

Bishop Aldhelm's CE Primary School – Religious Education

Our School Values in RE:

We show love by understanding and valuing our own beliefs and show interest in how they connect to others' and their beliefs.

We show courage by asking questions, answering questions and sharing our own opinions about different religions and worldviews.

We show unity by respecting the practices and beliefs of different religions and worldviews even if they differ from our own beliefs.

We show inspiration by developing our own actions and beliefs in response to learning about a range of religions and worldviews.

Guidance provided by the BCP Locally Agreed Syllabus: Any Questions – An Enquiry Approach to learning.

Purpose of study

The locally agreed syllabus provides the structure by which the staff can plan and deliver high quality RE that engages pupils in relevant questioning and exploration of their own and others' beliefs, ethics, religions and non-religious worldviews and one which provides an enquiry approach. This enables the acquisition of knowledge and encourage the progression of pupils' critical thinking skills, as well as their spiritual and moral development, and thus promote respect for themselves and others, as well as the love of learning.

Aims

"Every child and young person who goes to school is entitled to an experience of religious education (RE) that is both academically challenging and personally inspiring" (National Curriculum Framework for RE 2013, page 6). To achieve this, RE in Bournemouth and Poole aims to:

- Provoke challenging questions about the ultimate meaning and purposes of life, beliefs (religious and non-religious) about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- Develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and non-religious worldviews such as Humanism. It aims to nurture pupils' awareness and understanding of beliefs, teachings, practices and forms of expression and to help them understand how these contribute to people's identity, sense of belonging, values and commitments;
- Encourage pupils to develop their own sense of identity and belonging, to enable them to flourish individually within their communities, to act with personal responsibility and as citizens in a pluralistic and global community;
- Offer opportunities for personal reflection and spiritual development, encouraging pupils to develop the ability to be still, to think deeply, to reflect and to appreciate times of stillness and silence;
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, values, belief, faith and ethics, as informed by religious and non-religious worldviews, and to effectively express and communicate their responses.

Importance to Bishop Aldhelm's children

At Bishop Aldhelm's we want the RE our children learn to be Exciting, Engaging, Enquiring, Challenging, Reflective and Enjoyable. Our RE lessons are based on a big question each half term, we make connections and collect clues to help us to answer the big question. Our work is concept driven and we often focus on key words to develop religious literacy and equip us with the skills we need to discuss religion. We use units from DiscoveryRE and Understanding Christianity as a basis. We currently learn about Christianity, Judaism and Islam in Key Stage One and Christianity, Hinduism, Sikhism, Islam and Judaism in Key Stage Two. Children at Bishop Aldhelm's are also introduced to Humanism as a non-religious world view with sessions in Year 6. Our children also consider different religions alongside global learning and interfaith projects. We believe that RE helps children to learn about diversity in the UK and around the world.

Through our sessions, children should be able to access their key words to help them to discuss, recall knowledge and understand religion in society. Specific skills for Religious Education will have been developed including;

EYFS/KS1

- retelling religious stories
- recognising symbols
- sharing my opinions
- asking questions
- responding positively to differences and similarities

KS2

- making connections between words of wisdom
- can reflect on their own values and those of a believer
- can understand different ways of life and ways to express meaning
- can ask and have the skills to answer, ultimate and ethical questions from their viewpoint and that of a believer
- discuss issues and support the development of community cohesion whilst challenging prejudice

Our ongoing skills development include Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self-Understanding, Communication, Problem Solving. Our developing attitudes in Religious Education (and world views) include Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.

Local Links

We have regular visits and visitors as part of our RE curriculum and have outdoor learning opportunities on our school grounds. RE lessons often include aspects of Philosophy for Children, circle time, critical thinking, learning from believers (email interviews, visitors, film clips) and opportunities to unpack concepts through drama, art and ICT. Additional opportunities for RE include visits to local places of worship; St Aldhelm’s Church, Salisbury Cathedral, Bournemouth Hebrew Congregation Synagogue, Bournemouth Islamic Centre, Southampton Nanaksar Gurdwara. We take part in the Harvest services, Christmas services and Easter Experience days at St Aldhelm’s Church and have regular visits from PACE Trust (Programme for Applied Christian Education) who help lead RE lessons, transition for Year 6 and various worships across the year.

We want children to leave Bishop Aldhelm’s being able to:

- * ask questions and share their own opinions about what they think about an idea in response to open questions
- * know about a range of different faiths and world views with a focus on Christianity.
- * respond to RE learning in a range of creative outputs. There should be a balance of learning recorded in books and in portfolios, including children’s thoughts about their learning displayed alongside these.

How all children are included in RE:

- * Pre-teaching is used to explain key vocabulary and concepts prior to the lesson.
- * Partner work is encouraged to develop children's thinking and responses to key enquiry questions.
- * Peers or adults record children’s thinking as part of discussion work.
- * Child led discussions or partner work spoken at the child’s level to ensure that key concepts and learning are understood.
- * Alternative ways of recording/scaffolds are used for children so that they can demonstrate their knowledge and understanding in accessible ways.
- * Where possible, practical activities (e.g. role play, debates), religious artefacts, images or videos are used to explain concepts and religious stories to children.

Religious Education Curriculum Knowledge Progression: Using an Enquiry approach

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Beliefs and Practices</u> <u>(A) Objectives</u>	<p>Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.</p> <p>They should listen to and talk about stories.</p> <p>Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.</p>	<p>Strand A: Know about and understand a range of religions and non-religious worldviews, so that they (pupils) can:</p> <ul style="list-style-type: none"> Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. <p><i>(Taken from ‘Any Questions’ – BCP Locally Agreed syllabus 2017 – 2022)</i></p>					
<u>Beliefs and Practices (A) Knowledge</u>	<p>Christianity New vocabulary: Christians, God, Earth, human, Jesus, precious, special, saves, love, story, celebration, special book, bible, church, miracle, special place</p> <p>Knowledge: I know that Christians believe God came to Earth in human form as Jesus. I know that Christians believe Jesus came to show that all people are precious and special to God. I know that Christians remember Jesus’ last week at Easter. I know that Jesus’ name means ‘He saves’. I know that Christians believe Jesus came to show God’s love. I know that Christians believe Jesus is special. I know that Christians believe Jesus was able to help everybody because they believe He is God’s son I know what things I would find inside a church. I know why a church is a special place for Christians</p>	<p>Christianity New vocabulary: Creation, universe, sequence, important, believe/belief, rest, Harvest, Festival, birth, advent, friendship, unique relationship, bridge, care,</p> <p>Knowledge: I know that Christians believe that God created the universe. That the earth and everything in it are important to God. I can identify the sequence of the creation story and know the importance Christians attach to a day of rest. I know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. I know that Christians celebrate Jesus’ birth; Advent for Christians is a time for getting ready for Jesus’ coming. I know that Christians believe that Jesus is God. They know the birth narrative. I can remember a story about Jesus showing friendship and talk about it.</p>	<p>Christianity New vocabulary: Kindness, good news, gospel, forgive/forgiveness, tax collector, disciples, prayer, worship, praise, salvation, peace, fair, sorry</p> <p>Knowledge: I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. I know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. I know that Christians believe in God and that they find out about him in the Bible. I know that Christians worship God and pray to him. I can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you.</p>	<p>Christianity New vocabulary: Trinity – father, son, holy spirit, baptism, John the Baptist, symbolism, command, Holy Week, resurrection, Good Friday, the fall, persecution, incarnation, salvation</p> <p>Knowledge: I know that Christians believe God is Trinity: Father, Son and Holy Spirit and can explain the purpose of each part of the trinity. I know the story of Jesus Baptism including that Jesus was baptised by John the Baptist that a voice came from above and the dove appeared. I know the symbolism this suggests. I can describe a Christian Baptism (child and adult) including the terminology of ‘in the name of the father, the son and the Holy spirit’ I know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.</p>	<p>Christianity New vocabulary: Covenant, trust, Pentecost, Kingdom, comforter, Fruits of the Spirit: gentleness, kindness, peace, love, joy, patience, goodness, faithfulness, self-control, vow (marriage, baptism), body of Christ.</p> <p>Knowledge: I know that Christians believe that God makes covenants or pacts with his people. I can outline the stories of Noah and Abraham and the way in which God made a covenant with both. I know that Christians see Holy Week as the culmination of Jesus’ earthly life, leading to his death and resurrection. I know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today. I know that Christians remember and celebrate Jesus’ last week, death and resurrection.</p>	<p>Christianity New vocabulary: Christ, Messiah, Greek, incarnate, restore/restoration, relationship, sacrifice, sins, mankind, denomination, omnipotent, omniscient, eternal, psalms, prophecy, existence, injustice, holiness</p> <p>Knowledge: I know that Jesus was Jewish and understand that ‘Christ’ is the Greek word for ‘anointed one’, or ‘Messiah’. I know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. I understand that Christians believe that Jesus fulfilled these expectations I know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of mankind. I know the outline of events of the crucifixion (Passion narrative) I know that Christians remember Jesus’ sacrifice through the</p>	<p>Christianity New vocabulary: Interpretation, biblical teachings, evolution, account, denominational settings, controversy,</p> <p>Knowledge: I know a range of Jesus teachings I know that the way that different Christians have interpreted biblical teachings over the years and in different cultures will vary. I know that not all Christians believe the same about the relationship between Creation and science. I know that the book of Luke gives an account of a number of resurrection appearances. (Luke 24). I can explain how Christians’ belief in the resurrection is reflected in Christian worship in both modern and traditional songs. I can describe a number (add specifics) of Good Friday and Easter Sunday celebrations across a range of denominational settings.</p>

	<p>I know that the cross is an important symbol for Christians.</p> <p>Judaism New vocabulary: Jew, Ten Commandments, rules, Moses, synagogue Knowledge: I know that Jews believe they are God's special people so they want to keep God's rules to show they respect Him I know that Jews visit a special place called a synagogue I know that Jews wear special clothes in the synagogue.</p> <p>Islam New vocabulary: Persian, Nowruz, Muslim, Allah, creation, mosque, pray Knowledge: I know what is celebrated at Nowruz. I know a Persian new year story and how Muslims celebrate this. I know that Muslims believe Allah created beautiful butterflies and lots of other beautiful animals and places. I know that Muslims believe they should praise Allah for the beautiful world He has created. I know that Muslims visit a special place called a mosque. I know that Muslims visit the mosque to worship and pray to Allah. I know that Muslims take their shoes off when entering a mosque before they pray.</p> <p>World Views New Vocabulary: Chinese New Year, China Knowledge: I know the story of the origins of the Chinese New Year celebrations. I know why new year celebrations are important and special for people. Hinduism New vocabulary: Holi, festival, tradition Knowledge: I know that Hindus celebrate Holi I know what happens when people celebrate Holi and how these traditions still happen today. I can recognise some religious symbols and words.</p>	<p>I know that Easter is very important for Christians. I know the outline of events of Easter. I know some of the ways its local church celebrates Easter.</p> <p>Judaism New vocabulary: Shabbat, Rosh Hashanah, Yom Kippur, special, Jew, Jewish, festival, celebrate Knowledge: I can use the right names for things that are special to Jewish people during Shabbat and explain why. I know some of the symbols linked to Shabbat. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can recognise some religious symbols and words.</p>	<p>I know and can name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.</p> <p>Islam New vocabulary: Islam, Muslim, prayer, mosque, Haji, pilgrimage, Mohammed, Qur'an, Allah, salat, Kaaba, belong. Knowledge: I can use the right words to describe how Muslims pray and begin to explain why they do this. I can explain what happens when Muslims pray alone or at the mosque. I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. I know and can name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them. I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p>	<p>I know that some people don't believe that God made the world. I know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. I can say what each event of Holy week means for Christians today I know that most Christians believe that Jesus rose from the dead and so is alive today. I can explain why Christians call this Good Friday</p> <p>Sikhism New vocabulary: Sikh, Sikhism, Amrit Ceremony, 5K's – Karam Kacheram Kirpan, Khalsa Kesh, Kanga, commitment, langar, Gurdwara, Guru Nanak, Guru Granth-Sahib Knowledge: I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p>	<p>I know that Christians believe that after Jesus returned to be with God he sent the Holy Spirit at Pentecost to help the church make Jesus kingdom visible by living in a way that reflects the love of God. I know the events of the day of Pentecost. I know the symbols used for the Holy spirit that is; Wind/Fire /Dove/Water/ Comforter and they can identify them as used in art. I know the term 'Fruits of the spirit' and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit. I can describe and make connections between different features of the religions and worldviews we have studied.</p> <p>Judaism New vocabulary: Exodus, Moses, Abraham, Synagogue, Torah, Passover, skull cap, rabbi, yid, kosher, kashrut, star of David, commitment Knowledge: I can start to explain what makes Jewish people believe they have a special relationship with God. I can describe some of the things Jews do to show respect to God. 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. I can describe and make connections between different features of the religions and worldviews we have studied. I know a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning</p>	<p>service of Holy Communion/ Lord's Supper/The Eucharist/the Mass). I am able to explain denominational difference in practice. I know that Christians believe God is omnipotent, omniscient and eternal. I know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy I know that some people do not believe God exists (i.e. Humanist's) and can say why I know that Christians believe God is holy and loving but that he is also angered by sin and injustice. I know a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning. I can describe and understand links between stories and other aspects of the communities I have been investigating.</p> <p>I can describe and make connections between different features of the religions and worldviews we have studied.</p> <p>Hinduism New vocabulary: Hinduism, Hindu, aum, lotus, diva lamp, temple, Hindu Gods - Brahman, Brahma, Ganesh, Krishna, Lakshimi, Rama, Sita, Shiva, Vishnu, meditation, dharma, mandir Knowledge: I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I know a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning I can describe and understand links between stories and other aspects of the communities I have been investigating.</p>	<p>Islam New vocabulary: The five pillars – Shahadah, Salah, Zakah, Sawm, Haji, messenger, fasting, Akhirah, Jihad, Knowledge: I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can explain two different Muslim interpretations of Jihad. I can explain how history and culture can influence an individual and how some question these influences.</p>
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						I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.	
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Beliefs and Practices (A) – (Applied Knowledge)	I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.	I can talk about a practice from a religion. I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.	I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come	I can describe religions and world views, connecting my ideas and prior learning. I can make connections between different stories / sayings and what they teach followers of different religions / worldviews. I can explore belief in action and make connections with my own life and communities.	I am beginning to talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. I am beginning to describe and understand links between stories and other aspects of the communities I have been investigating. I am beginning to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities I am beginning to discuss my own and other's spiritual experiences and find connections between communities.	I can explore eyewitness accounts and how these events may be explained through psychological or theological explanations and different ways of seeing the world. I can discuss my own and other's spiritual experiences and find connections between communities.
Beliefs and Practices (A) What/Implementation	<p>Time allocation: Christianity – Spread over 5 x ½ terms Judaism – Spread over 3 x ½ terms Islam – Spread over 3 x ½ terms Sikhism – 1 x ½ term Hinduism - 1 x ½ term</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Incarnation - <i>Why do Christians perform Nativity plays at Christmas?</i> Salvation - <i>Why do Christians put a cross in an Easter garden?</i></p> <p><u>DiscoveryRE Units:</u> Special People - <i>What makes people special?</i> Celebrations - <i>How do people celebrate?</i> Special Places - <i>What makes places special?</i> Stories - <i>What can we learn from stories?</i></p>	<p>Time allocation: Christianity – Spread over 4 x ½ terms Judaism – Spread over 2 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Creation - <i>Who made the world?</i> Incarnation - <i>Why does Christmas matter to Christians?</i> Salvation - <i>Why does Easter matter to Christians?</i></p> <p><u>DiscoveryRE Units:</u> Rosh Hashanah & Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children? Jesus as a friend <i>Was it always easy for Jesus to show friendship?</i> Shabbat <i>Is Shabbat important to Jewish children?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Islam – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Gospel <i>What is the good news that Jesus brings?</i> God <i>What do Christians believe God is like?</i></p> <p><u>DiscoveryRE Units:</u> What did Jesus Teach? - <i>Is it possible to be kind to everyone all the time?</i> Prayer at home - <i>Does praying at regular intervals every day help a Muslim in his/her everyday life?</i> Community and Belonging - <i>Does going to the Mosque give Muslims a sense of belonging?</i> Hajj - <i>Does completing Hajj make a person a better Muslim?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Sikhism – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Creation/Fall - <i>What do Christians learn from the Creation Story?</i> Incarnation - <i>What is trinity?</i> Salvation - <i>Why do Christians call the day Jesus died as 'Good Friday'?</i> (Digging Deeper) Kingdom of God - <i>When Jesus left, what was the impact of Pentecost?</i></p> <p><u>DiscoveryRE Units:</u> The Amrit Ceremony and the Khalsa - <i>Does joining the Khalsa make a person a better Sikh?</i> Sharing and community - <i>Do Sikhs think that it is important to share?</i> Prayer and Worship - <i>What is the best way for a Sikh to show commitment to God?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Judaism – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> People of God - <i>What is it like for Christians to follow God?</i> Salvation - <i>Why do Christians call the day Jesus died as 'Good Friday'?</i> (Digging Deeper) Kingdom of God - <i>When Jesus left, what was the impact of Pentecost?</i></p> <p><u>DiscoveryRE Units:</u> Beliefs and Practices - <i>How special is the relationship Jews have with God?</i> Passover - <i>How important is it for Jewish people to do what God asks them to do?</i> Rites of passage and good works - <i>What is the best way for a Jew to show commitment to God?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Hinduism – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Incarnation - <i>Was Jesus the Messiah?</i> Salvation - <i>What do Christians believe (What did) Jesus do to save Human Beings?</i> God - <i>What does it mean for Christians if God is holy and loving?</i></p> <p><u>DiscoveryRE Units:</u> Prayer and Worship - <i>What is the best way for a Hindu to show commitment to God?</i> Hindu Beliefs - <i>How can Brahman be everywhere and in everything?</i> Beliefs and moral values - <i>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms (linking to Humanism for 1 x ½ term) Islam – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Creation - <i>Creation and Science: Conflicting or complementary?</i> Gospel - <i>What would Jesus do?</i> Salvation - <i>What difference does the resurrection make for Christians?</i></p> <p><u>DiscoveryRE Units:</u> Beliefs and Practices - <i>What is the best way for a Muslim to show commitment to God?</i> Beliefs and Moral Values - <i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p>
Links to previous learning		<p>Christianity Some bible stories shared in Foundation and within worship times.</p> <p>Judaism (Foundation) 'Synagogue' introduced as a place of worship in Foundation.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p> <p>Islam (Foundation) 'Mosque' introduced as a place of worship for Muslims in Foundation. 'Allah' introduced as a 'Creator' within the Islamic creation story within Foundation.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p> <p>Judaism (Year 1 / Foundation) Jewish festivals of 'Rosh Hashannah / Yom Kippur', Shabbat (rest day), 'Synagogue' as a place of worship for Jews (as part of celebrating special times) – all introduced in Year 1.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p> <p>Islam (Year 2 / Foundation) 'Mosque' introduced as a place of worship for Muslims in Foundation and developed in Year 2. The significance of 'prayer' and how to pray for Muslims introduced in Year 2. 'Hajj' and the idea of making a pilgrimage introduced in Year 2.</p>

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Questions of meaning, purpose and value (B)</u> <u>Objectives</u>	They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.	Strand B: Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews, so that they can: <ul style="list-style-type: none">• Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;• Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;• Appreciate and appraise varied dimensions of religion or a worldview. <i>(Taken from 'Any Questions' – BCP Locally Agreed syllabus 2017 – 2022)</i>					

<p><u>Questions of meaning, purpose and value (B) -Knowledge</u></p>	<p>Christianity New vocabulary: Christians, God, Earth, human, Jesus, precious, special, saves, love, story, celebration, special book, bible, church Knowledge: I know that Christians try to show love to others. I know that Christians believe God wants people to help everybody, not just their friends and family. I know Christians believe Jesus told the story of the Lost Coin to help people understand that they believe God loves everyone and will be very happy if a person who was doing the wrong thing in their lives, changes their lives .</p> <p>Sikhism New vocabulary: Sikh Knowledge: I know that Sikhs believe people should not think they are better than other people, because eveyone is special and important, but be the best person they can be.</p>	<p>Christianity New vocabulary: Creation, universe, sequence, important, believe/belief, rest, Harvest, Festival, birth, advent, friendship, unique relationship, bridge, care, Knowledge: I know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. I can use the term incarnation and can talk about examples of how this theme has been explored in art and music by Christians. I can talk about my friends and why I like them. I know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus built a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. I can ask ‘who’, ‘what’ and ‘when’ questions when exploring a religion.</p> <p>Judaism New vocabulary: Shabbat, Rosh Hashanah, Yom Kippur, special, Jew, Jewish, festival, celebrate Knowledge: I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can say how it feels to say sorry and what I have said sorry for. I can ask ‘who’, ‘what’ and ‘when’ questions when exploring a religion.</p>	<p>Christianity New vocabulary: Kindness, good news, gospel, forgive/forgiveness, tax collector, disciples, prayer, worship, praise, salvation, peace, fair, sorry Knowledge: I can tell you when I have been kind to others even when it was difficult. I know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. I know that Christians believe that God is loving kind forgiving and fair I can tell you different ways of expressing identity and belonging.</p> <p>Islam New vocabulary: Islam, Muslim, prayer, mosque, Haji, pilgrimage, Mohammed, Qur’an, Allah, salat, Kaaba, belong Knowledge: I can explain how it felt to have to stop doing something to reach the target we had set. I can understand how meeting in a certain place could make me feel like I belong. I can tell you about a special journey and why it was special to me. I can tell you different ways of expressing identity and belonging.</p>	<p>Christianity New vocabulary: Trinity – father, son, holy spirit, baptism, John the Baptist, symbolism, command, Holy Week, resurrection, Good Friday, the fall, persecution. Knowledge: I understand that many Christians believe they are asked to be stewards or caretakers of God’s creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement .</p> <p>Sikhism New vocabulary: Sikh, Sikhism, Amrit Ceremony, 5K’s – Karam Kachera Kirpan, Khalsa Kesh, Kanga, commitment, langar, Gurdwara, Guru Nanak, Guru Granth-Sahib Knowledge: I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn’t. I can talk about the difference that makes to my sense of belonging. I can discuss why it is important to share even though it is not always easy. I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I understand the commitment and dedication needed for different faith followers.</p>	<p>Christianity New vocabulary: Covenant, trust, Pentecost, Kingdom, comforter, Fruits of the Spirit: gentleness, kindness, peace, love, joy, patience, goodness, faithfulness, self-control, vow (marriage, baptism), body of Christ. Knowledge: I know that Christians often make covenants with God and with each other and can make links to e.g. Marriage vows and Baptism vows.</p> <p>Judaism New vocabulary: Ten Commandments, Exodus, Moses, Abraham, Synagogue, Torah, Passover, skull cap, rabbi, yid, kosher, kashrut, star of David, commitment Knowledge: I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</p>	<p>Christianity New vocabulary: Christ, Messiah, Greek, incarnate, restore/restoration, relationship, sacrifice, sins, mankind, denomination, omnipotent, omniscient, eternal, psalms, prophecy, existence, injustice, holiness Knowledge: I can give my own view to answer the questions ‘Was Jesus the Messiah?’ supported by a reasoned argument I know that some Christians feel called to sacrifice their own needs to the needs of others and can give an example of this.</p> <p><i>GD - I know about the Isaiah 53 passage and can make connections to John 19 using the idea of the suffering servant.</i></p> <p>Hinduism New vocabulary: Hinduism, Hindu, aum, lotus, diva lamp, temple, Hindu Gods - Brahman, Brahma, Ganesh, Krishna, Lakshimi, Rama, Sita, Shiva, Vishnu, meditation, dharma, mandir Knowledge: I can show an understanding of why people show commitment in different ways. I can describe some of the characteristics that make me, me, even when I am playing different roles. I can start to express my own views about life after death.</p> <p>Religions studied in KS2 so far I understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life.</p>	<p>Christianity New vocabulary: Interpretation, biblical teachings, evolution, account, denominational settings, controversy, Knowledge: I know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing the damage done (by sin) in the world. I can relate Jesus’ teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in local churches and communities. I know that there is much debate and controversy around the relationship between creation stories in Genesis and scientific accounts. I can outline both points of view and know that there are many scientists who are also Christians. I know that some of the controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be. I can explain why some people find belief in the Resurrection makes sense and inspires them. I can give reason and justify own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</p> <p>Islam New vocabulary: The five pillars – Shahadah, Salah, Zakah, Sawm, Haji, messenger, fasting, Akhirah, Jihad, Knowledge: I can show an understanding of why people show commitment in different ways. I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can give examples of times when I misinterpreted something.</p> <p>All religions studied in KS2 I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.</p>

Questions of meaning, purpose and value (B) - - (Applied Knowledge)	<p>I can talk about my own experiences and communities to which I belong.</p> <p>I can ask questions about a religion or a religious story.</p> <p>I have started to share what is important to myself.</p>	<p>I can talk about my own experiences and can link these to the communities to which I belong.</p> <p>I have started to share my opinions and say what is important to myself and to others.</p>	<p>I can ask and respond to questions about what communities do, and why.</p> <p>I can identify what difference belonging to a community might mean</p> <p>I notice and respond sensitively to some similarities between different religions and worldviews</p>	<p>I can give thoughtful responses using different forms of expression.</p> <p>I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.</p>	<p>I am beginning to observe and understand varied examples of religions and worldviews and can start to explain, with reasons, their meanings and significance to individuals and communities.</p> <p>I am beginning to understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in my own life.</p>	<p>I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews</p>	<p>I can develop insight and start to analyse the impact of diversity within a community.</p> <p>I can discuss the nature of religion and compare the main disciplines which we have studied.</p>
Questions of meaning, purpose and value (B) - What/Implementation	<p>Time allocation: Christianity – Spread over 5 x ½ terms Judaism – Spread over 3 x ½ terms Islam – Spread over 3 x ½ terms Sikhism – 1 x ½ term Hinduism - 1 x ½ term</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Incarnation - <i>Why do Christians perform Nativity plays at Christmas?</i> Salvation - <i>Why do Christians put a cross in an Easter garden?</i></p> <p><u>DiscoveryRE Units:</u> Special People - <i>What makes people special?</i> Celebrations - <i>How do people celebrate?</i> Special Places - <i>What makes places special?</i> Stories - <i>What can we learn from stories?</i></p>	<p>Time allocation: Christianity – Spread over 4 x ½ terms Judaism – Spread over 2 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Creation - <i>Who made the world?</i> Incarnation - <i>Why does Christmas matter to Christians?</i> Salvation - <i>Why does Easter matter to Christians?</i></p> <p><u>DiscoveryRE Units:</u> Rosh Hashanah & Yom Kippur <i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i> Jesus as a friend <i>Was it always easy for Jesus to show friendship?</i> Shabbat <i>Is Shabbat important to Jewish children?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Islam – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Gospel <i>What is the good news that Jesus brings?</i> God <i>What do Christians believe God is like?</i></p> <p><u>DiscoveryRE Units:</u> What did Jesus Teach? - <i>Is it possible to be kind to everyone all the time?</i> Prayer at home - <i>Does praying at regular intervals every day help a Muslim in his/her everyday life?</i> Community and Belonging - <i>Does going to the Mosque give Muslims a sense of belonging?</i> Hajj - <i>Does completing Hajj make a person a better Muslim?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Sikhism – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Creation/Fall - <i>What do Christians learn from the Creation Story?</i> Incarnation - <i>What is trinity?</i> Salvation - <i>Why do Christians call the day Jesus died as ‘Good Friday’? (Digging Deeper)</i> Kingdom of God - <i>When Jesus left, what was the impact of Pentecost?</i></p> <p><u>DiscoveryRE Units:</u> The Amrit Ceremony and the Khalsa - <i>Does joining the Khalsa make a person a better Sikh?</i> Sharing and community - <i>Do Sikhs think that it is important to share?</i> Prayer and Worship - <i>What is the best way for a Sikh to show commitment to God?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Judaism – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> People of God - <i>What is it like for Christians to follow God?</i> Salvation - <i>Why do Christians call the day Jesus died as ‘Good Friday’? (Digging Deeper)</i> Kingdom of God - <i>When Jesus left, what was the impact of Pentecost?</i></p> <p><u>DiscoveryRE Units:</u> Beliefs and Practices - <i>How special is the relationship Jews have with God?</i> Passover - <i>How important is it for Jewish people to do what God asks them to do?</i> Rites of passage and good works - <i>What is the best way for a Jew to show commitment to God?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Hinduism – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Incarnation - <i>Was Jesus the Messiah?</i> Salvation - <i>What do Christians believe (What did) Jesus do to save Human Beings?</i> God - <i>What does it mean for Christians if God is holy and loving?</i></p> <p><u>DiscoveryRE Units:</u> Prayer and Worship - <i>What is the best way for a Hindu to show commitment to God?</i> Hindu Beliefs - <i>How can Brahman be everywhere and in everything?</i> Beliefs and moral values - <i>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms (linking to Humanism for 1 x ½ term) Islam – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Creation - <i>Creation and Science: Conflicting or complementary?</i> Gospel - <i>What would Jesus do?</i> Salvation - <i>What difference does the resurrection make for Christians?</i></p> <p><u>DiscoveryRE Units:</u> Beliefs and Practices - <i>What is the best way for a Muslim to show commitment to God?</i> Beliefs and Moral Values - <i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p>
Links to previous learning		<p>Christianity Some bible stories shared in Foundation Stage and within worship times.</p> <p>Judaism ‘Synagogue’ introduced as a place of worship in Foundation Stage.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p> <p>Islam ‘Mosque’ introduced as a place of worship for Muslims in Foundation. ‘Allah’ introduced as a ‘Creator’ within the Islamic creation story within Foundation.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p> <p>Judaism Jewish festivals of ‘Rosh Hashannah / Yom Kippur’, Shabbat (rest day), ‘Synagogue’ as a place of worship for Jews (as part of celebrating special times) – all introduced in Year 1.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p> <p>Islam (Year 2 / Foundation) ‘Mosque’ introduced as a place of worship for Muslims in Foundation and developed in Year 2. The significance of ‘prayer’ and how to pray for Muslims introduced in Year 2. ‘Hajj’ and the idea of making a pilgrimage introduced in Year 2.</p>

	<u>Foundation</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Influence on morality.</u> <u>Identity and diversity (C)</u> <u>Objectives</u>	<p>Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories.</p> <p>Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.</p>	<p>Strand C: Gain and deploy the skills needed to engage seriously with religions and nonreligious worldviews, so that they can:</p> <ul style="list-style-type: none">• Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;• Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;• Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people’s lives. <p><i>(Taken from ‘Any Questions’ – BCP Locally Agreed syllabus 2017 – 2022)</i></p>					

<u>Influence on morality, identity and diversity (C) -Knowledge</u>	Buddhism/Hinduism New vocabulary: moral Knowledge: I know that Buddhists and Hindus tell stories with morals. I can see how I can work together with others.	Christianity New vocabulary: Creation, universe, sequence, important, believe/belief, rest, Harvest, Festival, birth, advent, friendship, unique relationship, bridge, care Knowledge: I know that Christians believe they should care for the world because it belongs to God and I can give an example of this I know that the Bible points out that his birth showed that he was extraordinary and that he came to bring good news I can say how Jesus tried to be a good friend. I know that Christians believe in life after death.	Christianity New vocabulary: Kindness, good news, gospel, forgive/forgiveness, tax collector, disciples, prayer, worship, praise, salvation, peace, fair, sorry Knowledge: I can say if I think Christians should be kind and give a reason. I know that Christians will pray to God prayers to say sorry to ask for things to say thank you. I know that a parable is ‘a story to help people understand ideas’. I can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah.	Christianity New vocabulary: Trinity – father, son, holy spirit, baptism, John the Baptist, symbolism, command, Holy Week, resurrection, Good Friday, the fall, persecution. Knowledge: I know that Christians often try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. I know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. I know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short. I know that for some Christians today standing up for your faith can risk ridicule and even persecution. I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.	Christianity New vocabulary: Covenant, trust, Pentecost, Kingdom, comforter, Fruits of the Spirit: gentleness, kindness, peace, love, joy, patience, goodness, faithfulness, self-control, vow (marriage, baptism), body of Christ. Knowledge: I can give detailed example of people today try to live the way God wants often at personal cost. I know that Christians consider the church to be the ‘Body of Christ’ and that one body has many parts and can explain what this means.	Christianity New vocabulary: Christ, Messiah, Greek, incarnate, restore/restoration, relationship, sacrifice, sins, mankind, denomination, omnipotent, omniscient, eternal, psalms, prophecy, existence, injustice, holiness Knowledge: I know that not all Christians agree about what God is like but that all try and follow his teachings as they understand it. I can explain that this is why Christians can respond differently both in reaction to social injustice but also in styles of worship and church building. I can give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world.	Christianity New vocabulary: Interpretation, biblical teachings, evolution, account, denominational settings, controversy, Knowledge: I know that the discoveries of science often make Christians even more in awe of the power and majesty of God. I can reflect on my own beliefs about whether anything is eternal. I can explain why certain things might happen at a Christian funeral.
		Judaism New vocabulary: Shabbat, Rosh Hashanah, Yom Kippur, special, Jew, Jewish, festival, celebrate Knowledge: I can start to make a connection between being Jewish and decisions about behaviour. I can give my thinking on why an object might be important to Jewish children at Rosh Hashanah or Yom Kippur. I can see how I can work together with others even if we have differences.	Islam New vocabulary: Islam, Muslim, prayer, mosque, Haji, pilgrimage, Mohammed, Qur’an, Allah, salat, Kaaba, belong Knowledge: I can start to think through how praying 5 times a day might help in some ways more than others. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. I can start to think about the significance of Hajj to a Muslim.	Sikhism New vocabulary: Sikh, Sikhism, Amrit Ceremony, 5K’s – Karam Kacheram Kirpan, Khalsa Kesh, Kanga, commitment, langar, Gurdwara, Guru Nanak, Guru Granth-Sahib Knowledge: I can start to see similarities between my experiences of joining and belonging and a Sikh’s experience of the Amrit Ceremony/Khalsa. I can begin to tell you if I think sharing is important or not to Sikhs. I can start to evaluate which ways may show more or less commitment to God for Sikhs.	Judaism New vocabulary: Ten Commandments, Exodus, Moses, Abraham, Synagogue, Torah, Passover, skull cap, rabbi, yid, kosher, kashrut, star of David, commitment Knowledge: I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. I can start to identify how it would feel to keep Kashrut. I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.	Hinduism New vocabulary: Hinduism, Hindu, aum, lotus, diva lamp, temple, Hindu Gods - Brahman, Brahma, Ganesh, Krishna, Lakshimi, Rama, Sita, Shiva, Vishnu, meditation, dharma, mandir Knowledge: I can express why I think Hindus might choose different ways to show commitment to God. I can express my understanding of how Brahman can/cannot be in everything. I can express my own views about Hindu beliefs and whether they make sense to me or not.	Islam New vocabulary: The five pillars – Shahadah, Salah, Zakah, Sawm, Haji, messenger, fasting, Akhirah, Jihad, Knowledge: I can think of some ways of showing commitment to God that would be better than others for Muslims. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.

Influence on morality, identity and diversity (C) – Applied Knowledge	<p>I can ask questions about me, and who I am.</p> <p>I can ask questions about God</p>	<p>I can ask questions about me, and who I am, showing awe and wonder.</p> <p>I can ask puzzling questions about Creation and God.</p> <p>I can say ideas which are important to me and can say what I think to be right and wrong.</p>	<p>I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.</p> <p>I can find out about and respond with ideas to examples of co-operation between people who are different</p> <p>I can find out about questions of right and wrong and begin to express my own ideas and opinions.</p>	<p>I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.</p> <p>I can reflect on my own values and explore what I can learn from the values of believers.</p>	<p>I can explore the ‘Golden Rule’ and consider thoughtfully how this affects my own</p> <p>I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all.</p> <p>I can discuss and apply my own ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.</p>	<p>I can explore the ‘Golden Rule’ and consider thoughtfully and respectfully how this affects my own and others’ lifestyles.</p> <p>I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect</p> <p>I can discuss and apply my own and <u>others</u>’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.</p>	<p>I can explore and make personal informed responses to ultimate questions.</p> <p>I can discuss issues about community cohesion and demonstrate understanding of different views.</p> <p>I can explore moral and ethical questions using examples.</p>
Influence on morality, identity and diversity (C) - What/Implementation	<p>Time allocation: Christianity – Spread over 5 x ½ terms Judaism – Spread over 3 x ½ terms Islam – Spread over 3 x ½ terms Sikhism – 1 x ½ term Hinduism - 1 x ½ term</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Incarnation - <i>Why do Christians perform Nativity plays at Christmas?</i> Salvation - <i>Why do Christians put a cross in an Easter garden?</i></p> <p><u>DiscoveryRE Units:</u> Special People - <i>What makes people special?</i> Celebrations - <i>How do people celebrate?</i> Special Places - <i>What makes places special?</i> Stories - <i>What can we learn from stories?</i></p>	<p>Time allocation: Christianity – Spread over 4 x ½ terms Judaism – Spread over 2 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Creation - <i>Who made the world?</i> Incarnation - <i>Why does Christmas matter to Christians?</i> Salvation - <i>Why does Easter matter to Christians?</i></p> <p><u>DiscoveryRE Units:</u> Rosh Hashanah & Yom Kippur <i>Are Rosh Hashanah and Yom Kippur important to Jewish children?</i> Jesus as a friend <i>Was it always easy for Jesus to show friendship?</i> Shabbat <i>Is Shabbat important to Jewish children?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Islam – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Gospel <i>What is the good news that Jesus brings?</i> God <i>What do Christians believe God is like?</i></p> <p><u>DiscoveryRE Units:</u> What did Jesus Teach? - <i>Is it possible to be kind to everyone all the time?</i> Prayer at home - <i>Does praying at regular intervals every day help a Muslim in his/her everyday life?</i> Community and Belonging - <i>Does going to the Mosque give Muslims a sense of belonging?</i> Hajj - <i>Does completing Hajj make a person a better Muslim?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Sikhism – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Creation/Fall - <i>What do Christians learn from the Creation Story?</i> Incarnation - <i>What is trinity?</i> Salvation - <i>Why do Christians call the day Jesus died as ‘Good Friday’? (Core Learning)</i></p> <p><u>DiscoveryRE Units:</u> The Amrit Ceremony and the Khalsa - <i>Does joining the Khalsa make a person a better Sikh?</i> Sharing and community - <i>Do Sikhs think that it is important to share?</i> Prayer and Worship - <i>What is the best way for a Sikh to show commitment to God?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Judaism – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> People of God - <i>What is it like for Christians to follow God?</i> Salvation - <i>Why do Christians call the day Jesus died as ‘Good Friday’? (Digging Deeper)</i> Kingdom of God - <i>When Jesus left, what was the impact of Pentecost?</i></p> <p><u>DiscoveryRE Units:</u> Beliefs and Practices - <i>How special is the relationship Jews have with God?</i> Passover - <i>How important is it for Jewish people to do what God asks them to do?</i> Rites of passage and good works - <i>What is the best way for a Jew to show commitment to God?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms Hinduism – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Incarnation - <i>Was Jesus the Messiah?</i> Salvation - <i>What do Christians believe (What did) Jesus do to save Human Beings?</i> God - <i>What does it mean for Christians if God is holy and loving?</i></p> <p><u>DiscoveryRE Units:</u> Prayer and Worship - <i>What is the best way for a Hindu to show commitment to God?</i> Hindu Beliefs - <i>How can Brahman be everywhere and in everything?</i> Beliefs and moral values - <i>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</i></p>	<p>Time allocation: Christianity – Spread over 3 x ½ terms (linking to Humanism for 1 x ½ term) Islam – Spread over 3 x ½ terms</p> <p>Impact Pieces <u>Understanding Christianity Units:</u> Creation - <i>Creation and Science: Conflicting or complementary?</i> Gospel - <i>What would Jesus do?</i> Salvation - <i>What difference does the resurrection make for Christians?</i></p> <p><u>DiscoveryRE Units:</u> Beliefs and Practices - <i>What is the best way for a Muslim to show commitment to God?</i> Beliefs and Moral Values - <i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i></p>
Links to previous learning		<p>Christianity Some bible stories shared in Foundation Stage and within worship times.</p> <p>Judaism ‘Synagogue’ introduced as a place of worship in Foundation Stage.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p> <p>Islam ‘Mosque’ introduced as a place of worship for Muslims in Foundation. ‘Allah’ introduced as a ‘Creator’ within the Islamic creation story within Foundation.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p> <p>Judaism Jewish festivals of ‘Rosh Hashannah / Yom Kippur’, Shabbat (rest day), ‘Synagogue’ as a place of worship for Jews (as part of celebrating special times) – all introduced in Year 1.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p>	<p>Christianity Builds on year and year throughout the school and within worship times.</p> <p>Islam (Year 2 / Foundation) ‘Mosque’ introduced as a place of worship for Muslims in Foundation and developed in Year 2. The significance of ‘prayer’ and how to pray for Muslims introduced in Year 2. ‘Hajj’ and the idea of making a pilgrimage introduced in Year 2.</p>