



**Peters Hill Primary School**  
**Subject Leaders – Jane Burrows and Ellen Foxall**

**Intent Statement**

We want all children to understand and demonstrate our underlying principles of **Ambition, Belief, Compassion, Pride and Respect**. We want our curriculum to enable children to become **successful, confident, motivated and responsible** individuals with a **wealth of knowledge** about the world around them. We want all children to develop their full potential in a structured, caring and purposeful learning environment. We want all children to understand the connections that exist between new learning and existing knowledge through an awareness of carefully chosen pathways.

**At Peters Hill Primary School the curriculum is designed to:**

- Recognise all pupils as individuals and encourage positive self-worth and self-esteem.
- Promote curiosity, enthusiasm and engagement through a range of topics and themes.
- Encourage resilience and confidence to face challenges and tackle problems.
- Foster logical, creative and deep thinking to solve challenges and problems.
- Develop Independence and promote responsibility for learning.
- Nurture respect for others and value differences within our school community.
- Grow an awareness of civic responsibility and global citizenship.
- Develop a strong awareness of prior learning and the links that exist to new knowledge.
- Develop new learning and understand the impact on ourselves, the school and the wider community.

**Our Design and Technology Pathways are:**

- Pathway 1 - Christianity**
- Pathway 2 - Judaism**
- Pathway 3 - Islam**
- Pathway 4 - Sikhism**
- Pathway 5 – Hinduism**

			Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pathway 1 Christianity</b>	<p>Y1- Creation (Autumn 1)</p> <p>I know that Christians believe God created the world. I can remember the Christian Creation story and recall some of the things that God made. I can start to explain why I think God wants Christians to look after the world.</p>	<p>Y1 – Jesus as a friend (Spring 1)</p> <p>I can remember a story about Jesus and his friends. I can say how Jesus showed friendship. I can talk about my friends and say how I am a good friend.</p>	<p>Y2 – What did Jesus Teach (Autumn 1)</p> <p>I can recall a story or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.</p>	<p>Y3 -Jesus Miracles (Spring 1)</p> <p>I can retell a story about Jesus healing someone. I can give a Christian viewpoint about one of Jesus’ healing miracles. I can say whether I think Jesus healed people and why.</p>	<p>Y4 – Prayer and Worship – Do people need to go to church to show they are Christians? (Summer 2)</p> <p>I can explain some of the ways that Christians worship (at a church or at home,) ie, singing, reading the bible, praying, taking Holy Communion) I can say why I think the church may be important to Christians</p>	<p>Y5 – Beliefs and Practices – showing commitment to God (Summer 2)</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>	<p>Y6 -Belief and Meaning – Is anything ever eternal? (Spring 1)</p> <p>I can describe what a Christian might learn from a bible story about love and about life after death. I can make links between Christian beliefs and whether anything is eternal. I can explain my own beliefs about whether anything is ever Eternal.</p>
<b>Pathway 1 Christianity – Christmas (Autumn 2)</b>	<p>Y1- Christmas story - Gifts – What gift would I give to Baby Jesus?</p> <p>I can recall some of the main events from the Christmas story. I can name some of the gifts that the wise men gave to Jesus. I can suggest a gift that I would give to baby Jesus .and say why.</p>		<p>Y2 -Jesus as a gift from God – Why did God give Jesus as a gift to the world?</p> <p>I can remember the Christmas story. I can begin to explain that Christians think Jesus was a gift from God to the world. I can give a reason why Christians believe that God gave Jesus to the world.</p>	<p>Y3 - Has Christmas lost its true meaning?</p> <p>I can begin to explain the true meaning of Christmas for Christians. I can say what Christmas means to Christians and what it means to me.</p>	<p>Y4 - What is the most important part of the Nativity story for Christians today?</p> <p>I can describe something a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this to my own thoughts.</p>	<p>Y5 – the Christmas story true?</p> <p>I can start to explain that Jesus was the incarnation of God. I can recall some differences in the different accounts of the Christmas story. I can start to explain that true can mean different things relating to the Christmas story</p>	<p>Y6 - How significant is it that Mary was Jesus’s mother?</p> <p>I can explain some reasons why Mary was chosen to be Jesus Mother. I know what incarnation means. I can start to explain the importance of Mary being Jesus’ mother and what I think about this.</p>

<p><b>Pathway 1</b> <b>Christianity -</b> <b>Easter</b> <b>(Spring 2)</b></p>	<p>Y1 – Palm Sunday</p> <p>I can recall the main events in the story of Palm Sunday and begin to explain how I know Jesus was special</p> <p>I can start to show that Jesus is special to Christians.</p>		<p>Y2 – Resurrection</p> <p>I can recall parts of the Easter story and say what Christians believe happened on Easter Sunday.</p> <p>I can suggest what I think happened to Jesus.</p>	<p>Y3 – Forgiveness</p> <p>I can say what some Christian symbols mean: cross, bread, wine. I can start to explain why Christians believe Jesus death is important.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus’ death.</p>	<p>Y4 - Is forgiveness always possible?</p> <p>I can recall a biblical story about forgiveness and describe what a Christian might learn about forgiveness from this.</p> <p>I can give my own opinion about forgiveness.</p>	<p>Y5 - Did God intend Jesus to be crucified and if so, was Jesus aware of this?</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus’ crucifixion being His destiny.</p>	<p>Y6 - Is Christianity still a strong religion 2000 years after Jesus was on earth</p> <p>I can describe one way that Christianity seems to be a strong religion today and suggest how this can be counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>
<p><b>Pathway 2</b> <b>Judaism</b></p>	<p>Y1 – Shabbat <b>(Summer 1)</b></p> <p>I can use the right names for things that are special to Jewish people at Shabbat. I can recall some of the things that Jewish people do to celebrate Shabbat.</p> <p>I can start to explain how Jewish beliefs affect decisions they make.</p>	<p>Y1 – Hanukkah <b>(Summer 2)</b></p> <p>I can recognise some symbols used at Hanukkah.</p> <p>I can start to explain how a Jewish child may feel when taking part in Hanukkah activities.</p>		<p>Y4 – Beliefs and Practices – The Jews relationship with God. <b>(Autumn 1)</b></p> <p>I can explain some Jewish beliefs about God. I know why Abraham and Moses are important to Jews.</p> <p>I can explain some ways in which Jewish people show they have a special relationship with God.</p>	<p>Y4 – Passover <b>(Spring 1)</b></p> <p>I can use the right vocabulary for some things that are special to Jews. I can describe some of the things Jews do to show respect to God. I can ask questions about an aspect of Passover or kashrut to find out why it is important.</p> <p>I can give my opinion about how it would feel to keep Kashrut.</p>	<p>Y4 – Beliefs and Practices. <b>(Summer 1)</b></p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be best for Jews to show their commitment to God and start to give reasons.</p>	

<p><b>Pathway 3 Islam</b></p>	<p>Y2 – Prayer at home (Spring 1)</p> <p>I can use the right words to describe how Muslims pray. I can say some ways how praying 5 times a day helps Muslims. I can say why I think praying helps Muslims or how it might be difficult.</p>	<p>Y2 – Community and belonging -Mosque Summer 1</p> <p>I can use the right words to describe what Muslims do and feel when they pray alone or at the Mosque I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray alone.</p>	<p>Y2 – Hajj (Summer 2)</p> <p>I can recall some of the things that are important to Muslims during Hajj. I can start to explain the importance of Hajj to a Muslim.</p>		<p>Y6 – Beliefs and Practices – showing commitment to God. (Autumn 1)</p> <p>I know that Muslims show commitment to God by following the 5 Pillars of Islam. I can explain some of the ways that Muslims show commitment to God. I can explain why Muslims show commitment to God in different ways and suggest what I think is the best way for Muslims to show commitment to God.</p>	<p>Y6 – Beliefs and moral views – Life after death. (Summer 1 / 2)</p> <p>I can describe some of the ways that Muslims try to lead lives that are respectful to God. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims</p>	
<p><b>Pathway 4 Sikhism</b></p>	<p>Y3 – Beliefs and Practices Do the teachings of Sikhism help Sikh's to lead a better life? (Autumn 1)</p> <p>I know some of the main teachings of Sikhism. (worship, wear the 5k,s, read the Sikh special book; Guru Granth Sahib) I can explain some of the things that Sikhs do to show their religion is important to them:.(keep God in mind at all times,, sharing, make an honest living)</p>	<p>Y3 – Sharing and Community (Summer 1)</p> <p>I can describe some ways that Sikhs share and explain why this is important to them because of their beliefs. I can explain if I think sharing is important or not to Sikhs.</p>	<p>Y3 – Prayer and Worship – What is the best way to show commitment? (Summer 2)</p> <p>I can describe some of the ways Sikhs show commitment to God. I can start to evaluate which ways I think may show more or less commitment to God for Sikhs.</p>				

## Pathway 5 Hinduism

Y5 – Prayer and Worship – What is the best way to show commitment to God? (Autumn 1)

I can use the right names for things that are special to Hindu's. (temple, shrine, Puja, pilgrimage, Dharma, Vedas)  
I can explain some of the ways that Hindu's show commitment to God.  
I can express why I think Hindu's might choose different ways to show commitment to God

Y5 -: Hindu Beliefs  
How can Brahman be everywhere and in everything?

Spring 1  
I can describe what a Hindu believes about Brahman and can start to explain the belief that Brahman is in everything. I can make links between Hindu beliefs about Brahman and how Hindus live their lives.  
I can express my understanding of how Brahman can / cannot be in everything.

Y5 - Hinduism\_Beliefs and Moral values  
Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

Summer 1  
I can describe a Hindu belief relating to life after death and explain the impact of this on a Hindu's life.  
I can express my own views about Hindu beliefs and whether they make sense to me or not.

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