



RE: CURRICULUM OVERVIEW 2021-2022



Year Group	Key Question	Investigation Autumn 1 Focus Question	Investigation Autumn 2 Focus Question	Investigation Spring 1 Focus Question	Investigation Spring 2 Focus Question	Investigation Summer 1 Focus Question	Investigation Summer 2 Focus Question	Cultural Capital inc visits/visitors
EYFS Elm	Why are some things special?	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people? OR What is special about our world?		
Year 1 Maple	What do people say about God?	<u>Judaism</u> What do some people do because they believe in God?	<u>Christianity</u> <u>God</u> How do some people feel/behave because they believe in God?	<u>Islam</u> How might beliefs about creation affect the way people treat the world?	<u>Christianity</u> <u>Jesus</u> Why is Jesus special to Christians?	<u>Islam</u> How might beliefs about creation affect the way people treat the world?	<u>*Christianity</u> <u>The Church</u> How might people show that they belong to God?	*Christianity – Visit to local Church
Year 2 Chestnut	How do we respond to the things that really matter?	<u>Islam</u> Why do Muslims believe that it is important to obey God?	<u>Christianity</u> <u>God</u> Does how we treat the world matter?	<u>*Judaism</u> What aspects of life really matter?	<u>Christianity</u> <u>Jesus</u> Why do Christians say that Jesus is the 'light of the world'?	<u>Hinduism</u> How might people express their devotion?	<u>Christianity</u> <u>The Church</u> What unites the Christian community?	*Judaism – Visit to local Synagogue
Year 3 Rowan	Who should we follow?	<u>*Sikhism</u> Why are Gurus important to Sikhs?	<u>Christianity</u> <u>God</u> How have some people served God?	<u>Hinduism</u> Why is family an important part of Hindu life?	<u>Christianity</u> <u>Jesus</u> What does it mean to be a disciple of Jesus?	<u>Islam</u> Why is the Prophet Mohammed (pbuh) an example for Muslims?	<u>Christianity</u> <u>The Church</u> What do Christians mean by the Holy Spirit?	*Sikhism – Visit to local Gurdwara

Year 4 Beech	How should we live our lives?	<u>*Islam</u> Why do Muslims fast?	<u>Christianity</u> <u>God</u> How and why might Christians use the bible?	<u>Sikhism</u> How do Sikhs express their beliefs and values?	<u>Christianity</u> <u>Jesus</u> Is sacrifice an important part of religious life?	<u>Islam</u> Why do Muslims fast?	<u>Christianity</u> <u>The Church</u> What does 'love your neighbour' really mean?	*Islam – Visit to local Mosque
Year 5 Willow	Where can we find guidance about how to live our lives?	<u>Islam</u> Why is the Qur'an important to Muslims?	<u>Christianity</u> <u>God</u> Why is it sometimes difficult to do the right thing?	<u>*Hinduism</u> What might Hindus learn from the stories of Krishna?	<u>Christianity</u> <u>Jesus</u> What do we mean by a miracle?	<u>Judaism</u> Do people need laws to guide them?	<u>Christianity</u> <u>The Church</u> How do people decide what to believe?	*Hinduism - Mandir
Year 6 Oak	Is life like a journey?	<u>Islam</u> What is Hajj and why is it important to Muslims?	<u>Christianity</u> <u>God</u> How do Christians mark the 'turning points' on the journey of life?	<u>Humanism</u> What makes a good life?	<u>Christianity</u> <u>Jesus</u> Why do Christians believe that Good Friday is good?	<u>*Buddhism</u> What makes a good life?	<u>Christianity</u> <u>The Church</u> If life is like a journey, what is the destination?	*Buddhism – Visit to local Temple

Links to EYFS Educational Programme for RE

Key Question: Where do we belong?

Reception will link RE themes in with their various topics throughout the year. Christianity will be the dominant faith covered and the remaining religions can be chosen so that it is appropriate to the religions within in the class and reflects the school community.

Early Learning Goals: Talk about the lives of the people around them and their roles in society. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

RE				
0-3 years of age	3-4 Years of age	Reception Children	ELG	Key Vocabulary
Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history.	Continue developing positive attitudes about the differences between people.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Talk about the lives of the people around them and their roles in society. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	COEL Links
				Families, culture, celebrations, church, festivals, Temple, Diwali, Christmas, Mosque, Eid, Halloween, bonfire night, remembrance day, Sikh, Hindu, Muslim, Christian, fireworks, family, same, different, share. Showing a curiosity about objects, events and people Finding ways to solve problems Making links and noticing patterns in their experience Making predictions Developing ideas of grouping, sequences cause and effect

SEQUENCE OF KNOWLEDGE & SKILLS

Christianity - God						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and values	<ul style="list-style-type: none"> • Know that Christians refer to God as 'Father' • Talk about why Christians might compare God to a loving parent 	<ul style="list-style-type: none"> • Retell (simply) the Genesis 1 story of creation • Suggest why Christians might think it is important to look after the world 	<ul style="list-style-type: none"> • Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions) • Identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) • Suggest why these prophets chose to listen to and follow God 	<ul style="list-style-type: none"> • Explore different Christian beliefs about the Bible as the word of God • Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible • Describe why some Christians might view the Bible as an important source of authority and moral guidance 	<ul style="list-style-type: none"> • Describe Christian beliefs about sin and forgiveness • Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God • Suggest different ways that this story might be understood by Christians 	<ul style="list-style-type: none"> • Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God • Explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)
Living religious traditions	<ul style="list-style-type: none"> • Talk about how and why Christians might want to talk to God • Suggest symbolic meanings of rituals and items used in Christian prayer 	<ul style="list-style-type: none"> • Suggest ways that Christians might express their concern for the natural world • Describe how and why Christians might thank God for creation at Harvest festivals 	<ul style="list-style-type: none"> • Identify Christians who might be described as people who listened to and followed God • Describe how and why some Christians might devote their lives to serving God • Talk about what is meant by a sense of vocation 	<ul style="list-style-type: none"> • Explain why Christians might have different views about how to interpret and apply the Bible • Explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience) 	<ul style="list-style-type: none"> • Describe and explain how and why Christians might use the Lord's Prayer • Analyse and interpret the Lord's Prayer – and what guidance it provides for Christians • Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations 	<ul style="list-style-type: none"> • Analyse the importance of Christian 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

Shared human experience	<ul style="list-style-type: none"> • Talk about the importance of love in families • Talk about the ways in which they are cared for and supported by family members 	<ul style="list-style-type: none"> • Identify ways in which humans use (and abuse) the natural world • About why our planet should matter to all humans – and how this should influence our behaviour 	<ul style="list-style-type: none"> • Identify inspirational people/role models for the world today • Describe the qualities that inspirational people might have 	<ul style="list-style-type: none"> • Discuss why people might have different views about what is right and wrong – and where these views might come from • Describe the different sources of authority that humans might look to when making decisions about how to live their lives 	<ul style="list-style-type: none"> • Consider the different ways that myth and stories are and used • Explain how a 'truth' might be contained within a story 	<ul style="list-style-type: none"> • 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
Search for personal meaning	<ul style="list-style-type: none"> • Reflect on their own role within the family • Discuss who they can talk to when they are happy/sad/worried 	<ul style="list-style-type: none"> • Reflect on their own use of the world's resources • Ask questions about what they can do to show that they care about the world 	<ul style="list-style-type: none"> • Discuss who makes a good role model and why • Raise and discuss questions about following others – including both positive and negative responses 	<ul style="list-style-type: none"> • Reflect on their own understanding of morality and where it comes from • Raise questions and discuss responses to different ideas about how to live well 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Christianity - Jesus

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and values	<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. 	<ul style="list-style-type: none"> • Suggest what Christians might mean when they refer to Jesus as 'the Light of the world' • Talk about the different titles that might be given to Jesus – Christ/ Messiah/ Saviour/Son of God 	<ul style="list-style-type: none"> • Know what is meant by discipleship • Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus • Identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19) 	<ul style="list-style-type: none"> • Retell the story of Jesus in the wilderness • Identify Christian beliefs about Jesus reflected in this story • Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) 	<ul style="list-style-type: none"> • Describe Christian beliefs about miracles as '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 	<ul style="list-style-type: none"> • Retell the events leading up to and including the death of Jesus • Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life
Living religious traditions	<ul style="list-style-type: none"> • Identify religious aspects of Christmas celebrations • Talk about why Christmas is a special time for Christians 	<ul style="list-style-type: none"> • Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carol services, Christingle) – and the symbolic meaning • Talk about the different ways that Christians might celebrate Christmas 	<ul style="list-style-type: none"> • Describe how and why Christians might try to follow the example of Jesus 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 	<ul style="list-style-type: none"> • Describe what a Christian might do during Lent and why • Explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this • Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith 	<ul style="list-style-type: none"> • Describe why some Christians might go on pilgrimage to places associated with miraculous events • Explain the impact that belief in miracles and the power of prayer might have on a Christian 	<ul style="list-style-type: none"> • Explain how and why Christian individuals and communities might celebrate the events of Holy Week • Use religious vocabulary to describe and explain the Eucharist • Explain different Christian beliefs about the Eucharist and its importance

Shared human experience	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Identify different ways that humans use light • Discuss the importance of light – as a source of comfort, security and hope • Talk about how and why light might be an important symbol 	<ul style="list-style-type: none"> • Talk about what it means to have charismas • 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 	<ul style="list-style-type: none"> • Consider differing attitudes and responses to the concept of sacrifice (both positive and negative) • Discuss why many people are willing to make sacrifices for the people they love • Discuss why some people may be willing to make a sacrifice for someone they don't even know 	<ul style="list-style-type: none"> • Explain the difference between fact, opinion and belief • Consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God 	<ul style="list-style-type: none"> • 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'
Search for personal meaning	<ul style="list-style-type: none"> • Talk about their own beginnings and how they were welcomed into the family. • Reflect on who has helped them in life so far. 	<ul style="list-style-type: none"> • Ask questions about the value of sources of light in their own lives • Talk about the people who provide comfort, security and hope for them • Suggest ways in which they might be a light for others. 	<ul style="list-style-type: none"> • Reflect on their own leadership abilities • Discuss their own desires to make a difference in the world/in their communities 	<ul style="list-style-type: none"> • Give examples of acts of sacrifice that have been done by or for them • Discuss who or what they would be prepared to make sacrifices for • Consider the value of sacrifice – as an expression of love and commitment 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Christianity – The Church						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and values	<ul style="list-style-type: none"> • Know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies • Talk about what it might mean to belong to the Church family 	<ul style="list-style-type: none"> • Suggest beliefs and values that might unite the Christian community • Talk about why some Christians might think it is important to come together to worship God 	<ul style="list-style-type: none"> • Know what Christians mean by the Holy Spirit • Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities • Identify Christian values exemplified in the gifts/fruits of the Spirit 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Describe what Christians mean when they talk about one God in Trinity • Identify the beliefs contained within the Apostle's Creed • Explain why the Christian community (The Church) might want/need an agreed statement of belief 	<ul style="list-style-type: none"> • Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian • Explain (simply) Christian beliefs about salvation • Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life
Living religious traditions	<ul style="list-style-type: none"> • Identify features of baptism – e.g. the font, candles, godparents • Talk about why parents might want to have their child baptised 	<ul style="list-style-type: none"> • Identify symbols (images and actions) used in Christian worship • Talk about how and why symbols might be used in Christianity • Identify and describe features of a church 	<ul style="list-style-type: none"> • Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations • Describe how and why Pentecost is celebrated • Describe why some Christians might take part in a procession of witness 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Describe and explain the meaning of a range of symbols that might be used for the Trinity • Explain how symbols might unite the worldwide Christian Church • Describe the role of places like Taizé where Christians from different backgrounds might come together to worship 	<ul style="list-style-type: none"> • Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation) • Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice

Shared human experience	<ul style="list-style-type: none"> • Talk about what it means to belong to a family • Talk about the role of families in raising children 	<ul style="list-style-type: none"> • Identify signs and symbols in the world around them • Talk about the school logo – what values it might represent and how it might unite the school community 	<ul style="list-style-type: none"> • Describe aspects of being human that we should be proud of • Discuss what it means to be a successful human – and the different measures of success that might be applied 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others • Discuss the importance of saying sorry and forgiveness in maintaining relationships with others
Search for personal meaning	<ul style="list-style-type: none"> • Talk about their own identity as part of a family and part of the school community 	<ul style="list-style-type: none"> • Ask thoughtful questions about signs and symbols • Talk about communities that they belong to – and how they show their commitment to these communities 	<ul style="list-style-type: none"> • Discuss their own sense of value and what is good /unique about being them • Reflect on the people that they value in their lives – and how they show their appreciation 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences) • Reflect on the benefits and difficulties of forgiveness

Islam						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and values	<ul style="list-style-type: none"> • Know that Muslims believe in one God (Allah) • Know that Muslims believe the world was created by God • Talk about why Muslims might value the natural world 	<ul style="list-style-type: none"> • Suggest why Muslims believe that it is important to respect God • Talk about why Muslims would want to show their gratitude to God • Know that submission to God is an important aspect of Islamic life 	<ul style="list-style-type: none"> • Develop an understanding of 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 	<ul style="list-style-type: none"> • Explore Islamic teachings about Ramadan from the Qur'an • Make links between Islamic values and the beliefs explored so far in their study of Islam 	<ul style="list-style-type: none"> • Explore Islamic beliefs about the Qur'an as the word of God • Explain how and why the Qur'an is a source of guidance for life for a Muslim • Explain the impact of believing that the Qur'an is divine revelation 	<ul style="list-style-type: none"> • Analyse the Five Pillars of Islam and how they are linked • Explain how the beliefs and values of Islam might guide a person through life • Explain the importance of the Ummah for Muslims and that

			teachings and example of the Prophet Muhammad (pbuh)		<ul style="list-style-type: none"> Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets 	this is a community of diverse members
Living religious traditions	<ul style="list-style-type: none"> Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet Suggest how Muslims might show respect for God by caring for the natural world 	<ul style="list-style-type: none"> Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat Suggest how making time for the five daily prayers is an act of submission 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use subject specific language to describe how and why Muslims fast at Ramadan Explain the importance of Ramadan in the context of the Five Pillars of Islam Consider the impact that fasting might have on individuals, families and communities 	<ul style="list-style-type: none"> Explain how and why Muslims might commemorate the Night of Power Describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim 	<ul style="list-style-type: none"> Describe and explain the importance of Hajj, including the practices, rituals and impact Explain how 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
Shared human experience	<ul style="list-style-type: none"> Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Identify characteristics of a good role model Discuss how good role models can have a positive impact on individuals, communities and societies. 	<ul style="list-style-type: none"> Discuss (with relevant examples) the importance of showing commitment to a belief, value or community Consider the role of sacrifice within religion and communities 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Search for personal meaning	<ul style="list-style-type: none"> Reflect on how they treat the natural world – and if they have a duty to look after it 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Reflect on their own beliefs, values and commitments Consider and discuss how they demonstrate their personal commitments 	<ul style="list-style-type: none"> Discuss who or what has guided them in their own beliefs, values and commitments Reflect on what 'ultimate authority' might mean for them 	<ul style="list-style-type: none"> 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

Judaism				
	<i>Judaism is taught in Year 1,2 & 5.</i>			
	Year 1	Year 2	Year 5	
Beliefs and values	<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) 	<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 fathers • Suggest ways in which the Ten Commandments might influence the life of a believer 	<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 	
Living religious traditions	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Talk about how keeping the Sabbath day holy might influence a Jewish person • Talk about how the Sabbath is a way of making time for God and family • Know about the Jewish tradition of Friday night dinner 	<ul style="list-style-type: none"> • Explain differing forms of expression within the context of Jewish worship. • Describe diversity of religious practices and lifestyle within • Interpret the deeper meaning of symbolism – contained in stories, images and actions 	
Shared human experience	<ul style="list-style-type: none"> • 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) • Notice that for many people, trust is an important part of human life 	<ul style="list-style-type: none"> • Talk about why 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 	<ul style="list-style-type: none"> • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities 	
Search for personal meaning	<ul style="list-style-type: none"> • Ask questions (about the importance of trust and who they can trust/rely on in their own lives) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance 	

Hinduism

Hinduism is taught in Year 2, 3, 5 & 6

	Year 2	Year 3	Year 5	Year 6
Beliefs and values	<ul style="list-style-type: none"> • Know that Hindus believe in one God (Brahman) who can be worshipped in many forms • Know that these forms (the deities) have different qualities and are portrayed in different ways • Suggest why Hindus might believe that it is important to show devotion to the deities 	<ul style="list-style-type: none"> • Develop an understanding of the importance of duty and commitment to many religions • Know that following dharma (religious duty) is an important part of Hindu life • Suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family 	<ul style="list-style-type: none"> • Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty • Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus • Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer 	<ul style="list-style-type: none"> • Analyse Hindu beliefs about samsara, karma and moksha and how these are linked • Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life' • Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives
Living religious traditions	<ul style="list-style-type: none"> • Know that Hindus might worship at a Mandir and/or the home shrine • Suggest why worship in the home might be important • Describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray) 	<ul style="list-style-type: none"> • Describe how and why Hindus might celebrate Raksha Bandhan • Identify aspects of the celebration which remind Hindus of their dharma • Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) 	<ul style="list-style-type: none"> • Describe and explain a variety of ways that Hindus might celebrate the festival of Holi • Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate • Explain how Holi celebrations might express Hindu beliefs about equality 	<ul style="list-style-type: none"> • Describe and explain the four ashramas (stages of life) in the life of a Hindu • Explain how a person might change as they move from one ashrama to the next • Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama

Shared human experience	<ul style="list-style-type: none"> •Talk about qualities that make some people special •Identify ways in which humans show their gratitude to the people who matter in their lives 	<ul style="list-style-type: none"> •Identify sources of authority and inspiration •Consider what our 'duties' as human beings are 	<ul style="list-style-type: none"> •Explain how festivals and celebrations might be 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 	<ul style="list-style-type: none"> •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
Search for personal meaning	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •Reflect on their own duties – to themselves, to their families, to their communities •discuss who or what they follow – and why 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •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

Sikhism		
	<i>Sikhism is taught in Year 3 & 4</i>	
	Year 3	Year 4
Beliefs and values	<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 	<ul style="list-style-type: none"> •Explore teachings and stories from Sikhism •Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus •Make links between the beliefs, values and practices of Sikhism

Living religious traditions	<ul style="list-style-type: none"> • Describe how and why the Guru Granth Sahib is treated with great respect • Suggest how and why Sikhs might show commitment to their faith 	<ul style="list-style-type: none"> • Use subject specific language to describe how and why Sikhs show their religious commitments and values • Explain how clothing and behaviour might be symbolic of beliefs, values and commitments
Shared human experience	<ul style="list-style-type: none"> • Identify people and ideas that inspire commitment • Discuss the different ways that people might show that they are committed 	<ul style="list-style-type: none"> • Discuss (with relevant examples) the importance of how we view and behave towards others • Talk about how our outward behaviour reflects our inner beliefs, values and commitments
Search for personal meaning	<ul style="list-style-type: none"> • Reflect on their own commitments and the impact that these have on their lives • Ask questions about the value of having commitments 	<ul style="list-style-type: none"> • 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

Buddhism	
	<i>Buddhism is taught in Year 6</i>
	Year 6
Beliefs and values	<ul style="list-style-type: none"> • Analyse Buddhist beliefs and teachings about how to be content • Explain Buddhist beliefs and values contained within the story of Prince Siddhartha • Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths

Living religious traditions	<ul style="list-style-type: none"> • Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist. • Consider the importance of daily meditation in Buddhism
Shared human experience	<ul style="list-style-type: none"> • 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?
Search for personal meaning	<ul style="list-style-type: none"> • 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

Humanism

Humanism is taught in Year 6. This is in addition to the above scheme of work which follows Lancashire SACRE

Year 6

Key Question: What makes a good life?

Humanism is not a religion but a philosophy – believing that people should live their best lives for themselves and others, including the world around them.