn and remember (see <i>italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • <i>Christians believe that Jesus was a special baby and a sign of God's love for humanity.</i> • <i>Christmas is a religious festival</i> • <i>Christian communities often put on nativity plays at Christmas</i> • <i>CAW celebrates Christmas by putting on plays and performances, visiting St Barnabas church and decorating the academy.</i> • <i>All babies are special and should be given love and care</i> <p>Children will:</p> <ul style="list-style-type: none"> • Know a simple version of the nativity story • Talk about why Christians would say that Jesus is a special baby • Talk about how different characters in the nativity welcome the baby Jesus • Identify religious aspects of Christmas celebrations • Talk about why Christmas is a special time for Christians • Consider how and why babies might be special and why they need love and care • Talk about the importance of looking after those who cannot help themselves • Talk about their own beginnings and how they were welcomed into the family • Reflect on who has helped them in life so far 														
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Know a simple version of the nativity story • Identify religious aspects of Christmas celebrations • Talk about why Christmas is a special time 														
Prior knowledge	This unit builds on: The Co-op Value of 'Show You Care'. EYFS- special stories														
Future learning	This unit gives prior knowledge for: Year 2- Festivals of Light														
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Year 1 Spring 1 - Islam- The Creation Story

Subjects taught in this theme	R.E.
The Big Question for R.E.	How might beliefs about creation affect the way people treat the world?
The Big Outcome for R.E.	Know that Islam teaches that humans have a special role to be caretakers of the planet
R.E. Objectives	ISLAM- beliefs and values
Background Knowledge	This unit enables pupils to examine the Muslim belief in Allah as creator. The focus is to encourage pupils to consider Allah's role in creating and sustaining the world, and humankind's response to Allah. Pupils should think about and reflect on their responsibility towards creation. They should begin to develop an understanding of how Muhammad (pbuh) is seen as a role model for Muslims and how the teachings of the Prophet might influence how and why a Muslim might care for the natural world. The experiences of the life of the prophet in this unit should be explored through story. Pupils should have opportunities to discuss and demonstrate their understanding in a variety of ways. Pupils should also have the opportunity to personally reflect on their own beliefs and values about the importance of caring for the natural world. They should consider their own responsibility and how they could actively contribute towards caring for the planet.
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • <i>Muslims believe in one God (Allah)</i> • <i>Muslims believe the world was created by God</i> • <i>Muslims value the natural world</i> • <i>Islam teaches that humans should be caretakers (stewards/ Khalifahs) of the planet</i> • <i>Muslims show respect for God by caring for the natural world</i> • Talk about their own experiences and feelings about the natural worlds and what they have noticed about the way that humans treat it • Reflect on how they treat the natural world- and if they have a duty to look after it
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • <i>Muslims believe in one God (Allah)</i> • <i>Muslims believe the world was created by God</i> • <i>Muslims value the natural world</i>
Prior knowledge	Children have experienced lots of outdoor learning in EYFS and know some aspects about looking after our planet, such as cutting the grass and recycling.
Future learning	This unit gives prior knowledge for:

	Y3- Prophet Muhammad Y5- The importance of the Qur'an Y6- The Ummah, Hajj														
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Year 1 Spring 2 - Judaism- Why might some people put their trust in God?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Why might some people put their trust in God?
The Big Outcome for R.E.	Know that Jewish people believe they can put their trust in God
R.E. Objectives	World Religions- Judaism, faith and culture
Background Knowledge	<p>In this unit, children will have the opportunity to explore Jewish beliefs about God, with a focus on why religious people put their trust in God and how this might be expressed.</p> <p>They will learn about the story of Noah and the symbol of the rainbow as God's promise never to send a flood to destroy the world again. They will investigate the festival of Sukkot as an annual reminder to the Jewish community to be thankful to God for all he has done.</p> <p>Pupils will also have opportunities to talk about why promises and trust are an important aspect of human life. They will think about how we know whether or not people are trustworthy and reflect on their own values about the importance of being someone who is trusted by others.</p>

Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham) ● Give an example of a core value or commitment (trusting that God will keep his promise) ● Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) ● Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises) ● Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot) ● For many people, trust is an important part of human life ● Ask questions (about the importance of trust and who they can trust/rely on in their own lives) 														
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham) ● Give an example of a core value or commitment (trusting that God will keep his promise) 														
Prior knowledge	<p>This unit builds on:</p> <p>Religious stories in EYFS</p>														
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 2- Moses, 10 Commandments, Shabbat</p> <p>Year 3- How have some people served God? (Moses, Noah)</p> <p>Festivals and celebrations- Hanukkah, Rosh, Hashanah</p>														
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Year 1 Summer 1- Hindu dharma: What do Hindus believe about God?

Subjects taught in this theme	R.E.
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The Big Question for R.E.	What do Hindus believe about God?
The Big Outcome for R.E.	Hinduism teaches that there is one God shown in many forms.
R.E. Objectives	World Religions- Hindu beliefs and culture
Background Knowledge	<p>This unit gives children the opportunity to explore the Hindu concept of one God (Brahman) who can be understood and visualised in many forms. This unit should build on their prior learning about the use of symbolism to express religious beliefs. Children should be able to talk about how images of the deities in Hinduism are a visual representation of beliefs about God.</p> <p>Children should also have opportunities to think about the complexity of identity and how people may be seen in different ways according to their role and relationship. There will be opportunities for children to develop self-awareness of their own identity and roles.</p>
Knowledge that children will learn and <i>remember (see italics for knowledge to remember)</i> :	<ul style="list-style-type: none"> • Hindus believe in one God in many forms • Hindus believe that God is present in all living things • Hindus learn about God from the story of the blind men and the elephant • Hindus use statues and images (murtis) in their worship • Symbolic meanings are expressed in the images • People can be seen and described in different ways • People can have multiple roles • Reflect on how others might see them • Talk about the different roles that they might have (friend, child, brother/sister etc.)
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Hindus believe in one God in many forms • Hindus use statues and images (murtis) in their worship
Prior knowledge	<p>This unit builds on:</p> <p>Year 1 (Autumn) : Religions use symbolism to express religious beliefs</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Y2- Hindu devotion and worship</p> <p>Y3- Hindu scriptures</p> <p>Y4- Diwali</p> <p>Y5- Krishna, Holi</p> <p>Y6- Journeys, reincarnation</p>

Vocabulary		Key Words
	Hindu	A follower of the Hindu religion
	blind	Someone who is unable to see
	Shiva	God of destruction
	Vishnu	God of protection (the preserver)
	Ganesh	Elephant headed god of beginnings
	shrine	A place where gods or goddesses are worshipped
	murti	a general term for an image, statue or idol of a deity or mortal in Indian culture.

Year 1 Summer 2 - Belonging. How do we belong to a community?

Subjects taught in this theme	R.E.
The Big Question for R.E.	How might people show that they belong to a religious community?
The Big Outcome for R.E.	Most religions believe that their religious community is like a family. Many religions welcome new members to their community through a ritual or celebration such as a baptism service.
R.E. Objectives	World Religions- faith, belief and practice.
Background Knowledge	In this unit children will explore how people are welcomed into their religious community. They will identify symbols, items and people linked to welcoming new members and will reflect on why, in some communities, parents choose to have their baby baptised. This will build on their prior learning about Christian belief in God the Father and how religious beliefs might be expressed through symbolic images and actions. The focus of the enquiry is on belonging, sharing and learning within the practice of baptism and in pupils' lives.

Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • Different religions welcome babies in different ways. • Hindus put some honey in the child's mouth and whisper the name of God into its ear • In Muslim and Hindu traditions, a baby's head is typically shaved within several days or in the first three years of birth • Some Hindus choose to have their baby's ears pierced. They believe this helps to ward off evil. • Christians welcome babies into the God's family (the Church) with baptism ceremonies • Features of baptism – the font, candles, godparents • Talk about why parents might want to have their child welcomed in these ways • Talk about what it means to belong to a family • talk about the role of families in raising children
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Know that different religions welcome babies in different ways. • If the child follow a particular religion, understand the way that their religion welcomes new babies
Prior knowledge	<p>This unit builds on:</p> <p>Year 1 - Religious beliefs might be expressed through symbolic images and actions.</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Future learning about world religions</p>
Vocabulary	<i>Chrsitian, Christianity, Christening, Baptism, Font, godparents, belonging, ritual.</i>

Year 2 Autumn 1 - Does how we treat the world matter?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Does how we treat the world matter?
The Big Outcome	Know ways that religions care for God's creation (in particular- Islam and Christianity).

History Objectives	World Religions- beliefs, culture and practice
Background Knowledge	<p>In this unit, pupils will look at beliefs about God as creator and sustainer, and consider how these beliefs might influence religious attitudes towards the planet. They should be able to retell the creation account in Genesis 1. Discussions might extend thinking by considering different ways that this story might be interpreted (as literal truth or as a myth containing religious messages). They will explore how people might express their beliefs and values through acts of stewardship and/or through harvest festivities.</p> <p>Pupils should also discuss their own ideas and values in regards to the importance of caring for the planet. They should consider this as a human value, not just a religious one. This is an opportunity to discuss their own concerns about environmental issues and what they can do to make a difference.</p>
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • <i>Retell (simply) the Genesis 1 story of Creation</i> • <i>Suggest why different religions think it is important to look after the world</i> • <i>Suggest ways that different religions might express their concern for the natural world</i> • <i>Describe how Christians might thank God for creation at the Harvest festival.</i> • <i>At CAW we visit St Barnabas church to celebrate the Christian festival of Harvest Festival</i> • <i>Identify way in which humans use (and abuse) the natural world</i> • <i>Talk about why our planet should matter to all humans and how this should influence our behaviour</i> • <i>Reflect on their own use of the world's resources</i> • <i>Ask questions about what they can do to show they care about the world</i>
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Retell (simply) the Genesis 1 story of Creation • Suggest why different religions think it is important to look after the world • At CAW we visit St Barnabas church to celebrate the Christian festival of Harvest Festival
Prior knowledge	<p>This unit builds on:</p> <p>Year 1: Children learned about the natural world according to Islam. Muslims believe the world was created by God; Why Muslims value the natural world; Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet; Muslims show respect for God by caring from the natural world; Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it; Reflect on how they treat the natural world and if they have a duty to look after it.</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 3- Show You Care</p> <p>Links with PSHE and geography Eco issues.</p>

Vocabulary		Key Words
	Genesis	The first book of the Old Testament; the origin or start point at which something comes into being
	Creation	The process of bringing something into existence
	Harvest	The period of gathering in crops
	resources	A stock or supply of things
	sustain	To strengthen or support
	truth	The belief that something is accepted with certainty
	myth	A traditional story explaining events, usually involving supernatural beings or events

Year 2 Autumn 2 -Festivals of Light

Subjects taught in this theme	R.E.
The Big Question for R.E.	Why do different religions use light as a symbol of comfort, hope and guidance?
The Big Outcome for History	Different religions celebrate festivals of light in different ways: Hanukkah , Diwali, Christmas
History Objectives	World Religions- culture and practice
Background Knowledge	This unit enables pupils to explore the use of light and how it might be used in religious communities to indicate the presence of God. Pupils should be able to make links between the imagery and symbolism of light in religious contexts and significant events in their own lives.

Knowledge that children will learn and remember (see <i>italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • <i>Hanukkah is the Jewish festival of light</i> • <i>Diwali is the Hindu festival of light</i> • <i>Christians believe that Jesus is ‘the light of the world’.</i> • <i>Light can be used as part of celebrations. E.g. the Menorah, diva lamps, the Christingle, advent candles.</i> • <i>Identify different ways that humans use light</i> • <i>Light can be a source of comfort, security and hope</i> • <i>Light can be an important symbol</i> • <i>Ask questions about the value of sources of light in their own lives</i> • <i>Talk about the people who provide comfort, security and hope for them</i> • <i>Suggest ways in which they might be a light for others</i>
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • <i>Identify ways in which light can be used as part of celebrations. E.g. the Menorah, diva lamps, the Christingle, advent candles.</i> • <i>Identify different ways that humans use light</i>
Prior knowledge	This unit builds on: EYFS- Festivals Y1- Christmas
Future learning	This unit gives prior knowledge for: Future learning of Hindu, Jewish and Christian traditions
Vocabulary	Hanukkah Diwali Christmas Christingle Advent Menorah Diva lamps Symbol

Year 2 Spring 1 - Hinduism- devotion

Subjects taught in this theme	R.E.
The Big Question for R.E.	How might people show their devotion?
The Big	Hindus believe it is important to express their devotion to the deities.

Outcome for R.E.	
History Objectives	The study of World Religions- Hindu Dharma
Background Knowledge	<p>This unit enables pupils to explore the purpose of and some of the practices associated with Hindu worship. The focus includes beliefs about Brahman, family, community and Worship. Opportunities are provided for pupils to investigate ways that Hindus might express their devotion to God through worshipping the deities. They should know that Hindus believe in one God with many forms and so whichever deity is worshipped, it is ultimately a way of worshipping God.</p> <p>They should have opportunities to discuss the concept of being devoted to something/someone – and the various ways in which human beings might show their devotion through clothing, special words or songs, rituals and actions.</p>
Knowledge that children will learn and <i>remember (see italics for knowledge to remember)</i> :	<ul style="list-style-type: none"> • Hindus believe in one God (Brahman) who can be worshipped in many forms • These forms (the deities) have different qualities and are portrayed in different ways • Hindus might worship at a Mandir and/or the home shrine • Worship in the home is important • Describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) • Talk about qualities that make some people special • Identify ways in which humans show their gratitude to the people who matter in their lives • Talk about who is special to them and why • Reflect on who they should be grateful to and how they might show this in words and actions
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Hindus believe in one God (Brahman) who can be worshipped in many forms • These forms (the deities) have different qualities and are portrayed in different ways • Hindus might worship at a Mandir and/or the home shrine
Prior knowledge	<p>This unit builds on:</p> <p>Year 1: Hindus believe in one God in many forms. They might use statues and images in their worship.</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 4- Diwali</p> <p>Y6- Hinduism, journeys, reincarnation</p>
Vocabulary	<p>Hindu/Hinduism</p> <p>Braham</p> <p>Deities</p> <p>Mandir</p> <p>Shrine</p> <p>Arti Lamp</p> <p>Puja Tray</p>

	Special Gratitude Grateful
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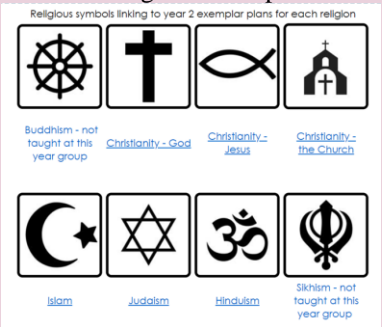
Year 2 Spring 2- Islam: Why do Muslims believe it is important to obey God?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Why do Muslims believe it is important to obey God?
The Big Outcome for R.E.	Submission to God is important to Muslim life.
R.E. Objectives	The study of World Religions- Islam
Background Knowledge	<p>In this unit pupils will examine Islamic beliefs and practices linked to prayer. Opportunities are provided for pupils to explore the significance of prayer as one of the Five Pillars of Islam and to consider the purpose of prayer for religious people.</p> <p>Within this, they will discuss the importance of rituals and how these might unite communities and give a sense of order, security and belonging to individuals.</p> <p>Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives.</p>
Knowledge that children will learn and remember (see italics for knowledge to remember):	<ul style="list-style-type: none"> • <i>Muslims believe that it is important to respect God</i> • <i>Muslims want to show their gratitude to God</i> • <i>Submission to God is an important aspect of Islamic life</i> • <i>Islamic beliefs about God motivate most Muslims to pray on a regular basis</i> • <i>Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</i> • <i>Making time for the five daily prayers is an act of submission</i> • Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) • identify ways in which humans show their gratitude • Talk about the things they do on a regular basis as a sign of their commitment and belonging • Reflect on who they should be grateful to and how they show this

SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Muslims believe that it is important to respect God • Muslims want to show their gratitude to God • Submission to God is an important aspect of Islamic life • Islamic beliefs about God motivate most Muslims to pray on a regular basis
Prior knowledge	<p>This unit builds on:</p> <p>Year 1: · Muslims believe in one God (Allah)</p> <ul style="list-style-type: none"> · Muslims believe the world was created by God · Why Muslims value the natural world · Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet · Muslims show respect for God by caring for the natural world
Future learning	<p>This unit gives prior knowledge for:</p> <p>Y3- Islam- study of the prophecy Muhammad</p> <p>Y4- Islam- Ramadan and the 5 Pillars</p> <p>Y5- The importance of the Quran to Muslims</p> <p>Y6- The Ummah, Hajj</p>
Vocabulary	<p>Islam</p> <p>Muslim</p> <p>Allah</p> <p>Quran</p> <p>Mosque</p> <p>Ramadan</p> <p>Shahada</p> <p>Salah</p> <p>Wudhu</p> <p>Prayer mat</p> <p>Submission</p> <p>Ummah</p> <p>Gratitude</p> <p>Rituals</p> <p>routines</p>

Year 2 Summer 1 - Belonging and Unity- What Unites Communities?

Subjects taught in this theme	R.E.
The Big Question for R.E.	What do we mean by 'community'?
The Big Outcome for R.E.	Children will learn about the core beliefs and values shared by different religious communities.
History Objectives	World Religions- faith and practices
Background Knowledge	<p>In this unit, children should explore the core beliefs and symbols of religious communities. They should know that beliefs and symbols unite the community. This should build on their previous learning about symbolism contained in the idea of Jesus as 'the light of the world'.</p> <p>They should learn about the importance of places of worship as somewhere to bring together the community for worship and fellowship. Children should be able to talk about key aspects of worship such as prayer, use of music and readings from religious books.</p> <p>Children should also have opportunities to consider why people might want to be part of a community and the shared values and interests that bring people together. They should be able to talk about communities that they belong to and what unites them with others.</p>
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> Different religions are represented by different symbols <p>Religious symbols linking to year 2 exemplar plans for each religion</p> <p>Buddhism - not taught at this year group Christianity - God Christianity - Jesus Christianity - the Church</p> <p>Islam Judaism Hinduism Sikhism - not taught at this year group</p> <ul style="list-style-type: none"> Religious communities think it is important to come together to worship God Talk about how and why symbols might be used in religion Visit our local church- St Barnabas- and describe features of a Christian church Identify signs and symbols in the world around them Talk about the Co-op Academy Woodslee community –its logo, what values it represents and how it unites our community

SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> Different religions are represented by different symbols  <ul style="list-style-type: none"> Religious communities think it is important to come together to worship God
Prior knowledge	<p>This unit builds on:</p> <p>Y1- Symbolism used in religion</p> <p>Links with PSHE and values of our CAW community</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>All future learning of world religions</p>
Vocabulary	<p>Community</p> <p>Unite</p> <p>Worship</p> <p>Logo</p> <p>symbols</p> <p>Shared values</p> <p>Pulpit</p> <p>Lectern</p> <p>Altar</p>

Year 2 Summer 2 - Judaism: What aspects of life really matter?

Subjects taught in this theme	R.E.
The Big Question for R.E.	What aspects of life really matter?
The Big Outcome for R.E.	Children will explore Jewish beliefs and values and how to live in accordance with the Torah

R.E. Objectives	Study of World Religions- Judaism
Background Knowledge	<p>In this unit pupils will examine Jewish beliefs and practices linked to the Sabbath (Shabbat). Opportunities are provided for pupils to explore the significance of the Sabbath and why Jewish people keep the day holy.</p> <p>Within this, they will discuss the importance of holy days and how these might unite families and give time to spend together.</p> <p>Children should have opportunities to reflect on the value of making time for those things that are important to us – for religious people this may be God, but for others it may be the family and friends. Making time is a way of showing that we are thankful to have these people in our lives.</p> <p>In Year 1 children will have learnt about Noah, and why he is important to Jewish People. In this unit children will build on that understanding by learning about other important Jewish figures.</p>
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● <i>Retell the story of Moses being given the Ten Commandments</i> ● <i>Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father</i> ● <i>Keeping the Sabbath day holy influences a Jewish person's way of life</i> ● <i>The Sabbath is a way of making time for God and family</i> ● <i>Jewish have a tradition of the Friday night dinner</i> ● Some people are particularly special to us ● Suggest how and why it is important to make time for the people who really matter in our lives ● Talk about the people who are special to them and identify the importance of these relationships in their lives ● Give examples of why it is important to spend quality time with the people who matter
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● Retell the story of Moses being given the Ten Commandments ● Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father
Prior knowledge	<p>This unit builds on:</p> <p>In Year 1 children will have learnt about Noah, and why he is important to Jewish People. In this unit children will build on that understanding by learning about other important Jewish figures.</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 3- How have some people served God?</p> <p>Year 5- Judaism- Laws, Torah, Synagogue.</p> <p>Year 6- Rites of Passage</p>

Vocabulary		Key Words
	Sabbath	A day of religious observance and abstinence from work, kept by Jews from Friday evening to Saturday evening. Most Christians observe it on Sunday.
	Shabbat	Jewish Sabbath; day of prayer
	command-ment	Divine rule
	Torah	First part of the Jewish bible
	Holy day	Commemorative day or festival
	Moses	Jewish prophet
	Pharaoh	Ruler in ancient Egypt
	consequence	Result or effect; typically unpleasant
	trust	Firm belief in the truth of something
	blessing	God's favour or protection
	Challah bread	Twisted bread eaten by Jews on the Sabbath

Year 3 Autumn 1 - How and why have some people served God?

Subjects taught in this theme	R.E.
The Big Question for R.E.	What is meant by a 'vocation'? Why are some people particularly inspirational?
The Big Outcome for R.E.	Children will explore the lives of some people who have served God.
R.E. Objectives	Study World Religions- Practice and beliefs
Background Knowledge	<p>This unit enables pupils to explore examples of people who have followed the word of God. They will investigate the prophets of the Old Testament (such as Noah and Moses) and consider why these people chose to listen to God and how they put their beliefs into action. Pupils will also explore ways in which people of different religions today might follow God's word and live a life of service – serving God and the community. They might look at inspiring role models such as Dr Barnardo (Christian) , Dr Hawa Addi and Malala Yousafzai (Islam and Ghandi (Hindu).</p> <p>Children should have opportunities to discuss role models in their own lives and how/why some people have inspired them. They may also consider the idea that all people are inspired by others in some way – that the people they look up to will in turn look up to and follow someone who inspires and guides them.</p> <p>They should be encouraged to make links with prior learning about the concept of a God who has a special relationship with humanity; that God is described as creator and sustainer. One way that God is believed to sustain the world is through revealing his messages to the Prophets.</p>

Knowledge that children will learn and remember (see <i>italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • <i>The Abrahamic faiths believe in prophets</i> • <i>Know the stories that explain how Noah, Abraham, Moses and Jonah have served God</i> • <i>Identify inspiring role models from a range of religions and explain how and why they followed their God (Dr Barnardo, Malala Yousafzai, Gandhi).</i> • <i>Religious role models have a sense of vocation</i> • <i>Describe the qualities that inspirational people might have</i> • <i>Discuss who makes a good role model and why</i> • <i>Raise and discuss questions about following others- including both positive and negative responses</i>
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • <i>Know the stories that explain how Noah, Abraham, Moses and Jonah have served God</i> • <i>Identify inspiring role models from a range of religions and explain how and why they followed their God (Dr Barnardo, Malala Yousafzai, Gandhi).</i>
Prior knowledge	<p>This unit builds on:</p> <p>EYFS- Who do we look to for guidance and care?</p> <p>Year 1- Trusting other people</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 5- Doing the Right Thing (Do What Matters Most)</p>
Vocabulary	<i>Old Testament, prophet, role model, sacrifice, vocation</i>

Year 3 Autumn 2 - Why is the Prophet Muhammad (pbuh) an example for Muslims?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Why is the Prophet Muhammd an example for Muslims?
The Big Outcome for R.E.	To know that the Prophet Muhammad is a role model and inspires acts of charity.
R.E. Objectives	Study world religions- Islam

Background Knowledge	<p>This unit enables pupils to explore and examine the origins of Islam. The focus is on founders and leaders, using stories and teachings to identify how the values contained within them can inspire and influence a believer today. Pupils should develop an understanding of why Muhammad is seen as a role model to Muslims and should have a basic understanding of the how his example influences a Muslim life. The experiences of the life of the prophet are directly linked with the treatment of other people, in this unit this should be explored through acts of charity. Students should be able to explain the third pillar of Islam (Zakat) and why it is an obligatory act (one of the Five Pillars). Pupils should have opportunities to discuss any charitable acts or events they have been involved in and why they believe it is important to help others. Pupils should discuss their own values and link these with role models in their own lives, explaining how/why some people have inspired them.</p>
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● Understand the importance of founders and leaders for religious communities ● Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) ● Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) ● Describe and give reasons for the Islamic practice of Zakat ● Suggest why charity might be important to a Muslim and the different ways that a Muslim might try to be charitable. ● Identify characteristics of a good role model ● Discuss how good role models can have a positive impact on individuals, communities and societies. ● Reflect on their own aspirations for themselves and others ● Ask questions and suggest answers about how they can try to make the world a better place.
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) ● Describe and give reasons for the Islamic practice of Zakat ● Suggest why charity might be important to a Muslim and the different ways that a Muslim might try to be charitable.
Prior knowledge	<p>This unit builds on:</p> <p>Reception- Special Islam stories</p> <p>Year 1 - Islam, the Creation Story</p> <p>Year 2- Islam- Gratitude and prayer</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 4- Islam- the 5 Pillars and Ramadam</p> <p>Year 5- Islam- The importance of the Qur'an and the Night of Power</p> <p>Year 6- Islam- The Ummah, Hajj</p>

Vocabulary		Key Words
	Muham-mad	The founder of Islam
	Pillars of Islam	basic acts in Islam, considered mandatory by believers, and are the foundation of Muslim life
	Zakat	paying an alms (or charity) tax to benefit the poor and the needy
	charity	an organization set up to provide help and raise money for those in need.
	guidance	advice or information aimed at resolving a problem or difficulty
	wisdom	the quality of having experience, knowledge, and good judgement

Year 3 Spring 1 - Show You Care, Discipleship, Helping Others

Subjects taught in this theme	R.E.
The Big Question for R.E.	What motivates people to make a difference? Are there shared human values that should affect the way we treat others?
The Big Outcome for R.E.	Children will decide who they could choose to follow and why.
R.E. Objectives	Study World Religions- culture and beliefs
Background Knowledge	<p>This unit enables pupils to explore what it means to be a follower of a religious leader– both in the past and today. What does it mean to be a true follower?</p> <p>Within this unit, pupils will reflect on the qualities that good leaders have and the idea that some people have a ‘charisma’ that attracts followers.</p>

Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • The disciples were the followers of Jesus. They are also known as the twelve apostles • Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men'). • Describe how and why people might try to follow the example of religious leaders through mission and charity work • Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs • Talk about what it means to have charisma • Describe what makes a good leader and why people might want to follow him/her • Discuss what motivates people to want to make a difference • Reflect on their own leadership abilities • Discuss their own desires to make a difference in the world/in their communities
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • The disciples were the followers of Jesus. • Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs
Prior knowledge	<p>This unit builds on:</p> <p>Year 2- Belonging and worship, community</p> <p>Year 3 - How and why have some people served God?</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 4- Community, love for all</p> <p>Year 5- Miracles and pilgrimage</p>
Vocabulary	<i>Disciple, apostle, charisma, mission, charity.</i>

Year 3 Spring 2 - Buddhism

Subjects taught in this theme	R.E.
The Big Question for R.E.	What can we learn from the life of people who started a religion?
The Big Outcome for R.E.	Who was The Buddha? What is The Dharma and The Sangha?

RE Objectives	Study World Religions- faith, culture and beliefs
Background Knowledge	This unit enables pupils to examine how meaning can be conveyed through names and actions. The content focus is on The Buddha, The Dharma and The Sangha. Opportunities are provided to explore the significance of the names and examples of the Buddha. Pupils are encouraged to make links to facets of their identity and to difficult questions in their lives.
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● To most Buddhists, the Buddha is not a god, he is a human. ● The Buddha discovered the way to overcome unhappiness ● The word 'Buddha' means 'The Enlightened One'. ● Prince Siddhartha became enlightened after an experience under the Bodhi tree. His name was changed to The Buddha. ● The Dharma Wheel is the symbol of Buddhism. ● The Dharma is the way of goodness, truth and duty. E.g. a child's dharma is to be a good student. Parents' dharma is to raise and support their family. A teacher's dharma is to teach. The dharma of the police is to protect others. ● The word Sangha means 'assembly' or 'community'. For Buddhists, there are two sanghas that are very important: the community of Buddhist monks and nuns and the community of noble disciples.
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● To most Buddhists, the Buddha is not a god, he is a human. ● The Dharma Wheel is the symbol of Buddhism. ● Prince Siddhartha became enlightened after an experience under the Bodhi tree. His name was changed to The Buddha.
Prior knowledge	<p>This unit builds on symbolism discovered in:</p> <p>This is the first time children have learned about Buddhism at CAW.</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 4- Buddhism- How do rules shape the lifestyle of a Buddhist?</p> <p>Year 6- Buddhism: How to live a good life.</p> <p>the Buddah, The 4 Noble Truths, The Eightfold Path.</p>
Vocabulary	<p><i>Buddhists, Buddha, Buddhism</i></p> <p><i>Enlightened</i></p> <p><i>Suffering</i></p> <p><i>Wesak festival (The Buddha's birthday)</i></p> <p><i>Meditate</i></p> <p><i>Dharma</i></p> <p><i>Sangha</i></p>

Year 3 Summer 1 - Why are Gurus important to Sikhs?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Why are the Gurus important to the Sikhs?
The Big Outcome for R.E.	Children will learn about Guru Nanak and the 10 gurus of Sikhism.
R.E. Objectives	Study world religions- Sikhism
Background Knowledge	<p>This unit gives pupils the opportunity to explore the Sikh tradition and its origins with the teachings and example of Guru Nanak and Guru Gobind Singh. Pupils should consider the importance of commitment within Sikhism and how this might be expressed (they will explore these expressions in greater depth in Year 4).</p> <p>Pupils should understand what is meant by the term 'guru' and why the gurus are important role models for Sikhs. They should learn about the Guru Granth Sahib and how/why it is treated with great respect by Sikhs and within the Gurdwara.</p> <p>There should be a range of opportunities for pupils to reflect on and develop their own understanding of the value of commitment. They should consider how being committed can be both a challenge and a source of meaning and purpose.</p>
Knowledge that children will learn and <i>remember (see italics for knowledge to remember)</i> :	<ul style="list-style-type: none"> ● Develop an understanding of the importance of founders and leaders for religious communities ● Identify Sikh beliefs and values contained within the stories of the lives of the Gurus ● The Guru Granth Sahib is treated with great respect ● Suggest how and why Sikhs might show commitment to their faith ● Identify people and ideas that inspire commitment ● Discuss the different ways that people might show that they are committed ● Reflect on their own commitments and the impact that these have on their lives ● Ask questions about the value of having commitment
SEND (essential knowledge for pupils with cognitive needs	<ul style="list-style-type: none"> ● Identify Sikh beliefs and values contained within the stories of the lives of the Gurus ● The Guru Granth Sahib is treated with great respect ● Suggest how and why Sikhs might show commitment to their faith

Prior knowledge	This is the first time that children have been taught about Sikhism at CAW.
Future learning	This unit gives prior knowledge for: Year 4- Sikhism- Beliefs and Values. The 5 K's, Equality, the Gurdwara.
Vocabulary	Sikh/Sikhism Guru Guru Nanak Guru Granth Sahib Baisakhi Gurdwara commitment

Year 3 Summer 2 - Why is family an important part of Hindu life?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Do all people have duties? What are our duties to one another?
The Big Outcome for R.E.	Children will explore the concept of duty within Hinduism- religious duty, duty to society, duty to the family.
R.E. Objectives	Study world religions- Hindu dharma
Background Knowledge	In this unit pupils will explore the concept of duty within Hinduism– religious duties, duty to society and duty to the family. They will consider family members in the story of Rhama and Sita and what this might teach Hindus about roles and duties in the family.

Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● Develop an understanding of the importance of duty and commitment to many religions ● now that following dharma (religious duty) is an important part of Hindu life ● The belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family ● Raksha Bandhan is the Hindu celebration of the bond between brother and sister ● identify aspects of the celebration which remind Hindus of their dharma ● Stories might be used to teach Hindu children about dharma (eg. duty to family are expressed in the story of Rama and Sita) ● Identify sources of authority and inspiration ● We have ‘duties’ as human beings ● Reflect on their own duties – to themselves, to their families, to their communities ● Discuss who or what they follow – and why
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● Develop an understanding of the importance of duty and commitment to many religions ● now that following dharma (religious duty) is an important part of Hindu life ● The belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family ● Raksha Bandhan is the Hindu celebration of the bond between brother and sister ●
Prior knowledge	<p>This unit builds on:</p> <p>Year 1 - What do Hindus believe about God?</p> <p>Year 2- Hindu devotion and worship</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 4- Diwali</p> <p>Year 5- Krishna, Holi</p> <p>Year 6- Journeys and reincarnation, Karma, the 4 Ashrama.</p>

Vocabulary		Key Words
	dharma	Duty; the right way of being; behaving in a certain way because it is the right way to live
	duty	A responsibility
	avatar	a manifestation of a deity in bodily form on earth
	Rama	Avatar of the god Vishnu
	Sita	The wife of Rama
	Lakshman	Younger brother of Rama
	Hanuman	Central character in the Rama and Sita story; monkey god
	Raksha Bandhan	Hindu festival celebrating brotherhood and love

Year 4 Autumn 1 - Hinduism- What might a Hindu learn through celebrating Diwali?

Subjects taught in this theme	R.E.
The Big Question for R.E.	What might a Hindu learn from celebrating Diwali?
The Big Outcome for R.E.	Pupils will be able to describe why Diwali is such a popular Hindu festival and the impact that the festival might have on the life of believers.
R.E. Objectives	Study world religions- Hindu Dharma
Background Knowledge	This unit gives pupils the opportunity to revisit the story of Rama and Sita (they will have been introduced to this story in Y3) and to explore the theme of good overcoming evil – just as light overcomes darkness. Pupils should deepen their understanding of Hindu beliefs about God by learning about Rama as an avatar of Vishnu. They should be able to connect this with the Diwali theme – Rama is a deity and therefore represents goodness. As an avatar of Vishnu, it is his role to uphold dharma and fight evil. This is exemplified in the story of Rama and Sita which is celebrated at Diwali. Pupils should know that Diwali is a popular Hindu festival and be able to explain the deeper meaning of festival celebrations such as the lighting of diya lamps, fireworks, and decorating homes with rangoli patterns. They should reflect on the symbolism of light within all human cultures, and consider how light might be a universal symbol

	of goodness and hope.
Knowledge that children will learn and <i>remember (see italics for knowledge to remember)</i> :	<ul style="list-style-type: none"> • The story of Rama and Sita teaches us about good and evil • Hindus gain moral guidance from the story of Rama and Sita • Hindus believe that Rama is an avatar of Vishnu, appearing on earth to destroy evil • Use subject specific language to describe how and why Hindus celebrate Diwali • Diwali celebrates light as a symbol of good overcoming evil • Diwali celebrates the belief that good overcomes evil • Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life • Reflect on their own concept of ‘goodness’ • Discuss what gives them hope during difficult times
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • The story of Rama and Sita teaches us about good and evil • Hindus believe that Rama is an avatar of Vishnu, appearing on earth to destroy evil • Diwali celebrates light as a symbol of good overcoming evil
Prior knowledge	This unit builds on: Year 2- Festivals of light and Hindu devotion and worship
Future learning	This unit gives prior knowledge for: Year 5- Hinduism, Krishna and Holi Year 6- Hinduism- Journeys, reincarnation, Karma, the 4 Ashrama
Vocabulary	Hindu/Hinduism Dharma Duty Devotion Avatar Rama Sita Vishnu Lakshman Hanuman Diwali

Year 4 Autumn 2 - Religious books- How might people be guided by wisdom, teachings and authority?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Does it matter if I am a moral person?
The Big Outcome for R.E.	Pupils will explore different beliefs about the word of God and how they are written down in different religions. They will consider how and why religious people might try and follow the teachings of their religious script.
R.E. Objectives	Study world religions- cultures and beliefs.
Background Knowledge	This unit investigates how and why different religions use their religious books. Christians use the Bible and it is seen as a source of inspiration and authority by many Christians. Islam follow the Qur'an; Hindus follow the Gita, Judaism follows the Torah, Sikhism follows the Guru Granth Sahib. Pupils should understand that the Bible is not one book but a collection of books, written by different people at different times. They should know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church). Pupils should explore the idea that the Bible has authority for Christians because it is 'the Word of God', but that Christians have different views about what this means – some take it as a literal truth, whereas others take the liberal view that it contains truths about God and how God wants people to live but that the stories themselves may not be literally true. Pupils should be able to recognise and use specialist terms such as Gospel, parable, literal and liberal. They should also develop their skills in reading and interpreting religious texts. Pupils should also learn about other sources of wisdom and authority that may guide people in making moral decisions.
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • The names of the religious books of the main world religions are: • Bible - Christianity. • Qur'an - Islam. • Gita - Hinduism. • Torah - Judaism. • Guru Granth Sahib - Sikhism. • Tripitaka - Buddhism. • Religions believe that their religious books contain the word of God • The Bible can be described as a library because it contains so many different books. There are stories, poems, songs, psalms and laws in the Bible. • Religious people view their religious books as an important source of authority and moral guidance • Christians have different views about how to interpret and apply the Bible. Some believe the stories are literal and others believe they are metaphorical • Religious people also look to other sources of authority when making • decisions about how to live (eg. religious leaders, prayer, conscience) • People have different views about what is right and wrong • Reflect on their own understanding of morality and where it comes from

	<ul style="list-style-type: none"> ● Raise questions and discuss responses to different ideas ● about how to live well
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● The names of the religious books of the main world religions are: ● Bible - Christianity. ● Qur'an - Islam. ● Gita - Hinduism. ● Torah - Judaism. ● Guru Granth Sahib - Sikhism. ● Religions believe that their religious books contain the word of God ● The Bible can be described as a library because it contains so many different books. There are stories, poems, songs, psalms and laws in the Bible. ● Religious people view their religious books as an important source of authority and moral guidance
Prior knowledge	This unit builds on: Features of world religions learned so far
Future learning	This unit gives prior knowledge for future learning of world religions.
Vocabulary	<i>Gospel, parable, literal, metaphorical, proverb.</i>

Year 4 Spring 1 - Sikhism: How do Sikhs express their beliefs and values?

Subjects taught in this theme	R.E.
The Big Question for R.E.	How do Sikhs express their beliefs and values?
The Big Outcome for R.E.	Pupils investigate the meaning and symbolism of the 5Ks. They consider why a religious person might choose to wear outward signs of their commitment and how this might have an impact on their life.
R.E. Objectives	Study world religions- R.E.
Background Knowledge	<p>This unit gives pupils the opportunity to explore how Sikhs convey their beliefs and commitments in the way they live their lives and through symbols which are observable expressions of faith. In their preaching and example, the Gurus revealed a way of life which was God centred. It is a life of religious, moral and social commitment. In outward and visible signs, Sikhs show themselves to be committed to following the teachings of the Gurus. Sikhs are expected to demonstrate their commitment to their beliefs in the way they live their daily lives. Sikh belief perceives the world as the abode of God and as the place in which to practice Sikh dharam (religious, moral and social commitment). Sikhism teaches that all human beings should engage themselves in righteous actions and behaviour and work for a just social order.</p> <p>Foremost amongst Sikh principles are:</p> <ul style="list-style-type: none"> • the complete equality of men and women everywhere; • sewa: service to God, to the community of Sikhs and to the community at large; • kirat karna: earning one's living by one's own efforts and by a livelihood which is honest; • vand chakna: sharing one's time, talents and earnings with the less fortunate. <p>How these influence the Sikh way of life will be explored within this unit.</p> <p>Pupils should also have opportunities to reflect on important questions such as how humans show commitments to their values and communities, and issues of equality and justice.</p>
Knowledge that children will learn and <i>remember (see italics for knowledge to remember)</i> :	<ul style="list-style-type: none"> • Explore teachings and stories from Sikhism • Sikhs gain moral guidance from the stories and examples of the Gurus • The beliefs, values and practices of Sikhism are linked • Use subject specific language to describe how and why Sikhs show their religious commitments and values • Clothing and behaviour is symbolic of beliefs, values and commitments • Discuss (with relevant examples) the importance of how we view and behave towards others • Our outward behaviour reflects our inner beliefs, values and commitments • Reflect on their own concept of living a good life and how this influences the way that they treat others • Discuss own thoughts and feelings about equality and justice, linked to our CAW Restorative Justice principles

SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> Sikhs gain moral guidance from the stories and examples of the Gurus The beliefs, values and practices of Sikhism are linked Use subject specific language to describe how and why Sikhs show their religious commitments and values Clothing and behaviour is symbolic of beliefs, values and commitments 																		
Prior knowledge	<p>This unit builds on:</p> <p>Year 3- Sikhism- Guru Nanak, the 10 Gurus, Baisakhi</p>																		
Future learning	<p>This unit gives prior knowledge for:</p> <p>Sikhism is not revisited at CAW</p>																		
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Year 4 Spring 2 - Buddhism

Subjects taught in this theme	R.E.
The Big Question for R.E.	How do rules shape the lifestyle of a Buddhist?

The Big Outcome for R.E.	Pupils will examine some guidance that shapes daily Buddhist lifestyle.
R.E. Objectives	Study World Religions- Buddhism
Background Knowledge	The content focus is on The Buddha, The Dharma and The Sangha. Opportunities are provided to explore the Five Precepts and the Three Refuges and to consider how this might relate to what is of value in pupils' lives. Click for more Background knowledge .
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • The Three Refuges- the ideals at the heart of Buddhism- are collectively known as the Three Refuges (also 'Three Jewels' or 'The Three Treasures'). • The Three Refuges are often portrayed as jewels. • These are the Buddha (the yellow jewel), the Dharma (the blue jewel) and the Sangha (the red jewel). It is by making these the central principles of your life that you become Buddhist. • The Buddha is the yellow jewel and represents the colour of his robes. It reminds Buddhists that the Buddha was a man who worked hard to achieve his enlightenment. • The Dharma is the blue jewel that symbolises the vast ocean like the freedom of the Dharma. • The Sangha is the red jewel • The Dharma is known as 'the teaching of the Buddha' and it gives many people meaning and understanding within their lives. • The Sangha is the Buddhist community made up of men, women and children who follow the teachings of the Buddha. • The Five Precepts are the rules of the Buddhist community: No Killing; No stealing; Do not misuse the senses by having too much pleasure; refrain from wrong speech; refrain from intoxicants that cloud the mind.
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • The Three Refuges- the ideals at the heart of Buddhism- are collectively known as the Three Refuges (also 'Three Jewels' or 'The Three Treasures'). • The Three Refuges are often portrayed as jewels. • The Sangha is the religious community • The Five Precepts are the rules of the Buddhist community
Prior knowledge	This unit builds on: Year 3- who was The Buddha? What is The Dharma and The Sangha?
Future learning	This unit gives prior knowledge for: Year 6- What ingredients are needed for a good life?
Vocabulary	<i>The Buddha, Buddhist, Buddhism</i> <i>The Three Refuges</i> <i>The Dharma</i> <i>The Sangha</i> <i>The Five Precepts</i>

Year 4 Summer 1 - Why do Muslims fast during Ramadan?

Subjects taught in this theme	R.E.
The Big Question for History	Why do Muslims fast during Ramadan?
The Big Outcome for R.E.	Pupils will understand why a Muslim would commit to the fast and the impact that fasting may have on individuals, families and communities.
R.E. Objectives	Study World Religions- Islam
Background Knowledge	This unit enables pupils to examine the structures that underpin Islamic beliefs and practices in greater depth. Through a study of Ramadan, opportunities are provided for pupils to understand the key values of Islam of submission to Allah and service to God through charitable life and actions. They will consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. Pupils will have opportunities to think about their own commitments and the extent to which these have a positive impact on their lives
Knowledge that children will learn and remember (see <i>italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● <i>Islamic teachings about Ramadan can be found in the Qur'an</i> ● <i>Make links between Islamic values and the beliefs explored so far in their study of Islam</i> ● <i>Ramadan is the most sacred month of the year in Islamic culture. During Ramadan, Muslims fast and pray to become closer to God.</i> ● <i>Fasting (sawm) is one of the Five Pillars of Islam</i> ● Consider the impact that fasting might have on individuals, families and communities ● Discuss (with relevant examples) the importance of showing commitment to a belief, value or community ● Consider the role of sacrifice within religion and communities ● Reflect on their own beliefs, values and commitments ● Consider and discuss how they demonstrate their personal commitments

SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • <i>Islamic teachings about Ramadan can be found in the Qur'an</i> • <i>Make links between Islamic values and the beliefs explored so far in their study of Islam</i> • <i>Ramadan is the most sacred month of the year in Islamic culture. During Ramadan, Muslims fast and pray to become closer to God.</i> • <i>Fasting (sawm) is one of the Five Pillars of Islam</i> 																												
Prior knowledge	<p>This unit builds on:</p> <p>EYFS- Special Islam stories</p> <p>Year 1 - Islam- The Creation Story</p> <p>Year 2- Islam- Submission, gratitude, prayer</p> <p>Year 3- Study of Mohammad</p>																												
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 5- Islam- The Importance of the Qur'an to Muslims, The Night of Power.</p> <p>Year 6- The Ummah, Hajj</p>																												
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Year 4 Summer 2 - Community- What does ‘Love Your Neighbour’ really mean?

Subjects taught in this theme	R.E.
The Big Question for History	What does ‘love your neighbour’ really mean?
The Big Outcome for R.E.	Pupils will understand the different way that belonging to a community can be expressed and, in particular, the church community. This will link with Co-op ethical values of honesty, openness, social responsibility and caring for others.
R.E. Objectives	Study World Religions- Christianity
Background Knowledge	This unit investigates the meaning of community and our social responsibility to ‘be a god neighbour’. Christian teaching of agape- a selfless love of others. Pupils will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers. They will then discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations.
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● Explain the tradition of the Co-op Founders and that co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others. ● retell some of the main parables of Jesus ● explain how and why these might be an important source of guidance for Christians ● suggest ways that Christians might put these teachings into action in the 21st century ● describe and explain (with examples) Christian attitudes about how to treat others ● explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed ● explain (with examples) how and why people might use stories to pass on wisdom and guidance ● discuss how and why fables might be an important aspect of human history and culture ● discuss examples of wisdom and guidance that they have learnt from stories ● consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this
SEND (essential knowledge for pupils with cognitive needs)	<p>Explain the tradition of that co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others.</p> <p>retell some of the main parables of Jesus</p>

Prior knowledge	<p>This unit builds on:</p> <p>EYFS- What is special about our community?</p> <p>Year 1 - How do we show we belong to a community?</p> <p>Year 2- Belonging and unity</p> <p>Year 3- Show You Care</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Continue to embed the Co-operative principles and values as part of our Woodslee Way.</p>
Vocabulary	<p><i>Neighbour</i></p> <p><i>Agape</i></p> <p><i>Aesop</i></p> <p><i>Fables</i></p> <p><i>Morals</i></p> <p><i>Parables</i></p> <p><i>Good Samaritan</i></p> <p><i>Wisdom</i></p>

Year 5 Autumn 1 - Why is it sometimes difficult to do the right thing?

Subjects taught in this theme	R.E.
The Big Question for R.E.	What guides the choices that I make about right and wrong?
The Big Outcome for R.E.	Pupils will explore beliefs and teachings about sin and temptation. They investigate the importance of forgiveness.
History Objectives	World religions- beliefs and culture
Background Knowledge	<p>This unit enables pupils to explore Christian beliefs and teachings about sin and temptation and introduce core Christian concepts such as The Fall, Original Sin, Free Will, forgiveness and reconciliation. Pupils should be encouraged to make links with prior learning about the creation story in Genesis 1 (particularly the point that God made the world ‘and saw that it was good’) and with their knowledge of baptism. They should have the opportunity to analyse and ask questions about the story found in Genesis 3, not simply retell it. Pupils should deepen</p>

	<p>their understanding of how and why Christians use the Bible by exploring different Christian interpretations of the text – literal and metaphorical – and how this might impact on a believer’s attitude towards sin and temptation in the world today.</p> <p>Pupils should investigate the importance of forgiveness within the Christian faith and the way this might be put into action by both individuals and communities. They should be able to make links with teachings found in the Lord’s Prayer and other aspects of Christian worship such as prayers of penance, confession and reconciliation.</p> <p>Pupils should reflect on things that might be seen as ‘temptations’ in modern life. They should be able to consider the role of greed and selfishness in leading people astray from doing the right thing – and ask questions about why we/they do things that we/they know are wrong. They should also be able to talk about their own views about the role of forgiveness: Why might it be important? Should we always forgive? Is it important to say sorry if you want to be forgiven? Why might it sometimes be difficult to forgive?</p>
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • Christian believe in sin and forgiveness • The teaching from Genesis 3 tells us of how Adam and Eve disobeyed God • This story might be understood by Christians literally or metaphorically • Christians use the Lord’s Prayer to reflect beliefs about sin, temptation and forgiveness • The Lord’s Prayer provides guidance for Christians about sin, temptation and forgiveness • Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations • Consider the different ways that myth and stories are and used • Explain how a ‘truth’ might be contained within a story • Consider how they decide what is ‘true’ – and how there might be different types of truth • Discuss and debate things that they consider to be true that others might disagree with • Make links between sin, temptation and forgiveness and the CAW policy of Restorative Practice
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Christian believe in sin and forgiveness • The teaching from Genesis 3 tells us of how Adam and Eve disobeyed God • The Lord’s Prayer provides guidance for Christians about sin, temptation and forgiveness
Prior knowledge	<p>This unit builds on:</p> <p>Year 1- Why do Christians say that God is a father?</p> <p>Year 2- belonging and unity (Baptism) and the Creation story</p> <p>Restorative Practice followed at CAW</p>

Future learning	This unit gives prior knowledge for:
Vocabulary	Restorative Practice Sin Forgiveness Old Testament Genesis Temptation Adam and Eve Literal Metaphorical Penance Confession Lord's Prayer

Year 5 Autumn 2 - Why is the Qur'an important to Muslims?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Where do we learn how to behave?
The Big Outcome for R.E.	Pupils will recall 'The Night of Power' and explain why Muslims remember it.
R.E. Objectives	Study world religions- Islam
Background Knowledge	<p>This unit enables pupils to explore and examine the origins and role of the Qur'an as a source of wisdom and authority for Muslims. They should gain an understanding of the importance of revelation within Islam and how this impacts on the way that the Qur'an is viewed and treated.</p> <p>Pupils should make links with prior learning about the night of power (Laylat Ul-Qadr), not only knowing what happened, but also why it is important for Muslims and how it is remembered. They should develop knowledge and understanding of the Prophet Muhammad and how/why he is a role model and source of guidance for Muslims. This is an opportunity to pull together prior learning about the life of the Prophet.</p> <p>Pupils should have opportunities to discuss what is meant as 'Ultimate Authority' and should recognise how this may differ for different members of society – including religious and non-religious individuals and communities. They should be able to link this with their learning about the Qur'an as the word of God and ultimate source of authority for Muslims.</p>

Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • Islam believes the Qur'an is the word of God • The Qur'an is a source of guidance for life for a Muslim • Muslims describe Muhammad (pbuh) as the seal of the prophets (Allah's final messenger). • The Night of Power marks the night in which the Qur'an was first revealed to the Prophet Muhammad by Allah. • The Night of Power is celebrated during Ramadan. Muslims come together and celebrate in the Mosque. • Muslims show immense respect for the Qur'an. This symbolises their respect for God • The teachings of the Qur'an influences the actions and choices of a Muslim • Discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority • Suggest when and why people might want guidance about how to live • Discuss who or what has guided them in their own beliefs, values and commitments • Reflect on what 'ultimate authority' might mean for them
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Islam believes the Qur'an is the word of God • The Night of Power marks the night in which the Qur'an was first revealed to the Prophet Muhammad by Allah. • The Night of Power is celebrated during Ramadan. Muslims come together and celebrate in the Mosque.
Prior knowledge	<p>This unit builds on:</p> <p>Year 2- Submission, gratitude, prayer</p> <p>Year 3- Indepth study of Muhammad</p> <p>Year 4- Ramadan, the 5 Pillars</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 6: The Ummah, Hajj</p>
Vocabulary	<p>Islam/ Islamic</p> <p>Muslim</p> <p>Qur'an</p> <p>LaylatUl-Qadr/ The Night of Power</p> <p>Munammad (PBUH)</p> <p>Prophet</p> <p>Ultimate authority</p> <p>Ramadan</p> <p>Mosque</p>

Year 5 Spring 1 - Hindu dharma- What might Hindus learn from stories about Krishna?

Subjects taught in this theme	R.E.
The Big Question for R.E.	How might stories teach important ‘truths’ for all people?
The Big Outcome for R.E.	Pupils will learn about the Hindu festival of Holi and the different ways it is celebrated.
R.E. Objectives	Study world religions- Hinduism
Background Knowledge	<p>This unit enables pupils to examine how Hindu truths are transmitted using stories from revered literature. The focus includes beliefs about Brahman, Vishnu, Avatar (especially Krishna) and Scriptures. Opportunities are provided for pupils to explore some forms of Hindu literature and the beliefs and practices associated with a key story.</p> <p>Pupils will need to revisit prior learning – in order to understand this unit, they need to know that Hindus believe in one God in many forms (Brahman) and that Vishnu is a popular form of Brahman as he is seen as the protector and preserver. One way that Vishnu fulfils this role is through avatars. They will already be aware of one of Vishnu’s avatars (Rama) through learning about Diwali and the story of Rama and Sita.</p> <p>Pupils should also be encouraged to consider whether there are links between the ‘truths’ and values revealed in the story and their own beliefs, values and experiences.</p>

Knowledge that children will learn and remember (see <i>italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● The story of Prince Prahlad and Hindu teaches us about devotion and loyalty ● Krishna is known as the supreme God in his own right. He is the god of protection, compassion, tenderness and love and is one of the most popular of all Indian divinities ● Stories about Krishna teach Hindus how to lead a good life ● Hindus believe that God is present in all people ● Holi festival celebrates spring, love and new life. It's known as 'the festival of colours'. ● Hindus celebrate the festival of Holi in different ways, including dancing, singing and throwing of powder paint and coloured water. ● There are differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate ● Holi celebrations express Hindu beliefs about equality ● Festivals and celebrations are helpful ways for communities and societies to pass on values, guidance and traditions ● Consider the different ways that myth and stories are and used ● Explain how a 'truth' might be contained within a story ● Consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) ● Discuss and debate things that they consider to be true that others might disagree with
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● Hindus believe that God is present in all people ● Holi festival celebrates spring, love and new life. It's known as 'the festival of colours'. ● Hindus celebrate the festival of Holi in different ways, including dancing, singing and throwing of powder paint and coloured water. ● Holi celebrations express Hindu beliefs about equality
Prior knowledge	<p>This unit builds on:</p> <p>EYFS- Celebrations</p> <p>Year 1 - Hinduism</p> <p>Year 2- Hindu devotion and worship</p> <p>Year 3- Hindu scriptures, Raksha Bandhan</p> <p>Year 4- Diwali</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 6- Hinduism- Journeys</p>
Vocabulary	<p>Hindu dharma</p> <p>Holi</p> <p>Holika</p> <p>Truth</p> <p>Brahman</p> <p>Vishnu</p> <p>Avatar</p> <p>Krishna</p> <p>Scriptures</p> <p>Atman</p> <p>myth</p>

Year 5 Spring 2 - Miracles and Pilgrimage

Subjects taught in this theme	R.E.
The Big Question for R.E.	What do we mean by a miracle?
The Big Outcome for R.E.	Children will explore a selection of miracle stories from the life of Jesus and consider what a Christian might learn from these stories.
R.E. Objectives	World Religions- Christianity
Background Knowledge	<p>This unit enables pupils to explore what the Christian belief in Jesus as ‘fully human and fully divine’ means. They will build on their prior learning about the incarnation and to consider why some people regard the miracles of Jesus as signs of his divine nature. They might also reflect on what miracles such as healing the sick and feeding people reveal about the humanity of Jesus.</p> <p>Pupils should have opportunities to discuss why some people believe in miracles and why others do not. In the context of Christianity, they should understand the importance for many Christians, of believing in the possibility of miracles and in belief in the resurrection of Jesus. Pupils will investigate why some Christians might want to travel to a place associated with a miracle. They should reflect on the impact of bringing beliefs to life by standing in the place where an important event is believed to have happened. They should consider the meaning of the word faith and the experiences that might strengthen the faith of a believer.</p>
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • Christians believe miracles are ‘signs’ of the divinity of Jesus • Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus • Some Christians go on pilgrimage to places associated with miraculous events • That belief in miracles and the power of prayer has a big impact on a Christian • Explain the difference between fact, opinion and belief • There are differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God • Discuss their own beliefs – is there anything that they accept as truth which others may not agree with? • Reflect on how they make decisions about what is/is not true

SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Christians believe miracles are 'signs' of the divinity of Jesus • Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus • Some Christians go on pilgrimage to places associated with miraculous events 												
Prior knowledge	This unit builds on prior learning of incarnation.												
Future learning	This unit gives prior knowledge for:												
Vocabulary	<table border="1"> <thead> <tr> <th></th><th>Key Words</th></tr> </thead> <tbody> <tr> <td>miracle</td><td>an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency.</td></tr> <tr> <td>divine</td><td>of or like God or a god.</td></tr> <tr> <td>pilgrimage</td><td>a visit to a place that is considered special, where you go to show your respect:</td></tr> <tr> <td>resurrection</td><td>the rising of Christ from the dead.</td></tr> <tr> <td>Jerusalem</td><td>the capital of the ancient kingdom of Judah and of the modern state of Israel. The name means "city of peace."</td></tr> </tbody> </table>		Key Words	miracle	an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency.	divine	of or like God or a god.	pilgrimage	a visit to a place that is considered special, where you go to show your respect:	resurrection	the rising of Christ from the dead.	Jerusalem	the capital of the ancient kingdom of Judah and of the modern state of Israel. The name means "city of peace."
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miracle	an extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency.												
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Year 5 Summer 1 - How do people decide what to believe?

Subjects taught in this theme	R.E.
The Big Question for R.E.	How do people decide what to believe?
The Big Outcome for R.E.	Pupils will explore Christian beliefs and teachings about the concept of the Trinity. They will learn about the Worldwide church and beliefs that might unite them.
R.E. Objectives	Study world religions- Christianity

Background Knowledge	<p>This unit enables pupils to explore Christian beliefs and teachings contained in the Apostle's Creed and how shared beliefs unite the world-wide Church. Pupils should know what is meant by the idea of one God in Trinity and be able to explain the role of each person of the Trinity. They should be able to explain these concepts using subject specific vocabulary and make connections between beliefs, teachings and practices.</p> <p>Pupils will begin to explore diversity within Christianity by looking at differences in worship. They should consider different ideas about diversity within a community – and the importance of being respectful of difference. Pupils should know that there is one worldwide Christian community - the Church – but that there are many types of Christians and churches that belong to this.</p> <p>Pupils will have opportunities to explore the question of how people can live together well in modern Britain – and the value of being united in diversity.</p>
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • When Christians talk about the Trinity they mean there is one God, who is Father, Son and the Holy Spirit • The Apostle's Creed is a summary of what the Church teaches and of what Christians together believe • The Christian community (The Church) is united by agreed statement of belief • There is a range of symbols that are used for the Trinity, including the triangle, the Trinity Knot and the Fleur-de-lis • Symbols unite the worldwide Christian Church • Places like Taizé are examples of where Christians from different backgrounds come together to worship • Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life • Discuss different responses to sources of authority • Raise meaningful questions about things that puzzle them • Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • When Christians talk about the Trinity they mean there is one God, who is Father, Son and the Holy Spirit • The Apostle's Creed is a summary of what the Church teaches and of what Christians together believe • The Christian community (The Church) is united by agreed statement of belief
Prior knowledge	<p>This unit builds on:</p> <p>Year 2- Belonging and Unity</p> <p>Year 3- The Holy Spirit</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 6- Holy Week and The Eucharist</p>

Vocabulary	Key Words	
	creed	a system of religious belief; a faith.
	Apostle's Creed	God, the Father Almighty. "We believe,"
	Holy trinity	the three persons of the Christian Godhead; Father, Son, and Holy Spirit.
	Taizé	Christian worship practised by the Taizé community in France, characterized by the repetitive singing harmonized tunes, interspersed with readings, prayers, and periods of silence.
	Anglican	relating to or denoting the Church of England or any Church in communion with it.
	Catholic	a member of the Roman Catholic Church.
	Quaker	a Christian movement founded by George Fox c. 1650 and devoted to peaceful principles.
	ecumenical	the movement to bring together the different denominations to focus on their shared values and bring unity to the Church.

Year 5 Summer 2 - Judaism- Do People Need Laws to Guide Them?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Why is it sometimes difficult to do the right thing?
The Big Outcome for R.E.	Pupils will explore why the Torah is so important to Jewish people and how it is used as a source of guidance for their lives. They will discover how Jewish people visit the synagogue in order to deepen their knowledge of the Torah and to receive support from people there in understanding its teachings.
R.E. Objectives	Study world religions- Judaism
Background Knowledge	This unit enables pupils to explore the importance of the Torah to Jewish people as a guide to life and faith. This unit has links with the Year 2 unit 'What aspects of life really matter?' and pupils will have opportunities for revisiting prior learning on how the Torah was given to Moses. Pupils will learn that Jewish people attend the synagogue in order to find out more about how to live their lives and to seek guidance from religious leaders. They will explore

	how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue. Pupils will then have time to reflect upon how they personally make decisions and who or what can have influence over this.
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers • Explain the impact of Jewish beliefs and values – including reasons for diversity • Explain differing forms of expression within the context of Jewish worship. • Describe diversity of religious practices and lifestyle • Interpret the deeper meaning of symbolism – contained in stories, images and action • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers • Explain the impact of Jewish beliefs and values – including reasons for diversity • Explain differing forms of expression within the context of Jewish worship.
Prior knowledge	<p>This unit builds on:</p> <p>Reception- What is special about our world?</p> <p>Year 1- Trusting other people</p> <p>Year 2- Moses and the 10 Commandments</p>
Future learning	<p>This unit gives prior knowledge for:</p> <p>Year 6- Rites of Passage</p>
Vocabulary	<i>Torah, synagogue, guidance, respect, faith, Rabbi, Bimah, Ark, yad</i>

Year 6 Autumn 1 - Rites of Passage

Subjects taught in this theme	R.E.
The Big Question for R.E.	How are different 'Turning Points' marked in different religions?
The Big Outcome for R.E.	Pupils will learn about ways that different turning points in life are marked , such as baptisms, marriages, funerals, bar mitzvahs.
R.E. Objectives	Study of world religions
Background Knowledge	<p>This unit enables pupils to examine how rites of passage reflect their commitment and relationship with God. The focus is on 'is life like a journey' so through this unit students will analyse beliefs, teachings and values and how they are linked. They should consider different religions, reflecting upon the importance of child baptisms, confirmations, marriages, funerals and bar mitzvahs/ bat mitzvahs. Pupils will compare and contrast different religious ceremonies- how are they the same and how are they different? This can then be developed by students demonstrating a self-awareness of their own personal development by considering their own life journey and the changes they will make as they make as they progress through life.</p> <p>Pupils should be able to apply their understanding of the Christian concept of God from previous years. They should be able to make meaningful links with Christian beliefs about God as 'Father', a God who became incarnate in order to teach and save, a God who is both transcendent and personal.</p>
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● Baptism/ Christening is a Christian rite of admission, usually with the use of water ● Confirmation is a religious ceremony admitting a person to full privileges in a church or synagogue ● Marriage is the process by which two people make their relationship public, official and permanent. Marriage itself is not a religious institution but many religions celebrate marriage in a variety of ways. ● There are a wide variety of religious funerals. It is a ceremony where loved ones and friends gather to mark the passing of someone who was important to them. ● Bar Mitzvah is for a boy and Bat Mitzvah is for a girl. It refers to the coming-of-age ritual in Judaism and commemorates the child's 13th birthday. ● Analyse the importance of rites of passage as an expression of faith and commitment ● Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies ● Discuss how people change during the course of their lifetime and the key events that humans might mark on the journey of life ● Consider the value of celebrating landmarks in life for individuals and communities ● Ask and respond thoughtfully to questions about how they have changed during their life so far and how they might continue to change ● Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life.

SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Baptism/ Christening is a Christian rite of admission, usually with the use of water • Confirmation is a religious ceremony admitting a person to full privileges in a church or synagogue • Marriage is the process by which two people make their relationship public, official and permanent. Marriage itself is not a religious institution but many religions celebrate marriage in a variety of ways. • There are a wide variety of religious funerals. It is a ceremony where loved ones and friends gather to mark the passing of someone who was important to them. • Bar Mitzvah is for a boy and Bat Mitzvah is for a girl. It refers to the coming-of-age ritual in Judaism and commemorates the child's 13th birthday
Prior knowledge	This unit builds on: Prior learning of world religions and tier practices
Future learning	This unit gives prior knowledge for: The metaphorical journey that they children are making and their future after primary school
Vocabulary	<i>Rites of passage; baptism, bar mitzvah, bat mitzvah, turning point.</i>

Year 6 Autumn 2 - Hindu dharma- Is there one journey or many?

Subjects taught in this theme	R.E.
The Big Question for R.E.	Is there one journey or many?
The Big Outcome for R.E.	Pupils will explore Hindu beliefs about karma and reincarnation and how these might impact of the way that a believer lives.
R.E. Objectives	Study world religions- Hinduism
Background Knowledge	<p>This unit enables pupils to explore Hindu beliefs about reincarnation and consider how these beliefs might impact on a Hindu's view about the purpose of human existence. Pupils should be able to build in their prior learning about the concept of 'dharma' within Hinduism. They should develop an understanding of the belief that dharma can change during the course of life and that the religious duties of a child are seen as different to those of an adult with family responsibilities or an elderly person. They should be able to explain how performing dharma would have an impact on a person's karma – and how this then links with Hindu beliefs about the cycle of life, death and rebirth.</p> <p>Pupils should have opportunities to explore Hindu beliefs about reincarnation of the soul and</p>

	the ultimate aim of Moksha (liberation from rebirth).
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> • Hindus believe in the cycle of samsara- that all life goes through birth, life, death and rebirth • Karma is a Hindu concept which explains that beneficial effects are gained from past beneficial actions and harmful effects from past harmful actions • Moksha means 'freedom from samsara' • The belief in reincarnation affects the way in which a Hindu views the 'journey of life' • The belief in reincarnation and the law of karma affects the way a Hindu lives • Hindus believe that there are four ashramas (stages of life) in the life of a Hindu • A person changes as they move from one ashrama to the next • The importance of the samskaras (rites of passage) prepares a Hindu for the commitments of each ashrama • Discuss the special milestones that we might celebrate during a person's lifetime • Discuss how our rights, responsibilities and relationships with others might change as we go through life • Ask and respond thoughtfully to questions about their own journey of life • Consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> • Karma is a Hindu concept which explains that beneficial effects are gained from past beneficial actions and harmful effects from past harmful actions • The belief in reincarnation affects the way in which a Hindu views the 'journey of life' • The belief in reincarnation and the law of karma affects the way a Hindu lives • Hindus believe that there are four ashramas (stages of life) in the life of a Hindu
Prior knowledge	<p>This unit builds on:</p> <p>Year 1 - Hinduism Year 2- Hindu devotion and worship Year 3- Hindu scriptures</p>
Future learning	This unit gives prior knowledge for:

Vocabulary		Key Words
	reincarnation	a person or animal in whom a particular soul is believed to have been reborn
	samsara	the cycle of death and rebirth to which life in the material world is bound.
	karma	The way a person's actions decide their fate in the future
	moksha	release from the cycle of rebirth
	ashrama	Four age based life stages
	atman	the soul

Year 6 Spring 1 - What is Hajj and why is it important to Muslims?

Subjects taught in this theme	R.E.
The Big Question for R.E.	How do humans change during the journey of life?
The Big Outcome for R.E.	Pupils will analyse the importance of the Five Pillars of Islam through looking at how they are linked. Pupils will see how these might be helpful in guiding a person through life.
R.E. Objectives	Study world religions- Islam
Background Knowledge	<p>This unit enables pupils to explore the Five Pillars of Islam and how these beliefs and values impact on the life of a Muslim. Pupils should have opportunities to deepen their understanding by considering the pilgrimage to Mecca and completing Hajj. They should explore what it means to be a Hajji, reflecting on the personal journey a Muslim will make both physically and spiritually. They should be able to explain how a journey might change someone even after the journey itself is over.</p> <p>Pupils will also consider their own life experiences and suggest how their lives have changed. They should consider the challenges that people may face during the journey of life and the support that may be needed as they move through their own life journey.</p>

Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● Analyse the Five Pillars of Islam and how they are linked ● The beliefs and values of Islam guides a person through life ● Ummah refers to the whole Muslim world and, for Muslims, it is a community of diverse members ● Hajj is the annual pilgrimage to Mecca that all able Muslims are expected to complete at least once in their lives ● A person might change once becoming a hajji ● Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage ● Discuss the various events that might happen on the journey of life and how people might change over the course of their life ● Consider what support people might need on life's journey ● Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● The Five Pillars of Islam are linked ● The beliefs and values of Islam guides a person through life ● Ummah refers to the whole Muslim world and, for Muslims, it is a community of diverse members ● Hajj is the annual pilgrimage to Mecca that all able Muslims are expected to complete at least once in their lives
Prior knowledge	<p>This unit builds on:</p> <p>Year 2- Submission, gratitude, prayer</p> <p>Year 3- Indepth study of the Prophet Muhammad</p> <p>Year 4- Ramadan, the 5 Pillars.</p> <p>Year 5- The importance of the Qur'an to Muslims. The Night of Power.</p>
Future learning	

Vocabulary	Key Words	
	Hajj	a pilgrimage made to the Kaaba, the "House of Allah", in the sacred city of Mecca in Saudi Arabia.
	Five Pillars of Islam	the five obligations that every Muslim must satisfy in order to live a good and responsible life according to Islam.
	pilgrimage	a visit to a place that is considered special, where you go to show your respect
	Ummah	the whole community of Muslims bound together by ties of religion.
	Sawm	fasting from dawn until dusk during Ramadan, one of the Five Pillars of Islam
	Mecca	city in Saudi Arabia; the birthplace of Muhammad
	Ka'ba	cubical building in the courtyard of the Great Mosque at Mecca containing a sacred black stone

Year 6 Spring 2 - Holy Week and The Eucharist

Subjects taught in this theme	R.E.
The Big Question for R.E.	Why do Christians believe Good Friday is good?
The Big Outcome for R.E.	Pupils will investigate the importance of Easter. They will investigate the ways in which a Christian might celebrate the events of Holy Week.
History Objectives	Study of World Religions- Christianity
Background Knowledge	This unit enables pupils to explore the events of Holy Week and Easter Sunday in the Christian religion. This builds on their prior knowledge of Lent, the Easter Story and the concept of Jesus' sacrifice. They will focus on Christian beliefs about suffering and how these are responded to and commemorated through the events of Holy Week. Through study of Eucharist in different denominations, pupils will identify how Christians view the death and

	resurrection of Jesus as a source of guidance and comfort. They should have opportunities to reflect on whether suffering can make a person stronger and who or what they can turn to when facing difficulties.
Knowledge that children will learn and remember (<i>see italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● Retell the events leading up to and including the death of Jesus ● Beliefs about the suffering, death and resurrection of Jesus guides and comfort a Christian during difficult times in their own life ● Explain how and why Christian individuals and communities might celebrate the events of Holy Week ● The Eucharist is also called 'Holy Communion' of 'Lord's Supper'. It is a ritual commemoration of Jesus' last supper with his disciples. The Eucharist is from the Greek word for 'thanksgiving'. ● Consider how people might mature and become stronger through overcoming difficulties ● Consider the value of being part of a community on the 'journey of life' ● Raise questions and discuss the extent to which they agree that 'suffering makes you stronger' ● Discuss own experiences and attitudes towards the importance of having companionship on the journey of life
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● Retell the events leading up to and including the death of Jesus ● Beliefs about the suffering, death and resurrection of Jesus guides and comfort a Christian during difficult times in their own life ● The Eucharist is also called 'Holy Communion' of 'Lord's Supper'.
Prior knowledge	<p>This unit builds on:</p> <p>Year 4 - Sacrifice and rebirth- Jesus in the wilderness, Lent.</p>
Future learning	This unit gives prior knowledge for

Vocabulary		Key Words
	Eucharist	the Christian service commemorating the Last Supper
	Holy week	the week before Easter, starting on Palm Sunday
	Good Friday	the Friday before Easter Sunday, on which the Crucifixion of Christ is commemorated
	resurrection	the rising of Christ from the dead.
	guide	a person who shows the way to others
	comfort	the easing of a person's feelings of grief or distress
	suffering	the state of undergoing pain, distress, or hardship
	struggle	make forceful or violent efforts to get free of restraint
	courage	strength in the face of pain or grief; courage
	Golgotha	Also called Calvary; skull-shaped hill in Jerusalem, the site of Jesus' crucifixion

Year 6 Summer - Buddhism- What do we mean by ‘a good life’?

Subjects taught in this theme	R.E.
The Big Question for R.E.	What ingredients are needed for a good life?
The Big Outcome for R.E.	Children will discover the story of Prince Siddhartha. He had everything yet was not happy.They will learn about the 8-fold path, the 4 Noble Truths and about meditation.
R.E. Objectives	Study world religions- Buddhism
Background Knowledge	This unit will enable pupils to explore the concept of a good life through considering what Buddhism teaches makes someone truly happy. They will find out about the life experiences that started Prince Siddhartha’s journey to becoming the Buddha and will reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists. They will have the opportunity to experience meditation and to reflect on their own life and happiness as they prepare for the change of leaving primary school.

	This unit will build on their prior learning about life as a journey and deepen their understanding of how people might cope with change and difficulties in life. They should be able to make reference to other religions and worldviews that they have studied when discussing how beliefs and values might give people guidance and support to enable them to live a 'good' life.
Knowledge that children will learn and <i>remember</i> (see <i>italics for knowledge to remember</i>):	<ul style="list-style-type: none"> ● Buddhists believe in and teach about how to be content ● Buddhist beliefs and values are contained within the story of Prince Siddhartha ● The story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths are linked ● The Buddhists Eightfold Path is one of the principle teachings of Buddhism ● Daily meditation is important in Buddhism ● Discuss the meaning of contentment – is it the same as happiness, or something different? ● Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy? ● Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of ● Discuss the potential barriers to their happiness and what they can do to overcome these
SEND (essential knowledge for pupils with cognitive needs)	<ul style="list-style-type: none"> ● Buddhists believe in and teach about how to be content ● Buddhist beliefs and values are contained within the story of Prince Siddhartha ● The story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths are linked ● The Buddhists Eightfold Path is one of the principle teachings of Buddhism ● Daily meditation is important in Buddhism
Prior knowledge	This unit builds on prior learning that life is like a journey
Future learning	This unit gives prior knowledge for the children's continuing journey through life.

Vocabulary

	Key Words
Prince Siddhartha	Also known as the Buddha; the founder of Buddhism
Buddha	Enlightened one
Four Noble Truths	the four central beliefs containing the essence of Buddhist teaching: the truth of suffering; cause of suffering; end of suffering; truth of the path that leads to the end of suffering.
Eightfold Path	The path to nirvana
Nirvana	state in which there is neither suffering, desire, nor sense of self, the subject is released from the effects of karma and the cycle of death and re-birth. The final goal of Buddhism. Like heaven.
contentment	a state of happiness and satisfaction
Satisfied	contented; pleased
Dharma wheel	The symbol of Buddhism