

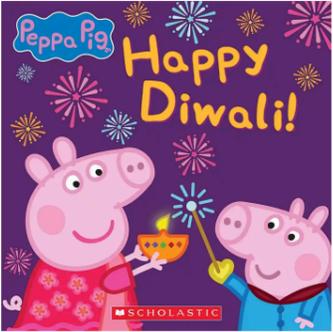
# R.E Overview

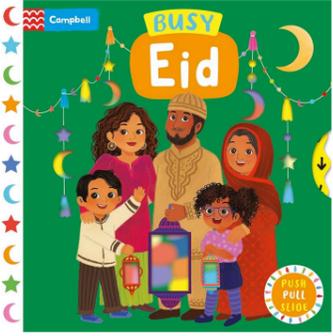
National Curriculum Coverage, Progression in Skills and Knowledge and Supporting Resources/Schemes of Work

## EYFS

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
<b>Communication and language</b>	<p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use a wider range of vocabulary</p> <p>Understand 'why' questions like: 'Why do you think the caterpillar got so fat?'</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story</p> <p>Be able to express a point of view and debate when they disagree with an adult or friend using words as well as actions</p>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities</p> <p>Explain how things work and why they might happen</p> <p>Engage in story times</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Listening Attention and Understanding:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Speaking:</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<b>Personal Social and Emotional</b>	<p>Develop their sense of responsibility and membership of their community</p> <p>Play with one or more other children, extending and elaborating play ideas</p> <p>Increasingly follow rules, understand why they are important</p> <p>Talk about their feeling using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>Begin to understand how others might be feeling</p>	<p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p>	<p>Self – regulation:</p> <p>Give focussed attention to what the teacher says, responding appropriately, even when engaged in activity, and shows an ability to follow instructions involving several ideas or actions.</p> <p>Managing self:</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Building relationships:</p> <p>Show sensitivity to their own and to others needs.</p>
<b>Understand the World</b>	<p>Talk about what they see, using a wide vocabulary</p> <p>Begin to make sense of the own life-story and family's history</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories; including figures from the past</p> <p>Understand that some places are special to their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Past and Present:</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>People cultures and communities:</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>

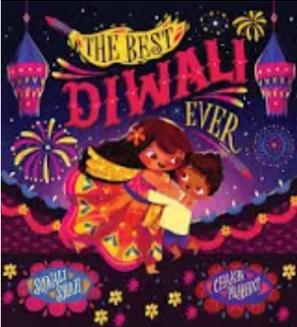
# Nursery

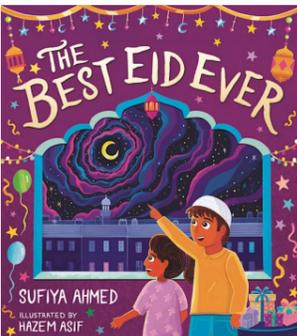
Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
<b>Learning Overview</b>	We will be learning about the Hindu festival of Diwali, and the Christian festival of Christmas. We will read stories and share experiences to explore our understanding of the festivals.							
<b>Autumn</b>  <b>Who Am I?</b>	Develop their sense of responsibility and membership of their community  Talk about what they see, using a wide vocabulary  Begin to make sense of the own life-story and family's history  Continue to develop positive attitudes about the differences between people	I can listen to a story and use the new vocabulary to talk about it  I can talk about my experiences	Who do you know that celebrates Diwali?  Who do you know that celebrates Christmas?	Different religions have different festivals that they celebrate  Diwali is a festival of light	Celebrate Religion Festivals Celebration Diwali Christmas	Experiences	Religion or belief	
<b>Learning Overview</b>	We will be learning about Chinese New Year, the Hindu festival of Holi and the Christian festival of Easter including Shrove Tuesday. We will role play, read stories and share experiences to explore our understanding of the festivals.							
<b>Spring</b>  <b>Cycle A: Amazing Nature</b>  <b>Cycle B: Ready Steady Cook</b>	Develop their sense of responsibility and membership of their community  Talk about what they see, using a wide vocabulary  Begin to make sense of the own life-story and family's history	I can listen to a story and use the new vocabulary to talk about it  I can talk about my experiences  I can listen to others when they are talking about their experiences	How is Holi celebrated?  What colour do you see most in the pictures of Chinese New Year?  What do we traditionally give at Easter?	During Holi people throw coloured powder at each other to celebrate.  People hang red paper lanterns at Chinese New Year.	lantern Holi Chinese new year	Experiences	Religion or belief	
			<b>Possible Misconceptions:</b> <b>Everyone celebrates the same festivals</b>					

	Continue to develop positive attitudes about the differences between people							
<b>Learning Overview</b>	We will be learning about Eid and how Muslims celebrate it. We will role play, read stories and share experiences to explore our understanding of the festival.							
<b>Summer</b>	Develop their sense of responsibility and membership of their community	I can listen to a story and use the new vocabulary to talk about it	Who do you know that celebrates Eid?	Eid is celebrated by wearing fancy clothes and giving presents	Kheer Shalwar Kameez Kurta Kufi	Experiences	Religion or belief	
<b>Cycle A: All Creatures Great and Small</b>  <b>Cycle B: Land of Make Believe</b>	Talk about what they see, using a wide vocabulary	I can talk about my experiences	What special food is eaten at Eid?	Eid is special celebration				
	Begin to make sense of the own life-story and family's history	I can role play what people do during a festival	<b>Possible Misconceptions:</b> <b>Everyone celebrates Eid</b>					
	Continue to develop positive attitudes about the differences between people							

## Reception

Theme	EYFS Curriculum	Disciplinary Knowledge	Substantive Knowledge			Drivers & 50 things	British Values & Protective Characteristics	Resources and texts
			Key Questions	Key Facts	Key Vocab			
<b>ELG</b>	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.							
<b>Learning Overview</b>	We will be learning about the Hindu festival of Diwali, and the Christian festival of Christmas. We will read stories and share experiences to explore our understanding of the festivals.							

<p><b>Autumn</b></p> <p><b>Who Am I?</b></p>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Describe events in some detail</p> <p>Express their feelings and consider the feelings of others</p> <p>Understand that some places are special to their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>I can listen to a story and use the new vocabulary to talk about it</p> <p>I can talk about my experiences</p>	<p>Why do Hindus celebrate Diwali?</p> <p>Who was born at Christmas?</p>	<p>Diwali is the Hindu festival of light</p> <p>Christians celebrate the birth of Jesus on 25th December</p>	<p>Hindu</p> <p>Christian</p>	<p>Experiences</p>	<p>Religion or belief</p>	
<p><b>Learning Overview</b></p> <p>We will be learning about Chinese New Year, the Hindu festival of Holi and the Christian festival of Easter including Shrove Tuesday. We will role play, read stories and share experiences to explore our understanding of the festivals.</p>								
<p><b>Spring</b></p> <p><b>Amazing Nature</b></p>	<p>Understand how to listen carefully and why listening is important</p> <p>Learn new vocabulary</p> <p>Describe events in some detail</p> <p>Express their feelings and consider the feelings of others</p> <p>Understand that some places are special to their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>I can listen to a story and use the new vocabulary to talk about it</p> <p>I can talk about my experiences</p> <p>I can recognise some places of worship in my community</p>	<p>Why do Hindus celebrate Holi?</p> <p>Who died at Easter?</p> <p>What do Christians traditionally make on Shrove Tuesday?</p> <p>How do Chinese people celebrate the new year?</p>	<p>Holi is the Hindu celebration of the start of spring.</p> <p>Christians remember that Jesus gave his life for us on Good Friday.</p> <p>Chinese new year is celebrated with red decorations.</p>	<p>Easter</p> <p>Shrove Tuesday</p> <p>Lent</p>	<p>Experiences</p>	<p>Religion or belief</p>	
<p><b>Learning</b></p> <p>We will be learning about Eid and how Muslims celebrate it. We will role play, read stories and share experiences to explore our understanding of the festival.</p>								

Overview								
<b>Summer</b>  <b>All Creatures Great and Small</b>	Understand how to listen carefully and why listening is important	I can listen to a story and use the new vocabulary to talk about it	Why do Muslims celebrate Eid?	Eid is celebrated to show thanks to the Prophet Ibrahim for his sacrifice.	Eid Muslim Prophet Sacrifice	Experiences	Religion or belief	
	Learn new vocabulary	I can talk about my experiences	What do Muslims do to celebrate Eid?	Muslims celebrate 2 Eids - Eid al-Fitr and Eid al-Adha				
	Describe events in some detail	I can recognise similarities and differences between the experiences of others and my own experiences	<b>Possible Misconceptions:</b> <b>Eid is always after ramadan (Eid al-fitr is but not Eid al-adha)</b>					
	Express their feelings and consider the feelings of others							
	Understand that some places are special to their community							
	Recognise that people have different beliefs and celebrate special times in different ways							
	Talk about members of their immediate family and community							

## Year 1

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  <b>Christianity</b> The Creation Story  The Christmas Story		Say how it felt to make something.  Remember the Christian Creation story and talk about it.  Express an opinion about the Christian belief about creation.  Talk about a gift that is special to me	Theology – Beliefs: Collect natural materials from the local environment  Think about where all the natural objects come from.  Look at how and why gifts are shared  Look at how it feels to give and receive gifts	Does God want Christians to look after the world?  Does the world belong to God?  Should people take care of the world?  What gifts might Christians in my town have given Jesus if he had been born here	Christians believe that God created the world and everything in it  Christians believe that God wants people to look after the world as He has created it for them and give it to people to enjoy and to look after for Him.	Christians Creation Precious Bible Gold Frankincense Myrrh		Rule of Law - not to damage others' property/graffiti etc.  Mutual Respect  Tolerance of those of different faiths and beliefs	Discovery R.E Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature). Pupils to bring in a special gift: a past present which they

		Remember some of the Christmas story.  Suggest a gift I would give to Jesus.	Philosophy – Find out: Explore what Christians believe about how the world was created.  Explore the story of Creation from the Bible  Explore what gifts were given in the Christmas story  Explore the symbolism of gifts to Christians  Social Sciences – Impact of beliefs: Discuss how Christians show they look after the planet.  Discuss how people treat the world  Discuss gifts Christians would give the new baby Jesus  Explain why they would choose certain gifts for baby Jesus	rather than in Bethlehem?  What can I learn from stories from religious traditions?  Are symbols better than words at expressing religious beliefs?					value (a favourite toy/doll, a favourite game, etc.) Gold, Frankincense, Myrrh Collage materials Empty gift-wrapped box/basket Candle
<b>Oracy opportunities for Autumn term</b>	Discussion – How do you think people should treat the world and why?  Discussion – When would we give or receive gifts? Should you always expect to get a gift if you give one?								
<b>Spring</b>  <b>Christianity</b> Jesus as a friend  Easter – Palm Sunday		Talk about my friends and why I like them.  Remember a story about Jesus showing friendship and talk about it.  Say how Jesus tried to be a good friend. can talk about a person I admire.  Recall parts of the Easter story.	Theology – Beliefs: Look at how we show friendship  Look at what makes good friendships and bad friendships  Look at how people welcome important visitors  Look at how Jesus was welcomed into Jerusalem on Palm Sunday	Was it always easy for Jesus to show friendship?  What can I learn from religious traditions?  Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?  Should people follow religious leaders and teachings?	Christians believe that Jesus is a good friend to them.  Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do.  Christians believe Jesus would have been able to overcome difficulties	Isolated Unpopular Friendship Preparation Crowd Messiah Palm leaf		Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs	Discovery R.E  Bible Stories (New Testament): Zacchaeus (Luke 19), ‘Stilling the Storm’ (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet):

		<p>Recognise some symbols in the story.</p> <p>Start to show understanding that Jesus is special to Christians and say why.</p>	<p>Philosophy – Find out:</p> <p>Explore stories of friendship in the Bible</p> <p>Explore how easy it was for Jesus to build friendships</p> <p>Explore why people celebrated Jesus entering Jerusalem</p> <p>Social Sciences – Impact of beliefs:</p> <p>Discuss when Jesus may have found it easy or difficult to show friendship</p> <p>Discuss Christians beliefs on how Jesus overcame difficult friendships</p> <p>Discuss why Jesus was welcomed into Jerusalem like a king</p> <p>Discuss and share questions that may be puzzling about the Easter story</p>		<p>because he was the Son of God.</p> <p>Christians today still wave palm leaves and celebrate Jesus' arrival</p> <p>Christians believe Jesus is the son of God.</p>				<p>Stories: Palm Sunday, Easter Day, Resurrection Candle</p>	
				<p><b>Possible Misconceptions:</b></p> <p>The Easter story happened straight after Jesus was born. Many years passed and Jesus was an adult in the Easter story.</p>						
<b>Oracy opportunities for spring term</b>	<p>Discussion – Do we need friends and if so why?</p> <p>Discussion – How would you prepare for a really important visitor?</p>									
<p><b>Summer</b></p> <p><b>Judaism</b></p> <p>Shabbat</p> <p>Rosh Hashanah and Yom Kippur</p>		<p>Tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>Use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>Start to make a connection between</p>	<p>Theology – Beliefs:</p> <p>Look at what days are special to people and why.</p> <p>Look at what Jewish children do on a Saturday</p> <p>Look at times when we have had to say sorry.</p>	<p>Is Shabbat important to Jewish children?</p> <p>Are religious celebrations important to people?</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Are religious celebrations important to people?</p>	<p>Prayers are an important part of Shabbat.</p> <p>Jewish people believe Shabbat is a time to be with the family and to thank God for everything.</p> <p>At Rosh Hashanah Jews make plans for things they want to achieve in the coming year/ how they want to be/how to</p>	<p>Shabbat</p> <p>Kippah</p> <p>Sabbath</p> <p>Synagogue</p> <p>Forgive</p> <p>Rabbi</p> <p>Shofar</p> <p>Repentance</p> <p>Rosh Hashanah</p> <p>Challah bread</p> <p>Yom Kippur</p>		<p>Rule of Law – Shabbat rules</p> <p>Individual liberty – choice about party</p>	<p>Discovery R.E</p> <p>Shabbat bread</p> <p>Apples and honey</p> <p>Challah bread</p>	

		<p>being Jewish and decisions about behaviour.</p> <p>Say how it feels to say sorry and what I have said sorry for.</p> <p>Tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>Choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	<p>Look at the meaning of forgiveness</p> <p>Philosophy – Find out: Explore the different parts of a Shabbat meal.</p> <p>Explore the importance of Shabbat</p> <p>Explore how Jewish people celebrate Rosh Hashanah and what the symbols of food mean</p> <p>Explore what Jews do for Yom Kippur</p> <p>Social Sciences – Impact of beliefs:</p> <p>Discuss the meaning of some of the prayers said on Shabbat</p> <p>Discuss how it feels to share special meals together</p> <p>Discuss what might be important to children at Rosh Hashanah and Yom Kippur</p> <p>Discuss the steps needed for people to reach their goals</p>	<p>Are symbols better than words at expressing religious beliefs?</p>	<p>be better people, and ask God to help them.</p> <p>The shofar is blown to mark the end of Yom Kippur.</p>				
				<p><b>Possible Misconceptions:</b></p> <p>Shabbat is on a Sunday</p>					
<b>Oracy opportunities for summer term</b>	<p>Discussion - Which day of the week is the best?</p> <p>Discussion – Has there been a time when you had to say sorry?</p>								

## Year 2

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
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<p><b>Autumn</b></p> <p><b>Christianity</b></p> <p>What did Jesus teach?</p> <p>Jesus as a gift from God</p>		<p>Tell you when I have been kind to others even when it was difficult.</p> <p>Re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>Say if I think Christians should be kind and give a reason.</p> <p>Say how I could help solve a problem by showing love.</p> <p>Remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>Tell you why Christians think God gave Jesus to the world.</p>	<p>Theology – Beliefs: Look at what it means to be kind</p> <p>Look at the impact of people not being kind and the choices we make</p> <p>Look at what we believe to be super heroes</p> <p>Look at Jesus as a messenger sent by God</p> <p>Philosophy – Find out: Explore stories in the Bible about being kind</p> <p>Explore what the stories in the Bible teach us about how Christians believe people should treat others</p> <p>Explore what needs saving in the world</p> <p>Explore why Christians believe God sent Jesus to save the world</p> <p>Social Sciences – Impact of beliefs: Discuss how Christians try to achieve being kind to everyone</p> <p>Discuss how we can all be better friends</p> <p>Discuss why God gave Jesus to the world</p> <p>Discuss Christian’s belief about Christmas</p>	<p>Is it possible to be kind to everyone all of the time?</p> <p>What can I learn from stories from religious traditions?</p> <p>Should people follow religious leaders and teachings?</p> <p>Why do Christians believe God gave Jesus to the world?</p> <p>Is God important to everyone?</p> <p><b>Possible Misconceptions:</b></p> <p><b>Jesus was a super hero who had super powers.</b></p>	<p>Christians believe Jesus could be kind to everyone because God was helping Him.</p> <p>Christians believe Jesus is God on earth.</p> <p>Christians believe that God sent Jesus to save/help the world.</p>	<p>Wisdom Samaritan Enemy Parable Neighbour Paralysed Advent Commercial Traditional Rescue</p>	<p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of different faiths and beliefs</p>	<p>Discovery R.E</p> <p>Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralysed Man (Mark 2)</p> <p>Shoe boxes: one per group</p> <p>Puppets</p> <p>Advent calendars: commercial, Christmas religious scene</p> <p>Props/story bag</p>	
<p><b>Oracy opportunities for Autumn Term</b></p>	<p>Discussion – Is it possible to be kind to everyone all the time?</p> <p>Discussion – Does the world need to be saved/rescued?</p>								
<p><b>Spring</b></p>		<p>Explain how it felt to have to stop doing</p>	<p>Theology – Beliefs:</p>	<p>Does praying at regular intervals help a Muslim</p>	<p>Muslims pray 5 times a day.</p>	<p>Commitment Posture</p>		<p>Rule of Law -</p>	<p>Discovery R.E</p>

<p><b>Islam</b> Prayer at home</p> <p><b>Christianity</b> Easter Resurrection</p>		<p>something to reach the target we had set.</p> <p>Use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>Start to think through how praying 5 times a day might help in some ways more than others.</p> <p>Say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>Recall what Christians believe happened on Easter Sunday.</p> <p>Start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p>	<p>Look at how much effort it takes to show commitment to something</p> <p>Look at how nature seems to die in winter but then comes back to life in spring</p> <p>Look at how we cope with sad feelings</p> <p>Philosophy – Find out: Explore how calming your mind can help you to focus</p> <p>Explore what the different actions mean in Muslim prayer</p> <p>Explore how it important is to Christians that Jesus came back to life</p> <p>Explore some symbols of Easter</p> <p>Social Sciences – Impact of beliefs: Discuss how praying 5 times a day helps Muslims</p> <p>Discuss goals we want to commit to and why</p> <p>Discuss what happens after the boulder is found rolled away from the tomb</p> <p>Discuss other symbols that represent new life</p>	<p>in his/her everyday life?</p> <p>Who do I believe I am?</p> <p>Does it feel special to belong?</p> <p>How important is it to Christians that Jesus came back to life after his crucifixion?</p> <p>Is God important to everyone?</p>	<p>Christians believe in Jesus’ resurrection as this proves to them that they can also have life after death.</p> <p>Christians believe Jesus was given to people by God to die to rescue/save them from suffering because they do wrong things sometimes.</p> <p>Christians believe Jesus was sent to ‘save’ people, forgive them for their ‘sins’ and offer them ‘salvation’ (life after death).</p>	<p>Allah Qur’an Easter Hot cross bun Crucifixion Resurrection Suffering Tomb Boulder</p>		<p>Jesus allowed himself to be condemned under the law of His land</p> <p>Individual Liberty</p> <p>Mutual respect Tolerance of those of different faiths and beliefs</p>	<p>The Qur’an Photos of lost pet/relative (teacher to find) Pictures of nature through the seasons Items from nature e.g. leaves/buds Easter eggs Hot cross buns Children’s Bible: Easter story, Resurrection appearances (The Walk to Emmaus, Mark 16: 12-13; The beach barbeque, John 21: 1-14</p>
<p><b>Oracy opportunities for Spring Term</b></p>	<p>Discussion – Being committed to something is easy</p> <p>Discussion – Is it ok to believe in different things?</p>								

**Possible Misconceptions:**

Muslims only pray at Mosque  
Easter eggs are symbol of Easter

<p><b>Summer</b></p> <p><b>Islam</b></p> <p>Community and Belonging</p> <p>Hajj</p>		<p>Understand how meeting in a certain place could make me feel like I belong.</p> <p>Explain what happens when Muslims pray alone or at the mosque.</p> <p>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.</p> <p>Tell you about a special journey and why it was special to me.</p> <p>Remember some of the events that happen during Hajj and start to explain why these are important to Muslims. Start to think about the significance of Hajj to a Muslim.</p>	<p>Theology – Beliefs: Look at how we feel we belong to different things</p> <p>Look at where we feel we belong</p> <p>Look at special journeys that have been made</p> <p>Look at why some journeys are more special than others</p> <p>Philosophy – Find out: Explore what Muslims do when at mosque</p> <p>Explore the rituals performed by Muslims before they pray</p> <p>Explore the items taken to Hajj and their meanings</p> <p>Explore how Muslims feel when they have made the journey to Hajj</p> <p>Social Sciences – Impact of beliefs: Discuss where Muslims feel they have a stronger sense of belonging</p> <p>Discuss where other people feel they have a stronger sense of belonging</p> <p>Discuss why Muslims complete Hajj</p> <p>Discuss what special journeys other people may have and why</p>	<p>Does going to a mosque give Muslims a sense of belonging?</p> <p>Does completing Hajj make a person a better Muslim?</p>	<p>Muslims believe that praying together in groups brings greater blessings than praying alone.</p> <p>By completing Hajj, Muslims are showing a commitment to God (Allah).</p> <p>God is really important to Muslims and they are prepared to make lots of effort to show him this.</p> <p>Hajj is one of the 5 pillars and one of the 8 doors to heaven.</p>	<p>Mosque Worship Ummrah Prophet Hajj 5 pillars</p>		<p>Rule of Law - prayer in the Qur'an/ pillar of Islam, Hajj as a pillar of Islam</p> <p>Individual Liberty</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E Parachute Prayer mat Small suitcase, map greetings card, present, money and ticket Mystery suitcase - Hajj robes, map of Mecca, Qur'an, small stones, water, umbrella, picture of Grand mosque in Makkah</p>
<p><b>Oracy opportunities for Summer Term</b></p>	<p>Discussion – Where do you get a feeling of belonging?</p> <p>Discussion – Does completing Hajj make a person a better Muslim?</p>								

# Year 3

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  <b>Hinduism</b> Diwali  <b>Christianity</b> Christmas		Say three important actions I could take to support a group I belong to.  Discuss my understanding of my group's symbol.  Describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.  Start to say why Diwali might bring a sense of belonging to Hindus.  Explain what Christmas means to me and talk about whether this involves giving and receiving gifts.  Start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.  Start to tell you what Christmas means to Christians and what it means to me.	Theology – Beliefs: Look at different groups and their beliefs  Look at different groups' sense of belonging and what they achieve  Look at people's experiences of Christmas  Look at the meaning of Christmas for different people  Philosophy – Find out: Explore why Diwali is celebrated  Explore what happens during Diwali celebrations  Explore artefacts and symbols used at Christmas  Explore what Christmas means to Christians  Social Sciences – Impact of beliefs:  Discuss your own sense of belonging and identity  Discuss the true meaning of Christmas  Discuss what gifts could be given to the world	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?  Does participating in worship help people to feel closer to God or their faith community?  Has Christmas lost its true meaning?  Do sacred texts have to be 'true' to help people understand their religion?  Is religion the most important influence and inspiration in everyone's life?	Hindus believe that they should try to bring as much good to the world as possible.  The goddess Lakshmi is worshipped to bring prosperity.  To Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people.  Christians believe that in Jesus God came to live among humans.	Evil Belonging Celebrate Prosperity Temple Parcel Nativity Carol Shepherd Wise men Incarnation		Rule of Law  Individual Liberty  Mutual respect  Tolerance of those of different faiths and beliefs	Discovery R.E  Rangoli patterns Diya lamps Puja tray Pictures of Hindu children during Diwali  Pass the Parcel Nativity scenes/images Children's Bible: Christmas story
				<p><b>Possible Misconceptions:</b></p> <p>Hindus pray to one God</p>					

<b>Oracy opportunities for Autumn term</b>	Discussion – What helps us feel a sense of belonging?								
<b>Spring</b>  <b>Christianity</b> Jesus' Miracles  Easter - Forgiveness	Discussion – What gift would make the world a better place?								
	<p>Talk about some of the things in the world that people think of as miracles and begin to talk about a miracle I would like to see happen today.</p> <p>Explain one Christian viewpoint about one of Jesus' healing miracles.</p> <p>Start to say whether I believe Jesus actually healed people or not.</p> <p>Suggest how a person may rescue/help others who are in difficult situations.</p> <p>Start to talk about why Christians believe Jesus' death is important.</p> <p>Start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	<p>Theology – Beliefs: Look at how we can help ourselves to get better if we are poorly</p> <p>Look at how different situations can be resolved</p> <p>Philosophy – Find out: Explore stories of miracles in the Bible</p> <p>Explore people's understanding of miracles</p> <p>Explore the significance of the bread and wine in the Easter story</p> <p>Explore a Christians perspective of how Jesus' death was God's plan</p> <p>Social Sciences – Impact of beliefs: Discuss why Christians believe Jesus performed miracles</p> <p>Discuss miracles people would like to perform and why</p> <p>Discuss what was good about Good Friday</p> <p>Discuss how people show their love and gratitude to others</p>	<p>Could Jesus heal people?</p> <p>Were these miracles or is there some other explanation?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>What is 'good' about Good Friday?</p> <p>Should religious people be sad when someone dies?</p> <p>Can the arts help communicate religious beliefs?</p>	<p>Christians believe Jesus is the Incarnation of God.</p> <p>Christians believe it was possible for Jesus to perform miracles.</p> <p>Christians believe God made a beautiful world, but when people started forgetting how to be good to each other and how to look after the planet, He sent Jesus to make things better, to save the day, to redeem the situation.</p>	<p>Miracle Medicine Healing Paralysed Symbolise Palm Sunday Maundy Thursday Good Friday Communion</p>			<p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>'Bear Feels Sick' by Karma Wilson</p> <p>Bible Stories: Blind Man (John 9), Paralysed Man (Mark 2)</p> <p>Easter story</p> <p>Art representations of 'The Last Supper' and 'The Crucifixion': e.g. Large sequencing cards for the Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc.</p>
<b>Oracy opportunities for spring term</b>	Discussion – Are miracles real?								
	Discussion – Do Christians today think Good Friday was good for them?								

<p><b>Summer</b></p> <p><b>Hinduism</b> Hindu beliefs</p> <p>Prayer and Worship</p>		<p>Explain some of the different roles I play whilst still being me.</p> <p>Describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>Recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>Explain why water is important.</p> <p>Describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>Empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p>	<p>Theology – Beliefs: Look at who we are and what we mean to different people</p> <p>Look at how we stay the same but are different things to different people</p> <p>Look at how important water is to people</p> <p>Look at what water is used for in everyday life</p> <p>Philosophy – Find out: Explore what Hindus believe about Brahman</p> <p>Explore the meaning of omnipresent in relation to Brahman</p> <p>Explore the importance of the River Ganges to Hindus</p> <p>Explore why people would want to visit the River Ganges</p> <p>Social Sciences – Impact of beliefs: Discuss what kind of gods would represent different things</p> <p>Discuss whether everyone would have the same experience visiting the River Ganges</p> <p>Discuss how people appreciate water and what it does</p>	<p>How can Brahman be everywhere and in everything?</p> <p>Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Do religious people live better lives?</p> <p>Is religion the most important influence and inspiration in everyone’s life?</p>	<p>There is one God who Hindus see in many different forms: This God is called Brahman.</p> <p>Hindus believe Brahman is in the water (a life source) helping them to get clean so they can be good people.</p>	<p>Brahman Deities Puja Tri-murti Omnipresent Residents Pilgrims</p>		<p>Rule of Law</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Cube nets</p> <p>A small box containing pictures/models of different Hindu deities</p> <p>Cards explaining the role of each of the Deities</p> <p>Glass of water and salt</p> <p>Range of symbols and artefacts that show commitment. The 5 Ks</p>
<p><b>Oracy opportunities for summer term</b></p>	<p>Discussion – How can Brahman be everywhere and in everything?</p> <p>Discussion – Visiting the River Ganges is a special event for everyone</p>								

# Year 4

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  <b>Judaism:</b> Beliefs and Practices  <b>Christianity:</b> Christmas		Give examples of agreements and contracts and explain how I would feel if one was broken.  Tell you an affirmation/promise I would like to make. Start to explain what makes Jewish people believe they have a special relationship with God.  Tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.  Design a symbolic object to show the significance of Christmas or the Christmas holiday. Describe one thing a Christian might learn about Jesus from a Christmas symbol.  Ask questions about what Christmas means to Christians and compare this with what it means to me.	<b>Theology – Beliefs:</b> Look at different agreements people make with each other  Look at the Covenant between God and Abraham  Look at how some symbols are universal and some are cultural  Look at the different symbols within the Christmas story  <b>Philosophy – Find out:</b> Explore the Ten Commandments  Explore the symbols used by Jewish people to show their commitment to God  Explore the meaning of the symbols in the Christmas story  Explore the meaning of the Christingle  <b>Social Sciences – Impact of beliefs:</b> Discuss how special the relationship Jews have with God is  Discuss how affirmations are positive statements and the impact they can have on people  Discuss the significant parts of the Christmas story	How special is the relationship Jews have with God?  Do sacred texts have to be 'true' to help people understand their religion?  Does participating in worship help people to feel closer to God or their faith community?  What is the most significant part of the nativity story for Christians today?	Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship.  Jewish people believe that God has always kept his promise to look after them.  The angel symbolises that Jesus was not just an ordinary man.  The wise men and the Shepherds are an interesting contrast between rich and poor, symbolising that Jesus is a gift from God to everyone.  The stable continues to represent humble beginnings	Agreement Consequence Covenant Descendants Torah scroll Mezuzah Shema Affirmation Symbol Manger Christingle		Rule of Law – Torah/Covenant  Individual Liberty  Mutual respect  Tolerance of those of different faiths and beliefs	Discovery R.E Bible stories: Old Testament - Covenant of Abraham (Genesis 17), Birth of Isaac (Genesis 21), Promise to God (Exodus 20)  Pictures: Religious scenes Christingle: Secular scenes
				<b>Possible Misconceptions:</b>  <b>Once Jesus was born he became rich and famous</b>					

			Discuss what symbols represent different people						
<b>Oracy opportunities for Autumn Term</b>	<p>Discussion – Is trust needed when making an agreement?</p> <p>Discussion – What is the most significant part of the Christmas story?</p>								
<b>Spring</b>		<p>Discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>Describe some of the things Jews do to show respect to God. Start to identify how it would feel to keep Kashrut.</p> <p>Talk about what sort of help I might need to show forgiveness.</p> <p>Describe what a Christian might learn about forgiveness from a Biblical text.</p> <p>Show an understanding of how Christians believe God can help them show forgiveness.</p>	<p>Theology – Beliefs: Look at favourite foods and special meals</p> <p>Look at the Kashrut Rules within the Jewish religion</p> <p>Look at the meaning of forgiveness</p> <p>Philosophy – Find out: Explore the meanings of the symbols in the Seder Meal</p> <p>Explore ways in which Jewish people do what God asks of them</p> <p>Explore why Jesus had enemies</p> <p>Explore Jesus' teachings on forgiveness</p> <p>Social Sciences – Impact of beliefs: Discuss the importance of all the things Jewish people do</p> <p>Discuss the importance of the Universal Declaration of the Rights of the Child</p> <p>Discuss Christians understanding of forgiveness</p> <p>Discuss your own understanding of forgiveness</p>	<p>How important is it for Jewish people to do what God asks them to do?</p> <p>Do religious people lead better lives?</p> <p>Is religion the most important influence and inspiration in everyone's life?</p> <p>Is forgiveness always possible for Christians?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p>	<p>Jews respect God's authority and believe they have a special relationship with Him.</p> <p>Jews celebrate Passover to remember when Moses lead the Israelites to freedom.</p> <p>Christians believe Jesus' death was a sacrifice to offer them forgiveness for their 'sins'.</p> <p>Christians believe that Jesus' death took away their 'sins' and offered forgiveness and salvation</p>	<p>Forbidden Kashrut</p> <p>Kosher</p> <p>Passover Seder meal</p> <p>Authority</p> <p>Revenge</p> <p>Sacrifice</p> <p>Salvation</p>		<p>Rule of Law - (kashrut/ UNCRC)</p> <p>Jesus allowed himself to be condemned under the law of his land</p> <p>Individual Liberty – Jesus willingly gave his up</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E</p> <p>Song: 'Food Glorious Food'</p> <p>Biblical story: New Testament - The Lord's Prayer, Love for enemies (Luke 6), Anger (Matthew 18), Revenge (Matthew 5), Unforgiving Servant (Matthew 8), Barabbas (Luke 3)</p>
<b>Judaism:</b> Passover									
<b>Christianity:</b> Easter									
				<p><b>Possible Misconceptions:</b></p> <p>Everybody loved Jesus and wanted to follow his teachings.</p>					

<b>Oracy opportunities for Spring Term</b>	Discussion – Who has authority over us?								
	Discussion – Are there any times when people should not be forgiven?								
<b>Summer</b>		<p>Explain why I think some things need to wait until you are a certain age.</p> <p>Give examples of things I am committed to and explain which ones are more or less important to me.</p> <p>Describe some of the ways that Jews choose to show commitment to God and start to understand that they do this in different ways.</p> <p>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.</p> <p>Explain some of the feelings my special place gives me and suggest why that is.</p> <p>Describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>Start to understand the impact a Christian's special place has on him/her.</p>	<p>Theology – Beliefs:</p> <p>Look at milestones and ages we are able to do different things</p> <p>Look at the things people show commitment to</p> <p>Look at special places for different people</p> <p>Look at special places of worship</p> <p>Philosophy – Find out: Explore what Bar and Bat Mitzvah's</p> <p>Explore more ways Jewish people show their commitment to God.</p> <p>Explore the significance of Baptism</p> <p>Explore how Christians worship and celebrate in church</p> <p>Social Sciences – Impact of beliefs: Discuss the most effective ways Jewish people can show their commitment to God</p> <p>Discuss how different people show their commitment to different things</p> <p>Discuss reasons why Christians go to church</p> <p>Discuss and reflect on why places are special to people.</p>	<p>What is the best way for a Jew to show commitment to God?</p> <p>Does participating in worship help people to feel closer to God or their faith community?</p> <p>Do people need to go to church to show they are Christians?</p>	<p>Prayer and worship at home and at the synagogue are important ways Jews show commitment to God.</p> <p>John the Baptist was Jesus' cousin.</p> <p>Communion is celebrated towards the end of mass as a reminder of the last meal Jesus had with his disciples.</p>	<p>Bar Mitzvah</p> <p>Bat Mitzvah</p> <p>Rite of passage Ceremony</p> <p>Confess</p> <p>Baptise</p> <p>Vicar</p> <p>Priest</p> <p>Faith</p> <p>Hypocrite</p>		<p>Rule of Law – The Covenant/Torah</p> <p>Individual Liberty</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E</p> <p>Bar/Bat Mitzvah clips</p> <p>Bible stories (New Testament): John the Baptist (Matthew 3)</p> <p>The Eucharist or Holy Communion clips</p> <p>Worship in a Christian church clips</p> <p>Bible stories (New Testament): Love your God (Matthew 22), Lamp under a bowl (Mark 4), Prayer (Matthew 6)</p>
<b>Judaism:</b> Rites of Passage and good works									
<b>Christianity:</b> Prayer and Worship									
				<b>Possible Misconceptions:</b>					
				You have to be an adult to be allowed to do most things on your own.					

Oracy opportunities for Summer Term	Discussion – When do you become an adult and responsible for your own actions?
	Discussion – Why are some places more special to people than others?

## Year 5

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b> <b>Sikhism</b> Belief into Action  <b>Christianity</b> Christmas		Identify the different levels of commitment I show to different things and explain these priorities.  Make links between how Sikhs practise their religion and the beliefs that underpin this.  Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.  Start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.  Start to explain the Christian belief that Jesus was the Incarnation of God.  Start to express an opinion on whether the Christmas story is true and what this might mean to Christians.	Theology – Beliefs: Look at different forms of commitment  Look at how eye-witness accounts are subjective even though we have all witnessed the same event  Look at different types of truth  Philosophy – Find out: Explore the five key Sikh beliefs  Explore which aspects might be more/least important to a Sikh  Explore different accounts of the Christmas story  Explore different types of truth  Social Sciences – Impact of beliefs: Discuss which aspects would take the most effort/sacrifice for a Sikh  Discuss what other people are committed to and why  Discuss which stories people have learned	How far would a Sikh go for his/her religion?  Is the Christmas story true?	The five key Sikh beliefs are: God is in everything It is a Sikhs duty to serve others All people should be treated as equals Sikhs should share what they can with others Sikhs should earn their living honestly  The purpose of life for a Sikh is to see and speak with god  Christians believe God gave Jesus to the Earth to show people how to lead good lives, forgive them for the things they do wrong and prove to them that there is life after death.	Meditation Waheguru Khalsa Oppression Self-sacrifice Langar Amritsar Stable Account Version		Rule of Law  Individual Liberty - how much does a Sikh give up  Mutual respect  Tolerance of those of different faiths and beliefs	Discovery R.E Sikhnet and British Library websites: Formation of Kasha Custom-made clips from the Sikh Education Trust on the Discovery RE website 5Ks Picture cards of Sikh artefacts, events and places: Story of the Kalsha, 5Ks, Wedding, Golden Temple, Langar, Amrit Ceremony  Newspaper and internet articles about the same event Nativity scenes Artwork, Christmas cards, Advent calendars Bible stories (New Testament): The Christmas Story Luke 1 26-28, Luke 2 1-20, Matthew 1 18, Matthew 2 12 Task Sheet

**Possible Misconceptions:**  
**All versions of the Christmas story are the same.**

			the most from and why						
<b>Oracy opportunities for Autumn term</b>	Discussion – Why do people commit to certain things but not to others? Discussion – What is meant by truth?								
<b>Spring</b>  <b>Sikhism</b> Beliefs and moral values  <b>Christianity</b> Easter		<p>Explain how some stories can teach people about what is important and how to behave.</p> <p>Recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>Give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>Start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>Start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p>	<p>Theology – Beliefs: Look at books and stories that are special to people</p> <p>Look at how some books have special rules on how to be handled</p> <p>Look at the things we have the most control over in our lives</p> <p>Look at how some people plan their lives and some believe in destiny</p> <p>Philosophy – Find out: Explore the teachings of Guru Granth Sahib</p> <p>Explore equal rights</p> <p>Explore what God's plan was for Jesus</p> <p>Explore whether the events during Holy week were part of God's plan</p> <p>Social Sciences – Impact of beliefs: Discuss how Sikh stories can impact the curriculum</p> <p>Discuss how Sikh stories can impact people's lives</p>	<p>Are Sikh stories important today?</p> <p>How significant is it for Christians to believe God intended Jesus to die?</p> <p><b>Possible Misconceptions:</b>  <b>Jesus ascended to Heaven on Easter Sunday</b></p>		<p>Gurdwara Respect Equality Organisation Crisis Treachery Chapatti Evidence Holy Week Betrayal Trial Jealous</p>		<p>Rule of Law - Guru Granth Sahib</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E Hood</p> <p>The Sikh Holy Book - Guru Granth Sahib</p> <p>Bhai Lalo and Malik Bhago</p> <p>Birth of the Khalsa</p> <p>Concept cards: Love, Peace, Equality, God, Belonging, Religion, Friend, Spirituality, Truth, Story, Family and Soul</p> <p>Modroc or clay</p> <p>Custom-made clips from the Sikh Education Trust</p> <p>Story sack props: palm leaf, bread, glass of wine, model donkey, small table, cross, stone</p> <p>Bible story (New Testament): Luke 20-23</p>
<b>Oracy opportunities for spring term</b>	Discussion – Sikh stories should be part of the school curriculum Discussion – What do you have the most control over in your life?								

<p><b>Summer</b></p> <p><b>Sikhism</b> Prayer and worship</p> <p><b>Christianity</b> Beliefs and Practices</p>		<p>Show an understanding of why people show commitment in different ways.</p> <p>Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>Start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Show an understanding of why people show commitment in different ways.</p> <p>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.</p> <p>Explain why I think some ways of showing commitment to God would be better than others for Christians.</p>	<p>Theology – Beliefs: Look at making personal choices</p> <p>Look at what is important for Sikhs to wear and why</p> <p>Look at whether it is ever acceptable to lie</p> <p>Look at how commitment can cause dilemmas and difficult decisions</p> <p>Philosophy – Find out: Explore the three golden rules Sikhs follow</p> <p>Explore other ways Sikhs show their commitment to god</p> <p>Explore the meaning of the Ten Commandments</p> <p>Explore famous Christians who dedicated their lives to helping others</p> <p>Social Sciences – Impact of beliefs: Discuss the best ways Sikhs show their commitment to god</p> <p>Discuss why people may find commitments difficult and is it acceptable to try again</p> <p>Discuss what commitment means to different people</p> <p>Discuss different ways Christians show their commitment to God.</p>	<p>What is the best way for a Sikh to show commitment to God? Do all religious beliefs influence people to behave well towards others?</p> <p>What is the best way for a Christian to show commitment to God?</p>	<p>Sikhs cover their hair to make them stand out in a crowd of people, they want to be easily recognisable so that everyone knows that help, care and kindness is at hand whenever they need it.</p> <p>The Sikh turban represents love, care, kindness and protection against unkindness.</p> <p>Christians show commitment to God by attending church every Sunday/worshipping God.</p> <p>Christians believe that praying to God shows commitment.</p>	<p>Turban Gurus Vand Ke Chakna Seva Kirat Karnee Akal Takhat Conceitedness</p>		<p>Rule of Law - Guru Granth Sahib, 10 Commandments</p> <p>Individual Liberty Martin Luther King</p> <p>Mutual respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E Clips from the Sikh Education Trust The Sikh Holy Book - Guru Granth Sahib Clips about Sikh weddings</p> <p>‘The Hiding Place’: Book by Corrie Ten-Boom Bible Story (Old Testament): The Ten Commandments Exodus - 20 2-17 Bible Story (New Testament): Love thy neighbour as thyself - Letter to the Galatians 5 14 Bible Story (New Testament): Holy Spirit - Letter to the Galatians 5 22-26</p>
<p><b>Possible Misconceptions:</b></p> <p>Christians only pray in a church</p>									

Oracy opportunities for summer term	Discussion – What influences the choices we make?
	Discussion – Is it ok to tell lies?

## Year 6

Theme	National Curriculum	Progression in Skills	Disciplinary Knowledge	Key Questions	Key Facts	Key Vocab	Drivers & 50 things	British Values & Protective Characteristics	Schemes/Resources/ Texts
<b>Autumn</b>  <b>Islam and humanism</b> Beliefs and practices  <b>Christianity</b> Christmas		<p>Show an understanding of why people show commitment in different ways.</p> <p>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.</p> <p>Think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>Explain the qualities needed in different people because of the important jobs they are chosen to do.</p> <p>Make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation).</p> <p>Start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p>	<p>Theology – Beliefs: Look at what it means to make a commitment</p> <p>Look at the key ingredients needed for commitment</p> <p>Look at how it feels to be chosen for things</p> <p>Look at reasons for choosing people for certain things</p> <p>Philosophy – Find out: Explore if it is necessary for Muslims to pray five times a day</p> <p>Explore the third and fourth pillar of Islam</p> <p>Explore why Mary was chosen to be the mother of Jesus</p> <p>Explore the word incarnation</p> <p>Social Sciences – Impact of beliefs: Discuss the best ways for Muslims to show their commitment to god</p> <p>Discuss how people can reinforce their commitment to things</p>	<p>What is the best way for a Muslim to show commitment to God?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>How significant is it that Mary was Jesus' mother?</p>	<p>Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about Him</p> <p>Muslims believe they can worship God anywhere.</p> <p>For Christians, Incarnation means that Jesus is God in the flesh, and that, in Jesus, God came to live among humans.</p>	<p>Zakah Donate Sawm Soul Glorifies Engagement Divorce</p>		<p>Rule of Law (5 pillars)</p> <p>Individual Liberty</p> <p>Mutual Respect</p> <p>Tolerance of those of different faiths and beliefs</p>	<p>Discovery R.E website</p> <p>Bible stories (New Testament): Angel visiting Mary - Luke 1:26-38, Mary's Song Luke 1:47-55, Joseph Matthew 1:18-25, God as Man John 1:14</p>
				<p><b>Possible Misconceptions:</b></p> <p>Mary was chosen as the mother of Jesus because she was already a special person</p>					

			Discuss whether people would have listened to Jesus so much if He had been an ordinary man						
			Discuss what kind of woman would be chosen today to be Jesus' mother						
<b>Oracy opportunities for Autumn Term</b>	Discussion – If a Muslim was really hungry and ate something, would this mean that he/she is not a good Muslim?								
	Discussion – What sort of person would you have chosen to be the mother of Jesus?								
<b>Spring</b>									
<b>Christianity and humanism</b>		Express the feelings I have when I think about situations or things I would like to last forever.	Theology – Beliefs: Look at what things will last forever	Is anything ever eternal?	Christians believe that because of Jesus' resurrection, Christians will also be able to have life after death (eternal life).	Exchanged Eternity Unconditional Agape Heaven Harvest Oath		Democracy	Christian wedding video (internet)
Belief and meaning		Make links between different Christian beliefs and their views on whether anything is ever eternal.	Look at whether anything last forever	Should religious people be sad when someone dies?	Christians believe Jesus made forgiveness possible by His crucifixion.			Rule of Law	Post-it notes
Easter		Reflect on my own beliefs about whether anything is eternal.	Look at influential people in others' lives	How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?	Humanists believe there is no god, there is one life and when it is over that is the end.			Individual Liberty	Bible stories (New Testament): Love (Matthew 6:43-47), Commandments (Mark12:29-31), The Lost Son (Luke 15:11-32, Healing (Luke 17:11-9), Forgiveness (Luke 23:34), Love (John 3:16) & Letter to Corinthians 13:4- 13), Eternal Life (John 3:16), Walk to Emmans (Mark 16:12-13), Beach Barbeque (John 21:1-14)
		Explain how the influence people have had on me has affected what I see as important.	Look at the most influential people through history	Is Christianity still a strong religion 2000 years after Jesus was on Earth?				Mutual Respect	Bible stories: Love their neighbour (Mark 12:28-31)
		Explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.	Philosophy – Find out: Explore the meaning of eternal and whether anything is eternal	Is religion the most important influence and inspiration in everyone's life?				Tolerance of those of different faiths and beliefs	Christians who are suffering for their beliefs: internet search
		Give my opinion as to whether Christianity is a strong religion now and say why I think this.	Explore what Christians believe is needed for eternal life						
			Explore whether festivals and symbols show that Christianity is still a strong religion						
			Explore whether Christian charities show the religion is strong						
			Social Sciences – Impact of beliefs: Discuss the Christian teaching of eternal life						
				<b>Possible Misconceptions:</b>					
				Heaven is a physical place above the clouds					
				There are physical features of Heaven such as pearly gates					

			Discuss why it is important to lead a good life					
			Discuss whether Christianity is still a strong religion					
			Discuss the Ten Commandments that would make the world a better place today					
<b>Oracy opportunities for Spring Term</b>	Discussion – Does anything last forever?							
	Discussion - If you were starting a religion now that would help make the world a better place, what would be the Commandments you would ask people to live by?							
<b>Summer</b> <b>Islam</b> Beliefs and moral values	Give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.  Explain how believing in Akhirah influences Muslims to do their best to lead good lives.  Recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.  Give examples of times when I misinterpreted something.  Explain two different Muslim interpretations of Jihad.  Recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.	Theology – Beliefs: Look at how far people go to stand up for what they believe in  Look at what motivates us to take certain actions  Look at how different people see different things as important  Look at what influences our own opinions and beliefs  Philosophy – Find out: Explore what ‘leading a good life’ looks like  Explore the effort Muslims put in to follow the teachings of Allah  Explore how Muslims interpret their holy book and how this influences their views on leading a ‘good life’  Social Sciences – Impact of beliefs: Discuss the most important ways Muslims may try to follow the teachings of Allah	Does belief in Akhirah (life after death) help Muslims lead good lives?  Should religious people be sad when someone dies?	Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good.  The Qur’an makes it clear that Muslims may fight in self-defence but must not start a fight or a war.	Judge Weigh up Tier Akhirah Jihad Influence Self-defence Aggressors		Democracy - respecting law and leading peaceful lives  Rule of Law - Qu’ran  Individual Liberty  Mutual Respect  Tolerance of those of different faiths and beliefs	Discovery R.E website
			<b>Possible Misconceptions:</b> <b>Muslims believe that after death they go to Heaven</b>					

			<p>Discuss what righteous means to Muslims</p> <p>Discuss whether believing in Akhirah helps Muslims lead a good life</p> <p>Discuss our own positive visions for the world</p>				
<p><b>Oracy opportunities for Summer Term</b></p>	<p>Discussion – What motivates us to take certain actions?</p> <p>Discussion – What influences how we live our lives?</p>						