

Religious Education Curriculum (Following Derbyshire Agreed Syllabus)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			This unit will introduce children to the special places.	This unit will introduce children to special times and give them an opportunity to talk about them.		
EYFS	<p>F1: Which stories are special and why? Knowledge and Understanding Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Skills Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories.</p> <p>Key Vocab</p>	<p>F2: Which people are special and why? Knowledge and Understanding Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Skills Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories.</p> <p>Key Vocab Special, unique, people who help us, nurse,</p>	<p>F3: Which places are special and why? Knowledge and Understanding Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Skills Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories.</p> <p>Key Vocab</p>	<p>F4: Which times are special and why? Knowledge and Understanding Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Skills Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories.</p> <p>Key Vocab</p>	<p>F5: Where do we belong? Knowledge and Understanding Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Skills Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories.</p> <p>Key Vocab Special, unique, reflect</p>	<p>F6: What is special about our world? Knowledge and Understanding Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Skills Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories.</p> <p>Key Vocab</p>

	Special, unique, Jesus, Christianity, reflect, Bible	doctor, parents, teachers.	Special, unique, people who help us, nurse, doctor,	Special, unique, baptism, Christening, Birthday, Easter		Special place, unique,
			This unit will strengthen children's knowledge linked to Y1 1.5 What makes some placed sacred?			
Yr 1	<p>1.1 Who is a Christian and what do they believe?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Know about and understand a range of religions and worldviews. Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out about the meanings 	<p>1.6 How and why do we celebrate special and sacred times? Christmas</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities. Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out 		<p>This unit builds on prior learning in EYFS F3 : Which places are special and why? 1.5 What makes some places sacred?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities. Recall and name different beliefs and practices, including festivals, worships, 	<p>1.8 How should we care for others and the world and why does it matter?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities. Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in 	<p>1.7 What does it mean to belong to a faith community?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities. Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out

	<p>behind them.</p> <ul style="list-style-type: none"> • express ideas and insights about nature, significance and impact of religions and worldviews. • Observe and recount different ways of belonging, responding sensitively for themselves. <p>Skills Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to</p>	<p>about the meanings behind them.</p> <ul style="list-style-type: none"> • express ideas and insights about nature, significance and impact of religions and worldviews. • Observe and recount different ways of belonging, responding sensitively for themselves <p>Skills Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to using words, music art or poetry. Find out about and respond with ideas to examples between</p>		<p>rituals and ways of life, in order to find out about the meanings behind them.</p> <ul style="list-style-type: none"> • express ideas and insights about nature, significance and impact of religions and worldviews. • Observe and recount different ways of belonging, responding sensitively for themselves <p>Skills Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to using words, music art or poetry.</p>	<p>order to find out about the meanings behind them.</p> <ul style="list-style-type: none"> • express ideas and insights about nature, significance and impact of religions and worldviews. • Observe and recount different ways of belonging, responding sensitively for themselves • Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. <p>Skills Gain and deploy the skills needed to engage seriously with</p>	<p>about the meanings behind them.</p> <ul style="list-style-type: none"> • express ideas and insights about nature, significance and impact of religions and worldviews. • Observe and recount different ways of belonging, responding sensitively for themselves • Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. <p>Skills Gain and deploy the skills needed to engage seriously with</p>
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	<p>using words, music art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. Key Vocab</p> <p>Belonging, symbol, Christianity, celebration, Jesus, ceremony, faith, parable,</p>	<p>people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. Key Vocab</p> <p>Belonging, symbol, Christianity, celebration, Jesus, ceremony, faith, parable, Christmas, birth.</p>		<p>Find out about and respond with ideas to examples between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. Key Vocab</p> <p>Belonging, symbol, Christianity, celebration, Jesus, ceremony, faith, parable,</p>	<p>religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to using words, music art or poetry. Find out about and respond with ideas to examples between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. Key Vocab</p> <p>Belonging, symbol, Christianity, celebration, Jesus, ceremony, faith, parable,</p>	<p>religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to using words, music art or poetry. Find out about and respond with ideas to examples between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response. Key Vocab</p> <p>Belonging, symbol, Christianity, celebration, Jesus, ceremony, faith, parable,</p>
Yr2	<p>Who is a Muslim and what do they believe? Knowledge and Understanding</p>		<p>1.3 What can we learn from sacred books? This unit builds on Term 1 EYFS F1</p>	<p>1.6 How and why do we celebrate special and sacred times? Easter</p>	<p>1.4 Who is Jewish and what do they believe? Knowledge and Understanding</p>	<p>1.8 How should we care for others and the world and why does it matter?</p>

	<ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recall and name different beliefs and practices including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them. Know about and understand a range of religions and worldviews. Observe and recount different ways of expressing identity and belonging, responding sensitively. <p>Skills</p>		<p>What stories are special and why?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities. Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them. express ideas and insights about nature, significance and impact of 	<p>This unit builds on Term 2 Yr2 1.6 How and why do we celebrate special and sacred times? Christmas</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities. Recall and name different beliefs and practices, including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them. express ideas and insights 	<ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recall and name different beliefs and practices including festivals, worships, rituals and ways of life, in order to find out about the meanings behind them. Know about and understand a range of religions and worldviews. Observe and recount 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> recognise symbols and actions which express a community's way of life, appreciating some similarities between communities. Recall and name different beliefs and practices, including rituals and ways of life, in order to find out about the meanings behind them. express ideas and insights about nature, significance and impact of religions and worldviews. Observe and recount different ways of belonging,
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	<p>Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to using words, music art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Key Vocab Muslim, Mosque, Allah, believe, faith, celebration</p>		<p>religions and worldviews.</p> <ul style="list-style-type: none"> Observe and recount different ways of belonging, responding sensitively for themselves <p>Skills Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to using words, music art or poetry. Find out about and respond with ideas to examples between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>about nature, significance and impact of religions and worldviews.</p> <ul style="list-style-type: none"> Observe and recount different ways of belonging, responding sensitively for themselves <p>Skills Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to using words, music art or poetry. Find out about and respond with ideas to examples between people who are different. Find out about questions of right and wrong and begin to</p>	<p>different ways of expressing identity and belonging, responding sensitively.</p> <p>Skills Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to using words, music art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Key Vocab</p>	<p>responding sensitively for themselves</p> <ul style="list-style-type: none"> Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. <p>Skills Gain and deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas opinions in response to using words, music art or poetry. Find out about and respond with ideas to</p>
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			<p>Key Vocab Sacred, symbol, Bible, respect, parable, believe, faith</p> <p>This unit will prepare children for Y3 2.1 Why is the Bible important for Christians today?</p>	<p>express their ideas and opinions in response.</p> <p>Key Vocab Special, sacred, Easter, new life, Good Friday, Palm Sunday, Jesus, crucified,</p> <p>This unit will prepare children for Y3 2.5 Why are festivals important to religious communities?</p>	<p>Judaism, Jewish, belonging, believe, faith, Synagogue, artefact, Torah, Shabbat</p>	<p>examples between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Key Vocab world, earth, creation, care, respect, role models, awe, wonder</p>
YR3	5		<p>This unit will build on children's knowledge of sacred books from Y2 '1.4 What can we learn from sacred books?</p>	<p>This unit will build on children's prior learning in Y2 1.6 How and why do we celebrate sacred times?</p>		
		<p>2.1 What do different people believe about God?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Know about and understand a range of religions and worldviews. Describe and understand links between stories and 	<p>2.4 Why do people pray? (Christians and Muslims)</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Know about and understand a range of religions and worldviews. Describe and make connections between 	<p>2.1 Why is the Bible important for Christians today?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Know about and understand a range of religions and worldviews. Describe and understand links between stories and other aspects of the communities they are 	<p>2.5 Why are festivals important to religious communities? (Christians : Easter)</p> <p>Knowledge and Understanding</p> <p>Know about and understand a range of religions and worldviews. Describe and understand links between stories and other aspects of the</p>	<p>2.8 What does it mean to be a Christian in Britain today?</p> <p>Knowledge and Understanding</p> <p>Know about and understand a range of religions and worldviews. Describe and understand links between stories and other aspects of the communities they are</p>

	<p>other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a 	<p>different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals in life, in order to reflect on their significance.</p> <ul style="list-style-type: none"> • Describe and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Observe and understand 	<p>investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and</p>	<p>communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and</p>	<p>investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between</p>	
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	<p>community may be valuable, both in diverse communities being studied and in their own lives.</p> <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different worldviews and religions. <p>Skills</p> <ul style="list-style-type: none"> Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. Discuss and present thoughtfully own and others' 	<p>varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <ul style="list-style-type: none"> Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities 	<p>differences between different worldviews and religions.</p> <p>Skills</p> <p>Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply own ideas about ethical questions including ideas about ethical</p>	<p>differences between different worldviews and religions.</p> <p>Skills</p> <p>Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply own ideas about ethical questions including ideas about ethical questions, including</p>	<p>different worldviews and religions.</p> <p>Skills</p> <p>Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply own ideas about ethical questions including ideas about ethical questions, including</p>	
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	<p>views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry.</p> <ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Discuss and apply own ideas about ethical questions including ideas about ethical questions, 	<p>and differences between different worldviews and religions.</p> <p>Skills</p> <ul style="list-style-type: none"> • Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. • Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. • Consider and apply ideas about ways in which diverse 	<p>questions, including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response.</p> <p>Key Vocab Bible, Jesus, creation, stories, parables, lessons, influence, good and evil, Church</p>	<p>ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response.</p> <p>Key Vocab Festivals, Easter, resurrection, decoration, celebrate,</p>	<p>ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response.</p> <p>Key Vocab Christians, beliefs, routines, Bible, Church, pray, hymns, worship, sermon</p>	
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	<p>including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response.</p> <p>Key Vocab God, believe, beliefs, concept, qualities, leader, influence</p>	<p>communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <ul style="list-style-type: none">• Discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response. <p>Key Vocab Worship, pray, prayer, reflection, hope, thanks, sermon, church, prayer mat, rituals,</p>				
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<p>Yr 4</p>	<p>2.5 Why are festivals important to religious communities? Hindu - Diwali Oct. 24th</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews. • Describe and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from 	<p>2.6 Why do some people think life is a journey?</p> <p>Knowledge and Understanding</p> <p>Know about and understand a range of religions and worldviews. Describe and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and</p>	<p>This unit will link with prior learning in Y2'Who is a Muslim and what do they believe?' Contrasting religions.</p> <p>2.8 What does it mean to be a Hindu in Britain today?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews. • Describe and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of 	<p>This unit will link with prior learning in) Y3</p> <p>2.1 Why is the Bible important for Christians today? (reflecting back to Wise words, stories from the Bible with messages</p> <p>2.9 What can we learn from religions about deciding what is right and wrong?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews. • Describe and understand links between stories and other aspects of the communities they are 	<p>2.3 Why is Jesus inspiring to some people?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews. • Describe and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in 	

	<p>them in different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities 	<p>significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives.</p> <p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different worldviews and religions.</p> <p>Skills</p> <p>Express clearly ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a 	<p>investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of 	<p>different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied 	
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	<p>being studied and in their own lives.</p> <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different worldviews and religions. <p>Skills</p> <ul style="list-style-type: none"> Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. Discuss and present thoughtfully 	<p>Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own</p>	<p>community may be valuable, both in diverse communities being studied and in their own lives.</p> <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different worldviews and religions. <p>Skills</p> <ul style="list-style-type: none"> Express clearly ideas and insights about the nature, significance and impact of 	<p>faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives.</p> <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different worldviews and religions. <p>Skills</p> <ul style="list-style-type: none"> Express clearly ideas and insights 	<p>and in their own lives.</p> <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different worldviews and religions. <p>Skills</p> <ul style="list-style-type: none"> Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. Discuss and present thoughtfully own and 	
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	<p>own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry.</p> <ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. 	<p>ideas clearly in response.</p> <p>Key Vocab Life, journey, beginning, creation, end, problems, solutions, growing, learning</p>	<p>religions and worldviews.</p> <ul style="list-style-type: none"> • Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to 	<p>about the nature, significance and impact of religions and worldviews.</p> <ul style="list-style-type: none"> • Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. • Consider and apply ideas about ways in which diverse communities can live together for 	<p>others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry.</p> <ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Discuss and apply own 	
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	<ul style="list-style-type: none"> Discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response. <p>Key Vocab Hindu, Diwali, festival of light, Rama Sita, diva lamp, decoration,</p>		<p>ideas about community, values and respect.</p> <ul style="list-style-type: none"> Discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response. <p>Key Vocab Hindu, Diwali, light and dark, good and Evil, Rama, Sita, Temple, prayer</p> <p>This unit will link with future learning in Y5</p>	<p>the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <ul style="list-style-type: none"> Discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response. <p>Key Vocab Influence, right, wrong, decisions, reflection, remorse,</p>	<p>ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response.</p> <p>Key Vocab Jesus, inspiration, leader, role model, example</p>	
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			<p>2.6 'What does it mean to be a Muslim in Britain today?' Contrasting religions.</p>	<p>apologise, leader, role model, behaviour</p> <p>This unit will link with future learning in Yr 5/6 2.3 What do religions say to us when life gets hard?</p>		
Yr5	<p>2.1 Why do some people believe God exists? Knowledge and Understanding</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today. • Know about and understand a range of religions and worldviews. • Describe and understand 	<p>2.2 What would Jesus do? Knowledge and Understanding</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today. • Know about and understand a range of religions and worldviews. • Describe and understand links between 	<p>This unit links with previous learning EYFS F3 Which places are special and why? Also, links with visits to the church (whole school)</p> <p>2.4 If God is everywhere why go to a place of worship? Knowledge and Understanding</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today. 	<p>This unit builds on prior learning from Yr 2 Who is a Muslim and what do they believe?</p> <p>2.6 What does it mean to be a Muslim in Britain today? Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews. • Describe and understand links between stories and other aspects of the 		<p>2.3 What do religions say to us when life gets hard? (Introduction into Y6) Knowledge and Understanding</p> <ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews. • Describe and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to

	<p>links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 	<p>stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. 	<ul style="list-style-type: none"> • Know about and understand a range of religions and worldviews. • Describe and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Observe and understand varied examples of 	<p>communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment 		<p>a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging
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	<ul style="list-style-type: none"> • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives. • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different 	<ul style="list-style-type: none"> • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives. • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different 	<p>religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <ul style="list-style-type: none"> • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives. • Observe and consider different dimensions of 	<p>to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives.</p> <ul style="list-style-type: none"> • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different worldviews and religions. <p>Skills</p>		<p>to a community may be valuable, both in diverse communities being studied and in their own lives.</p> <ul style="list-style-type: none"> • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different worldviews and religions. <p>Skills</p> <ul style="list-style-type: none"> • Express clearly ideas and insights about the nature, significance
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	<p>worldviews and religions.</p> <p>Skills</p> <ul style="list-style-type: none"> • Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. • Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. 	<p>worldviews and religions.</p> <p>Skills</p> <ul style="list-style-type: none"> • Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. • Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. 	<p>religion, so that they can explore and show understanding of similarities and differences between different worldviews and religions.</p> <p>Skills</p> <ul style="list-style-type: none"> • Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. • Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, 	<ul style="list-style-type: none"> • Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. • Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. • Consider and apply ideas about ways in which diverse 		<p>and impact of religions and worldviews.</p> <ul style="list-style-type: none"> • Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding
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	<ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own ideas 	<ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own ideas 	<p>purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry.</p> <ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. • Discuss and apply own ideas about ethical questions including ideas about ethical 	<p>communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p> <ul style="list-style-type: none"> • Discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response. <p>Key Vocab</p>		<p>thoughtfully to ideas about community, values and respect.</p> <ul style="list-style-type: none"> • Discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response. <p>Key Vocab Life, death, suffering, prayer, hope, justice, injustice, sense of purpose, support, caring, listening</p>
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	<p>clearly in response.</p> <p>Key Vocab God, believe, Bible, enquiry, questions, statistics, proof, Christians, Hindus, Jews, Muslims, Atheists,</p>	<p>clearly in response.</p> <p>Key Vocab Jesus, values, characteristics, conduct, love, forgiveness, justice, fairness, generosity, follow, leader</p>	<p>questions, including ideas about what is right and wrong and what is fair and just, and express own ideas clearly in response.</p> <p>Key Vocab Places of worship, Church, Temple, Synagogue, Mosque, Prayer, prayer mat, duty, pilgrimage, sacred place, meditation, silence, hierarchies</p> <p>This unit can be linked with enrichment activities ie Visits to Church, RE themed days. Yr 6 2.5 Is it better to express your religion in arts and architecture or in</p>	<p>Muslim, Islam. Allah, Five Pillars of Islam, Prayer, prayer mat, Holy Qur'an, salat (daily prayer), pilgrimage</p>		
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			charity and generosity			
Yr 6	<p>2.3 What do religions say to us when life gets hard?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Know about and clearly understand a range of religions and worldviews. Clearly describe and understand links between stories and other aspects of the communities they are investigating responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in 	<p>2.5 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Show an understanding of the value of sacred buildings and art. Be able to suggest reasons why some believers see generosity and charity as more important than buildings and art. Show an understanding of the value of sacred 	<p>This unit builds on prior learning in Y3</p> <p>2.1 Why is the Bible important for Christians today?</p> <p>Key question lesson 1 – What matters most?</p> <p>2.7 What matters most to Christians and Humanists?</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Identify the values found in stories and texts. Describe some Christian and Humanist values simply. Suggest why it might be helpful to follow a moral code and why it might be difficult. 			<p>2.8 What difference does it make to believe in Ahimsa(harmlessness), Grace and Ummah (community)</p> <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> Describe what Ahimsa, Grace or Ummah mean to religious people. Know about and clearly understand a range of religions and worldviews. Describe the challenges of being a Hindu, Christian or Muslim in Britain today. Consider and evaluate the significance of

	<p>different communities.</p> <ul style="list-style-type: none"> • Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied 	<p>buildings and art.</p> <p>Skills</p> <ul style="list-style-type: none"> • Respond with own ideas to the title question. • Apply ideas about values from scriptures to the title question. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse communities being studied and in their own lives. 	<ul style="list-style-type: none"> • Give examples of similarities and differences between Christian and Humanist values. <p>Skills</p> <ul style="list-style-type: none"> • Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in light of their learning. • Express own ideas about some big moral concepts comparing them with others they have 			<p>the three key ideas studied.</p> <p>Skills</p> <ul style="list-style-type: none"> • Make connections between beliefs and behavior in different religions. • Respond sensitively to examples of religious practice with ideas of their own. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in diverse
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	<p>and in their own lives.</p> <p>Skills</p> <ul style="list-style-type: none"> Express clearly ideas and insights about the nature, significance and impact of religions and worldviews. Discuss and present thoughtfully own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including, reasoning, art, music and poetry. 	<p>Key Vocab Generosity, charity, giving, sacred buildings, sacrifice, architecture, express, media, culture, comparison, give, receive, poverty, greatness</p>	<p>previously studied.</p> <p>Key Vocab Christians, Humanists, good and bad, behavior, actions, code for living, fairness, freedom, truth, honest, kindness, peace</p> <p>This unit will prepare children for KS3 Key Question 3.11 'What difference does it make it believe in...?'</p>			<p>communities being studied and in their own lives.</p> <p>Key Vocab Hindus, Christians, Muslims, harmless, community, no violence, beliefs, behaviour, relations, impact, concept, similar, different, exploration</p>
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	<ul style="list-style-type: none">• Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.• Confidently discuss and apply own ideas about ethical questions including ideas about ethical questions, including ideas about what is right and wrong and what is fair and just, and express					
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	<p>own ideas clearly in response.</p> <p>Key Vocab Life, death, suffering, prayer, hope, justice, injustice, sense of purpose, support, caring, listening, heaven, hell, reincarnation, judgement</p>					