

Subject: RE and World Views (Using Kapow)

National Curriculum Links

**Community Cohesion**

- The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.
- The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.
- The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues

**British values**

- Democracy - A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
- The rule of law - The need for rules to make a happy, safe and secure environment to live and work.
- Individual liberty - Protection of your rights and the rights of others around you.
- Mutual respect & tolerance of different faiths and beliefs - Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

**Religious education for children and young people:**

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Year group: EYFS (Nursery/Reception)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<b>All About Me</b> Why is the word 'God' so important to Christians?	<b>Being a Hero</b> Why do Christians perform nativity plays at Christmas?	<b>Me in My World</b> How can we help others when they need it?	<b>Super creatures</b> Why do Christians put a cross in an Easter garden?	<b>Once Upon a time</b> What makes every single person unique and precious?	<b>All at Sea</b> How can we care for our wonderful world?
Skills <b>ELG:</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	I can talk about when and where people use my name and why I can talk about something interesting in the Creation story or in the world around me I can talk about who is important or special	I can tell part of the nativity story e.g. when dressed as a character or using figures from a crib set I can talk about things that happen to me e.g. places I go at the weekend I can talk about something interesting in a story about Jesus as an adult I can talk about a person who is important or special to me	I can talk about things that happened when I needed help, or how I helped someone I can talk about something interesting in a story where someone needed help I can talk about someone who is special because they help me when I need help	I can talk about things that happen to me e.g. going somewhere special with my family I can talk about something interesting in a story e.g. that makes me ask a question I can talk about what is important or special to me e.g. a favourite story, food or a souvenir	I can talk about something that happens to me now that didn't happen when I was little I can talk about something interesting in the story of Jesus getting lost I can talk about what I think is special (or unique) about me	I can talk about when I have looked after or cared for someone or something myself I can talk about something interesting or wonderful in the Creation story or in the world around me I can talk about what I think is special or wonderful in the natural world
Key knowledge	I can remember something that happens in the Bible story of Creation I can recognise that Christians use God's name with care because God is their Creator	I can recognise something a family is doing at Christmas because they are Christians I can recognise an image of Jesus e.g. in a nativity set, stained glass	I can remember how the traveller in the Good Samaritan story was saved or rescued I can recognise some images of a Christian praying and identify this as part of their	I can remember something that happens in the Christian story of Easter I can recognise something a Christian is doing because of their religion e.g. making the sign	I can remember something that happens in the story of Jesus welcoming the children I can recognise something a Christian might do to follow Jesus' Golden	I can remember the different things created by God in the Bible story of Creation I can recognise something a Christian does because they believe God says to care for the

	I can recognize that the word 'God' is an important name for Christians	window, icon	religion I can recognise the Christian parable of the Good Samaritan e.g. in a painting, poem, drama, stained glass	of the cross I can recognise things which are important to Christians e.g. pictures of Jesus, different crosses	Rule I can recognise why a 'thank you' song to God is important to a Christian	world I can recognise why a song / prayer about God's world is important to Christians
Key vocabulary	God Bible Jesus Christian church believe create VIP invisible treasure	Jesus God nativity celebrate Bible Christian church Christmas believe followers	God Jesus help rescue / save pray / prayer cathedral Lent parable hero need	God Jesus help rescue / save Easter bridge cross hosanna (save us) forgive symbol	Jesus God Precious Unique Bible Christian Church Welcome Believe thanksgiving	awesome precious treasure creation/ creator / create design responsible caretaker God special / holy wonder/ wonderful
Assessment of progress	Recorded on Tapestry against relevant EYFS statements					

Subject: RE

Year group: Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	How did the world begin?	Why should we care for the world?	What is God's job?	What do some people believe God looks like?	How do we know that new babies are special?	Why should we care for others?
Skills	Talking about their own experiences in relation to their learning. Commenting on similarities and differences between religions and worldviews. Enjoying seeing diversity in images and videos used. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in god. Sharing opinions	Finding out about religion and worldviews through: Commenting on similarities and differences between religions and worldviews.. Enjoying seeing diversity in images and videos used. Making links between religious and non-religious beliefs and practices. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct	Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in God. Using art to show their ideas about identity and belonging. Sharing opinions respectfully about	Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning. Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions	Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in the images and videos used. Making links between religious and non-religious beliefs and practices. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use the correct vocabulary when talking about	Commenting on similarities and differences between religions and worldviews. Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in the images and videos used. Making links between religious and non-religious beliefs and practices. Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning

	<p>respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Using various art forms to express their ideas. Asking their own questions about the world around them. Finding out about religions and worldviews through: reading stories or scriptures, debating and discussing.</p>	<p>vocabulary when talking about their learning. Exploring stories or scriptures. Debating and discussing. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Using various art forms to express their ideas. Asking their own questions about the world around them.</p>	<p>what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Using various art forms to express their ideas. Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; dramatising, role-play or dancing.</p>	<p>respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Talking about simple ideas and things that puzzle them about belief in God. Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at artefacts; looking at photographs and images.</p>	<p>their learning. Debating and discussing. Dramatising, role-play or dancing. Looking at photographs and images. Experiencing. Using first-hand accounts. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p>	<p>to use the correct vocabulary when talking about their learning. Finding out about religion and worldviews through exploring stories or scriptures, debating and discussing, looking at photographs and images, using first-hand accounts, sharing opinions respectfully about what is important to them and what is important to others and expressing their own ideas and opinions based on personal experience and the beliefs of family members.</p>
Key knowledge	<p>To know: To believe is when we accept something is true, especially when we do so without proof. Some people believe god exists as a powerful, non-human being. In some religions, followers believe in one supreme being or god who is loving.</p>	<p>To know: Some people believe that humans have a special relationship with God. Creation stories provide people with possible answers as to why we are here. Followers often read religious stories. Some religious stories may guide people to care for</p>	<p>To know: In some religions, followers believe in one supreme being or God who is loving. People have different ways of understanding God on Earth (incarnation). Some people believe that humans have a special relationship with God. There are different names for</p>	<p>To know: Some people believe God exists as a powerful, non-human being. In some religions, followers believe in one supreme being or God who is loving. People have different ways of understanding God on Earth (incarnation).</p>	<p>To know: Some people believe that humans have a special relationship with God. Many people have special ceremonies when babies are born. Some religious and non-religious people carry out ceremonies when babies are born to</p>	<p>To know: Some people believe that humans have a special relationship with God. Many people give money, time or donations to charity as a way of showing that caring for others is important. That followers often read religious stories.</p>

	There are different names for god. Creation stories provide people with possible answers as to why we are here. Followers often read religious stories.	animals and the planet. Religious teachings often encourage gratitude for what God created (e.g. others and the planet) and a responsibility to look after it. People with similar worldviews often work together to care for the world and for others.	God. There are different ways to refer to and represent God. People have different ideas about the role of God.	There are different names for God. There are different ways to refer to and represent God. Some religious people use art, objects and special times to represent and remember incarnation (God on Earth).	welcome them into their community. Religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God.	Some stories may guide people to care for others. Religious (and non-religious) groups often provide support and care to their local and worldwide communities. People with similar worldviews often work together to care for the world and others.
Key vocabulary	<p><b>belief</b></p> <p>Bible</p> <p>Brahma</p> <p>create</p> <p>Christian</p> <p><b>creation</b></p> <p>creator</p> <p>Genesis</p> <p><b>God</b></p> <p>Hindu</p> <p>Jewish</p> <p>love</p> <p>man-made</p> <p>natural</p> <p>personality</p> <p>proof</p> <p>proud</p> <p>respect</p> <p>Shiva</p> <p>true</p> <p>talent</p> <p>Torah</p> <p>Vishnu</p>	<p>ahimsa</p> <p>belief</p> <p>Bible</p> <p>Brahma</p> <p>Brahman</p> <p>care</p> <p>Christian</p> <p>creation</p> <p>creator</p> <p>Earth</p> <p><b>environment</b></p> <p>gift</p> <p>Hindu</p> <p>Humanist</p> <p>Jewish</p> <p>mitzvot</p> <p><b>ownership</b></p> <p>qualities</p> <p><b>responsibility</b></p> <p>stewardship</p> <p>Torah</p>	<p>Abraham</p> <p>Ahura Mazda</p> <p>Allah</p> <p>Angra Mainyu</p> <p>belief</p> <p>caretaker</p> <p>characteristic</p> <p>Christian</p> <p>Christian Bible</p> <p>creator</p> <p>destroyer</p> <p>generation</p> <p>God</p> <p>Jewish</p> <p>life cycle</p> <p>incarnari</p> <p>incarnation</p> <p><b>miracle</b></p> <p>Muslim</p> <p>negative</p> <p>Old Testament</p> <p>positive</p> <p><b>promise</b></p> <p>protect</p> <p>quote</p>	<p>abstract noun</p> <p><b>Allah</b></p> <p>art</p> <p>avatar</p> <p>belief</p> <p><b>Brahma</b></p> <p><b>Brahman</b></p> <p>characteristic</p> <p>Christian</p> <p>Christian Bible</p> <p>deity</p> <p>God</p> <p>Hindu</p> <p>incarnation</p> <p>Jesus</p> <p>Islamic art</p> <p>Muslim</p> <p>mosque</p> <p>murti</p> <p>respect</p> <p><b>Shiva</b></p> <p>symbol</p> <p>unique</p> <p><b>Vishnu</b></p>	<p>Adhan</p> <p>Allah</p> <p>Aqiqah</p> <p><b>baptism</b></p> <p>Brahman</p> <p><b>celebration</b></p> <p><b>ceremony</b></p> <p>Christian</p> <p>creation</p> <p>God</p> <p>godparents</p> <p>Hindu</p> <p>Humanist</p> <p>Jatakarma</p> <p>Muslim</p> <p>Namakarana</p> <p>promise</p> <p>Trimurti</p> <p>Zakat</p>	<p>act of kindness</p> <p>Allah</p> <p><b>charity</b></p> <p>Christian</p> <p>creation</p> <p><b>donate</b></p> <p>fair</p> <p>God</p> <p>guidance</p> <p>Humanist</p> <p>Jesus</p> <p>Jewish</p> <p>Muslim</p> <p>responsibility</p> <p><b>service</b></p> <p>Sewa</p> <p>Sikh</p> <p>The Five Pillars of Islam</p> <p>Tzedakah</p> <p>Waheguru</p> <p>Zakat</p>



Subject: RE

Year group: Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	How do we know some people have a special connection to God?	What do candles mean to people?	What is a prophet?	Why do we need to give thanks?	How do some people talk to God?	Where do some people talk to God?
Skills	<p>Exploring similarities and differences between religions and worldviews. Commenting on links with prior learning when encountering new content. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use it in written work. Asking questions about what puzzles them about religious and non-</p>	<p>Exploring similarities and differences between religions and worldviews. Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Using correct vocabulary when talking and beginning to use in written work. Showing respect</p>	<p>Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use in written work. Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Exploring</p>	<p>Exploring similarities and differences between religions and worldviews. Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content. Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. Using</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>

	<p>religious stories and texts they have read. Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Asking thoughtful questions relating to their learning. Finding out about religion and worldviews through: exploring stories or scriptures; debating and discussing; dramatising role-play or dancing.</p>	<p>when looking at evidence about other people's ideas and beliefs. Asking questions about what puzzles them about religious and non-religious stories and texts they have read. Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Finding out about religion and worldviews through: exploring stories or scriptures; looking at artefacts; debating and discussing; interpreting art; listening to music; using first-hand accounts; using</p>	<p>similarities and differences between religions and worldviews. Asking questions about what puzzles them about religious and non-religious stories and texts they have read. Expressing creatively their own ideas about the questions: Who am I? Where do I belong? Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Explaining why they feel something is right or wrong and comparing their ideas to others. Finding out about</p>	<p>correct vocabulary when talking and beginning to use in written work. Asking questions about what puzzles them about religious and non-religious stories and texts they have read. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Finding out about religion and worldviews through: looking at photographs and images, reading stories or scriptures, looking at artefacts, listening to music and using surveys.</p>	<p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Understand that others may have different ideas from their own and respond respectfully. Express their own ideas and opinions, including considering worldviews studied. Ask thoughtful questions relating to their learning.</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about religion and worldviews through: debating and discussing, looking at photographs and images, using video or audio footage and using first-hand accounts.</p>
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		video or audio footage.	Religions and worldviews through: exploring stories or scriptures; debating and discussing; interpreting art; looking at photographs and images; using video and audio footage, dramatising role-play or dancing and using first-hand accounts.			
Key knowledge	<p>To know: Some people believe God performed miracles in the past. Some people believe there are people who are chosen for a special purpose by God. Religious stories can help us to understand religious beliefs.</p>	<p>To know: That some people believe God performed miracles in the past. There are some festivals which are celebrated by religious and non-religious people. That festivals usually celebrate a special or miraculous event from the past. That festivals often use light symbolically as part of celebrations. There are some objects that are special to followers of religious traditions. That festivals are celebrated by many people and</p>	<p>To know: A prophet is someone who is believed to talk about God's plan or will. Some people believe there is a God who has made a promise with people. Books and stories can have different meanings to different people. Religious stories can help us to understand religious beliefs. Stories from long ago can be applied to modern life. A saviour is someone who is sent to save a group of people.</p>	<p>To know: Some people believe god performed miracles in the past. That pray means communicating with god. There are some festivals which are celebrated by religious and non-religious people. Festivals usually celebrate a special or miraculous event from the past. Worship means to honour and adore. There are some objects that are special to followers of religious traditions. That one reason religious followers</p>	<p>To know that prayer means communicating with God. To know that some people who follow the Hindu worldview believe that they can communicate with God through prayer. To know that people pray in different ways in different places. To know that objects, words and actions can represent an idea of belief. To know that when some people talk to god they might use their body to show respect.</p>	<p>To know: That prayer means communicating with God. There are some objects that are special to followers of religious traditions. That people pray in different ways in different places. That objects, words and actions can represent an idea of belief. That some people talk to god in different ways and for different reasons. That some people find praying or worshipping as part of a community helpful.</p>

		<p>happen regularly. That practices associated with festivals have special meanings. That people from the same faith may celebrate a festival differently. That objects, words and actions can represent an idea or belief. That many festivals are often celebrated as a community. That members of the same community may have similar or different ways of life.</p>		<p>worship is to show gratitude, say 'thank you', to god. That a festival is celebrated by many people and happens regularly. That people pray in different ways in different places. That objects, words and actions can represent an idea of belief. That when some people talk to god they might use their body to show respect. That religious stories can help us to understand religious beliefs. That stories from long ago can be applied to modern life. That many festivals are often celebrated as a community. That offerings used to express gratitude may be used to help a person's local or national community.</p>	<p>To know that some people talk to god in different ways and for different reasons. To know that some people who follow the Muslim worldview carry out Wudu before prayer. To know that some people who follow the Muslim worldview use special positions and actions during prayer called Rakat. To know that within a community people have different values, ideas and beliefs. To know that some people who follow the Hindu worldview visit the mandir to worship and pray with members of their community. To know that some people who follow the Muslim worldview visit the mosque to worship and pray with members of their community.</p>	<p>That members of the same community may have similar or different ways of life. That within a community people have different values, ideas and beliefs. That some people who follow the Jewish worldview believe God communicated with humans through the Torah. That some people who follow the Christian worldview visit a church to worship and pray with members of their community. That some people who follow the Jewish worldview visit a synagogue to worship and pray with members of their community. That some people who follow the Muslim worldview visit a mosque to worship and pray with members of their community. That some people</p>
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						<p>who follow the Muslim worldview visit a mosque and some of the features help them to pray.</p> <p>That some people who follow the Sikh worldview visit a gurudwara and some of the features help them to pray.</p> <p>That some people who follow the Alevi worldview believe that they can communicate with God through prayer.</p> <p>That some people who follow the Alevi worldview visit a cemevi and some of the features help them to pray.</p>
Key vocabulary	<p>Angel Gabriel</p> <p>Angel Jibril</p> <p>Brahman</p> <p>Christian Bible</p> <p>chosen</p> <p>Christian</p> <p>Daniel</p> <p><b>encounter</b></p> <p>God</p> <p>guru</p> <p>Guru Nanak</p> <p>Hindu</p> <p>inspire</p> <p>Krishna</p>	<p><b>Advent</b></p> <p>calendar</p> <p>candle</p> <p>Christmas</p> <p>culture</p> <p><b>Diwali</b></p> <p>festival</p> <p>fire</p> <p>gallery</p> <p>hanukiah</p> <p><b>Hanukkah</b></p> <p>hanukiyot</p> <p>light</p> <p>Maccabees</p>	<p>characteristic</p> <p><b>chosen</b></p> <p>doubt</p> <p>messenger</p> <p>special</p> <p>Angel Jibril</p> <p>hesitant</p> <p>Prophet</p> <p>Muhammad</p> <p>reluctant</p> <p>Abraham</p> <p>Moses</p> <p>Peace be upon him</p> <p>Qur'an</p>	<p>appreciate</p> <p>autumn</p> <p>Brahman</p> <p>Christian</p> <p>deity</p> <p>disciple</p> <p>diva</p> <p>emotion</p> <p>express</p> <p><b>grateful</b></p> <p><b>gratitude</b></p> <p>harvest</p> <p>Harvest festival</p> <p>Hindu</p>	<p>Allah</p> <p>Brahman</p> <p><b>communicate</b></p> <p>deity</p> <p>Hindu</p> <p>Jewish</p> <p>mandir</p> <p>mosque</p> <p>Muslim</p> <p><b>prayer</b></p> <p>puja</p> <p>Qur'an</p> <p><b>scripture</b></p> <p>shrine</p>	<p>Alevi</p> <p>Bible</p> <p><b>cemevi</b></p> <p><b>church</b></p> <p>community</p> <p>dome</p> <p>equality</p> <p>gurudwara</p> <p>Guru Granth Sahib</p> <p>Langar</p> <p><b>mosque</b></p> <p>Pagan</p> <p><b>place of worship</b></p> <p>statue</p>



Subject: RE

Year group: Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<b>What makes us human?</b>	<b>Where do our morals come from?</b>	<b>Is scripture central to religion?</b>	<b>What happens if we do wrong?</b>	<b>Why is water symbolic?</b>	<b>Why is fire used ceremonially?</b>
Skills	Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Identifying similarities and differences between religions and worldviews. Identifying similarities and differences within religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content. Developing the	Identifying similarities and differences between religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Recognising links with prior learning when encountering new content. Exploring the ways diverse people and groups can work together for good. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Developing the ability to use empathy to identify and understand the feelings of others. Using increasingly complex	Identifying similarities and differences between, and within, religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Recognising links with prior learning when encountering new content. Explaining links between religious and non-religious practices and their significance. Exploring the ways diverse people and groups can work together for good. Developing the ability to use empathy to identify and understand the feelings of others. Reflecting on how others might see the	Identifying similarities and differences between, and within, religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Recognising links with prior learning when encountering new content. Explaining links between religious and non-religious practices and their significance. Exploring the ways diverse people and groups can work together for good. Developing the ability to use empathy to identify and understand the feelings of others. Reflecting on how others might see the	Explore how rituals express beliefs and ideas about God in various religions. Investigate the symbolism of water in ceremonies and rituals across different cultures and religions. Discover the diverse forms of worship and the role of symbolism within these practices. Examine the significance of ceremonies involving water in community traditions. Understand the special meaning and purpose of water in the Muslim worldview. Learn how followers of Islam use water for Wudu to prepare for prayer and worship.	Explore how ceremonies express beliefs and ideas about fire in various religions. Investigate the symbolism of fire in ceremonies and rituals across different cultures and religions. Discover the diverse forms of worship and the role of symbolism within these practices. Examine the significance of ceremonies involving fire in community traditions. Understand the special meanings and purposes of fire in the Hindu worldview. Learn how followers of the Zoroastrian word view use fire

	<p>ability to use empathy to identify and understand the feelings of others. Using increasingly complex vocabulary and explaining its meaning to others. Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Thinking about their own ideas about god in light of their learning, experiences and discussions. Finding out about religion and worldviews through: interpreting art, listening to music, using first-hand accounts, experiencing, debating and discussing, reading stories or scriptures and using video footage.</p>	<p>vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong. Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning. Finding out about religion and worldviews through: using first-hand accounts, debating and discussing, exploring stories or scriptures and looking at artefacts.</p>	<p>world and how they can show respect for viewpoints different to their own. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong. Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning. Thinking about their own ideas about God in light of their learning, experiences and discussions. Finding out about religion and worldviews through: exploring scriptures; looking at artefacts; debating and discussing;</p>	<p>world and how they can show respect for viewpoints different to their own. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong. Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning. Thinking about their own ideas about God in light of their learning, experiences and discussions. Finding out about religion and worldviews through: exploring scriptures; debating and discussing; interpreting art;</p>	<p>Recognise the importance of water in Christian baptism and its biblical roots in the life of Jesus.</p>	<p>as a symbol of purity. Recognise the importance of using fire for remembrance in Christian and Jewish worldviews. Find out about religion and worldviews through: using first-hand accounts, looking at photographs and images, using video or audio footage and exploring stories or scriptures.</p>
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			interpreting art; looking at photographs and images; using video and audio footage and using first-hand accounts.	looking at photographs and images; using video and audio footage and using first-hand accounts.		
Key knowledge	<p>To know: That soul means a person's spiritual and emotional sense of identity. That some people believe all living things have a soul and that it is immortal. That spirituality is connecting with the inner self, immaterial things and belief of something beyond oneself. That some people believe spirituality and the soul are unique to humans. That some people believe connection with god to be a spiritual experience. That prayer, meditation and rituals are used to connect spiritually.</p>	<p>To know: That actions have consequences and people think differently about what these are. That some people believe forgiveness from God to be having wrongdoing cancelled or unpunished. That morals are our thinking about what is right and wrong. That many religious and non-religious worldviews express the idea of a 'Golden Rule' relating to how we treat others. That the teachings of a religious or non-religious worldview often link with a follower's life choices. That people's views about what is right and wrong change over time and place.</p>	<p>To know: That some people believe connection with God to be a spiritual experience. That religious and non-religious people have ideas about the relationship between God and humans. That the way scriptures are used and treated reflects beliefs about their importance. That prayer, meditation and rituals are used to connect spiritually. That worship can take many forms and often involves symbolism. That the teachings of a religious or non-religious worldview often link with a follower's life choices. That all communities have rules and</p>	<p>To know: Morals are our thinking about what is right and wrong. Teachings of a religious or non-religious worldview often link with a follower's life choices. Actions have consequences and people think differently about what these are. Forgiveness is cancelling out wrongdoing or removing punishment. Some people believe all living things have a soul and that it is immortal.</p>	<p>To know: Rituals are a way of expressing beliefs and ideas about God. Water is often used in ceremonies and rituals to symbolise cleansing and purity. Worship can take many forms and often involves symbolism. Ceremonies involving water and fire are important occasions for some communities. People who follow the Muslim worldview generally believe that water has a special meaning and purpose. People who follow the Muslim worldview may use water to perform Wudu before prayer and worship. People who follow the Christian worldview may use water for</p>	<p>To know that: Rituals are a way of expressing beliefs and ideas about God. Ceremonies involving fire are important occasions for some communities. Fire is often used in ceremonies and rituals to symbolise purity. Fire can represent peace and unity in some ancient traditions. In some ceremonies, fire is used to symbolise protection, good luck and harmony. Fire is sometimes used as a sign of remembrance. People who follow the Hindu worldview may use fire symbolically during marriage ceremonies or Puja. People who follow the Zoroastrian</p>

		That many factors affect our morals and life choices. That all communities have rules and guidance for how to live together.	guidance for how to live together.		baptism, following the example of Jesus in the bible. People who follow the Christian worldview may take part in baptism ceremonies. People who follow the Shinto worldview may use water for ritual cleaning and as a symbol of nature.	worldview may use fire as a symbol of purity and of the light of God. People who follow the Sikh worldview may use fire in their community kitchens, known as Langar. People who follow the Jewish worldview may use an eternal burning flame to symbolise the continuous presence of God in their synagogues.
Key vocabulary	belief blurb Buddhist connection consciousness exist express immaterial influence inner self meditation mindfulness organised personal practice represent responsible soul spiritual summarise unique worldview	adultery Christian Bible commandment covenant decision duty envious experience forbidden Golden Rule good deed guidance Hajj Humanist mitzvot moral Moses Niyama observance prayer shawl reasoning restrictive	Abrahamic Alimah annotate central Chumash Christian Bible dictated faith Gideon Bible gurdwara Hadith holy inspired Jibril Ketuvim lectern mandir Muhammad Mus'haf Nevi'im New Testament Old Testament	affect amends authority baptism Brahman Catholic cleansed choice confession Confessional consequences forgiveness immoral infant intention Jesus karma mercy moral Original sin priest	Amritsar Amrit Sanchar baptism blessing calm cleansing commitment daily routine Ganges ghusl guardian holy water Kumbh Mela offering planet practical preparation preserve protect purity renewal resource	Ahura Mazda Atash Bahram community divine eternal equality Guru Nanak Hózhó Langar memoriam memory Ner Tamid Olympic flame Olympic Games prayer candle purity remembrance renewal torch bearer transformation Trimurti unity



Subject: RE

Year group: Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Are all religions equal?	Just how important are our beliefs?	What makes some texts sacred?	Who was Jesus?	Why is the Bible the best-selling book of all time?	Does the language of scripture matter?
Skills	<p>Giving thoughtful insights about why some things are the same and others are different. Exploring the ways diverse people and groups can work together for good. Recognising links with prior learning when encountering new content. Identifying similarities and differences between religions and worldviews. Presenting different views thoughtfully and creatively, using evidence from learning. Discussing their own and others' ideas about deciding what is good and bad, and right and wrong.</p>	<p>Identifying similarities and differences between religions and worldviews.. Giving thoughtful insights about why some things are the same and others are different. Exploring the ways diverse people and groups can work together for good. Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Asking questions about how people show their faith and considering why</p>	<p>Identifying similarities and differences between religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Asking questions about how people show their faith and considering why</p>	<p>Recognising how religious and non-religious worldviews evolve for individuals and communities. Identifying common beliefs shared across different religions. Exploring the links and connections between various religions. Acknowledging Jesus as a historical figure and understanding the diverse beliefs regarding his significance. Appreciating that followers of the Christian worldview often believe in a divine relationship with humans through Jesus. Understanding that many Christians</p>	<p>Identifying similarities and differences within religions and worldviews. Exploring the ways diverse people and groups can work together for good. Recognising links with prior learning when encountering new content. Asking questions about how people show their faith and considering why they might have these questions. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning.</p>	<p>Identifying similarities and differences within religions and worldviews. Exploring the ways diverse people and groups can work together for good. Recognising links with prior learning when encountering new content. Asking questions about how people show their faith and considering why they might have these questions. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and</p>

	<p>Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning. Finding out about religions and worldviews through: reading stories and scriptures, debating and discussing, analysing texts, looking at photographs and images and using first hand accounts.</p>	<p>questions about how people show their faith and considering why they might have these questions. Developing the ability to use empathy to identify and understand the feelings of others. Using increasingly complex vocabulary and explaining its meaning to others. Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Thinking about their own ideas about God in light of their learning, experiences and discussions. Finding out about Religion and worldviews through: looking at photographs and images; using first-</p>	<p>they might have these questions. Using increasingly complex vocabulary and explaining its meaning to others. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking at photographs and images; using first-hand accounts; interpreting historical sources.</p>	<p>believe in the resurrection of Jesus after his crucifixion. Recognising that some Christians believe Jesus fulfilled prophecies from the Old Testament. Considering that some followers of the Jewish worldview may see Jesus primarily as a teacher, similar to views held during Jesus' time. Acknowledging that followers of the Jewish worldview generally believe in a covenant between God and the Jewish people. Understanding that some in the Jewish community await the coming of a Messiah, as foretold by prophets, but believe this event has not yet occurred. Reflecting on how Jesus' teachings were seen as radical within his life's historical and geographical context.</p>	<p>Asking open questions and suggesting responses. Thinking about their own ideas about God in light of their learning, experiences and discussions. Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; using first-hand accounts; using surveys; interpreting historical sources and interpreting art.</p>	<p>suggesting responses. Thinking about their own ideas about God in light of their learning, experiences and discussions. Finding out about Religion and worldviews through exploring stories or scriptures, debating and discussing, analysing texts, using first-hand accounts, interpreting historical sources, and interpreting art.</p>
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		hand accounts; looking at artefacts; using surveys; interviewing others.		Recognising that many Christians commemorate Jesus' death and resurrection during Easter.		
Key knowledge	To know: That people from different religions believe some of the same things. That there are historical links and connections between religions. That stories and scriptures give insights about how to live. That the history of religion affects how people see their own and others' communities	To know: Sacrifice means giving up something valued for the sake of something else. Holy means divine, sacred or connected to God. The way scriptures are treated and used reflects beliefs about their meaning and origin. Rituals and practices can be based on religious and cultural roots and that often these are interconnected. Being part of a community with similar beliefs is important to some people. For some people outward expressions of belief are important for a sense of belonging.	To know: Holy means divine, sacred or connected to God. The way scriptures are treated and used reflects beliefs about their meaning and origin. The ways scriptures are read and used change over time. Stories and scriptures give insights about how to live. Religious texts contain different types of writings. Religious scriptures come from a range of sources and origins. Religious scriptures are written in different languages and this can affect interpretation.	To know: Religious and non-religious worldviews change over time for individuals and groups. People from different religions believe some of the same things. There are links and connections between religions. Jesus was a historical figure and people have different beliefs about his significance. Some people who follow the Christian worldview generally believe God wants to have a relationship with humans which can be achieved through Jesus. Some people who follow the Christian worldview generally believe Jesus was resurrected (raised from the dead)	To know: Religious and non-religious worldviews change over time for individuals and groups. Organised and personal religious beliefs change and develop over time. There are historical links and connections between religions. The way scriptures are treated and used reflects beliefs about their meaning and origin. The ways scriptures are read and used change over time. People with similar worldviews may practice in different ways due to historical events. Practices change over time. Why the Christian Bible has a significant role in public life in many countries, including the UK. Religious	To know: Religious and non-religious worldviews change over time for individuals and groups. Organised and personal religious beliefs change and develop over time. Holy is often linked to words that also mean divine, sacred or connected to God. There are historical links and connections between religions. The way scriptures are treated and used reflects beliefs about their meaning and origin. The ways scriptures are read and used change over time. People with similar worldviews may practise in different ways due to historical events. Practices change

				<p>after his crucifixion. Some people who follow the Christian worldview generally believe Jesus fulfilled prophecies from the Old Testament. Some people who follow the Jewish worldview generally may see Jesus as a teacher which is what some people at the time of Jesus may have thought. Some people who follow the Jewish worldview generally believe that God made a covenant with the Jewish people. Some people who follow the Jewish worldview generally believe that the prophets told of a messiah which some interpret as a person, but that the Messiah has not yet come. Many people who follow the Christian worldview may believe that Jesus' teachings were radical in the historical and</p>	<p>scriptures come from a range of sources and origins. Religious scriptures are written in different languages and this can affect interpretation. Disagreement and change happen in communities.</p>	<p>over time. Religious scriptures come from a range of sources and origins. Religious scriptures are written in different languages and this can affect interpretation. Disagreement and change happen in communities.</p>
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Subject: RE

Year group: Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Why do people have to stand up for what they believe in?	Why doesn't Christianity always look the same?	What happens when we die? (part 1)	What happens when we die? (part 2)	Who should get to be in charge?	Why are some places in the world significant to believers?
Skills	Exploring why people from the same religion may disagree. Considering the thoughts, feelings, experiences, beliefs and values of others. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Using creativity to present their own and others' ideas, explaining their	Understanding and evaluating the importance of diversity within religions and worldviews. Identifying increasingly subtle links with prior learning when encountering new content. Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Researching from a range of sources.	Interpreting expressions of the same concept by people whose worldview differs. Interpreting expressions of the same concept by people with the same worldview. Understanding and evaluating the value of diversity within religions and worldviews. Evaluating links between religious and non-religious traditions, beliefs and practices. Identifying increasingly subtle links with prior learning when encountering new content. Considering the thoughts, feelings, experiences, beliefs	Interpreting expressions of the same concept by people whose worldview differs. Interpreting expressions of the same concept by people with the same worldview. Understanding and evaluating the value of diversity within religions and worldviews. Evaluating links between religious and non-religious traditions, beliefs and practices. Identifying increasingly subtle links with prior learning when encountering new content. Considering the thoughts, feelings, experiences, beliefs	Reflect on how leadership and authority influence individual and collective worldviews. Analyse how worldviews affect the selection of leaders and authority figures. Compare different methods of leadership selection, such as democracy or inheritance, and understand the disagreements that may arise. Discuss the belief that some leaders are divinely chosen and what this signifies in various religions. Develop an understanding of wisdom as sensible	Interpreting expressions of the same concept by people whose worldview differs. Interpreting expressions of the same concept by people with the same worldview. Exploring why people from the same religion may disagree. Understanding and evaluating the value of diversity within religions and worldviews. Evaluating links between religious and non-religious traditions, beliefs and practices. Identifying increasingly subtle links with prior learning when encountering new

	<p>choices. Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking at news reports; looking at photographs and images; using first-hand accounts; interviewing others; interpreting historical sources.</p>	<p>Finding out about Religion and worldviews through: exploring stories or scriptures; debating and discussing; analysing texts; looking at photographs and images; using first-hand accounts; using video or audio footage; interpreting historical sources; listening to music; interpreting art.</p>	<p>and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Asking and exploring questions from different perspectives, including their own. Discussing ideas about how their own or another person's worldview influences their responses to ethical issues. Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. Engaging in times of</p>	<p>and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts. Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Using creativity to present their own and others' ideas, explaining their choices. Asking and exploring questions from different perspectives, including their own. Discussing ideas about how their own or another person's worldview influences their responses to ethical issues. Expressing ideas about</p>	<p>thinking informed by knowledge and experience. Identify the role of guidance in religious and secular contexts and its importance in decision-making. Learn about the roles and responsibilities of religious leaders within communities and how they serve their followers. Interpret the significance of the Hadith and Sunna in guiding Muslims.</p>	<p>content. Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Using complex vocabulary confidently and in different contexts. Finding out about Religion and worldviews through exploring stories or scriptures, using surveys, debating and discussing, looking at news reports, looking at photographs and images, using first-hand accounts, using video or audio footage, interviewing others and using maps.</p>
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			<p>thoughtfulness and reflection and making links between own and others' experiences. Expressing their own thoughts about the existence and nature of God. Finding out about Religion and worldviews through: exploring stories or scriptures; using surveys; debating and discussing; analysing texts; looking at photographs and images; interpreting art.</p>	<p>fairness, honesty, love, forgiveness, truth and peace. Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. Expressing their own thoughts about the existence and nature of God. Finding out about Religion and worldviews through: exploring stories or scriptures; analysing texts; looking at photographs and images; interpreting art.</p>		
Key knowledge	<p>To know: The meaning of atheist, agnostic and theist. That in the UK religious beliefs are a protected characteristic. That in some times and places, people did not or do not have religious freedom. That throughout history and modern times, people have had to protest or</p>	<p>To know: Some of the ways that history, migration and leadership influence people's worldviews. That leadership and authority can impact people's worldviews. That the community or group someone is part of shapes their sense of belonging. That people are inspired and led by others from within</p>	<p>To know: People have different beliefs about what happens when we die. Some people believe in God, who may judge their actions when they die. Some people believe in life after death and others may believe death is the end of our life in any form.</p>	<p>To know: The meaning of atheist, agnostic and theist. That people have different beliefs about what happens when we die. That some people believe in God, who may judge their actions when they die. That some people believe in life after death and others may believe death</p>	<p>To know: Leadership and authority can impact people's worldviews. Worldviews impact the process of choosing leadership and authority. There are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed upon.</p>	<p>To know: Some of the ways that history, geography and leadership influence people's worldviews. Leadership and authority can impact people's worldviews. Some people believe leaders are anointed (chosen by God). Reasons for some people taking part in religious practices</p>

	<p>fight for religious freedom. That some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night). That within and between religious and non-religious groups people may disagree about challenging issues. That people are inspired and led by others from within and outside their community. That communities sometimes fight or protest for the rights of themselves or others.</p>	<p>and outside their community. That scripture can be interpreted in different ways.</p>	<p>The following vocabulary in relation to death: afterlife, soul, judgement, eternity, heaven and hell. Many people who are not religious believe in some form of afterlife. Funeral practices often reflect beliefs about life after death. Funerals can be important to help people grieve. Reasons for some people taking part in religious practices including belief, culture, tradition and obligation. Some of the ways practices are influenced by culture, tradition, geography, leadership and history. Ideas about the afterlife come from many sources. Beliefs about life after death can affect how people choose to live their lives. Within and between religious and non-</p>	<p>is the end of our life in any form. How to correctly use the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, finality, heaven and hell. Many people who are not religious believe in some form of afterlife. Funeral practices often reflect beliefs about life after death. Funerals can be important to help people grieve. Some reasons for some people taking part in religious practices including belief, culture, tradition and obligation. Some of the ways practices are influenced by culture, tradition, geography, leadership and history. Ideas about the afterlife come from many sources. Beliefs about life</p>	<p>Some people believe leaders are anointed (chosen by God). People from the same organised worldview often hold the same key beliefs but these may interpret and express them differently. Wisdom can mean thinking sensibly and taking into account knowledge and experience. Guidance means advice, information or rules given by someone in authority. Some believers may read stories from the past about how people became close to God, which may help guide them in becoming closer to God. Cultural, historical and geographical context can affect how scripture is interpreted. Religious communities usually have a leader who carries out certain duties with or on</p>	<p>including belief, culture, tradition and obligation. Some of the ways practices are influenced by culture, tradition, geography, leadership and history. The community or group someone is part of shapes their sense of belonging. Some places are of particular significance due to historical, cultural and geographical reasons.</p>
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			<p>religious groups people may disagree about challenging issues. Funerals can be important times for communities to support one another. Religious communities usually have a leader who carries out certain duties with or on behalf of the community.</p>	<p>after death can affect how people choose to live their lives. Within and between religious and non-religious groups people may disagree about challenging issues. Funerals can be important times for communities to support one another. Religious communities usually have a leader who carries out certain duties with or on behalf of the community. That some places are of particular significance due to historical, cultural and geographical reasons.</p>	<p>behalf of the community. Some people who follow the Muslim worldview may not agree on who should have succeeded Muhammad in the past. Some people who follow the Muslim worldview may interpret the Hadith and Sunna (sayings and accounts relating to Muhammad) to guide them in living a life submitting to God. Some people who follow the Sikh worldview may believe that the succession of Gurus enabled the message of Guru Nanak to be continued. Some people who follow the Sikh worldview may believe that these Gurus were spiritually liberated from birth.</p>	
Key vocabulary	agnostic atheist theist	Anglican baptism Catholic	atonement Barzakh cremate	atma atman bodhisattva	adhere admiration Angad	authentic cleansing covenant

	<p>conspiracy Catholic Babylonian forces Bandi Chhor Divas denomination disciple <b>discrimination</b> divine authority Diwali Emperor guru Guru Hargobind hardships King Antiochus martyr Mughal empire ordained <b>oppression</b> persecution <b>prejudice</b> protected characteristics Protestant religious freedom religious group stereotype</p>	<p>Catholicism church Church of England colonisation confession confessional <b>congregation</b> convert depiction Emperor Constantine <b>entity</b> <b>Eucharist</b> evangelising fasting ichthus Latin lectern liturgy Magi Mass messiah Methodist monarchy nave Pentecost persecution piety pilgrimages polytheistic Pope priest prophecy prophet Protestant pulpit Quakers resurrection rosary beads sacraments</p>	<p>Dia de los Muertos embalm <b>eternal</b> Gehinnom Jahannam judgement <b>mourning</b> Olam Ha-Ba purgatory reconciliation <b>solemn</b> soul tachrichim Tawhid Yarm al-Qiyamah Yizkor Yom Kippur</p>	<p>Brahmins cremation dukkha Eightfold Path <b>enlightenment</b> Four Noble Truths Hukam <b>karma</b> Kshatriyas liberation marga moshka mukti nirvana rebecoming <b>reincarnation</b> samsara Shudras The Divine Vaishyas varna Waheguru</p>	<p>anointed authority bloodline caste compassion dedication devotion <b>dignity</b> falcon government Guru Nanak Guru Panth Hadith honesty humility <b>integrity</b> interpretation Kalgi Khalsa Kirpan law legal system Lehna lineage merit open-minded parliament religious law religious oppression revelation role model sacrifice selflessness succession Sunnah ummah wisdom</p>	<p>Darbar Sahib descendants diaspora exile Goddess Ganga Harmandir Sahib holy Israelites Pagan <b>pilgrimage</b> Promised Land relic replica <b>sacred</b> shrine significant stupa</p>
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Subject: RE

Year group: Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Why does religion look different around the world? (part 1)	Why does religion look different around the world? (part 2)	Why is it better to be there in person?	Why is there suffering? (part 1)	Why is there suffering? (part 2)	What place does religion have in our world today?
Skills	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Engaging in times of thoughtfulness and</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Engaging in times of thoughtfulness and</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Using creativity to present their own and others' ideas, explaining their choices.</p> <p>Asking and exploring questions from different perspectives, including their own.</p> <p>Engaging in times of thoughtfulness and reflection and making links</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Finding out about Religion and worldviews through: exploring stories or scriptures, analysing texts, looking at news reports, looking at</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others.</p> <p>Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Finding out about Religion and worldviews through: exploring stories or scriptures, analysing texts, looking at photographs and images, debating</p>	<p>Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices.</p> <p>Debating challenging issues with reference to learning and respect for content being debated.</p> <p>Using complex vocabulary confidently and in different contexts.</p> <p>Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth. Using creativity to present their own and</p>

	<p>reflection and making links between own and others' experiences. Finding out about religions and worldviews through: reading stories or scriptures, analysing texts, looking at news reports, using first-hand accounts, using video or audio footage and looking at photographs and images.</p>	<p>reflection and making links between own and others' experiences. Finding out about Religion and worldviews through: Using complex vocabulary confidently and in different contexts; exploring stories or scriptures; looking at artefacts; analysing texts; looking at photographs and images; using first-hand accounts</p>	<p>between own and others' experiences. Finding out about Religion and worldviews through: exploring stories or scriptures, looking at photographs and images, using first-hand accounts, debating and discussing, using video or audio footage and using maps.</p>	<p>photographs and images, using first-hand accounts and debating and discussing.</p>	<p>and discussing and using first-hand accounts.</p>	<p>others' ideas, explaining their choices. Asking and exploring questions from different perspectives, including their own. Discussing ideas about how their own or another person's worldview influences their responses to ethical issues. Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. Expressing their own thoughts about the existence and nature of God. Finding out about Religion and worldviews through: looking at photographs and images; using surveys; using first-hand accounts; debating and discussing; using video or audio</p>
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						footage; using maps.
Key knowledge	<p>To know: The meaning of omnipotent (all-powerful), omniscient (all-knowing) and omnipresent (everywhere at all times). Some of the ways that culture, history, migration and tradition influence people's worldviews. People from the same organised worldview often hold the same key beliefs but may interpret and express them differently. There are many reasons for taking part in religious practices including belief, culture, tradition and obligation. Some of the ways practices are influenced by culture, tradition, migration and history. Some places are of particular</p>	<p>To know: Some of the ways that culture, history, geography and tradition influence people's worldviews. People from the same organised worldview often hold the same key beliefs but may interpret and express them differently. There are many reasons for taking part in religious practices including belief, culture, tradition. Some of the ways practices are influenced by culture, tradition, geography and history. Religious people may read stories from the past about how people became close to God to guide them in achieving the same aim. Cultural, historical and geographical context can affect</p>	<p>To know: Experiencing a pilgrimage together can help some people feel a sense of community and belonging. Some people often feel significant connection to a building or place. For some, the people in a particular space are more important than the place itself. Shared practices can be important to give some people a feeling of belonging. Some practices might demonstrate belonging to a particular community. Shared challenge can bring people closer together. A pilgrimage is a journey to a place of religious significance. Pilgrimages are an important part of some people's life. Pilgrimage helps some people to feel</p>	<p>To know: Free will means a belief that humans can make their own choices and determine their own fate. Beliefs about the nature of God may impact people's ideas about and responses to suffering. Some people may use religious practices (e.g. prayer, worship) to help them in times of suffering. Within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial. Writings from long ago can give people insight into modern-day issues. Ideas and beliefs about suffering come from many sources. People respond in different ways when they see people in</p>	<p>To know: Free will means a belief that humans can make their own choices and determine their own fate. Beliefs about the nature of God may impact people's ideas about and responses to suffering. Some people may use religious practices (e.g. prayer or worship) to help them in times of suffering. Within and between religious and non-religious groups, teaching about challenging issues can be contradictory and controversial. Ideas and beliefs about suffering come from many sources. People respond in different ways when they see people in their community suffering. Shared challenges can bring people closer together.</p>	<p>To know: Some of the ways that culture, history, geography and tradition influence people's worldviews. That there are many reasons for some people taking part in religious practices including belief, culture, tradition. That some people may find religious spaces special even if they are not part of that religion.</p>

	<p>significance due to historical, cultural and geographical reasons. Representation is important to give people a feeling of belonging. Religious people may read stories from the past about how people became close to god to guide them in achieving the same aim. Cultural, historical and geographical context affect how scripture is interpreted. People disagree on whether ancient writings are still relevant to modern life.</p>	<p>how scripture is interpreted. People disagree on whether ancient writings are still relevant to modern life. Shared practices can be important to give people a feeling of belonging.</p>	<p>close to God. Visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people. There are many reasons for some people taking part in religious practices including belief, culture and tradition. Some people use stories about how others became close to God to guide them in achieving the same aim.</p>	<p>their community suffering.</p>	<p>Some practices might demonstrate belonging to a particular community.</p>	
Key vocabulary	<p>Abrahamic religions Ashkenazi attributes Charedi <b>covenant</b> descendants Genesis hijab Israelites kippah kippot <b>liberal</b> melacha melachot</p>	<p>abstain adornment avatar Buddhist Canon celestial commemorate consent cultivate culture deities devotee Dharma Dharmic religion <b>diversity</b></p>	<p>Al-Masjid Al-Aqsa Al-Masjid Al-Haram Annunciation Arafah Ark of the Covenant atheist condemned convention doctrines Dome of the Rock entombed Hajj Ihram Isra'</p>	<p>balance blessings conscience <b>contradictory</b> <b>controversial</b> crucifixion evil free will Genesis omnibenevolent omnipotent omnipresent omniscient prayer</p>	<p>Chardi Kala <b>dukkha</b> <b>Eightfold Path</b> <b>Four Noble Truths</b> Hukam kami karma magga margas Naam nirodha <b>sukha</b> samudaya</p>	<p>census colonialisation conserve citizen data discriminate diversity harmony heritage human rights immigration local area limit missionary</p>

