

Hadley Wood Primary School

Religious and Worldview Education Curriculum Overview



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Intent:

At Hadley Wood Primary School, we believe that an understanding of the world's major religions and world views of religions and non religions helps our children to understand the world in which they live. We believe that through understanding religious practices and beliefs, we can promote our values of tolerance and respect of difference.

We are fortunate to have a multi-faith community at our school. Our Religious and Worldview Education curriculum is designed to explore a range of faiths to gain a deep understanding of religion and how it shapes people's lives. Through exploring each of the world religions, religious stories and rituals, we develop our children's insight into how others see the world and the religious values which may underpin their daily lives. By exploring similarities and differences, we also highlight connections and commonalities which unite us as well as differences which enrich our community. Reference is constantly made to those who live out their beliefs, insights and values in their daily lives and within their own communities. We feel this gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

Through our teaching of Religion and Worldviews Education, we strive to encourage our children to become open-minded, curious and respectful citizens who understand and value the beliefs of others.

The Hadley Wood Religious and Worldview Education curriculum aims to deliver a holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion – each of which prepare our pupils for life in the 21st century, engaging them in a contemporary and relevant context.

It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- Reflecting on their own beliefs, values and experiences in the light of their study

Although RE contributes to other subjects it must not be defined by or confined to them.

How we plan for and teach Religion and Worldview Education:

Hadley Wood Primary School is community school. It does not have a religious status nor does it promote or rely upon the teachings of one particularly religion as the foundation of the school's ethos or teaching. However, the school does teach and promote, through its curriculum and other activities, principles which are evident in aspects of religious faiths:

- love and care for one another
- respect for one another

- the importance of family, friendship and relationships
- personal well-being and self-esteem
- sense of right and wrong
- justice and restoration of relationships
- forgiveness
- appreciation of the world in which we live
- understanding of different peoples, their cultures and their traditions
- diversity
- rights and responsibilities
- personal reflection – learning, behaviour, friendships
- awe and wonder

Children at Hadley Wood Primary School have weekly RE lessons, through which their understanding of religious beliefs and practices builds over time. Guided by Enfield's SACRE scheme of work (as supported by RE Today), lessons involve exploration of religious narratives, the study of rituals and practices and the key tenets and symbols of each faith. Significant objects are studied to bring lessons to life and familiarise the children with things that have particular importance in different faiths.

In each year group, children will be taught: to learn about religion – the beliefs, traditions and cultures of different religions

- to learn about religion – the beliefs, traditions and cultures of different religions
- to learn from religion – to shape their own lives, beliefs and values; to reflect and to respect others

Our children are encouraged to share their knowledge about their own religions and how they practice them in a safe, respectful environment. Members of our wider community, representing a range of faiths, are invited into our classrooms and assemblies to share their religious customs and answer questions our children may have. Through visits to places of worship, our children learn about the significance of the places where religious communities gather to practise their faith. Our school assemblies reflect the diverse community in which we live in and celebrate a wide range of festivals from the six major religions.

The core knowledge of our curriculum is split into six units of work which are delivered across the course of the year meaning that learning for each unit of work take place over a half term.

Each unit begins by exploring the **Big Question** we aim to answer by the end of each half term. We also share the Success Criteria for that unit along with any Key Vocabulary necessary to our learning.

In Lesson 1 pupils explore the Big Question and use clues about what we may previously have learned (building blocks) to help us make connections between prior knowledge and new learning. We look at the list of key vocabulary and try to write the definitions of what they may mean at this early stage.

Lessons 2-5 will explore the Big Question in various ways ensuring that the Success Criteria is covered. The lessons will consist of the pupils learning **about** religion and then reflecting on what they have learnt **from** a religion linking learning to their own lives.

Lesson 6 will refer back to our Big Question and Key Vocabulary grid. Having used this vocabulary in our learning throughout the unit, we are now more familiar with these key words and are more confident in completing the definitions of these. At this stage, we can use this vocabulary to answer our Big Question for this unit. The way this is answered will vary depending on the year group.

At the end of the unit, the children have the opportunity to assess themselves using the Success Criteria and the teacher also uses this to assess the children too.

What you will see in our Religious Education lessons:

1. Every lesson is carefully planned around **an enquiry question for children to answer**. By ensuring that these questions spark children's **curiosity**, children are engaged in their learning and want to find out the answer. Lessons are purposeful and result in children gaining a new understanding of the world around them.
2. In each lesson the **learning objective** is designed so that children have a powerful understanding of the skills and understanding they are developing in the lesson. **Success criteria** define the features of the learning intention in the context of the activity so that children can identify what they are aiming for and how well they are doing.
3. Learning is effectively sequenced by sharing prior learning '**building blocks**' at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect new learning with existing concepts and promote **independence**.
4. Teachers start each lesson with a "**Think, Pair, Share**" or **Retrieval Practice** opportunity to engage pupils and draw links between prior and new learning. Different levels of challenge and '**what if**' challenges help to ensure our children have high aspirations of themselves and strive to be the best they can be.
5. Teachers skillfully use the '**Deliberate Mistake**' approach to learning to build pupil **resilience** to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

Religious Education Curriculum Overview: EYFS – Year 6

EYFS	Substantive Knowledge Content	Recurring themes, ideas and language	Contribution to wider RE knowledge and what later content this prepares for
Autumn 1	Living: Which stories are special and why?	This investigation enables pupils to become familiar with the idea that some books are holy books. Pupils learn stories from and about holy books, including stories about Jesus and Prophet Muhammad. Pupils are given opportunities to retell the stories in a variety of ways and look at how some religious stories are similar and how they differ. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.	This content supports pupils in Year 1 to learn about What can we learn from sacred books? In Year 2 children consider - Why is the Bible so important for Christians today? In Year 3 children explore the question - Does living biblically mean obeying the whole bible?
	Talk about some religious stories		
	Recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim		
	Identify some of their own feelings in the stories they hear		
	Identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims		
	Use recently acquired vocabulary to talk about what simple teachings from the religious stories e.g. Jesus and Muhammad taught people about keeping promises, being thankful or being kind		
Use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised			
Autumn 2	Believing: Which people are special and why?	The start of this unit encourages pupils to think about people who are special, including themselves, their peers and members of the wider community. They move onto finding out about people who are special in religious communities today. Many religious stories focus on specific	In Year 3 the children explore the Big Question "Why is Jesus inspiring to some people?" In Year 5 the children explore the Big Question "What would Jesus do?" focusing on concept of whether we can live by the values of Jesus in the twenty-first century.
	Talk about people who are special to them and say what makes their family and friends special to them		

	<p>Identify some of the qualities of a good friend</p> <p>Recall and talk about stories of Jesus as a friend to others</p> <p>Recall a story about a special person in Sikhism and talk about what can be learnt from it</p> <p>Use new vocabulary as they hold conversations about religious materials</p>	<p>people and pupils are given an opportunity to learn some of these, thinking about how particular characters can be described as 'special'.</p> <p>There is an emphasis on how some characters show the qualities of friendship. The investigation implements the principal aim of RE, which is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p>	
Spring 1	<p>Believing: Which places are special and why?</p> <p>Talk about somewhere that is special to themselves and explain why</p> <p>Be aware that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Identify some significant features of sacred places</p> <p>Recognise a place of worship</p> <p>Know a similarity and a difference between two different places of worship</p>	<p>This investigation enables pupils to explore a range of special places and find out about some buildings that are special for religious believers. Pupils learn about the Church and Synagogue. There is the opportunity to show learning about a holy place through model making and the unit finishes with pupils consolidating all their learning to create a special place for the whole class, which all the class can benefit from.</p>	<p>Pupils in Year 2 learn about what make places sacred and the importance of treating them with respect and reverence. In Year 3 pupils consider the concept of prayer and why people choose to pray answering the question: If God is everywhere, why go to a place of worship? This unit forms the basis of what makes a place significant and how do we treat special places, supporting learning in PHSE and history.</p>

	Use appropriate words to talk about their thoughts and feelings when visiting a church.		
Spring 2	Expressing: Which times are special and why?	This investigation enables pupils to think about their own significant times and those times that are special in different religions. Festivals focused on in this unit include Christmas, Diwali and Sukkot. Pupils experience a Diwali workshop, led by a member of our school community and pupils explain why the celebrations are a special reminder of the story of Rama and Sita.	The learning within this unit supports pupils in readiness for considering in Year 1 the question: How and why do we celebrate special and sacred times? In Year 4 pupils consider the importance of festivals to religious communities and answer the question: Why do some people think that life is a journey and what significant experiences mark this? The theme of special times and places is echoes in Year 6, where pupils consider the question: Is it better to express your beliefs in arts and architecture or in charity and generosity?
	Give examples of special occasions and suggest features of a good celebration		
	Recall simple stories connected with Christmas / Easter and a festival from another faith		
	Explain why Christmas / Easter and a festival from another faith are special times for believers		
	Hold conversations about special religious times using new vocabulary		
	Talk about the lives of other people using simple ideas about how celebrations are valued		
	Discuss information on the festivals of different religious communities of the UK		
Summer 1	Living: Where do we belong?	This investigation enables pupils to think about how each person is unique and valuable and consider religious beliefs about this. It allows pupils the opportunity to think about groups to which they belong, how some people belong to religious groups and what this means. Pupils will look at occasions marking belonging from a number of faiths, including welcoming ceremonies from	The learning in this unit of work provides the fundamental knowledge for children in Year 2 to consider the significance of belonging to a faith community. In Year 3, 4 and 5 the children consider what it means to be a Christian, Hindu and Muslim in Britain today and how being a member of a religious community can shape daily life
	Re-tell religious stories making connections with personal experiences of belonging		
	Share and record occasions when things have happened in their lives that made them feel special		

	<p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Recall simply what happens when a baby is welcomed into Islam</p> <p>Hold conversations about special religious signs of belonging, using new vocabulary</p> <p>Talk about the lives of other people using simple ideas about the experiences of belonging and community</p> <p>Talk about information on the ways different religious communities of the UK welcome a new baby</p>	<p>Christianity and Islam and Raksha Bandhan in Hinduism and consider how their family welcomed them into the world.</p>	<p>and values. Pupils consider this also in the context of the Values based Education that Hadley Wood Primary School provides and throughout the wider curriculum.</p>
<p>Summer 2</p>	<p>Expressing: What is special about our world?</p> <p>Talk about information on the ways different religious communities care for our world</p> <p>Re-tell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Explore the natural world, making space for responses of joy, wonder and curiosity</p> <p>Hold conversations using new vocabulary about caring for the world</p>	<p>Throughout this unit pupils have the opportunity to talk about the lives of other people using simple ideas about care for nature and animals. They consider things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Pupils listen to stories from a range of religions linked to nature including the creation story from Genesis and two stories from the Islamic faith, focussing on care for Allah's creation. They will hold conversations using appropriate vocabulary and have opportunities to discuss and debate the way that people can care for the world, making links to environmentalism and throughout Forest School sessions.</p>	<p>This learning prepares pupils to consider in Year 2 the enquiry theme: How should we care for others and the world, and why does it matter? In Year 6 pupils' study and consider the question: What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)? Each year group has 5 sessions of Forest School each year, enabling them to address the themes within this unit and make positive changes to our school and local environment. In the 2023-24 academic year, the school community voted for Eco-friendliness to be one of the school values, the themes for this are threaded throughout the wider curriculum but will also explicitly be explored through the values approach.</p>

Year 1	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider RE knowledge and what later content this prepares for
Autumn 1	Believing: Who is a Christian and what do they believe?	Pupils begin to develop an awareness of the Christian faith by being introduced to the character of 'Hannah'. Pupils learn that Christians believe in one God who is kind and loving, that the Bible is their holy book and that they believe Jesus is the Son of God. Pupils investigate the roles of God by relating their own life experiences. They analyse a Christian poem and explore God as a "time starter, space maker, fruit grower, eye opener". Pupils experience using various Bibles and perform the story of Jonah. Pupils learn stories that demonstrate the roles of God such as the Lost Son demonstrating the role of the Christian God as a caregiver, never giving up on his followers. Using this knowledge, pupils answer the question: do Christians believe God is just one thing? Pupils listen to religious songs such as Hallelujah and my lighthouse.	Pupils develop their understanding of Christianity and God's different roles throughout our curriculum. In Year 2 children explore the role of Jesus within the Christian faith and how core values include love, compassion and caring which links to the theme of helping others. In Year 3 children explore Christian Bible stories in detail and examine how these impact Christians today. Year 4 study the celebration of Christmas through a religious and non-religious lens building upon their KS1 knowledge. Through learning about Christianity and Humanism, Year 5 compares their shared values. Children have the opportunity to learn about different Christian values and festivals and build on prior knowledge within each year group, using prior subject knowledge through all three strands.
	Explore what Christians believe about God		
	Discuss what Bible teaches Christians about God		
	Understand that Christians believe God is just one thing.		
Autumn 2	Expressing: How and why do we celebrate special and sacred times?	Pupils will identify a special time they celebrate and describe its importance. Explain simply what celebration means. They will describe how a festival is celebrate and look for similarities and differences between different festivals. Pupils will think of reasons why some people like to celebrate important events. The children will learn the story of the Nativity and discuss how the birth of Jesus is celebrated. They will visit St Paul's Church and take part in a Carol Concert retelling the Christmas	This knowledge of the importance of celebrating special and sacred times supports pupils in readiness for Year 2 with the continuation of this unit, learning about the Easter Story, Passover and Id- ul – Fitr. In Year 3 the pupils consider different beliefs about God, having this prior knowledge, supports pupils to explore a range of viewpoints. In Year 4 pupils continue to explore a range of
	Consider family celebrations and the stories told		
	Explore the nativity and the birth of Jesus		
	Understand the story of Hanukkah and the significance of the events leading up to the miracle.		

	Consider how we celebrate special and sacred times in our society	story. Pupils will learn about the story of Hanukah and the events behind the miracle of the of the menorah staying lit and the temple remaining holy.	festivals from a religion and non-religious perspective. This unit also supports the Hadley Wood P4C and PHSE curriculum where we consider a range of viewpoints on celebrations and the importance of God in different peoples' lives.
Spring 1	Believing: Who is a Muslim and what do they believe?	Pupils begin to understand why something is important to them. Pupils then transfer this idea to the "invisible" Allah noting that Muslims do not draw or represent Allah. Pupils read the Shahadah and why these words are important. Using their knowledge of a leader, pupils learn about Prophet Muhammad (pbuh) and explore how the story of Muhammad and the cat demonstrates his love, compassion and selflessness. Pupils subsequently link this to the story of Muhammad and the tiny ants and the camel. Pupils connect the actions of the prophet to the actions of Muslim's today. Building on their knowledge of the many roles of the Christian God, pupils learn some of the 99 names of Allah and how Muslims believe he is too great to truly understand. Pupils then explore images of a mosque and watch a virtual tour. Pupils learn some of the key features of a mosque and begin understanding why this is a special, calm place connected to Allah for most Muslims.	Pupils will begin to develop an understanding and awareness of the Islamic faith and make links between the importance of Allah/God and leaders in the Muslim faith and how this is parallel in all other religions like Christianity. They will have the opportunity to explore other aspects of culture and tradition in Islam in Year 2, where they explore local Mosques, their symbolism and stories from the Qur'an. Their understanding is deepened through the thematic expressing units in Year 1, 2 and 3 where pupils explore why people pray, what can be learnt through holy books and what makes places sacred. In Year 4 when considering life as a journey, pupils connect the Shahadah and annual Eid celebrations to significant events in their own lives. The theme of community, faith, tolerance and love continues to be taught throughout the RE curriculum, across all faiths and their underlying values.
	Learn about the Muslim belief about God		
	Understand the importance of the Prophet Muhammad (pbuh) to Muslims.		
	Listen to and discuss religious stories from the Muslim faith		
	Understand what makes a mosque special and what happens in a mosque.		
Spring 2	Believing: What can we learn from sacred books?	This investigation enables pupils to find out about sacred books from more than one religion. Pupils will recognise that sacred texts contain stories which are special to many people and should be treated with respect. They will re-tell stories from	The understanding of the importance of which stories are special and why provides the building blocks from this unit, learning about sacred books. In Year 3 the children progress to learning about the importance
	Understand what a holy book and the significance of this		

	<p>Explore how the bible contains the parable of the Lost Sheep and the message within the story</p> <p>Explain how Jesus instructs how to treat others.</p> <p>Consider how holy books should be treated</p>	<p>the Christian Bible and stories from another faith; suggest the meaning of these stories. Pupils will ask and suggest answers to questions arising from stories Jesus told and from another religion. They will talk about issues of good and bad, right and wrong arising from the stories.</p>	<p>of the bible and the stories within it, for Christians today. As the pupils continue to develop their knowledge and understanding of different religions, they begin to look at how religion within the family and the traditions of prayer and commitment. In Year 3 they explore how Muslims to show commitment to God and then develop this by exploring and drawing comparisons with the Hindu faith in Year 4.</p>
Summer 1	<p>Believing: Who is Jewish and what do they believe?</p> <p>Talk about how the mezuzah reminds Jewish people about God</p> <p>Explore the purpose of Shabbat and the celebrations involved</p> <p>Understand the festival of Hannukah</p> <p>Ask some questions about believing in God and offer some ideas of their own</p>	<p>In this unit pupils will talk about how the mezuzah in the home reminds Jewish people about God. They will explore how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. They will retell the story of the story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means. They will ask some questions about believing in God and offer some ideas of their own.</p>	<p>The understanding of what it is like to grow up in a family where religious faith is part of the belief system is underpinned throughout the RE curriculum. Pupils have the opportunity to learn and understand traditions and beliefs within the Muslim faith and the impact of prayer on daily life. In Year 2 the children progress to learning about different family traditions within the Christian faith. As the pupils continue to develop their knowledge and understanding of different religions, they begin to look at how religion within the family and the traditions of prayer and commitment. In Year 3 they explore how Muslims to show commitment to God and then develop this by exploring and drawing comparisons with the Hindu faith in Year 4. This continual progression of understanding why family and traditions are important in different religions and cultures is woven through the curriculum, both in RE, PHSE and through the school's core values.</p>

Summer 2	<p>Expressing: What makes some places sacred?</p> <p>Understand what a sacred place is and why they feel safe</p> <p>Explore how Churches are sacred places for Christians</p> <p>Explore how Synagogues are sacred places for the Jewish people.</p> <p>Explore and learn about how mosques are sacred places</p>	<p>Pupils learn about recall sacred buildings from the Christian, Jewish and Muslim faith. They use this knowledge to conduct an in-depth comparison of different holy buildings. Pupils consider the external appearances and symbols, then think about how believers treat their sacred place of worship. Music is then explored as a common theme within religions and sacred building worship. Pupils listen to famous hymns, Nasheds and Hanukah songs. Pupils compare the instruments and messages of these. Lastly, pupils consider if sacred buildings hold an importance to them and the communities they exist within.</p>	<p>This unit builds upon knowledge of what it means to explore sacred books in Year 1, providing an opportunity to build on this learning practically by visiting a church. Pupils also build upon their knowledge of mosques from the believing Spring 1 unit. This unit prepares pupils to explore how sacred times are celebrated with(out) use of sacred buildings. Pupils later interrogate why people pray in Year 3 and explore the importance of sacred buildings within prayer.</p>
Year 2	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider RE knowledge and what later content this prepares for
Autumn 1	<p>Believing: Who is a Christian and what do they believe? (Part 2)</p> <p>Who is a Christian and what do they believe about God</p> <p>Why is Jesus important to Christians</p> <p>What do the miracles of Jesus teach us about what is important to Christians</p> <p>Why do Christians pray?</p>	<p>Pupils learn the etymology of Christian meaning a follower of Christ and link their learning about the Christian God to his "son" and leader of Christianity. Pupils revisit the story of the Lost Sheep as Jesus' parable and deepen their understanding of its symbolism by taking on the role of interpreters. Pupils explore the concept of a miracle being unexplained and something that cannot happen naturally. Pupils examine the story of Jesus and the ten Lepers through drama again inferring the symbolism that God cares for everyone. Pupils then compare this with the feeding of the five thousand and learn that not all Christians believe these are real events. Through discussion and art, pupils are exposed to the Lord's Prayer and a series of other Christian prayers</p>	<p>This learning provides an opportunity to reflect on the prior knowledge taught about Christianity in Year 1. Throughout this unit there is a focus on interrogating sources, considering interpretations and the symbolism that Christian texts (both Biblical and modern) hold. This prepares the children for the study of belief in God in Year 3 where comparisons are made across Hinduism, Christianity and Islam, as well as preparing children to interrogate the belief in a God in Year where pupils explore atheism, agnosticism and theism.</p>

		teaching them the importance of communicating with God for Christians.	
Autumn 2	Believing: Who is a Muslim and what do they believe? (part 2)	Pupils will learn about the key features of a mosque including a minaret, mihrab, domes and madrassah. Through looking at images, videos and artefacts, pupils understand the rituals for the mosque including washing, prayer and separation. Pupils focus on the lived experience of the mosque and how they are used to worship Allah. Pupils then investigate the Qur'an focusing on how it is displayed, covered and protected. Pupils discuss the key themes of the Qur'an such as saying sorry, thanking God and developing morally. The use of the Qur'an and its sanctity allows pupils to begin to understand the celebration of Eid-ul-Fitr in a deeper way. Pupils discuss how a mosque is used within the celebration and wider cultural celebrations such as giving of cards, mehndi patterns and more.	This unit of learning consolidates children's prior knowledge of the Islamic faith and enables them to reflect on different types of mosques by virtually visiting local mosques and a mosque in Birmingham. This prepares them to consider different festivals and the way there is a community approach to them, such as Hajj in Year 5, Eid-ul-Adha in Year 6 and Qur'an stories in Year 4. Children are encouraged to consider the values of the Islamic community and how these mirror that in other religious communities, our school community and British Values. Assemblies echoing these themes, both founded on religious teaching and celebrations as well as values are an integral part of the school and developing childrens' cultural capital, with a focus on being kind always.
	Learn about how and why Muslims pray and worship at the mosque		
	Explore Mosques near where we live and what we can find out about them		
	Consider what we can learn from Muslim holy words		
	Explore what happens at the celebration of Eid-ul-Fitr, and why		
Spring 1	Living: What does it mean to belong to a faith community?	Pupils are introduced to the theme of belonging within the three religions they have learnt about (Judaism, Islam, Christianity). Using symbols, pupils interrogate items worn or used by Christians, such as a crucifix, fish/ICHTHUS, rosary, and link these to the story of the "Lost Coin". The same theme of belonging is then explored through Islamic calligraphy and the story the "Boy who threw stones and trees" which introduces them to Ka'aba. Pupils then connect their learning of belonging to Jewish Shabbat and consider the	Building upon the EYFS unit of why people and places are special, pupils learn about the special connections and similarities that are shared within a religion. The theme of being 'found' and safe again is revisited within the Year 2 Part 2 'Who is a Christian?' unit. This unit connects to Year 3 what does it mean to be a Christian in Britain today? where pupils examine religious festivals and practices including community and charity. It also connects to Year 2's living unit when
	Consider what is belonging		
	Understand how Christians, Jews and Muslim people show they belong to their community		
	Understand how Christians and Muslims show belonging towards babies within the religious community		

		symbolism of key symbols: Kiddush cup, candle, blessings and bread. Linking to their understanding of new life and beginnings, pupils examine how babies are welcomed into Muslim and Christian families.	considering how to care for the world, community and others. The key themes of belonging and kindness are also evident within our values-based education that is threaded through all aspects of school life.
Spring 2	Expressing: How and why do we celebrate special and sacred times? (part 2)	Pupils learn the story of Passover from the Hebrew Torah and begin to recognise its importance to the Jewish people. Pupils consider why it is retold every year and celebrated. Pupils begin to build an understanding of tradition and annual celebrations (linking to those taught previously). Pupils then explore the Seder meal celebrations and interpret the symbolism from the story. Using their annual tradition knowledge, pupils then learn about Eid-ul-Fitr and Islamic fasting during Ramadan. Pupils explore why Muslims fast, to think of those who go without, empathise, connect more with Allah and remember the Qur'an. Pupils will learn about the Easter story and make links between religious symbols linked to the story. They will learn about how Christians celebrate Easter and the events during holy week. Pupils will consider how people come together to celebrate both sad and happy sacred times.	Special and sacred times: This unit builds upon the lived experiences of many pupils within the school and our cultural capital. Pupils begin to explore how the seemingly abstract stories impact religious communities today. The pupils have the opportunity to build solid foundations in their understanding of the Islamic, Jewish and Christian celebrations. This unit teaches about tradition and celebrations which will be developed further in Year 3 "Why are festivals important to religious communities?" and Year 4 non-religious world view topics on how key festivals differ in their cultural and religious celebrations. In Year 5 pupils will also visit a mosque during Ramadan.
	Explore the significance of Jewish people retelling the story of Passover (Pesach) every year		
	Understand Pesach important to Jewish people		
	Explain how Muslims celebrate at Eid-ul-Fitr		
	Discuss similarities or differences between Ramadan and Pesach		
	Explore the Easter story and the significance of the death and resurrection of Jesus		
Summer 1	Believing: What can we learn from sacred books?	Pupils will understand the importance of stories from the Torah, as given to Moses. They will explain that the Torah contains stories and teachings and that there are similarities between the Torah and the Bible. They will explore story of Jonah from Jewish and Christian holy texts and discuss the meanings behind the story of Jonah in	This unit builds upon the pupil's reception knowledge of Bibles. Pupils already have a foundation in what makes a book "special" to them and the idea that stories help people change how they live their lives. In Year 1, pupils have learnt some Jewish and Christian stories and explored simple meanings behind
	Explore the holy book for Jews is the torah and its stories		
	Understand the message behind the story of Jonah and the whale from a		

	<p>Christian, Jewish and Muslim perspective</p> <p>Understand the importance of stories told by the Prophet Muhammad as written in the Qur'an</p> <p>Consider what people can learn from the messages held within sacred books</p>	<p>Jewish, Muslim and Christian holy texts with a focus on what it teaches about God and forgiveness. They will understand that the story of Jonah is in more than one holy text and shared by people of different religions. Pupils will learn about stories from the Prophet Muhammad (including Muhammad and the Black Stone, with its moral teaching about trustworthiness) Pupils will connect some wider teachings from sacred texts and ways of living for anyone and consider how these messages support people to live moral lives.</p>	<p>them. In Summer 2, pupils dig deeper into the Golden Rule of Christianity and consider how religious and non-religious communities follow this moral compass. The concept of a "golden and silver" rule is later developed in Year 6 when pupils interrogate anti-racist scripture and figures.</p>
<p>Summer 2</p>	<p>Living: How should we care for others and the world, and why does it matter?</p> <p>Understand why we should show caring for everyone</p> <p>Explore the Christian approach towards caring for other people</p> <p>Consider the opinions of what some religions say about caring for other people</p> <p>Understand how religious and non-religious people show the Golden rule</p> <p>Listen to stories that Christians and Jewish people share about the beginning of the world and how to treat it</p>	<p>Through sacred texts, pupils explore different creation stories including Christian and Jewish Genesis. As detectives, pupils consider if these events are real or a parable in story form. Pupils use "God saw everything that has been made and it was good" to consider how they treat the world and their responsibilities. Pupils learn about inspiring figures such as Mother Teresa and Doctor Barnardo and link their beliefs to their actions. Pupils connect their learning to Summer 1's Golden Rule teaching. Pupils additionally consider how the Torah suggests people support others through Tzedakah.</p>	<p>Pupils recall their learning in Reception where they explored what is special about our world. Pupils explore caring for others, kindness and environmental issues throughout the wider curriculum and Forest School programme. Pupils gain a religious perspective on why we should care for our world within this unit and the core environmental messages are revisited through Outdoor Learning Week and values assemblies. The concept of selflessness and altruism is further developed in Year 4 Summer 1 "What can we learn from religions about deciding what is right and wrong?" and deepened again in Year 5 caring for the environment unit in Summer 2.</p>
<p>Year 3</p>	<p>Substantive Knowledge Content based around a Big Question</p>	<p>Recurring themes, ideas and language</p>	
<p>Autumn 1</p>	<p>Living: What does it mean to be a Christian in Britain today?</p>	<p>Building on their prior knowledge of how Muslims use the mosque and their homes to show their belief, pupils link their understanding to how</p>	<p>This prepares the children to understand the similarities and differences between different church communities and the role charity plays</p>

	<p>Explore how Christians show their faith at home and at Church.</p> <p>Understand the significance of music in Christian worship.</p> <p>Discuss the significance of the holy communion.</p> <p>Explore how Christians make a difference to their local community.</p>	<p>Christians do the same. Working as detectives, pupils investigate a Christian family and church's calendar. Pupils begin to understand religious traditions such as saying grace, evening prayer, reading the bible and attending church youth clubs. Pupils analyse stained glass window images and bible quotes to understand where Christian traditions originated from and how they impact day to day life. Pupils experience Christian hymns and contemporary songs and consider the role of music in worshipping God and church ceremonies. This unit culminates in pupils examining the celebration of holy communion and the religious symbolism of bread, wine and "thank you".</p>	<p>in religion. In Year 3 the children then learn about why the Bible impacts Christians today. In Year 4 the pupils develop their knowledge of the Christian faith, by exploring the role of Jesus as an inspiring leader. Pupils further learn about the Christian values in Year 5 when looking at "Can people live by the values of Jesus in the twenty-first century?" This enables deeper discussions when tackling Year 6's 'What can be done to reduce racism? Can religion help?' Contemporary Christian (and other religion) figures are also repeated through our daily comprehension reading sessions where pupils learn about inspirational figures and moral dilemmas.</p>
Autumn 2	<p>Believing: What does it mean to be a Hindu in Britain today? (part 1)</p> <p>Understand how Hindus show their faith and what they have faith in.</p> <p>Discuss what is important to Hindus</p> <p>Explore what Karma means to Hindus</p>	<p>Pupils relate their personal important objects, people or ideas to those held by Hindus, understanding that Hindus have many similar aspects to them, but some religious elements may be different. Pupils examine the Puja tray and the symbolism of this sometimes-daily ritual. Focusing on the themes of light and music, pupils connect their thematic learning to a new faith. Pupils learn that there is one God which is represented by many deity figures (they will have exposure to a few key deities). Pupils then describe and explore the two of the four aims of Hindu life (Dharma and Moksha) through developing board games and discussing metaphors. Pupils begin to understand the concept of Karma in its many forms and are introduced to reincarnation.</p>	<p>This learning builds on children's prior knowledge of the theme of light and music within Year 2 Christianity units. Pupils also begin to connect the 99 names of Allah, many roles of the Christian Gods to the deities presented in Hinduism. This in-depth religion study is further deepened within Y4's Hinduism unit and in the Year 4 thematic unit "life is a journey". Pupils then build on their knowledge when they apply it to the Y5 unit "If God is everywhere, why do we have a place of worship?" where they investigate shrines and worship within the home.</p>
Spring 1	<p>Believing: Why is the Bible important for Christians today?</p>	<p>In this unit the children will make connections between stories in the Bible and what Christians</p>	<p>Pupils build upon their knowledge of the Jewish and Christian creation story, as told through</p>

	<p>Understand how Christians find and use ancient wisdom from the Bible</p> <p>Explore what the Bible teaches Christian people about God, life, the universe and everything</p> <p>Explore the Creation story</p> <p>Discuss how the Bible helps people if they are tempted to do wrong things</p> <p>Consider how the Bible stories of lost and found help people today</p>	<p>believe about creation, the Fall and Salvation. They will give examples of how and suggest reasons why Christians use the Bible today. Pupils will describe some ways Christians say God is like, with examples from the Bible, using different forms of expression. Pupils will discuss their own and others' ideas about why humans do bad things and how people try to put things right. To support with this, they will describe the story of Genesis chapter 1 and think and talk about the meaning of temptation and describe Jesus' teaching about forgiveness.</p>	<p>song and in the Bible from their Year 2 unit "how should we care for the world and others"? This study of sacred texts allows pupils to consider how Christians and non-religious people celebrate Christmas in Year 4's Autumn 2 celebration where biblical story meets sociological study. Additionally, due to their understanding of creation, forgiveness and temptation within the Bible, pupils apply this knowledge to Year 4's "What role does religion play in deciding what is right and wrong" where they will suggest parallels between religious stories and lived experiences and explore contraction within texts. Pupils explore the idea that texts can influence their moral compass and decisions through daily reading of our carefully selected, diverse reading spine.</p>
Spring 2	<p>Expressing: Why do people pray?</p> <p>Consider what prayer is and is it helpful</p> <p>Discuss what happens in Islamic prayer and what this shows us about Muslim beliefs and ways of life</p> <p>Consider how and why Christians like to pray</p> <p>Explore Hindu prayer and worship at home and in the Mandir</p> <p>Explore similarities and differences in the words of three prayers from the Muslim, Christian and Hindu faith</p>	<p>Pupils will describe the practice of prayer in the religions studied. They will make connections between what people believe about prayer and what they do when they pray. They will describe ways in which prayer can comfort and challenge believers. They will describe and comment on similarities and differences between how Christians, Muslims and Hindus pray. They will weigh up the value and impact of these key ideas for themselves answering questions such as: Are there benefits in recalling things you are grateful for, things you are sorry about, ways in which you would like to be better, or for things to be better for other people? What benefits might there be? Do pupils ever do these things?</p>	<p>In KS1, pupils have been introduced to three main religions and the idea of prayer (talking to God). This simplistic understanding is deepened within this topic as pupils question the similarities and difference between Hindu and Islamic prayer, their frequency, rituals and locations. Pupils return to holy texts and enquire about prayers within them. This prepares them for considering What life is like for a Muslim today in Year 6 where the frequency of prayer and concept of dedication is explored further. Pupils also consider the utility of prayer when exploring how Christians attempt to live like Jesus in Year 5. The concept of personal</p>

	Question why some people pray daily and others do not pray at all.		reflection, gratitude and meditative moments is built on across the whole school curriculum including circle time, P4C and PHSE, as well as part of our annual CREW week (Creativity, Resilience, Engagement and Wellbeing).
Summer 1 and 2	Believing: What do different people believe about God?	During this unit pupils will describe some of the ways in which Christians, Hindus and Muslims describe God. They will explore the core Christian beliefs that God is love, a father, creator, trinity and listener to prayers. Pupils will learn about the Muslim belief in Allah and make links between this and other religions. Pupils will explore how Hindus show faith in gods and goddesses, how this is demonstrated through their actions and stories. They will ask questions and suggest some of their own responses to ideas about God. Pupils will explore why having a faith or belief in something can be hard and consider how to overcome this. They will identify how and say why it makes a difference in people's lives to believe in God.	In KS1, pupils have been looking at beliefs linked to specific religions such as Christianity, Judaism and Islam. Pupils then move their learning on to look at their own understanding of belief and the philosophical issue that if something isn't seen, does it exist. Pupils then explore the idea of faith which is deepened in Year 5 Autumn 1 when pupils where pupils consider the reasons theists believe including moral and spiritual evil. Again the theme of belief is compared when introducing Buddhism.
	Personal beliefs in God		
	Christian beliefs including God as love, father, creator , trinity and listener to prayers		
	Muslims belief about Allah		
	Explore how the holy Qur'an is god's gift to Humanity		
	Explore how Hindu people show what they believe about gods and goddesses.		
	Discuss if there is a difference to life if you believe there is no God (finding out about Humanism)		
Consider similarities and differences between different ideas about God			
Year 4	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider RE knowledge and what later content this prepares for
Autumn 1	Believing: What does it mean to be a Hindu in Britain today? (part 2)	Pupils revisit the idea that life is a journey made of key events, duties, responsibilities and the role of Karma. Pupils explain the concept of reincarnation or rebirth and question this large concept. Pupils conduct a character study on Mahatma Gandhi to explore how he showed the 10 Dharmas within his	Pupils are prepared for learning about Diwali in Reception, Hinduism within Year 3 and character studies of prophets within KS1. In Year 5, pupils use this knowledge to consider the concept of Green Religion and positive impact/karma on the
	Important concepts within Hindu daily life		

	<p>Discuss how Gandhi's life showcases Hindu teaching and what can be learned from this</p> <p>Consider the challenges of being a Hindu within our society</p>	<p>protests. Some pupils then link this figure to other religious leaders they have learnt about and learn about his non-violent protesting about racial injustices. Pupils then relate their learning to Hindu charities and consider what Karma people may gain. Pupils analyse quotes from Mahatma Gandhi and theorise as theologians what these might mean and how they impact Hindus today. Pupils also learn about the festival of Diwali within Leicester and London.</p>	<p>environment. In Year 6, pupils look further at challenge and dharma when considering what religions say to us when life gets hard, tackling the idea of life and death, karma and omnibenevolence.</p>
Autumn 2	<p>Expressing: How do people from religious and non-religious communities celebrate key festivals?</p> <p>Consider how people celebrate Christmas (religious focus and sociological focus)</p> <p>Discuss what we can learn about how people celebrate different festivals</p> <p>Explore the role of festivals in Britain today.</p> <p>Understand and consider how people from religious and non-religious communities celebrate key festivals</p>	<p>Pupils are introduced to different lenses which can be applied when studying RE. Pupils explore data, both numerical, photographic and written, through religious and sociological lenses. Pupils to ask questions about our society and the tradition of Christmas and explicitly consider how/why Christian festivals UK traditions are. Pupils draw conclusions through a report which summarises the different Christmas celebrations (religious and non-religious). Pupils then take on the role of a religious investigator and use the skills taught to conduct surveys into the celebration of Easter, Chanukah/Sukkot and Diwali within the school community. Pupils consider the importance of celebrating ancient festivals and their link/separation to religion as we know it.</p>	<p>This unit of learning ensures that pupils have a secure understanding of the different roles of an RE learner. Pupils build on their understanding of sacred time celebrations in KS1 and why festivals are important to religious communities in Y3 to analyse and conduct data research into the celebration of Christmas. This prepares pupils to visit the Church in Spring 1 and learn about other lived experiences within Y6 units: what can be done to reduce racism? and is it better to express your beliefs in arts or charity?</p>

Spring 1	Believing: Why is Jesus inspiring to some people?	In this unit pupils will learn about Jesus' teachings and the way Christians live today. They will describe how Christians celebrate Holy Week and Easter Sunday. Pupils will identify the most important parts of Easter for Christians and say why they are important. They will give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. Pupils will reflect on who inspires them and what qualities make someone inspirational.	Pupils will use this unit to support them with their understanding of Christian values and Lent in Year 5 and in Year 6 how the work of Missionaries has changed lives around the world. Pupils will continue to learn about Jesus' resurrection and Holy Week and reflect on the lessons that he teaches through this.
	Consider what people mean by inspiring and who inspires them		
	Discuss why Jesus' life story is inspiring		
	Explore whether Jesus was a good teacher and leader and how he inspired others		
	Understand the significance of " Good Friday" and Jesus' resurrection		
Spring 2	Living: How do family life and festivals show what matters to Jewish people?	Pupils will make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people. They will describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities. They will explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives.	The content within this unit prepares pupils to be reflective and make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives. This is a key concept continued to be developed in Year 5 during the units on Christianity and Jesus' values and Green religion. In Year 6 this reflectiveness supports the children when learning about racism and in Spring 2 when considering the question: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?
	Understand how Jewish people celebrate Shabbat and why is it important to celebrate this weekly.		
	Understand the significance of the festivals of Rosh Hashanah, Yom Kippur and Pesach		
	Reflect on the importance of the 10 Commandments and blessings for the Jewish people		
Summer 1	Living: What can we learn from religions about deciding what is right and wrong?	In this unit pupils will give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. They will make connections between stories of temptation and why people can find it difficult to be	This knowledge of how different religions teach about right and wrong is threaded throughout the remainder to the RE curriculum, for example in Year 5 children answer the question: What would Jesus do? In Year
	Recall and talk about the		

	<p>Ten Commandments and the messages this gives for the way people should live.</p> <p>Understand how the work of Jesus teaches Christians to live a good life</p> <p>Discuss how non-religious people know the difference between right and wrong</p> <p>Explore religious stories about temptation</p> <p>Understand how religious teachings can affect people's actions.</p>	<p>good. They will learn about and give examples of ways in which some inspirational people have been guided by their religion. Pupils will discuss their own and others' ideas about how people decide right and wrong</p>	<p>6, knowledge of morals and making the right decisions come up through the units on Buddhism, racism and Ahimsa, Grace and Ummah.</p>
<p>Summer 2</p>	<p>Expressing: Why do some people think that life is a journey and what significant experiences mark this?</p> <p>Understand the significance of a journey</p> <p>Explore the miles stones of Baptism (Christianity) and Bat Mitzvah (Judaism)</p> <p>Discuss how Hindu's mark the journey of life</p> <p>Consider why some people choose to get married.</p> <p>Answer the question: Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?</p>	<p>Pupils will suggest why some people see life as a journey and identify some of the key milestones on this journey. Describe what happens in Christian, Jewish, and Hindu ceremonies of commitment and say what these rituals mean. They will suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people. Pupils will make links between questions and knowledge about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>This unit prepares pupils to explore the significance of God in religion and what matters most to Christians and humanists in Year 5.</p>
<p>Year 5</p>	<p>Substantive Knowledge Content based around a Big Question</p>	<p>Recurring themes, ideas and language</p>	<p>Contribution on wider RE knowledge and what later content this prepares for</p>
<p>Autumn 1</p>	<p>Believing: Why do some people believe God exists?</p>	<p>Pupils are given the opportunity to scrutinise the concept of belief in a God. Pupils gain an</p>	<p>This learning prepares the pupils to make links between the importance of religions and their</p>

	<p>Consider why people believe in God and if he is real.</p> <p>Question the concepts: How do we know what is true? Why do people believe or not believe in God?</p> <p>Consider what Christians believe about how the world began and if they all share the same idea</p>	<p>understanding of the decline in religious identification, reasons for faith and the different interpretations of religious stories such as the creation story. Pupils act as detectives and use Bible passages to build an identity for 'God'. Pupils conduct "witness interrogations" questioning humanist and Christian experts as to why they do or do not believe in God. Pupils consider natural and moral evils and discuss who is responsible for these.</p>	<p>values as well as acknowledging the contradictions and challenges within religious beliefs. These are themes picked up through family assemblies, by school parliament and part of our focus on developing pupils' cultural capital. In Year 6 pupils will have the opportunity to explore what religions say to us when life gets hard which further interrogates the challenges within belief and the acceptance of the unknown.</p>
Autumn 2	<p>Expressing: If God is everywhere, why go to a place of worship?</p> <p>Understand what is classified as a place of worship</p> <p>Make links between Christian, Jewish and Hindu places of worship</p> <p>Answer the question: Are the people who are worshiping more important than the place itself?</p>	<p>Pupils will explain what is classified as a place of worship. They will describe and explain differences within Anglican and Baptist churches and make links between Christian beliefs and features of these places of worship. They will describe differences between worship in the home and at the mandir. Pupils will explore the differences between different Jewish synagogues and make links between Jewish beliefs and features of Jewish places of worship. Pupils will consider what places of worship are for and describe what people from different religions would say the most important function of their place of worship is. They will make links between Hindu beliefs and worship. Pupils will give examples of how places of worship are helpful to believers in difficult times and explain how and some people see the place of worship as being more about the people than the building</p>	<p>Pupils will use this knowledge to support their understanding of the significance of making Hajj in Year 6 and how the morals of the Muslim community are echoed throughout the world.</p>
Spring 1	<p>Living: What matters most to Christians and Humanists?</p> <p>Describe what Christians mean about humans being made in the image of</p>	<p>Pupils will describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. They will understand and describe what it means to be a Humanist. They will discuss the 'hidden messages' of some stories that</p>	<p>This learning prepares pupils for Year 6 by enabling them to understand that through making sacrifices e.g. not eating bread, during Passover they can feel closer to God. This supports pupils' understanding</p>

	<p>God and being 'fallen'</p> <p>Describe some Christian and Humanist values</p> <p>Express their own ideas about some big moral concepts</p> <p>Describe what it means to be a Humanist</p> <p>Suggest reasons why it might be helpful to follow a moral code</p>	<p>explore values and give examples from Humanist and Christian moral codes. They will describe some Christian and Humanist values, sharing their opinions on them and suggest reasons why they think it might be helpful to follow a moral code. Pupils will talk about why it might be difficult to follow a moral code and discuss different points of view about what is good and bad. They will express personal ideas about some big moral concepts, such as fairness or honesty and compare ideas about values with the ideas of others they have studied.</p>	<p>of Shabbat, Rosh Hashanah and Yom Kippur and the significance of these high holy days in the Jewish calendar as well as how this shapes the values of the Jewish community, exploring forgiveness, thankfulness and sacrifice.</p>
Spring 2	<p>Believing: What would Jesus do? (Can people live by the values of Jesus in the twenty-first century?)</p> <p>Understand Jesus' mission</p> <p>Discuss the importance of love and how Jesus taught this to his followers</p> <p>Explore the parable teachings on forgiveness</p> <p>Consider the teachings of Jesus on the concepts of justice, fairness and generosity</p> <p>Apply the knowledge taught to problems faced today.</p>	<p>Pupils will describe Jesus' teaching on how his followers should live. They will describe the 'mission' of Jesus and give examples of how this might mean Christians should live. Pupils will interpret the widows offering and the story of Zacchaeus saying what they show Christians about how they should handle wealth. They will explore some of Jesus' stories, teaching and example to show why he saw forgiveness as so important. Pupils will understand and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today. They will use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times and give examples of how following the example of Jesus might have on Christians and other communities. They will discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.</p>	<p>This unit prepares pupils to consider the teachings of the Buddha; his messages and their impact on the community as learnt about in Year 6.</p>

<p>Summer 1</p>	<p>Living: What does it mean to be a Muslim in Britain today? (part 1)</p> <p>Explore the fundamental beliefs that support Muslims to go through the journey of life</p> <p>Understand the key beliefs of the Muslim faith and how this affects their life.</p> <p>Discuss the importance of prayer to Muslims.</p> <p>Look at the importance of charity to Muslims and make personal links</p> <p>Understand why Muslims fast.</p>	<p>Pupils will learn about the 5 Pillars of Islam (Profession of Faith (shahada), Prayer (salat), Alms (zakat), Fasting (sawm) and Pilgrimage (hajj)). During these sessions they will focus on the importance of shahada, salat, zakat and sawm and understand the significance that these hold to the Muslim faith and community. Pupils will make links between the Muslim faith and their own personal beliefs e.g. why is it important to give money and support charities. They will reflect on their personal choices and behavior (both religious and non-religious) as well as considering how the 5 Pillars of Islam support Muslims with their own personal choices and the impact of this when being a Muslim in Britain today.</p>	<p>Through learning about the Sikh community and their beliefs pupils prepare for Year 6 where they explore communities from a range of other religions and compare similarities and differences between faiths and their communities.</p>
<p>Summer 2</p>	<p>Living: Green religion? What do religious and non-religious worldviews teach about caring for the Earth?</p> <p>Make connections between beliefs about the earth and activist behavior in different religions</p> <p>Understand the challenges facing the planet and responses from different religions</p> <p>Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'</p>	<p>In this unit, pupils will have an opportunity to use words and phrases related to key concepts for thinking about climate justice and religion and worldviews. These include: God as creator and lover of the earth, climate change, climate justice (alert to the fact that climate change hits the poorest hardest), global warming, species extinction and sustainability. They will explore the perspectives and beliefs of the Islamic, Jewish, Christian and Hindu faiths, making comparisons between these and non-religious world views. Pupils will explore the language of shared human experience such as activism and respect for the earth, whilst considering the Islamic concept of Khalifa, the Hindu concept of Bhumi, the Jewish religious festival of Tu B'Shevat and exploring an understanding of stewardship.</p>	<p>Through learning about the importance of religious and non religious world views of caring for the earth, pupils are able to actively take responsibility for the choices they make regarding protecting our planet. This is echoed throughout the science, PHSE and geography curriculum taught within the Hadley Wood curriculum, as well as in the Year 6 unit What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?</p>

Year 6	Substantive Knowledge Content based around a Big Question	Recurring themes, ideas and language	Contribution on wider RE knowledge and what later content this prepares for
Autumn 1	Living: What does it mean to be a Muslim in Britain today? (part 2)	<p>In this unit pupils will review earlier learning about "What it means to be a Muslim in Britain today". They will learn about the Hajj being a pilgrimage that every Muslim should complete once in their lifetime. They will learn about the symbolism of visiting Mecca and explain how the Hajj reminds Muslims of the Ummah. Pupils will learn what Muslims mean when they say that performing the Hajj is an offering to Allah and reflect on how the experience of the Hajj may change a person. They will understand that the Hajj is an opportunity for Muslims to learn more about Allah, themselves and their faith and how this pilgrimage may change a person. Pupils will review their learning from Year 5 on the 5 Pillars of Islam (Profession of Faith (shahada), Prayer (salat), Alms (zakat), Fasting (sawm) and Pilgrimage (hajj) and how this supports personal commitments to be a better person. They will understand the significance that these hold to the Muslim faith and community. They will make connections between the way the Qur'an is treated with reverence, studied and committed to memory, and the belief that it is precious because it contains the message of Allah. They will understand the key features of a mosque and learn the technical vocabulary such as Minaret, Mihrab (semicircular niche in the wall of a mosque that indicates direction of Mecca), Quran, Sahn (courtyard), qubba (dome). Pupils will consider how the values taught through visiting the mosque and</p>	<p>Pupils have explored the concept of pilgrimage in Year 5 Autumn 2 when learning about Hindu pilgrimage along the Ganges River identifying key symbols of water, mountains and the journey through life. Pupils have consistently built an understanding of the Islamic faith since EYFS. In Year 5 Summer 1, pupils would have been introduced to the idea of Ummah. This supports their interrogation into Islamic architecture and the role of charity in Spring term. Additionally, it supports their understanding of why Islamic charities prioritise the themes they do and how Zakat is fundamental within the faith.</p>
	Understand why the Hajj is an important part of being a Muslim.		
	Explore where Muslims get religious and non-religious advice and guidance from.		
	Understand the importance of the Mosque as a place of worship and a community hub for Muslims.		
Make links between the 5 Pillars of Islam and personal commitments to being a better person in your own life.			

		following the 5 Pillars of Islam show the way that people within the community should treat others.	
Autumn 2	Expressing: What can be done to reduce racism? Can religion help?	In this unit, pupils will have an opportunity to use words and phrases related to anti-racist key concepts including: fairness, prejudice, racism, ethnicity, justice, hate speech and white privilege. They will explore the challenges that racism presents to communities and explore the religious responses from Islam, Judaism, Christianity, Hinduism, Buddhism and Sikhism and Non-religious worldviews. Pupils will consider the language of shared human experience, making links to British Values including racism, tolerance, sensitivity, respect, acceptance and prejudice. They will have the opportunity to discuss their own ideas for reducing racism and prejudice, and the importance of not being a bystander.	Pupils build upon their knowledge or Christianity and Islamic scripture from Year 5 and 4 to engage with a thematic issue. This unit gives opportunities to encounter Christian scripture thoughtfully and build their cultural knowledge. Pupils will be offered an opportunity for spiritual and moral development in thinking about their own attitudes. Pupils are able to make ethical and moral decisions and consider the injustices within their community. Within Year 7, as part of the Enfield SACRE, pupils explore the injustices faced by Balpreet Kaur (PCOS Sikh woman whose photograph was posted on social media and mocked for her beard/kes).
	Describe examples of connections between anti- racism and religion		
	Understand the challenges racism presents to human communities and consider different religious responses		
	Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies		
Spring 1	Believing: What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?	Pupils will learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather and discover how ahimsa links to ideas of karma and reincarnation. They will find out about how Gandhi practised ahimsa in the liberation of India and explore the concept that if people believed in ahimsa the difference would it make to farming, supermarkets, your meals, community relations and international relations. They will learn that for Christians the idea of grace from God means that God loves people	Pupils consider these concepts as the basis of all religions in readiness for the KS3 curriculum, as underpinning themes for units within the SACRE.
	Make connections between beliefs and behaviour in different religions		
	Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions		

	Outline the challenges of being a Hindu, Christian or Muslim in Britain today	unconditionally and is willing to offer forgiveness to anyone for anything and recall how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32). Pupils will make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9). They will recall that for Muslims, the worldwide Muslim community is called the Ummah and explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally, drawing attention to some ways Muslims care for each other in one community. Pupils will discuss and consider the impact of ahimsa, grace and Ummah, answering the questions if we all followed these ideas, how would life change?	
	Consider similarities and differences between beliefs and behaviour in different faiths		
Spring 2	Expressing: Is it better to express your beliefs in arts and architecture or in charity and generosity?	Pupils will understand different reasons why some buildings are sacred. They will consider, discuss and weigh up different views about why mosques are important. Pupils will consider, discuss and weigh up different views about why Christian sacred buildings are important. They will explore different views about why religious art is important. Pupils will suggest reasons, quoting religious sources, why Muslims consider charity and generosity important and recall and deploy information about religious buildings and charities. Pupils will notice, list and explain similarities and differences between different sacred buildings, including mosques and churches. They will describe and make connections between examples of religious	Pupils explore the concepts within this question making links to our PHSE, P4C and CREW week approach woven within our wider curriculum.
	Consider what makes a place special or sacred.		
	Explore how mosques express Islamic beliefs and the inspiration taken from Muslim calligraphy, poetry and painting		
	Consider how a Christian place of worship be a building for the 'glory of God'.		
	Understand how Muslim charities change the world.		

	Understand how Christian Aid changes the world	creativity in Muslim buildings and discuss why mosques matter to the Muslim community. They will apply ideas about generosity from scriptures of the Muslim and Christian faith. They will suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.	
Summer 1	Believing: How do the teachings of the Buddha affect the lives of Buddhists today?	Pupils will make connections between the Buddha's teaching that everyone can become awake to the truth (Enlightened) and the Buddhist way of life which includes meditation, worship and ethical behavior. They will learn that the Dhamma is the Buddha's teachings and the Sangha is the Buddhist community. Pupils will read the story of ' The King's Elephant , 'which teaches Buddhists the importance of keeping 'good company'. They will understand that Buddha taught that people are influenced by the company they keep. They will also explore the belief that Buddha taught that good deeds have positive consequences and bad deeds have negative effects. Pupils will explore Buddhist meditation practices to understand the reasons for and importance of meditation.	Pupils will connect their knowledge of Buddhism from whole school assemblies on Dhamma and four noble truths. The theme of good vs evil is again built upon from all major religions studied. Pupils also get introduced to Buddhism in preparation for KS3 curriculum where it will be a focus.
	Understand that just as Siddhartha Gotama left his home and wealth, so Buddhist monks and nuns do the same in search of truth and happiness.		
	Learn about the life of a nun/monk/priest.		
	Explore the symbols – robe, shaven head and attire.		
Summer 2	Living: How do we cope with suffering and death? (School Designed Unit)	Pupils will re-cap learning of the death of Christ and the symbol of that. They will consider the 4 sights seen by Siddattha Gotama . They will link these to current situations in the world around us and how they are dealt with within religion and within their own homes. Pupils will have an opportunity to share what their families have dealt with and how that has affected them.	Pupils build on their understanding of reincarnation and Karma from Year 3 and 4 which supports their understanding of being born again. Pupils also continue to build on Christian understanding of right and wrong from Year 5s WWJD unit. Pupils will make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Year 1 and 5).
	Make links between previous learning about life and death across the religions		
	Explore and discuss personal beliefs		

	Reflect upon how religion can guide beliefs and traditions associated with suffering and death		
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EYFS Development Matters Statements:

Three and Four-Year-Olds	Personal, Social and Emotional Development		Develop their sense of responsibility and membership of a community.
	Understanding the World		Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		See themselves as a valuable individual. Think about the perspectives of others.
	Understanding the World		Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.

		People and Communities	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.
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Religious Education Progression of skills: EYFS – Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Believing: (Knowledge and understanding)</p> <p>To learn about religion and belief</p>	Recall religious stories and special events	<p>Recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>Recognise and name features of religions and beliefs</p> <p>Recount outlines of some religious stories</p>	<p>Retell religious, spiritual and moral stories</p> <p>Identify how religion and belief is expressed in different ways</p> <p>Identify similarities and differences in features of religions and beliefs</p> <p>Retell religious stories and identify some religious beliefs and teachings</p>	<p>Make links between beliefs, stories and practices</p> <p>Identify the impacts of beliefs and practices on people's lives</p> <p>Identify similarities and differences between religions and beliefs</p> <p>Describe some religious beliefs and teachings of religions studied, and their importance</p>	<p>Comment on connections between questions, beliefs, values and practices</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities</p> <p>Describe similarities and differences within and between religions and beliefs</p> <p>Describe the key beliefs and</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>Explain how and why differences in belief are expressed.</p> <p>Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</p>	<p>Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems</p> <p>Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world</p> <p>Explain the reasons for, and effects of, diversity within and between</p>

					<p>teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions</p>		<p>religions, beliefs and cultures.</p> <p>Make comparisons between the key beliefs, teachings and practices of faiths studied, using a wide range of appropriate language and vocabulary.</p>
<p>Expressing and Living:</p> <p>(Response, evaluation, application and questions)</p> <p>To enquire, investigate and interpret</p>	<p>Ask questions about different stories and experiences</p>	<p>Identify what they find interesting and puzzling in life</p> <p>Recognise symbols and other forms of religious expression</p>	<p>Recognise that some questions about life are difficult to answer</p> <p>Ask questions about their own and others' feelings and experiences</p> <p>Identify possible meanings for symbols and other forms of religious expression</p>	<p>Investigate and connect features of religions and beliefs</p> <p>Ask significant questions about religions and beliefs</p> <p>Describe and suggest meanings for symbols and other forms of religious expression</p>	<p>Gather, select, and organise ideas about religion and belief</p> <p>Suggest answers to some questions raised by the study of religions and beliefs</p> <p>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary</p>	<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs</p> <p>Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>Recognise and explain diversity within religious expression, using appropriate concepts.</p>	<p>Identify the influences on, and distinguish between, different viewpoints within religions and beliefs</p> <p>Interpret religions and beliefs from different perspectives</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression</p>

<p>To explore practices, lifestyles, expression and language</p>	<p>Talk about how different religions celebrate traditions e.g. Shrove Tuesday and make links to their own experiences</p>	<p>Identify what they find interesting and puzzling in life</p> <p>Recognise symbols and other forms of religious expression</p>	<p>Identify some religious practices, and know that some are characteristic of more than one religion</p> <p>Suggest meanings in religious symbols, language and stories</p>	<p>Describe how some features of religions studied are used or exemplified in festivals and practices</p> <p>Make links between religious symbols, language and stories and the beliefs or ideas that underlie them</p>	<p>Show understanding of the ways of belonging to religions and what these involve</p> <p>Demonstrate, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language</p>	<p>Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</p> <p>Explain how some forms of religious expression are used differently by individuals and communities</p>	<p>Explain in detail the significance of religious practices of faiths studied, to the lives of individuals and communities.</p> <p>Compare the different ways in which people of faith communities express their faith.</p>
<p>To investigate identity, experiences, meaning and purpose</p>	<p>Talk about patterns in stories and take part in different religious experiences e.g The Nativity</p>	<p>Identify aspects of own experience and feelings, in religious material studied</p> <p>Identify things they find interesting or puzzling, in religious materials studied</p>	<p>Respond sensitively to the experiences and feelings of others, including those with a faith</p> <p>Realise that some questions that cause people to wonder are difficult to answer</p>	<p>Compare aspects of their own experiences and those of others, identifying what influences their lives</p> <p>Compare their own and other people's ideas about questions that are difficult to answer</p>	<p>Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers</p> <p>Ask questions about puzzling aspects of life</p>	<p>Make informed responses to questions of identity and experience in the light of their learning</p> <p>Make informed responses to questions of meaning and purpose in the light of their learning</p>	<p>Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.</p> <p>Express their views on some fundamental questions of identity, meaning,</p>

					and experiences and suggest answers, making reference to the teaching of religions studied		purpose and morality related to Christianity and other faiths.
To reflect on ideas of right and wrong (values and commitments)	Show respect to a range of religious experiences and talk about what pupils believe is right and wrong on a personal level.	identify what is of value and concern to themselves, in religious material studied	respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong	make links between values and commitments, including religious ones, and their own attitudes or behaviour	ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues	make informed responses to people's values and commitments (including religious ones) in the light of their learning	make informed responses to people's values and commitments (including religious ones) in the light of their learning use different techniques to reflect deeply