



## Subject: Religious Education

## Curriculum Provision Statement

*Inspiring Excellence Our days are always filled with MAGIC*

### Context

Given the diverse community Keir Hardie School stands in, our syllabus makes sure that Religious Education is taught well and aims to promote spiritual, moral, social, emotional, cultural and intellectual development of all pupils. Through engaging and inclusive learning experiences, we aim to encourage religious literacy, moral development, and personal growth, empowering students to navigate the diverse world with tolerance, compassion and an informed worldview.

According to the Director of Education and Skills London Borough of Newham, who believes that schools should "open up young minds, leading to a greater awareness of the world and global opportunities and challenges." they will face. Rightly so, pupils are able to express opinions, foster a dialogue of shared experiences from different faith groups, schools and individuals. Whilst, we also highlight differences amongst religions and worldviews to help encourage pupils to use accurate vocabulary, share an understanding and respectfully challenge views that will discourage prejudiced thoughts. As mentioned in the Ofsted (2015) guidance, our school has fundamental British Values, mutual respect and tolerance at the core of its planning and delivery of lessons. At Keir Hardie, we believe in sharing an ethos of "respect for all." Our curriculum covers topics ranging from gratefulness, leaders of the past, sacred teachings and significant changes as well as drawing on various disciplines including the beliefs of the minority. We pride ourselves in welcoming discussions, which enables pupils to share a voice, be empathetic and lead to responding and reflecting on religious and worldview matters. All pupils are encouraged to take shared ownership of this agreement and proudly celebrate Newham's rich diversity. Working closely with faith leaders and community spaces, our staff deliver an enriched curriculum both inclusive and sensitive to the multicultural and multi-faith nature of the society we live in today.

Intent	Implementation	Impact
<p>Our Keir Hardie Religious Education Curriculum is intended to support our pupils to become resilient, accepting, mindful and inquisitive learners. We want our pupils to become active and well-rounded members of society, developing a sense of identity and belonging, preparing them for life as British citizens in a multi-faith community.</p> <p>In RE pupils will communicate through developing a broad and accurate religious vocabulary, reading and responding to a range of written and spoken language (including sacred texts, stories, poetry, prayers, liturgy and worship), communicating ideas using the creative and expressive arts, talking and writing with understanding and insight about religious and other beliefs and values, reflecting critically on ultimate questions of life, using reasoned arguments.</p> <p>Our learning environment promotes self awareness, curiosity, respect for all, sensitivity towards and understanding of others, open mindedness, trust, community, appreciation and wonder instilling a desire for continuous learning.</p> <p>Pupils will explore issues within and between faiths to help them learn, understand and respect different religions, beliefs, values, traditions and their influence on individuals, societies, communities and cultures.</p> <p>We want all pupils to benefit from experiential learning so that they know more and remember more.</p>	<p>We ensure we comply with the legal requirements for Religious Education by following the Newham's Agreed Syllabus agreed by the Standing Advisory Committee on RE (SACRE). We use a variety of disciplines to teach the content of RE which include discussion and debates, experiential learning, philosophy, history, empathy, theology and social sciences and worldviews.</p> <p>In EYFs, our pupils are exposed to a wide range of sensory learning experiences, inclusive of diverse cultures and backgrounds. This exposure helps pupils understand their own identity while appreciating the richness of the world around them. Incorporating religious, cultural stories and practical activities aids in grasping varied concepts and values, fostering empathy and respect for differences.</p> <p>In KS1 and KS2, Religious Education is taught on a weekly basis. Our learning is centred mainly upon the Christian faith and traditions as well as other religions and worldviews represented in our community.</p> <p>In KS1, pupils begin to develop an awareness of themselves and others and to recognise that there are stories, people, places, time and values that are especially important to themselves and to others. They begin to develop their questioning skills which will help them to make sense of and respond to the world in which they live.</p>	<p>Our pupils enjoy sharing their learning in RE assemblies and making links with what they have learnt to their own lives. Our pupils celebrate the richness and diversity within the school with curiosity and mutual respect. They are given the opportunity to listen, ask questions and debate issues. This supports their SMSC development and brings a sense of community cohesion. Through the disciplines used, pupils are ready for the next stage of their education which prepares them for life in modern Britain.</p> <p>In EYFS the related activities are linked to three broad areas of experience; 'Celebrating Special Times', 'Stories and What They Tell Us' and 'Aspects of Identity and Relationships'. Engaging in these activities during the Foundation Stage will enable children to begin to: acknowledge their own individuality and that of others, explore the relationships between themselves and those around them, meet visitors and engage with them in different ways, listen to stories and respond appropriately to them, participate, where appropriate, in some aspects of a variety of cultures, experience a variety of special occasions in the classroom and at school and talk about them, talk about and visit special places, share special things, including books, stories, and favourite possessions, respond to their experiences of nature and the world, experience a variety of ways of expressing meaning, attempting to use these when expressing their own ideas e.g. writing, talking, making, creating and</p>

In Lower KS2, pupils develop their interest in, as well as knowledge and understanding of, different religious beliefs and practices as well as secular world views. They begin to recognise diversity within, as well as between, religious and cultural traditions.

During Upper Key Stage 2, pupils will develop an understanding of the connection between beliefs and actions. They will increasingly understand some of the ways in which cultural and social influences affect how people practise their religion and will be able to compare their own beliefs and lifestyles with others.

We value first hand learning experiences and ensure our pupils participate in workshops, educational visits, explore artefacts and attend conferences.

To support our curriculum; we hold assemblies every half term celebrating different religious festivals and events. The celebration and learning is also reinforced with a bookshelf display available for others to explore and read. We also organise yearly competitions within our school and participate in external competitions, competing with other schools.

Our place of worship progression model ensures that by the time a pupil, who starts in reception, leaves Keir Hardie, they would have visited 6 different places of worship.

We ensure that staff are able to participate in CPD to support them to acquire mastery knowledge of different religions, faiths or practices.

roleplay.

By the end of Key Stage 1, pupils have the ability to express their own feelings, reactions and responses as well as learn to respond to others. They develop enquiry skills, to help them make sense of and respond to the world in which they live, while using words related to religion.

By the end of lower Key Stage 2, our pupils talk about and respond to questions about their own beliefs and lifestyles and make comparisons with other religions and worldviews. Information gathering skills are also developed and pupils use religious and other specialist vocabulary with growing confidence, building on and consolidating their learning from Key Stage 1.

By the end of upper Key Stage 2, our pupils develop an understanding of the connection between beliefs and actions. They use religious and technical vocabulary with greater confidence, explaining symbolism and abstract ideas with increasing depth of understanding. They research independently, using a wider range of sources. Pupils recognise that some questions do not have answers or could have a range of answers, depending on beliefs and experiences.

## Subject Coverage

	Autumn	Spring	Summer
<b>EYFS</b>	<u>Celebrating special times</u> Sukkot Guru Nanak's birthday Buddha Day Diwali Christmas  <u>Stories and what they tell us</u> The Good Samaritan	<u>Stories and what they tell us</u> The 2 Brothers or Gift of Friendship Muhammed and the kitten The Lost Sheep  <u>Aspects of identity and relationships</u> My Muslim Faith The Donkey in the Tiger Skin  <u>Celebrating special times</u> Easter Passover	<u>Stories and what they tell us</u> The Hare and the Tortoise The Lost Coin  <u>Celebrating special times</u> What happens at Eid-UI-Fitr/Adha?  <u>Aspects of identity and relationships</u> How do we make friends? My Hindu Faith What makes a place special? Visiting a church
<b>Year 1</b>	Living with family and friends How do Christians celebrate Christmas?	What does it mean to belong to Hindu Dharmic religion? What does it mean to belong to Christianity?	What does it mean to be a Muslim? How do you belong to Sikhi?
<b>Year 2</b>	Where did the world come from and how should we look after it? Why are different books special for different people?	Why did Jesus tell stories? Why is Easter important to Christians?	How does special food and fasting help people in their faith? What does it mean to say sorry?
<b>Year 3</b>	How do Jews celebrate their beliefs at home and in the synagogue?  What is the significance of light?	How did Jesus and Buddha make people stop and think?  How and why do Hindu people celebrate Holi?	What do Sikh symbols and sayings tells us about Sikhi beliefs?  What can we learn about special symbols and signs used in special religions?

Year 4	What makes me the person I am?	Why is the Bible special for Christians?	How and why do Hindus worship in the home and in the Mandir?
	What religions and worldviews are represented in our neighbourhood?	Why is Easter important to Christians?	What happens when someone gets married?
Year 5	How important is thankfulness?	What do different religions believe about God and what is the Humanist viewpoint?	What inner forces affect how we think and behave?
	How is Christmas celebrated around the world?	How do Christians try to follow Jesus' example?	Why is Muhammad important to Muslim people?
Year 6	How is art important in Christianity?	What similarities and differences do religions and worldviews share?	What qualities are important to present day religious leaders?
	What do people believe about life after death?	What are the sources of the story about what happened on the first Easter Sunday?	How do different religions and worldviews create celebrations?
Enrichment/Cultural Capital			
Faith in Schools Visits to local place of worship Guest speakers Local walk Celebration assemblies In school competitions Conferences Newham competitions Interfaith week			

## Nursery Essential Knowledge

### Celebrating special times

#### What happens at Sukkot?

- Thankfulness: gratefulness or appreciation of what God has provided for people in terms of homes and food for Jewish people. Learning the power of saying thank you to others
- Remembrance: the children learning about how Jews remember the story of Moses leading the people through the desert
- Celebrating: the importance of marking stages of life and reflecting on a value
- Giving: A time to provide for those in need and reach out to others in the community.

#### What happens on Guru Nanak's Birthday (Gurpurab)?

- Special people: remembering special people
- Special teachings: thinking about special teachings followed by people in our community
- Sharing and equality: finding out how Sikh people do this because of what Guru Nanak taught

#### What happens at Diwali?

- Good and Bad: characters in stories. Making choices about how we behave
- Light: as a symbol of goodness and happiness
- Sharing food: share we others

#### What happens at Christmas?

- Birth and growing up: Jesus is celebrated as a baby but is remembered because of his life as an adult
- Jesus as a special baby: for Christians, Jesus is God's Son

### Stories and what they tell us

#### The two brothers?

- Generosity and giving: what makes a generous person; what makes a gift more special?
- Self-improvement: what examples can we follow in order to become better people?
- How generosity and kindness can build a better community.

#### Muhammed and the Kitten

- Creation: For Muslims, all living things are part of Allah's creation
- Responsibility: humans are responsible for all living things
- Role models: People, like Muhammad for Muslims, show us how to behave

#### The lost sheep

- Losing and Finding
- Love, and family
- Belonging

### Celebrating special times

#### Easter

- Sadness of Jesus' crucifixion and death on Good Friday
- Happiness/joy of Jesus' resurrection on Easter Day. For Christians, Jesus' resurrection meant that he had overcome death.
- Symbols of sadness: crucifix, hot cross buns
- Symbols of joy/new life: Easter eggs, flowers, Easter cards, baby animals

### Stories and what they tell us

#### The hare and the tortoise

- **Morals**: are a person's standards of behaviour or beliefs concerning what is and is not acceptable for them to do.
- **Self-care**: taking care of yourself so that you can be healthy, be well, and do all the things you need to do, and want to accomplish, in a day.
- **Self-confidence and self-awareness**: having a strong sense of your self-worth, and not relying on others for your valuation of yourself.
- **Respect**: is a way of treating or thinking about something or someone.

### Celebrating special times

#### Eid ul Fitr

- Adults fasting during Ramadan: to remember Allah
- Celebrating: Eid with family and friends
- Sharing: food with family and friends
- Giving something up: food and drink during daylight hours
- To be grateful: for all Muslim people enjoy throughout the year, all the luxuries
- Charity: Giving to the poor in the community. E.g. food banks

### Aspects of identity and relationships

- Symbols of Christmas: Light, a symbol of joy but also of God's presence
- Gifts: They are given at Christmas as a reminder of the gifts given by the Kings who visited Jesus when he was small. Jesus was God's gift.

### **My Hindu faith**

- Love: thinking about how we show love to others
- Worship: How people who believe in God/gods show their love to him/her/it

### **What makes a place special?**

- Special places include spaces that are important and significant to children.
- Special places may include religious buildings, spaces in the home, school and other countries.
- A place which makes you feel at peace, happy, excited and safe

## **Reception Essential Knowledge**

### **Stories and what they tell us**

#### **What does 'The Good Samaritan' story tell Christian people?**

- Friendship
- Love
- Helpfulness

#### **What happens on Buddha day?**

- Special people: remembering special people
- Special teachings: thinking about special teachings followed by people in our community
- Sharing and equality: finding out how Buddhist people do this because of what the Buddha taught

#### **What happens at Diwali?**

### **Aspects of identity and relationships**

#### **My Muslim faith**

- Muslim belief in Allah the Creator, washing and prayer, special places such as the mosque and the Ka'ba, the Holy Book, the Qur'an and special times such as Hajj, covering the head to show respect to Allah, Ramadan and Eid festivals.

### **Stories and what they tell us**

#### **Donkey in the tiger skin**

- Special things: what makes something special to someone
- Being ourselves: being true to ourselves
- Rules: How rules can help us to stay safe and live good lives

### **Celebrating special times**

### **Aspects of identity and relationships**

#### **How do we make friends?**

New beginnings feeling lonely

Friendship, real and imposed

Patience/perseverance e.g. trying different ways of getting along with others

Identity e.g. establishing your 'presence' within a group

### **Stories and what they tell us**

#### **What does 'The gift of friendship' story tell Muslim people?**

- The 'Golden Rule' – introducing the children to this concept that is common to many religious beliefs – that people should be treated the way you would like to be treated and that doing good things for other people is a religious duty.
- Self-improvement: what examples can we follow in order to become better people?

- Good and Bad: characters in stories. Making choices about how we behave
- Light: as a symbol of goodness and happiness
- Sharing food: share we others

### **What happens at Christmas?**

- Birth and growing up: Jesus is celebrated as a baby but is remembered because of his life as an adult
- Jesus as a special baby: for Christians, Jesus is God's Son
- Symbols of Christmas: Light, a symbol of joy but also of God's presence
- Gifts: They are given at Christmas as a reminder of the gifts given by the Kings who visited Jesus when he was small. Jesus was God's gift.

### **Easter**

- Sadness of Jesus' crucifixion and death on Good Friday
- Happiness/joy of Jesus' resurrection on Easter Day. For Christians, Jesus' resurrection meant that he had overcome death.
- Symbols of sadness: crucifix, hot cross buns
- Symbols of joy/new life: Easter eggs, flowers, Easter cards, baby animals

- Appreciating what you have and not being envious of those people who have more.
- Discussing and reflecting on how acts of kindness

### **The lost coin**

- Losing and Finding:
- Love, and family:
- Belonging:

### **Celebrating special times**

#### **Eid ul Fitr**

- Adults fasting during Ramadan: to remember Allah
- Celebrating: Eid with family and friends
- Sharing: food with family and friends
- Giving something up: food and drink during daylight hours
- To be grateful: for all Muslim people enjoy throughout the year, all the luxuries

#### **Church visit**

- Worship: Where does Christian worship take place and what worship is.
- Holy: Why is the bible holy and what does holy mean?
- Awe and wonder: Thinking about miracles and how Jesus fed the five thousand

Year 1 Essential Knowledge		
<p><b><u>What can be special about living with family and friends?</u></b></p> <ul style="list-style-type: none"> <li>• Name and talk about objects, artefacts, beliefs, teachings and practices in different religions</li> <li>• Understand how the everyday actions of people are influenced by their beliefs and values</li> <li>• Suggest meanings for religious actions and symbols</li> <li>• Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</li> </ul> <p><b><u>How do Christians celebrate Christmas?</u></b></p> <ul style="list-style-type: none"> <li>• Name and talk about key Christian objects, artefacts, beliefs, teachings and practices</li> <li>• Retell Christian stories and explain what is important to a Christian person in the story and why</li> <li>• Suggest meanings for religious actions and symbols</li> <li>• Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</li> </ul>	<p><b><u>What does it mean to belong to Hindu Dharmic religion?</u></b></p> <ul style="list-style-type: none"> <li>• Name and talk about key Hindu objects, artefacts, beliefs, teachings and practices</li> <li>• Understand how the everyday actions of a Hindu are influenced by their beliefs and values</li> <li>• Retell Hindu stories and messages and explain what is important to a Hindu person and why</li> <li>• Suggest meanings for religious actions and symbols</li> <li>• Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</li> </ul> <p><b><u>How do you belong to Christianity?</u></b></p> <ul style="list-style-type: none"> <li>• Name and talk about key Christian objects, artefacts, beliefs, teachings and practices</li> <li>• Suggest meanings for religious actions and symbols</li> <li>• Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</li> </ul>	<p><b><u>What does it mean to be a Muslim?</u></b></p> <ul style="list-style-type: none"> <li>• Name and talk about key Muslim objects, artefacts, beliefs, teachings and practices.</li> <li>• Understand how the everyday actions of a Muslim are influenced by their beliefs and values.</li> <li>• Retell Muslim stories and messages and explain what is important to a Muslim person and why.</li> <li>• Suggest meanings for religious actions and symbols.</li> <li>• Discuss and connect ideas between different religions (e.g. how you show that you belong/ why identity is important etc.)</li> </ul> <p><b><u>How do you belong to Sikhi?</u></b></p> <ul style="list-style-type: none"> <li>• Name and talk about Sikh objects, artefacts and practices.</li> <li>• Retell Sikh stories and messages and explain what is important to a Sikh person and why.</li> <li>• Discuss and connect ideas between different religions (e.g. how you show that you belong)</li> </ul>
Year 2 Essential Knowledge		
<p><b><u>Where did the world come from and how should we look after it?</u></b></p>	<p><b><u>Why did Jesus tell stories?</u></b></p>	<p><b><u>How does special food and fasting help people in their faith?</u></b></p>

- Notice and find out about religions and worldviews.
- Collect, use and respond to ideas in RE.
- Consider, link and discuss questions, ideas and points of view.
- Apply ideas about religions and worldviews thoughtfully.
- Investigate and explain why religions and worldviews matter.
- Enquire into and interpret ideas, sources and arguments.
- Evaluate questions and arguments personally and critically.
- Use varied disciplines of religious study to research ultimate questions

#### **Why are different books special for different people?**

- Used varied disciplines of religious study to research religious sacred texts
- Investigate religions.
- Apply ideas about religions and worldviews thoughtfully.
- Collect, use and respond to ideas in RE.
- Evaluate questions

- Consider, link and discuss questions, ideas and points of view.
- Investigate and explain why religions and worldviews matter.
- Enquire into and interpret ideas, sources and arguments.

#### **Why is Easter important to Christians?**

- Notice and find out about the Christian religion and Easter
- Collect, use and respond to ideas in RE.
- Consider, link and discuss questions, ideas and points of view.

- Investigate fasting
- Apply ideas about religions and worldviews thoughtfully.
- Notice and find out about religion and worldviews.
- Collect, use and respond to ideas in RE.
- Evaluate questions

#### **What does it mean to say sorry?**

- Collect use and respond to ideas in R.E.
- Consider, link and ask questions, ideas and points of view.
- Notice and find out about religions and worldviews.
- Evaluate questions and arguments personally and critically.
- Apply ideas about religions and worldviews thoughtfully.
- Investigate and explain why religions and worldviews matter.
- Enquire into and interpret ideas, sources and arguments.

Year 3 Essential Knowledge		
<p><b><u>How do Jews celebrate their beliefs at home and in the synagogue?</u></b></p> <ul style="list-style-type: none"> <li>• Notice and find out about religions and worldviews.</li> <li>• Collect, use and respond to ideas in RE.</li> <li>• Consider, link and discuss questions, ideas and points of view.</li> <li>• Evaluate questions and arguments personally and critically.</li> </ul> <p><b><u>What is the significance of light?</u></b></p> <ul style="list-style-type: none"> <li>• Notice and find out about religions and worldviews.</li> <li>• Collect, use and respond to ideas in RE.</li> <li>• Apply ideas about religions and worldviews thoughtfully.</li> <li>• Investigate and explain why religions and worldviews matter.</li> </ul>	<p><b><u>How did Jesus and Buddha make people stop and think?</u></b></p> <ul style="list-style-type: none"> <li>• Outline religious ideas and practises</li> <li>• Express thoughtful ideas. Write a thoughtful story that asks an important question about life and challenges people to think about it</li> <li>• Connect ideas between religious stories and practices in religion</li> </ul> <p><b><u>How and why do Hindu people celebrate Holi?</u></b></p> <ul style="list-style-type: none"> <li>• Connect ideas. Relate the meaning from a story to Hindu practices today</li> <li>• Express ideas thoughtfully-Describe what a Hindu might learn from celebrating Holi about what God is like</li> <li>• Discuss questions, ideas and points of view-Apply teachings from Holi for a Hindu person's life today</li> </ul>	<p><b><u>What do Sikh symbols and sayings tells us about Sikhi beliefs?</u></b></p> <ul style="list-style-type: none"> <li>• Connect ideas-Investigate Sikh symbols and sayings</li> <li>• Express ideas</li> <li>• Apply how Sikh and English sayings impact people's lives today</li> <li>• Discuss questions, ideas and points of view</li> </ul> <p><b><u>What can we learn about special symbols and signs used in special religions?</u></b></p> <ul style="list-style-type: none"> <li>• Collect use and respond to ideas in R.E.</li> <li>• Consider, link and ask questions, ideas and points of view.</li> <li>• Thoughtfully consider different ideas and practices within and between religions</li> </ul>
Year 4 Essential Knowledge		
<p><b><u>What makes me the person I am?</u></b></p> <ul style="list-style-type: none"> <li>• Suggest meaning to stories. Describe and understand links to stories and their impact in people's lives</li> <li>• Connect ideas between religions</li> </ul>	<p><b><u>Why is the Bible special for Christians?</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate questions and arguments personally and critically.</li> <li>• Apply ideas about religions thoughtfully</li> </ul>	<p><b><u>How and why do Hindus worship in the home and in the Mandir?</u></b></p> <ul style="list-style-type: none"> <li>• Notice and find out about religions. Explain Hindu god characteristics shown through symbolic pictures</li> </ul>

- Apply religious ideas thoughtfully

**What religions and worldviews are represented in our neighbourhood?**

- Ask questions and be able to discuss beliefs and ideas
- Connecting ideas between religions seeing similarities and differences
- Linking different points of views about religions and the role they take within the community

- Consider, link and discuss questions, ideas and points of view.
- Notice and find out about religions.

**Why is Easter important to Christians?**

- Evaluate questions and arguments personally and critically.
- Apply ideas about religions thoughtfully
- Consider, link and discuss questions, ideas and points of view.
- Notice and find out about religions.

- Consider, link and discuss questions, ideas and points of view about God
- Compare some of the things that are important to Hindu people in worship
- Apply ideas about religions thoughtfully
- Evaluate questions and arguments personally and critically.

**What happens when someone gets married?**

- Notice and find out about religions and world views
- Consider, link and discuss questions, ideas and points of view
- Apply ideas about religions and worldviews thoughtfully
- Enquire into and interpret ideas, sources and arguments
- Evaluate questions and arguments personally and critically.

**Year 5 Essential Knowledge**

**How important is thankfulness?**

- Consider, link and discuss ideas and themes. Explain the impact of people's beliefs and their relationship to their actions
- Apply ideas from religious and world views thoughtfully
- Investigate and explain why religious and world views matter
- Enquire into and interpret ideas, sources and arguments

**What do different religions believe about God and what is the Humanist viewpoint?**

- Consider, link and discuss ideas and themes about the existence of God
- Apply ideas from religious and world views thoughtfully
- Investigate and explain why religious and world views matter
- Enquire into and interpret ideas, sources and arguments

**What inner forces affect how we think and behave?**

- Consider, link and discuss ideas and themes
- Apply ideas from religious and world views thoughtfully
- Investigate and explain why religious and world views matter
- Enquire into and interpret ideas, sources and arguments

**Why is Muhammad important to Muslim people?**

<p><b><u>How is Christmas celebrated around the world?</u></b></p> <ul style="list-style-type: none"> <li>• Consider, link and discuss ideas and themes</li> <li>• Apply ideas from religious and world views thoughtfully</li> <li>• Investigate and explain why religious and world views matter</li> <li>• Enquire into and interpret ideas, sources and arguments</li> </ul>	<p><b><u>How do Christians try to follow Jesus' example?</u></b></p> <ul style="list-style-type: none"> <li>• Consider, link and discuss ideas and themes about how different Christians interpret a Bible</li> <li>• Apply ideas from religious and world views thoughtfully</li> <li>• Investigate and explain why religious and world views matter</li> <li>• Enquire into and interpret ideas, sources and arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Consider, link and discuss ideas and themes</li> <li>• Apply ideas from religious and world views thoughtfully</li> <li>• Investigate and explain why religious and world views matter</li> <li>• Enquire into and interpret ideas, sources and arguments</li> </ul>
<p><b>Year 6 Essential Knowledge</b></p>		
<p><b><u>How is art important in Christianity?</u></b></p> <ul style="list-style-type: none"> <li>• Collect and use information. Write about different art forms used in Christianity to express beliefs about God,</li> <li>• Consider, link and discuss ideas. Explain how this is similar or different to another religion.</li> <li>• Apply ideas thoughtfully. Comment on the symbolic importance of colours and music, with specific examples. Associating these to specific Christian events and beliefs</li> <li>• Investigate and explain ideas around religions and worldviews</li> <li>• Interpret ideas and arguments</li> <li>• In learning about and understanding religion and world views: Pupils can describe and make connections between different features of religions and worldviews they study. They can discover more about rituals and practices that mark</li> </ul>	<p><b><u>What similarities and differences do religions and worldviews share?</u></b></p> <ul style="list-style-type: none"> <li>• Collect and use information</li> <li>• Consider, link and discuss ideas</li> <li>• Apply ideas thoughtfully</li> <li>• Investigate and explain ideas around religions and worldviews</li> <li>• Interpret ideas and arguments</li> <li>• Evaluate questions and arguments personally and critically</li> </ul> <p><b><u>What are the sources of the story about what happened on the first Easter Sunday?</u></b></p> <ul style="list-style-type: none"> <li>• Collect and use information</li> <li>• Consider, link and discuss ideas</li> <li>• Apply ideas thoughtfully</li> <li>• Investigate and explain ideas around religions and worldviews</li> <li>• Interpret ideas and arguments</li> </ul>	<p><b><u>What qualities are important to present day religious leaders?</u></b></p> <ul style="list-style-type: none"> <li>• Collect and use information</li> <li>• Consider, link and discuss ideas</li> <li>• Apply ideas thoughtfully</li> <li>• Investigate and explain ideas around religions and worldviews</li> <li>• Interpret ideas and arguments. Critically evaluate the role of more than one religious leader in the world</li> <li>• In learning about and understanding religion and world views: Pupils can describe and make connections between different features of religions and worldviews they study. They can discover more about rituals and practices that mark important actions</li> </ul>

important actions in lives and reflect on their own ideas about these.

**What do people believe about life after death?**

- Consider, link and discuss ideas from different religions on life and death as well as my own
- Apply ideas thoughtfully. Appreciate and appraise different views on life after death, as well as explain with reasons my own thoughts
- Investigate and explain ideas around religions and worldviews
- Interpret ideas and arguments

- In learning about and understanding religion and world views: Pupils can describe and make connections between different features of religions and worldviews they study. They can discover more about rituals and practices that mark important actions in lives and reflect on their own ideas about these.

**How do different religions and worldviews create celebrations?**

- Collect and use information
- Consider, link and discuss ideas
- Apply ideas thoughtfully
- Investigate and explain ideas around religions and worldviews
- Interpret ideas and arguments
- Evaluate questions and arguments personally and critically

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big questions	What is special to me?	What is special to me and others?	What does it mean to belong?	What can we learn from special stories?	How are saying and symbols important in religions?	What is important to people in my local community?	What impact do beliefs have on actions?	How important are the similarities and differences between and within religions?
Philosophical Themes	My identity	My identity and others	Belonging	Wise words and change	Core beliefs relation to practices	Core beliefs and practices between and within religions and worldviews	Relationship between values, beliefs and actions	Analysing religion and worldviews
Religion and worldviews								

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Buddhism</b>	<p><i>Term 6: What makes a place special?</i> <b>(Aspects)</b></p>	<p><i>Term 1: What happens on Buddha Day?</i> <b>(Celebrations)</b></p>	<p><i>Term 1: Remembrance of the Buddha's teachings</i></p>	<p><i>Term 2: Why are different books special for different people?</i></p> <p><i>Term 6: What can stories tell us about peace? Or What can stories teach us about forgiveness?</i></p>	<p><i>Term 3: How did Jesus and Buddha make people stop and think?</i></p> <p><i>Term 6: What can we learn about special symbols and signs used in religions?</i></p>	<p><i>Term 2: What religions and world views are represented in our neighbourhood?</i></p>	<p><i>Term 1: Thankfulness</i></p>	<p><i>Term 2: What do people believe about life after death?</i></p> <p><i>Term 3: What similarities and differences do religions share?</i></p> <p><i>Term 5: What qualities are important to present day religious leaders?</i></p>
<b>Christianity</b>	<p><i>Term 2: What happens at Christmas?</i> <b>(Celebrating)</b></p> <p><i>Term 4: The Lost Sheep</i> <b>(Stories)</b></p> <p><i>Term 4: What happens at Easter?</i> <b>(Celebrating)</b></p>	<p><i>Term 2: What happens at Christmas?</i> <b>(Celebrating)</b></p> <p><i>Term 1: The Good Samaritan</i> <b>(Stories)</b></p> <p><i>Term 4: What happens at Easter?</i></p>	<p><i>Term 1: What happens at a church Christening or dedication service</i></p> <p><i>Term 2: Why Christmas is important to Christian people</i></p> <p><i>Term 1: What can be</i></p>	<p><i>Term 3: Why did Jesus tell Stories?</i></p> <p><i>Term 2: Why are different books special for different people?</i></p> <p><i>Term 6: Forgiveness or Peace unit</i></p> <p><i>Term 4: Easter</i></p>	<p><i>Term 3: How did Jesus and Buddha make people stop and think?</i></p> <p><i>Term 2: What is the significance of light in religion?</i></p> <p><i>Term 6: What can we learn about special</i></p>	<p><i>Term 3: Why is the Bible a special book?</i></p> <p><i>Term 2: What religions and world views are represented in our neighbourhood?</i> <i>Term 4: Why is</i></p>	<p><i>Term 5: What inner forces affect how we think and behave?</i></p> <p><i>Term 2: How is Christmas celebrated around the world?</i> <i>Term 4: How do Christians try to follow Jesus'</i></p>	<p><i>Term 1: How do people express their faith through the arts in Christianity?</i></p> <p><i>Term 2: What do people believe about life after death?</i></p> <p><i>Term 3: What similarities and differences do religions share?</i></p>

	<p><i>Term 6: What makes a place special?</i></p> <p><b>(Aspects)</b></p>	<p><b>(Celebrating)</b></p> <p><i>Term 6: The Lost Coin</i></p> <p><b>(Stories)</b></p> <p><i>Term 6: Visiting a church</i></p> <p><b>(Aspects)</b></p>	<p>special about living with family and friends?</p>	<p><i>Term 5: How does special food and fasting help people in their faith?</i></p> <p><i>Term 1: Where did the world come from and how should we look after it?</i></p>	<p>symbols and signs used in special religions?</p>	<p>Easter important to Christians?</p> <p><i>Term 1: What makes me the person I am?</i></p>	<p>example?</p> <p><i>Term 1: Thankfulness Or Peace unit</i></p> <p><i>Term 3: What do religions believe about God?</i></p>	<p><i>Term 4: What happened on the first Easter Sunday?</i></p> <p><i>Term 5: What qualities are important to present day religious leaders?</i></p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Hinduism</b>	<p><i>Term 2: What happens at Diwali?</i></p> <p><b>(Celebrating)</b></p> <p><i>Term 6: My Hindu Faith</i></p> <p><b>(Aspects)</b></p> <p><i>Term 6: What makes a place special?</i></p> <p><b>(Aspects)</b></p>	<p><i>Term 2: What happens at Diwali?</i></p> <p><b>(Celebrating)</b></p>	<p><i>Term 3: How do Hindu people belong?</i></p>	<p><i>Term 2: Why are different books special for different people?</i></p> <p><i>Term 6: Forgiveness or peace unit</i></p> <p><i>Term 1: Where did the world</i></p>	<p><i>Term 2: What is the significance of light in religion?</i></p> <p><i>Term 4: How and why do Hindu people celebrate Holi?</i></p>	<p><i>Term 5: How and why do Hindu people worship at home and in the Mandir?</i></p> <p><i>Term 2: What religions and world views are represented in our Neighbourhood?</i></p>	<p><i>Term 5: What inner forces affect how we think and behave?</i></p> <p><i>Term 1: Thankfulness or peace unit</i></p> <p><i>Term 3: What do</i></p>	<p><i>Term 2: What do people believe about life after death?</i></p> <p><i>Term 3: What similarities and differences do religions share?</i></p> <p><i>Term 5: What qualities are important to present day</i></p>

				come from and how should we look after it?		d?  <i>Term 1:</i> What makes me the person I am?  <i>Term 6:</i> What Happens when someone gets married?	<i>religions believe about God?</i>	religious leaders?
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<b>Humanism</b>	<p><i>Term 3:</i> The two brothers <b>(Stories)</b></p> <p><i>Term 5:</i> The Hare and the Tortoise <b>(Stories)</b></p>	<p><i>Term 5:</i> How do we make friends? <b>(Aspects)</b></p>	<p><i>Term 1:</i> What can be special about living with family and friends?</p>	<p><i>Term 6:</i> What can stories tell us about peace? OR forgiveness Unit</p> <p><i>Term 1:</i> Where did the world come from and how should we look after it?</p>	<p><i>Term 6:</i> What can we learn about special symbols and signs used in worldviews?</p>	<p><i>Term 2:</i> What religions and worldviews are represented in our neighbourhood?</p> <p><i>Term 1:</i> What makes me the person I am?</p>	<p><i>Term 5:</i> Thankfulness unit</p>	<p><i>Term 2:</i> What do people believe about life after death?</p> <p><i>Term 3:</i> What similarities and differences do religions share?</p> <p><i>Term 5:</i> What qualities are important to present day religious leaders?</p> <p><i>Term 6:</i> How could we design a celebration that involved everyone, whether religious or not?</p>
<b>Judaism</b>	<p><i>Term 1 -</i> What happens at Sukkot? <b>(Celebrating)</b></p> <p><i>Term 6:</i> What makes a place special?</p>	<p><i>Term 4 -</i> What happens at Passover? <b>(Celebrating)</b></p>	<p><i>Term 4:</i> What is special about living with family and friends?</p>	<p><i>Term 2:</i> Why are different books special for different people?</p> <p><i>Term 6:</i> Forgiveness or peace unit</p>	<p><i>Term 2:</i> What is the significance of light in religion?</p> <p><i>Term 1:</i> How do Jews celebrate their beliefs</p>	<p><i>Term 3:</i> Why is the Bible a special book?</p> <p><i>Term 2:</i> What religions and world views are represented</p>	<p><i>Term 5:</i> What inner forces affect how we think and behave?</p> <p><i>Term 1:</i> Thankfulness or peace</p>	<p><i>Term 2:</i> What do people believe about life after death?</p> <p><i>Term 3:</i> What similarities and differences do religions share?</p>

	<b>(Aspects)</b>			<p><i>Term 1:</i> Where did the world come from and how should we look after it?</p>	at home and in the synagogue?	in our neighbourhood?	unit	<p><i>Term 5:</i> What qualities are important to present day religious leaders?</p>
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	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Islam	<p><i>Term 3:</i> Muhammed and the kitten <b>(Stories)</b></p> <p><i>Term 5:</i> What happens at Eid Ul-Fitr/Adha ? <b>(Celebrating)</b></p> <p><i>Term 6:</i> What makes a place special? <b>(Aspects)</b></p>	<p><i>Term 3:</i> My Muslim Faith <b>(Aspects)</b></p> <p><i>Term 5:</i> What happens at Eid Ul-Fitr/Adha ? <b>(Celebrating)</b></p>	<p><i>Term 1:</i> What is special about living with family and friends?</p> <p><i>Term 5:</i> How do you belong to Islam?</p>	<p><i>Term 2:</i> Why are different books special for different people?</p> <p><i>Term 6:</i> Forgiveness or peace unit</p> <p><i>Term 5:</i> How does special food and fasting help people in their faith?</p> <p><i>Term 1:</i> Where did</p>	<p><i>Term 6:</i> What can we learn about special symbols and signs used in special religions?</p>	<p><i>Term 2:</i> What religions and world views are represented in our neighbourhood?</p> <p><i>Term 6:</i> What happens when someone gets married</p>	<p><i>Term 6:</i> Why is Muhammad and the Qur'an important to Muslims?</p> <p><i>Term 1:</i> Thankfulness or peace unit</p> <p><i>Term 3:</i> What do religions believe about God?</p>	<p><i>Term 2:</i> What do people believe about life after death?</p> <p><i>Term 3:</i> What similarities and differences do religions share?</p> <p><i>Term 5:</i> What qualities are important to present day religious leaders?</p>

				the world come from and how should we look after it?				
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<b>Sikhism</b>	<p><i>Term 1 - What happens on Guru Nanak's birthday?</i> <b>(Celebrating)</b></p> <p><i>Term 6: What makes a place special?</i> <b>(Aspects)</b></p>	<p><i>Term 3: The Donkey in the Tiger Skin</i> <b>(Aspects)</b></p>	<p><i>Term 6: How do you belong to the Sikhi?</i></p>	<p><i>Term 2: Why are different books special for different people?</i></p> <p><i>Term 6: Forgiveness or peace unit</i></p>	<p><i>Term 6: What can we learn from special signs and symbols in religions?</i></p> <p><i>Term 5: What do Sikh symbols and sayings tell us about Sikhi beliefs?</i></p>	<p><i>Term 2: What religions and world views are represented in our neighbourhood?</i></p>	<p><i>Term 1: Thankfulness or peace unit</i></p>	<p><i>Term 2: What do people believe about life after death?</i></p> <p><i>Term 3: What similarities and differences do religions share?</i></p> <p><i>Term 5: What qualities are important to present day religious leaders?</i></p>
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Places of worship</b>		Church visit in Summer term	Church visit in Autumn term	Mosque visit in Summer term	Synagogue visit in Autumn term	Mandir visit in Summer term	Gurdwara visit in Autumn term	Buddhist temple in spring term

<b>Festivals</b>	Sukkot Christmas Easter Guru Nanak's Birthday Eid-ul-Fitr/A dha Diwali	Christmas Easter Buddha Day Eid-ul-Fitr/A dha Diwali Passover	Christmas Shabbat	Easter Ramadan Eid-ul-Fitr Lent	Christmas Hanukah Diwali Holi Sukkot Rosh Hashanah Shabbat	Easter	Christmas	Easter Design your own celebration Kwanzaa
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