



RE

**Subject Skills
and
Knowledge
Organiser**

Year 1 - Autumn Term 1

RE focus	Christianity/Judaism The Creation Story
Key Concept	God as Creator
Key Knowledge	
How do Christians find out about God?	In the Bible, pictures and stories are used to help Christians to understand what God is like.
Who is God to the Christians?	Christians believe God is an 'all-powerful creator'
How do Christians believe the world was created?	Christians believe that God created the Universe in 6 days and rested on the 7th
The Garden of Eden	The Garden of Eden is the place where the first man, Adam, and the first woman, Eve, lived after they were created by God
Key Skills	
Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs. Recount outlines of some religious stories. Recognise features of religious life and practice. Recognise some religious symbols and words	
Key Vocabulary	
Bible	The Christian Holy Book. The Bible is in two parts: The Old and New Testaments.
Creation	The act of making or inventing
Harvest Festival	How Christians show their thankfulness to God.
Key Questions	
What are some of the words that help us think about what God may be like? What does it feel like to create something that I am really proud of? What do Christians and Jews believe about how the world was made? What in our world do you find wonderful? Why do Christians think of God as a friend? What are the ways in which we can show thankfulness?	

Year 1 - Autumn Term 2	
RE focus	Celebrations leading to Christmas
Key Concept	How and Why Do Jewish People Remember <u>Special</u> Times?
Key Knowledge	
Sukkot	A festival which reminds Jews of their ancestors' exodus from Egypt
Purim	A celebration based on the book of Esther in the Old Testament
Hanukkah	The festival of Hanukkah remembers the story of heroic Jews who battled against a powerful enemy and freed the city of Jerusalem.
Christmas	A Christian celebration of the birth of Jesus
Key Skills	
Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs. Recount outlines of some religious stories. Recognise features of religious life and practice. Recognise some religious symbols and words	
Key Vocabulary	
Sacred	Something believed to have a special connection to God
Believer	Someone who is sure God exists
Holy	Something believed to be connected to God
Key Questions	
What do you think people in your school or community could do to help homeless people in Britain? Why is it important to be loyal? What is the importance of light in religions? Why is Christmas <u>Special</u> for Christians? Who was Jesus? Why did the shepherds visit Jesus? Why is Jesus so special for Christians?	

Year 1 - Spring Term 1	
RE focus	Judaism: Worship
Key Concept	What Do Jewish People Think Is Special About God?

Knowledge Nuggets

<p>Jewish people worship God in the synagogue or at home by celebrating Shabbat each week. Shabbat is the Jewish name for the day of rest. It happens on the on the seventh day (Saturday) of every week. The idea of Shabbat comes from the Bible's story of Creation. In that story, God creates the Universe and everything on Earth for six days. On the seventh day, He stops work. In the same way, Jews work on the first six days of the week and rest on the seventh day, Shabbat.</p>	<p>What a mezuzah is and why it is important to Jews. A mezuzah is found on doorposts in Jewish homes. It is a little case, containing a tiny scroll. The writing on the scroll is from the bible. It is in Hebrew and is called the Shema. It says that Jewish people should love God and keep his rules.</p>
<p>Jewish people express their beliefs in many ways - one being that they only eat kosher food. Kosher foods conform to Jewish law. This means that there is no mixing of dairy and meat, no pork or pork products and no shellfish.</p>	<p>The Torah is the first five books of the bible and Jews believe it is God's way of communicating with them. The Torah was given to Moses on Mount Sinai.</p>
<p>The synagogue is the central and most sacred place for a Jew. Special parts of the synagogue are: the bimah (the raised platform where the cantor stands and the Torah is placed) , ark (the special place on the main wall where the Torah is kept), tallit (a shawl worn by men when they pray in the synagogue) and eternal light (a light above the ark which is always lit).</p>	<p>The Torah teaches people how to behave and treat other people.It has rules for living which guide the lives of Jewish people. The Bible and the Torah are linked. The Ten Commandments.</p>

Key Skills

- Explain how the Shabbat meal helps to remind Jews why they keep Shabbat special.
- Compare the the mezuzah to other other religious artifacts which people may have that remind them of their faith and are treated as precious things.
- Reflection - time in their lives when they eat special foods.
- Compare the way Jewish people worship to how people of other religions worship?
- Talk about special places the children like to go to when they need to think or to worship.
- What do Jewish people think is special about God?

Topic Vocabulary

Shabbat	<p>Shabbat is the name of the day of rest in Judaism. Shabbat happens on the seventh day (Saturday) of every week. The idea of Shabbat comes from the Bible's story of Creation. In that story, God creates the Universe and everything on Earth for six days. On the seventh day, He stops work. In the same way, Jews work on the first six days of the week and rest on the seventh day, Shabbat.</p>
Mezuzah	<p>A mezuzah is a piece of parchment called a klaf contained in a decorative case and inscribed with specific Hebrew verses from the Torah.</p>
Shema	<p>A Jewish prayer</p>

Kosher	Food that complies with the standards of traditional Jewish law.
Synagogue	A place where Jews go to worship
Bimah	A platform for the Torah
Ark	A cabinet to keep the Torah scrolls in
Tallit	A prayer shawl
Eternal light	The light kept burning before the ark in the Jewish synagogue
Torah	The first five books of the Bible

Transferable Vocabulary

Sacred	Dedicated to a religious purpose
Worship	An act of religious devotion
Scroll	A rolled up piece of paper
Commandments	Religious principles
Law	A set of rules
Bible	A collection of sacred texts
Rituals	An action performed regularly i.e. Your family might have a Saturday night ritual of eating a big spaghetti dinner and then taking a long walk to the ice cream shop.

Key Questions

Are there rituals in your life that you follow? How should you treat precious things? Do you have a special place to go when you need to think? What is special to you? How can books teach us how to live?

Year 1 - Spring Term 2

RE focus	Friends of Jesus and leading into Easter
Key Concept	Jesus as a leader, a special person and friend

Knowledge Nuggets

Christians believe that Jesus was crucified on the cross and that Jesus was showing God's love for all people. Our friendship with God has been broken by our wrong doing but his death was part of God's plan to mend our friendship.	Christians believe that Jesus grew up in Nazareth as a carpenter's son and was baptised the River Jordan aged about 30 when he left home to begin his public work.
Christians believe that Jesus was resurrected on the third day.	Christians believe that Jesus chose twelve special friends to be with him. Commonly known as the twelve disciples these twelve men were from different backgrounds.

Key Skills

- Recall features of religious, spiritual and moral stories and other forms of religious expression.
- Recognise and name features of religions and beliefs. Recount outlines of some religious stories.
- Recognise features of religious life and practice. Recognise some religious symbols and words

● Topic Vocabulary

Baptism	A ceremony to welcome members to God's community
Disciple	A personal follower of Christ during his life, especially one of the twelve Apostles.
Crucifixion	Dying on a cross
Resurrection	Coming back to life

Key Questions

Why is Jesus a special person for Christians? What does it mean to follow Jesus? Whom do I follow and why? What makes a good friend? What can I do to be a better friend? What happened to Jesus and his friends? How do you mend broken friendships? What happened on Good Friday? What does Jesus' death mean to Christian people? What happened that first Easter? What do Christians believe about Jesus coming back to life?

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Year 1 - Summer Term 1

RE focus	Moses and Jewish ceremonies
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Key Concept	What special promises do Jewish people make?
Knowledge Nuggets	
Moses' early life	Jewish people believe that, even when we run away, God never forgets us. He can always find us. Explore the issue of admitting our mistakes and not running away.
Passover	Jews celebrated Passover through the ages because God rescued them from slavery – Jews believe that it is important to remember God's promise to keep them safe if they are faithful.
Bar/Bat Mitzvah	In Judaism, a Bar Mitzvah is a Jewish boy, and a Bat Mitzvah a Jewish girl, who has turned 13 years old (or for a girl in the Orthodox movement, 12 years old). They go through a ceremony which symbolises the young person's responsibility for themselves
Key Skills	
Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs. Recount outlines of some religious stories. Recognise features of religious life and practice. Recognise some religious symbols and words	

Topic Vocabulary	
Seder table	Seder is a Hebrew word meaning 'order'. There is a special order for the seder ceremony.
Huppah	A cloth canopy supported by four poles. This symbolises the couple's new home and is often decorated with flowers and ribbons
Mazel Tov	Good luck
Commitment	A promise to be loyal to someone or something.
Transferable Vocabulary	
Key Questions	
What can we learn from the story of Moses? What makes a good leader? Why was Moses chosen by God to lead the Israelites? Why do Jews celebrate Passover? Can you retell the story of Passover? Why is it important to remember important events? How does the Seder table commemorate religious events? How do symbols show that you belong? What do Jewish couples do when they get married? What does it mean to make a promise? What does it mean to commit to something? What do young Jewish people do to show commitment to God?	

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Year 1 - Summer Term 2	
RE focus	Moses and Jewish ceremonies
Key Concept	Why Are Jesus's stories so special for Christians?
Key Knowledge	
Christians trust Jesus	They believe told humans about God
Key Skills	
Recall features of religious, spiritual and moral stories and other forms of religious expression. Recognise and name features of religions and beliefs. Recount outlines of some religious stories. Recognise features of religious life and practice. Recognise some religious symbols and words	
Key Vocabulary	
Stories	A short tale told to others
Trust	Firm belief in the truth of something
Key Questions	
Why do we tell stories? How do they help us? Why do people matter to God? How are we to treat other people? What do Jesus' stories tell us about God? What do we treasure the most? What does Jesus want his listeners to learn to do from his stories?	
Year 2 - Autumn Term 1	
RE focus	The Parish Church
Key Concept	How does a church show what Christians believe?
Key Knowledge	
Christians worship in a church	Churches are such special places for Christians, where they go to think about God and to pray.

Things that can be found in a church	Stained glass windows: Lectern: Organ: Pulpit: Candles:
Infant baptism	Infant baptism is the practice of welcoming infants or young children to the church.
The Lord's Prayer	Christians believe that this is the prayer taught by Jesus to his disciples when they asked him how to pray.
Key Skills	
Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs. Retell religious stories and identify some religious beliefs and teachings. Identify some religious practices, and know that some are characteristic of more than one religion. Suggest meanings in religious symbols, language and stories. recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experience. Identify possible meanings for symbols and other forms of religious expression. Respond sensitively to the experiences and feelings of others, including those with a faith. Realise that some questions that cause people to wonder are difficult to answer. Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	
Key Vocabulary	
Worship	A feeling of profound love and admiration
Respect	Act in a way that shows you care about others feelings
Welcomed	To accept somebody into the group
Key Questions	
What makes a place special? What will I find in the local church? What have we learned from our church visit? How are Christian children welcomed into God's family? How is Christian worshipped expressed?	

<u>Year 2 - Autumn Term 2</u>	
RE focus	Celebrations
Key Concept	How does light help Hindus and Christians think about what they believe?
Key Knowledge	
Hinduism	A religion that began in India
Krishna's birth	Hindus believe that this special baby was God who came to earth for a special purpose.

Om or Aum	Om (also spelled Aum), is the most sacred symbol in Hinduism 
Divali	Divali is the start of a New Year for Hindus when the goddess Lakshmi is especially remembered. Hindus hope that she will visit their homes at Divali. Lights are used along the garden paths and in the windows to remember how Rama and Sita were welcomed home and to welcome the Goddess Lakshmi to Hindu homes.
Advent	Advent means 'coming towards' and is a time when Christians prepare for the presence on earth of Jesus and the coming of the long awaited Messiah. Advent marks the start of the Christian year and begins on the 4th Sunday before Christmas Day
Key Skills	
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Key Vocabulary	
Celebration	To observe (a holiday or important occasion) in some special way
Janmashtami	Hindus celebrate the birthday of Krishna as a special celebration called Janmashtami
Sacred	Something to be treated with great respect
Messiah	The awaited king of the Jews
Key Questions	
What does the festival of Divali remember? How is the festival celebrated? What can Hindus learn from the festival of Divali?	

RE focus	Believing
Key Concept	What do Hindus believe about God?
Knowledge Nuggets	
Hindus greet each other by saying "Namaste" and this means "my soul respects your soul and the spark of God inside you". Hindus respect all life - humanity and all living things.	Hindus believe that God has visited earth at different times for different purposes.
Krishna's birth - Hindus believe that this special baby was God who came to earth for a special purpose. Hindus believe that Krishna came for three reasons: to protect the good, to punish the wicked and to teach about religion.	Hindus believe that through Krishna God tells us that he likes us, enjoys fun and in his fun there is never any selfishness or bad feelings towards others.
Hindus believe that Krishna shows humans what it is to be a good friend - told through the story of Krishna and Sudhama	Hindus celebrate the birthday of Krishna as a special celebration called Janmashtami. Food is offered to God and then shared. Making offerings and sharing are a sign of love.
Vishnu is God represented with different names and images	Ganesha or (Ganesh) is the elephant-headed god in Hinduism. Hindu tradition states that Ganesha is a god of wisdom, success and good luck
Key Skills	
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Key Vocabulary	
Hinduism	A major religious and cultural tradition
Hindu	A follower of Hinduism
God	The creator and ruler of the universe and source of all moral authority. A superhuman being or spirit worshipped as having power over nature or human fortunes; a deity.

namaste	A respectful greeting
deity	The creator and supreme being. A god or a goddess
Krishna	A special baby
Sudhama	A childhood friend of Hindu deity Krishna
Janmashtami	An annual Hindu festival that celebrates the birth of Krishna

Transferable Vocabulary

Respect	Deep admiration for someone or something
Honesty	Telling the truth
truthfulness	The fact of being true
Worship	Great admiration or devotion shown towards a person or principle
shrine	A place regarded as holy
Prayer	A request or thanks

Key Questions

How does the belief in God in different forms help Hindus to understand God more fully?
Explain why two of the gods e.g are special gods for Hindus.

Year 2 - Spring Term 2

RE focus	Living as a Christian
Key Concept	Discipleship: What sort of life do Christians believe they should live?
Key Knowledge	
What is a Christian?	Christians are people who believe that Jesus Christ is the Son of God, and who follow his teachings and those of the Christian churches that grew up after his death. Christians believe that Jesus rose from the dead and

	appeared to his disciples (followers) to show everyone that there is another life with one, eternal, loving God.
Key Skills	
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Key Vocabulary	
Sharing	Give a portion of something to someone else
Caring	Displaying kindness and consideration for others
Giving	Providing love or other emotional support
Forgiving	To accept a mistake
Prayer	A request for help or expression of thanks to God
Key Questions	
What is a Christian? <i>What makes a person a Christian? Who helps us to grow and become the best we can be? What can happen when we share? How can I use my hands and other talents to help? What difference do Christian charities make in the world? How can forgiveness mend a friendship? How does prayer show care? How would you feel if someone prayed for you?</i>	

Year 2 - Summer Term 1	
RE focus	Worship and Celebrations
Key Concept	Worship in the home and mandir
Key Knowledge	
What is a Hindu place of worship?	Most Hindus worship (puja) every day at home and have a shrine there. A shrine can be anything from a room, a small altar or simply pictures or statues. Family members often worship together. At the shrine, Hindus make offerings to a murti. A murti is a sacred statue of God, or a god or goddess. The Hindu building for communal worship is called Mandir

	<p>(Hindu Temple). The temples are dedicated to different gods and are the focus of religious life. Outside India, people mainly gather at the mandir at the weekend.</p> <p>Worshippers repeat the names of their favourite gods, goddesses, and the mantras. Water, fruit, flowers and incense are offered to the gods.</p>
What festivals do Hindus celebrate?	<p>There are three main yearly festivals. All major festival celebrations include visiting a temple, eating special foods and exchanging gifts.</p> <p>Diwali is the festival of lights. Light represents knowledge. It is celebrated in late October or early November. This is the Hindu New Year.</p> <p>Holi is the festival which marks the coming of spring. It is held in March or April. There are processions and people light bonfires and cover each other with colored water and powders.</p> <p>Dussehra is the festival which marks Rama's triumph over the evil Ravana. It is held in September. There are dances and plays with events in the life of the god Rama depicted.</p>
Key Skills	
<p>Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs. Retell religious stories and identify some religious beliefs and teachings. Identify some religious practices, and know that some are characteristic of more than one religion. Suggest meanings in religious symbols, language and stories. recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experience. Identify possible meanings for symbols and other forms of religious expression. Respond sensitively to the experiences and feelings of others, including those with a faith. Realise that some questions that cause people to wonder are difficult to answer. Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p>	
Key Vocabulary	
Puja	A Hindu act of worship
Mandir	A Hindu temple
Key Questions	
<p>Why is it important to worship as a Hindu family in the home? What happens during worship and what does this mean? What happens at the mandir? What do the festivals of Holi and Raksha Bandan remember? How are they celebrated? What can Hindus learn from these festivals?</p>	

Year 2 - Summer Term 2	
RE focus	Sharing

Key Concept	What Do Christians, Jews and Hindus Believe About Sharing?
Key Knowledge	
Christian thinking	Wealth is for sharing. The rich have a responsibility to the poor. All things come from God, including our money, and Christians are to act as 'stewards' who distribute their Father's wealth. Some Christians give away a minimum of one tenth of their income. Sharing in this way should be out of love.. Sharing should be done in secret not for show.
Jewish thinking	Tzedakah. Jews believe in giving aid, assistance or money to the poor and needy. They believe that this must be done happily otherwise it means nothing.
Hind thinking	Hindu dharma (duty) encourages Hindus to work hard and earn money. In this way they can support themselves and their family. This is in keeping with one of the four purushartas (aims or goals) of life, artha. As an adult a hindu will have to earn money to look after his extended family. The Hindu scriptures teach that money alone cannot bring happiness especially if it is not shared with the poor.
Key Skills	
Retell religious, spiritual and moral stories. Identify how religion and belief is expressed in different ways. Identify similarities and differences in features of religions and beliefs. Retell religious stories and identify some religious beliefs and teachings. Identify some religious practices, and know that some are characteristic of more than one religion. Suggest meanings in religious symbols, language and stories. recognise that some questions about life are difficult to answer. Ask questions about their own and others' feelings and experience. Identify possible meanings for symbols and other forms of religious expression. Respond sensitively to the experiences and feelings of others, including those with a faith. Realise that some questions that cause people to wonder are difficult to answer. Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.	
Key Vocabulary	
Wealth	A large amount of money or possessions
Purushartas	Hindu aims or goals
Scripture	Any religious writing
Key Questions	
What similarities and differences are there between the ways in which Christians, Jews and Hindus share?	

RE focus	Jesus through art
Key Concept	How does art help Christians learn more about Jesus?
Key Knowledge	
What is known about Jesus' appearance?	Christians believe that very little is known about Jesus' appearance; there is no written description of him and paintings were not done until at least 150 years after his death. All images of Jesus are influenced by the experiences of the people who provide them.
The birth of Jesus	Christians believe that Jesus is the Son of God. Christians believe that Jesus was the son of God. He was born to Jewish parents, Mary and Joseph, in Bethlehem. Mary and Joseph were there to complete the census. They believe that the angels appeared to Mary and Joseph to deliver the message they were to have a baby.
Jesus on trial	Christians believe that Jesus went to Jerusalem during the Jewish Passover festival (covered in year 1). It was there that he was arrested and sentenced to death. Jesus's crime was calling himself the Son of God. This is known as blasphemy.
The last supper	Jesus shared a final meal with his disciples where he tried to warn them about what was going to happen to him. This became known as The Last Supper. Jesus shared around bread and wine; the bread was to symbolise his body and the wine his blood.
Key Skills	
<p>Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Identify similarities and differences between religions and beliefs. Describe some religious beliefs and teachings of religions studied, and their importance. Describe how some features of religions studied are used or exemplified in festivals and practices. Make links between religious symbols, language and stories and the beliefs or ideas that underlie them. Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Compare aspects of their own experiences and those of others, identifying what influences their lives. Compare their own and other people's ideas about questions that are difficult to answer. Make links between values and commitments, including religious ones, and their own attitudes or behaviour.</p>	
Key Vocabulary	
Angel	Messenger
Temptation	Considering or causing to consider doing something wrong or unwise
Enemies	Someone who hates another
Blasphemy	Treating God's name with disrespect.

Disciples (covered in year 1)	The twelve special friends that Christians believe Jesus chose to be with him.
Key Questions	
<p>What did Jesus look like? What really happened at the birth of Jesus? What do we know about the key events in Jesus' life? How does an artist living today show us the story of Jesus? How does the artist create emotions in the painting? Which particular moment of the story of Jesus has the artist painted? Why do you think he chose this moment? What is the 'mood' of the painting(s)? Can you sum up the painting in one word? What is that word? If you had to give the painting a caption, what would it be? What would you want to ask the artist? What do you find puzzling or surprising about the painting? Is there anything missing in the painting? If so, what is it? If you were able to enter the painting and become part of it, what would you feel/hear/smell/see? What does the story of the temptation tell us about Jesus? Why, when he was so good, did Jesus have enemies? What can we learn from the example of Jesus?</p>	

Year 3 - Autumn Term 2	
RE focus	Giving
Key Concept	What do Christians and Jews believe about giving?
Key Knowledge	
Christian Bible quote: "There is more happiness in giving than receiving." (Acts 20:35)	The benefits of giving are: Makes us feel happier, promotes cooperation and friendship, prevents selfishness and greed, evokes gratitude
Jewish belief: The story of Hannah	The story of Hannah, who Jews believe, made a promise to give God her most precious possession – the baby boy she most wanted.
Christian belief: The birth of Jesus	The story of the birth of Jesus who Christians believe, was given to the world as a gift from God.
Christian belief: The wise men's gift choice	The gifts have traditionally been given specific meanings: gold – commonly given to kings; frankincense – used by priests in worship; myrrh for suffering, as it was a painkiller and widely used to embalm dead bodies. These gifts were available all over the Middle East but were expensive.
Christian belief: St Stephen's/Boxing Day	Christians believe Stephen was chosen to distribute food to poor people. The charity of St. Stephen is the reason for the songs and customs which have become the traditional manner of celebrating his feast day.
Key Skills	
<p>Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Identify similarities and differences between religions and beliefs. Describe some religious beliefs and teachings of religions studied, and their importance. Describe how some features of religions studied are used or exemplified in festivals and practices. Make links between religious symbols, language and stories and the beliefs or ideas that underlie them. Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Compare aspects of their own experiences and those of others, identifying what influences their lives. Compare their own and other people's ideas about questions that are difficult to answer. Make links between values and commitments, including religious</p>	

ones, and their own attitudes or behaviour.

Key Vocabulary

Precious	Of great value. Not to be wasted or treated carelessly.
Possession	Something that is owned.
Charity	The voluntary giving of help.

Key Questions

Is giving good for us? What's so good about giving? It is easier to send a card than spend your energy serving others. Is this true? What gift of love or service could you give this week? What is your most precious gift – that you can give and that you have received? Is it possible to give without loving? Is it possible to love without giving? What do Christians believe about Jesus as God's gift to the world? What is the symbolic meaning of the gifts of gold, frankincense and myrrh? What invisible gifts could we give to others this Christmas?

Year 3 - Spring Term 1

RE focus	Sikhism
Key Concept	To understand why Guru Nanak is so important to Sikhism
Knowledge Nuggets	
Guru Nanak was a special person who lived in India a long time ago. He founded Sikhism. Sikhs celebrate the birthday of Guru Nanak. He was the first of their teachers.	Sikhs believe in one God who made everything. They believe that God told Guru Nanak to teach people how to behave
Guru Nanak taught that everyone is equally important	There were 10 Sikh human Gurus in total - the first one being Guru Nanak. Guru Granth Sahib is the final Guru
The Guru Granth Sahib is the Sikh holy book. It was written by Guru Nanak (who began Sikhism) and other Gurus after him. 'Guru' means teacher. It is written in a language called Punjabi. The Guru Granth Sahib is treated with the same respect as a person.	The Guru Granth Sahib sits on a raised platform under a special canopy either in homes or in the gurdwara (Sikh place of worship). This platform is like a throne as the book is treated like a king.
The Guru Granth Sahib is put to bed in a special room of the gurdwara every evening. When not being read, it is covered with a special cloth. As it is being read, a chauri is waved over the book as a sign of respect.	

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Key Skills

- Make links between beliefs, stories and practices.
- Identify the impacts of beliefs and practices on people's lives
- Identify similarities and differences between religions and beliefs.
- Describe some religious beliefs and teachings of religions studied, and their importance.
- Describe how some features of religions studied are used or exemplified in festivals and practices.
- Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.
- Investigate and connect features of religions and beliefs.
- Ask significant questions about religions and beliefs.
- Describe and suggest meanings for symbols and other forms of religious expression.
- Compare aspects of their own experiences and those of others, identifying what influences their lives.
- Compare their own and other people's ideas about questions that are difficult to answer.
- Make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Key Vocabulary

Sikh	Followers of the Sikhism faith
Guru Nanak	The founder of Sikhism
Share	Dividing something equally with others
Sikhism	A major world religion
Guru Granth Sahib	The central religious scripture of Sikhism
Gurdwara	A place of assembly and worship for Sikhs.
Equal	The same in quantity, size, degree, or value.
Equality	The state of being equal, especially in status, rights, or opportunities.
Worship	Great admiration or devotion shown towards a person or principle
Belief	Trust, faith, or confidence in someone or something

Key Questions

- How is the guru Granth Sahib treated which shows the great respect with which it is regarded?
- How does the Guru Granth Sahib help Sikhs to make decisions for their community, their family and themselves?

Year 3 - Spring Term 2

RE focus	The Different Churches in our Community leading to Easter Lessons
Key Concept	What can a Church teach Christians about Jesus and Easter?
Knowledge Nuggets	

<p>Christians believe the Bible is one story told through many books. It is like a story with many episodes. Different episodes were written at different times by different people. All together the episodes in the books of the Bible tell the story of God's friendship with his people. The books are different kinds of writing such as law, history, stories, poetry and letters. Christians believe the Bible is used to teach them what is true.</p>	<p>For Christian people Lent is a time for looking at their lives, finding the wrong 'ingredients' in them and getting rid of them, so that they no longer spoil their lives. Christians believe that if they say sorry for the bad things they've done, God will forgive them and help them not to do the wrong things again.</p>
<p>Palm Sunday is celebrated the Sunday before Easter. It is a time when Christian people remember Jesus' entry into Jerusalem on a donkey, with crowds hailing him as 'King of the Jews'. In Jerusalem, this journey is acted out every year, and in some churches around the world there are processions in and around the buildings. Some even bring a donkey into church! People in some processions carry a cross made from palm leaves to remind them of that first Palm Sunday. In Italy, it is a custom to give the palm cross to someone you are on bad terms with as a sign that you want to renew your friendship</p>	<p>Christians believe that the events on Good Friday mean that anyone who believes in Jesus can now know God's forgiveness, friendship and life – forever. Christian people call that 'Good' News!.</p>

Key Skills

- Make links between beliefs, stories and practices.
- Identify the impacts of beliefs and practices on people's lives
- Identify similarities and differences between religions and beliefs.
- Describe some religious beliefs and teachings of religions studied, and their importance.
- Describe how some features of religions studied are used or exemplified in festivals and practices.
- Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.
- Investigate and connect features of religions and beliefs.
- Ask significant questions about religions and beliefs.
- Describe and suggest meanings for symbols and other forms of religious expression.
- Compare aspects of their own experiences and those of others, identifying what influences their lives.
- Compare their own and other people's ideas about questions that are difficult to answer.
- Make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Key Vocabulary

Church	A building used for public Christian worship
Lent	Time before Easter devoted to abstinence
Easter	The most important and oldest festival of the Christian Church, celebrating the resurrection of Christ
Jerusalem	One of the oldest cities in the world, and is considered to be a holy place Christians.
procession	A number of people moving forward in an orderly fashion, as part of a ceremony.
custom	A traditional way of behaving or doing something that is specific to a particular society, place, or time.

Key Questions

- What is church?
- What do Christians do at church?
- Why is the Bible so important to Christians?
- How is the Bible used in church?
- Why do we eat pancakes?
- What is Lent all about?
- What happened during Holy Week and how do Christians remember?
- What happened that first Easter?

Year 3 - Summer Term 1

RE focus	Sikhism
Key Concept	The five Ks, Gurdwara, Guru Granth Sahib and Vaisakhi
Key Knowledge	
In order to lead a good life Sikhs commit to practices known as the five Ks	Sikhs often display their commitment to their religion by wearing the Sikh articles of faith, which are known as the 5 Ks. They consist of: Kesh (uncut hair) - the most important of the 5 Ks Kangha (comb)

	<p>Kara (steel bracelet) Kirpan (sword) Kaccha (soldier's shorts).</p>
Gurdwara	<p>A Gurdwara is the place where Sikhs come together for group worship. The literal meaning of the Punjabi word Gurdwara is 'the residence of the Guru', or 'the door that leads to the Guru'.</p> <p>In a modern Gurdwara, the Guru is not a person but the book of Sikh scriptures called the Guru Granth Sahib. It is the presence of the Guru Granth Sahib that gives the Gurdwara its religious status, so any building containing the book is a Gurdwara.</p> <p>Sikhs can pray anywhere and at any time (though they often start each day with the morning prayer, japji). They don't have a holy day of the week.</p>
Guru Granth Sahib	<p>The Guru Granth Sahib is the name of the Sikh Holy Book. It consists of writings by all 10 Gurus as well as those from other Sikh, Hindu and Muslim holy men. In fact the Guru Granth Sahib is the only major religious book that contains writings by teachers of other faiths. Sikh Gurus taught their people that there are many different paths to reach God and the Sikh way is just one of them. The Guru Granth Sahib is treated like a living Guru or teacher, and Sikhs look to their Holy Book for advice and guidance. The Holy book is treated with great respect. When it is not being used, it is covered with a special cloth called a rumalla and placed on a special throne called a manji in many gurdwaras. The men and women who look after the Guru Granth Sahib and read it out loud in the gurdwara are called granthi</p>
Vaisakhi	<p>The most important Sikh festival, Vaisakhi (also known as Baisakhi, Vaishakhi, or Vasakhi), marks the Sikh New Year and involves music, dancing and sport. At Vaisakhi Sikhs remember when the Khalsa was created and takes place in April. It also celebrates the harvest.</p>
Key Skills	
<p>Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Identify similarities and differences between religions and beliefs. Describe some religious beliefs and teachings of religions studied, and their importance. Describe how some features of religions studied are used or exemplified in festivals and practices. Make links between religious symbols, language and stories and the beliefs or ideas that underlie them. Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Compare aspects of their own experiences and those of others, identifying what influences their lives. Compare their own and other people's ideas about questions that are difficult to answer. Make links between values and commitments, including religious ones, and their own attitudes or behaviour.</p>	
Key Vocabulary	
Commit	To give entirely to a cause
Harvest	To collect what has been planted and grown in the ground.

Key Questions

How do you commit to living a good life? Are there any rituals you follow? How have you shown commitment? How do Sikhs feel about worship? How does this differ to Christians? Jews? (all studied in previous year groups) How do you celebrate new year? Do you know any other new year traditions (Chinese) how do they compare? How do Christians celebrate harvest? Are there any similarities/differences between how Christians treat/use the Bible and Sikhs treat/use the Guru Granth Sahib?

Year 3 - Summer Term 2

RE focus

Christianity

Key Concept

The amazing adventures of St Paul

Key Knowledge

Who was St Paul?	Christians believe St Paul was an apostle (not one of the original 12) who converted to Christianity
His conversion to Christianity	Christians believe that St Paul was met with opposition when he converted and had to flee Damascus in a basket
St Paul's missionary journeys	Christians believe that St Paul went on a number of amazing adventures where lots of amazing things happened to him and his travelling companions. Stories covered: the adventure in the Philippi jail, travels to Ephesus, The story from Acts chapter 27.

Key Skills

Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Identify similarities and differences between religions and beliefs. Describe some religious beliefs and teachings of religions studied, and their importance. Describe how some features of religions studied are used or exemplified in festivals and practices. Make links between religious symbols, language and stories and the beliefs or ideas that underlie them. Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and other forms of religious expression. Compare aspects of their own experiences and those of others, identifying what influences their lives. Compare their own and other people's ideas about questions that are difficult to answer. Make links between values and commitments, including religious ones, and their own attitudes or behaviour.

Key Vocabulary

Change	To become different.
Persecute	To treat someone cruelly or unfairly because of their religious beliefs
Apostle	Chosen by Christ to preach his message. Known as disciples.
Convert	To change religious beliefs.

Courage	Being firm because of beliefs.
Bravery	A quality that enables you to face danger of pain without showing fear.
Missionary	Someone who attempts to convert others.
Key Questions	
How did St Paul show that he believed in Jesus? How do you change the way you think and act? Do I have the courage to stand up for what I believe in? Why is it important to be thankful? What helps me make wise choices? Why is faith so important to many people? How does love change everything?	

Year 4 - Autumn Term 1	
RE focus	Christianity
Key Concept	Parables of Jesus
Key Knowledge	
Parables to be studied	<ul style="list-style-type: none"> The Rich Fool (Luke 12: v 13 – 21) Wise and Foolish Builders (Matthew 7: v 24 – 27) The Good Samaritan (Luke 10: v 25 – 37) Friend at midnight (Luke 11: v 5 – 8) The Lost Sheep (Luke 15: v3 – 7)) The Lost Son The Unforgiving Servant The Great Banquet The Friend at Midnight (Luke chapter 11:5-8) The Persistent Widow (Luke chapter 18:1-8) The Pharisee and Tax Collector (Luke chapter 18:9-14)
Key Skills	
<p>Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs. Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. Show understanding of the ways of belonging to religions and what these involve. Show, 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. Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary. Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	
Key Vocabulary	
Parable	A parable is a simple story with a moral or a story told to teach a lesson

Key Questions

Why did Jesus use parables to communicate important messages? What do Christians learn about God's through the parable of the Lost Son? Ask who is like God in the story? In what ways? Is this what Jesus meant us to think? How does forgiveness help us? What does the parable of The Great Banquet tell us about the Kingdom of God? What do Christians believe God has done for them? Why is prayer so important to Christians? In what ways do actions speak louder than words?

Year 4 - Autumn Term 2

RE focus

Christianity

Key Concept

Christmas unwrapped

Key Knowledge

Stories to be studied

Bible reference: Luke 1: 26-38 The angel Gabriel visits Mary at home in Nazareth.
 Bible reference: Matthew 1:18-25 Luke 2:1-7 Joseph and Mary travel from Nazareth to Bethlehem
 Bible reference: Luke 2:4-7 There is no room for them in the inn and the baby is born that night
 Bible reference: Luke 2:8-20 Shepherds are the first to be told of the birth of Jesus.
 Bible reference: Matthew 2:1-11 Wise men come from the east to worship
 Bible reference: Matthew 2:13-18 King Herod attempts to kill the child Jesus.

Key Skills

Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs. Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. Show understanding of the ways of belonging to religions and what these involve. Show, 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. Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary. Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.

Key Vocabulary

Nazareth

Christians believe the angel Gabriel told Mary that she would have a baby and the place where Jesus spent his childhood and youth.

Bethlehem

Christians believe that Jesus was born in Bethlehem to Joseph and Mary.

Magi	Three wise men or Kings
Key Questions	
<p>Which particular moment of the story is the artist capturing? Why do you think he chose this moment? What is the 'mood' of this painting? Why do you think the artist chose to depict this part of the story in the way he has? Can you find different reactions to the story in the painting? Why do you think there are these different reactions? If you had to give this painting a caption, what would it be? If you had to sum up this painting in one word, what would it be? Do you think the artist has correctly depicted this part of the Christmas story? Is there anything missing in the painting? What do you find surprising about the painting on this card? If you were able to enter this painting and become part of it what would you feel/hear/smell? How has the artist captured the moment in the story? How do the cards differ? Some of the cards are designed to be humorous. Has the artist achieved this? Do you think any of the cards are not an accurate portrayal of the facts?</p>	

Year 4 - Spring Term 1	
RE focus	Islam
Key Concept	Muhammad (pbuh) and the Qur'an
Knowledge Nuggets	
<p>Islam is the world's second-largest religion. People who follow the religion of Islam are called Muslims and there are around 1.6 billion Muslims in the world.</p>	<p>Muslims are monotheistic, which means they only believe in one God who they call Allah, the Arabic name for God.</p>
<p>Islam was founded in the Middle East over 1400 years ago by a man named Muhammad who gave Allah's message to the people on Earth and introduced the faith of Islam.</p>	<p>Muslims believe that Allah's message was passed to the prophet Muhammad after he was visited by the angel Jibril (Gabriel). Muhammad memorised what he was told and wrote down the exact words; this is the content of the Qur'an.</p>
<p>The name Qur'an means 'that which has been read or recited'. The Qur'an provides Muslims with guidance on all aspects of their life and the Islamic religion is very much based on what it teaches people. Muslims believe that the Qur'an was Allah's final communication with someone on Earth.</p>	<p>The five pillars of Islam in order are:</p> <ol style="list-style-type: none"> 1. Shahada - Truthfully reciting the Muslim profession of faith. 2. Salat - Doing prayers correctly five times a day. 3. Sawm - Fasting during Ramadan. 4. Zakat - Charitable giving to help the poor. 5. Hajj - Completing the pilgrimage to

	Mecca at least once
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Key Skills

- Comment on connections between questions, beliefs, values and practices.
- Describe the impact of beliefs and practices on individuals, groups and communities.
- Describe similarities and differences within and between religions and beliefs.
- Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.
- Show understanding of the ways of belonging to religions and what these involve.
- Show, 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.
- Gather, select, and organise ideas about religion and belief.
- Suggest answers to some questions raised by the study of religions and beliefs.
- Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.
- Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.
- Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. .

Key Vocabulary

Qu'ran	Sacred Islam text
Mosque	Place of worship for Muslims
Muslim	A person who follows the Islamic faith
Founded	
monotheistic,	Believe in one God
Islam	
Shahada	
Salat	
Sawm	
Zakat	
Haji	

prayer	
charity	
fasting	
Mecca	
Ramadan	

Key Questions

How does a Mosque compare to a Church? Goodwara? Synagogue? Similarities and differences? What traditions are similar and different across the religions studied? How are the sacred texts treated across the religions? How does this compare to other religions studied?

Year 4 - Spring Term 2

RE focus	Christianity
Key Concept	Signs and Symbols Easter - Sacrifice

Knowledge Nuggets

THE Chi Rho, the fish (ichthus) and the inscription PATERNOSTER are symbols which were used by Christians as a "secret password" to identify themselves as fellow believers in Jesus.	The candle flame is a symbol of Jesus as he is known as the light of the world to Christians. It is seen as a symbol of hope in bad times.	The Cross represents the painful death Jesus experienced. It also represents the hope of everlasting life in heaven that is represented by his resurrection
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Resurrection is seen by Christians as a miracle, which illustrates that God's greatest demonstration of love for his people was to sacrifice his own son.

Key Skills

- Comment on connections between questions, beliefs, values and practices.
- Describe the impact of beliefs and practices on individuals, groups and communities.

- Describe similarities and differences within and between religions and beliefs.
- Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.
- Show understanding of the ways of belonging to religions and what these involve.
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- Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.
- Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.
- Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.

Key Vocabulary

Symbols	A symbol is a mark, sign or word is understood as representing a religion
inscription	Engraved on a monument or in a book
resurrection	To come back from the dead
eternal	Lasting or existing forever

Key Questions

Why do Christians use signs and symbols? How are signs and symbols used to portray Jesus? Why did Christians use secret signs to communicate to each other? In what ways is Jesus understood as the light of the world? In what ways can I be 'a light' in my home, school or community? Why do Christians use the cross as a symbol for their faith? Can you compare the symbol of light across other religions studied?

What does the Easter story teach Christians about the nature of love?

Year 4 - Summer Term 1

RE focus

Islam

Key Concept

Worship

Key Knowledge

The Five Pillars

The Five Pillars of Islam are the five duties that the Qur'an states any Muslim must follow. They are:
The Shahadah - The declaration of faith, which Muslims repeat several times a day: "There is no God but Allah, and Muhammad is His messenger."

	<p>Salah - The five daily prayers, said in Arabic at dawn, just after midday, mid-afternoon, just after sunset and after dark.</p> <p>Zakah - The duty to give money to help the poor (at least 2.5% of their savings and valuables every year).</p> <p>Sawm - Muslims must fast during the month called Ramadan and not eat or drink during daylight hours.</p> <p>Hajj - A religious pilgrimage to Makkah which Muslims are expected to make at least once in their lifetime if they are able to.</p>
Ramadan	<p>Ramadan is part of the Islamic calendar and is the ninth month of the Muslim year. It is a time when Muslims celebrate Allah's message to Muhammad, the words of the Qur'an, by dedicating themselves to prayer and family. During Ramadan Muslims are expected to fast – not eat or drink – during daylight hours. Each day, Muslims traditionally break their fast with a meal at sunset called the iftar</p>
Eid	<p>Eid means festival in Arabic and the two main festivals in Islam are Eid al-Fitr (Festival of the Breaking of the Fast) and Eid ul-Adha (the Festival of Sacrifice). The end of Ramadan is marked by the festival of Eid al-Fitr. It is a time when friends and family get together and worship at the mosque, good food is eaten, children are given presents and money is given to charity.</p>
Worship at home	<p>Muslims are required to :</p> <p>pray five times a day (prayer times are fixed by the sun and change daily),</p> <p>wash themselves before prayer and</p> <p>face in the direction of Mecca (Mekkah) while praying.</p> <p>Mecca or Makkah is the birthplace of prophet Muhammad, peace is on him. In the center of the mosque in Mecca, is the cube-shaped building called a Kaaba (Ka'bah) is found. All Muslims face the direction of the Kaaba during ritual prayer (Salat).</p> <p>Muslims believe that the Kaaba is the holiest place on earth. It is generally thought to have been built by Prophet Abraham. It is used only as a focal point for prayer (not worshiped) and simply signifies a direction, imposed by God to maintain unity and uniformity among worshipers.</p> <p>The Kaaba is draped with a black cloth, which is covered with Koranic verses that are embroidered in gold and silver thread. During performing the Hajj ceremony a Muslim walks seven times around the Kaaba and then he or she kisses and touch the Black Stone.</p> <p>Every Muslim family, no matter where they live, knows what direction the Kaaba is from their house.</p> <p>(The Kaaba is also called Bakka)</p> <p>When do Muslims pray? Each period for prayer has a special name and each</p>

	<p>time is separated by two hours. These essential times are: After first light and before sunrise (Fajr) Between the sun reaching its height and mid-afternoon (Dhuhr) Between mid-afternoon and sunset (Asr) After the sun has finished setting (Maghrib) In the dark of the night (Isha)</p>
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Key Skills

Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs. Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. Show understanding of the ways of belonging to religions and what these involve. Show, 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. Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary. Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.

Key Vocabulary

Worship	A system of religious beliefs and practices
Prayer	A way of talking to God
Charity	Generosity and helpfulness especially towards those in need

Key Questions

Why do Muslims face Mecca when praying? How does Islamic prayer compare to Christian? Jewish? Sikh? How does worship in the home compare across the religions studied? How does the idea of right and wrong compare between Sikhism and Islam?

Year 4 - Summer Term 2

RE focus	Prayer and Worship
Key Concept	How does prayer compare in Islam, Sikhism and Christianity?

Key Knowledge

Compare the following concepts across Sikhism, Judasim, Christianity and Islam	Music
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	Places of prayer
	Types of prayer
Key Skills	
<p>Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs. Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. Show understanding of the ways of belonging to religions and what these involve. Show, 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. Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs. Suggest meanings for a range of forms of religious expression, using appropriate vocabulary. Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.</p>	
Key Vocabulary	
Reinforce key vocabulary covered in previous units	
Key Questions	
Why do people pray? What are some of the aids to prayer and worship? How do people pray?	

Year 5 - Autumn Term 1	
RE focus	Christianity
Key Concept	Why is Jesus inspirational for Christians?
Key Knowledge	

What is Jesus really like?	Build on knowledge from year 3 where children looked at imagery of Jesus.
Jesus through art	Revisit the work of Ain Vares (See lesson 3 in Unit 3.1 Jesus Through Art). www.ainvaresart.com Show his painting of Jesus as The Way, the Truth and the Life as well as Jesus as The True Vine. Remind the children something about Ain Vares' story. Look at these pictures inspired by some of the 'I am' metaphors of Jesus. Discuss with the class some of the key ideas about the metaphors. To Christians Jesus is the source of LIFE, DIRECTION and GUIDANCE, HOPE, RESCUE AND SATISFACTION.
Happiness	Jesus teaches Christians that true happiness could not be found in possessions; it could only be found in serving others and God. Beatitudes (part of Jesus' 'Sermon on the Mount', found in the Bible, in Matthew chapter 5:1–7:29)
Miracles	John chapter 2 verse 11. For Christians, Jesus' miracles were like signposts pointing people to him, and revealing something of his nature. Christians believe God still heals today. Some would say he still heals directly through miracles. Many believe that God also heals through people such as doctors and nurses and the use of medicines.
God as the Father	In the Bible, God is not described as a force but as someone to whom people can relate.' Christians today call God 'Father'. The Lord's Prayer starts 'Our Father...' Christians believe Jesus came to show people what God is like. The Prodigal Son (Luke chapter 15:11-32)
Key Skills	
Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed. Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. Explain how selected features of religious life and practice make a difference to the lives of individuals and communities. Explain how some forms of religious expression are used differently by individuals and communities. Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts. Make informed responses to questions of identity and experience in the light of their learning. Make informed responses to questions of meaning and purpose in the light of their learning. Make informed responses to people's values and commitments (including religious ones) in the light of their learning	
Key Vocabulary	
Inspiration	Something that moves someone to act, create, or feel an emotion
Happiness	Happiness is a sense of well-being, joy, or contentment.
Miracle	An extraordinary event taken as a sign of the power of

	God
Key Questions	
How do some people represent Jesus? What does Jesus say about himself in the Bible? How would you express this through art? According to Jesus where is real happiness to be found? What do the stories of Jesus' miracles tell us about him? What did Jesus teach about God? Why is Jesus still important for Christians today?	

Year 5 - Autumn Term 2	
RE focus	Peace
Key Concept	What do different religions and religious leaders say about peace? How can people find peace with themselves and those around them?
Key Knowledge	
Key Skills	
Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed. Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. Explain how selected features of religious life and practice make a difference to the lives of individuals and communities. Explain how some forms of religious expression are used differently by individuals and communities. Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts. Make informed responses to questions of identity and experience in the light of their learning. Make informed responses to questions of meaning and purpose in the light of their learning. Make informed responses to people's values and commitments (including religious ones) in the light of their learning	
Key Vocabulary	

Key Questions	

Year 5 - Spring Term 1	
RE focus	Buddhism
Key Concept	The importance of the life, teachings and death of the Buddha The Four Noble Truths
Key Knowledge	
Buddha was a human being. He was born a prince and wanted to find answers to the problem of suffering and dissatisfaction in life. Buddhists believe that all things change. Reflection and meditation are important to Buddhists.	The main message of Buddhist teaching is that life involves suffering and then Buddha found a way to end suffering.
The Buddha image communicates values of tranquility and compassion. The Buddha image is not worshipped as an idol. Traditional postures and positions of the Buddha have meaning. Mudras (hand positions) show fearlessness, teaching, generosity and mediation. The Buddha spent six years in the forest learning mediation.	<p>The Four Noble Truths are one of Buddha's key teachings. They explain the problems humans face and why. The truths also begin to offer some understanding of how humans can escape these problems.</p> <ol style="list-style-type: none"> 1. All human life involves suffering. This is known as 'dukkha'. This does not mean humans are never happy. However, even things that make us happy will eventually end. This is because the world is always changing (impermanent). 2. The root of suffering is craving. This is the idea that humans always want things; we are never satisfied. This leads to suffering as in an impermanent world we cannot get everything we want. 3. We can escape suffering if we learn to be contented and stop craving. This state is known as nirvana. Buddha achieved this through his enlightenment. 4. We can end suffering by following what Buddha described as the 'middle way'. This involves living a life which is somewhere between the luxurious life Buddha lived in the palace and the poor,

difficult life he lived as a holy man. This is also known as the 'Eightfold Path'

Key Skills

- Explain connections between questions, beliefs, values and practices in different belief systems.
- Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.
- Explain how and why differences in belief are expressed.
- Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.
- Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.
- Explain how some forms of religious expression are used differently by individuals and communities.
- Suggest lines of enquiry to address questions raised by the study of religions and beliefs.
- Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.
- Recognise and explain diversity within religious expression, using appropriate concepts.
- Make informed responses to questions of identity and experience in the light of their learning.
- Make informed responses to questions of meaning and purpose in the light of their learning.
- Make informed responses to people's values and commitments (including religious ones) in the light of their learning

Key Vocabulary

Buddhism	A path of practice and spiritual development leading to Insight into the true nature of reality.
Buddhist	A person who follows the Buddhism beliefs
Principles	A fundamental truth or proposition that serves as the foundation for a system of belief
Moral	High principles of what is right and wrong
Noble	High, moral principles
Suffering	Pain, distress or hardship
Reflection	Serious thought or consideration
Meditate	Think deeply about something, focus upon something. A way of relaxing.
Truth	A fact or belief

Key Questions

Why is it that although the Buddha was not God people look at his image to inspire them?

Year 5 - Spring Term 2

RE focus

Christianity

Key Concept

Easter: Forgiveness

What can Christians learn about forgiveness through the Easter story?

Knowledge Nuggets

Jesus was betrayed by Judas Iscariot, one of his most trusted disciples, in the Garden of Gethsemane. Judas Iscariot is remembered as one of history's most famous traitors.

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Key Vocabulary

forgiveness	The action or process of forgiving or being forgiven
trusted	
disciple	
betrayal	Being disloyal to a person, group or country
diversity	A range of different things

Key Questions

How did Jesus react to Judas Iscariot's betrayal?
 What does it feel like to be betrayed, to be isolated?
 What was Jesus's understanding of friendships that fail?
 Why is the story of Judas recorded as part of the Easter story?
 How can a broken relationship be mended? Forgiveness – turning enemies into friends

Year 6 - Spring Term 1

RE focus

Big Questions

Why ask big questions?

Does science have all the answers?

Who makes the rules?

What can we be sure of?

How much are people worth?

Why is there so much human suffering?

Key Skills

- Comment on connections between questions, beliefs, values and practices.
- Describe the impact of beliefs and practices on individuals, groups and communities.
- Describe similarities and differences within and between religions and beliefs.
- Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.
- Show understanding of the ways of belonging to religions and what these involve.
- Show, 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.
- Gather, select, and organise ideas about religion and belief.
- Suggest answers to some questions raised by the study of religions and beliefs.
- Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.
- Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.
- Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.
- Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.

Key Vocabulary

Vocabulary will be determined by the children and word recorded. Children will be expected to use transfer vocabulary taught from previous learning.

Year 6 - Spring Term 2

RE focus	Christianity
Key Concept	God as Father, Son and Holy Spirit Sacrificial Love Easter
Key Knowledge	
<p>A religious doctrine is a belief or set of beliefs held and taught by the Church.</p> <p>The doctrine of the Trinity: There is one God, who is Father, Son and Holy Spirit.</p> <p>The Trinity, or Holy Trinity, is a way of describing God the Father, God the Son and God the Holy Spirit.</p> <p>God is described as God the Father because Christians believe that God is the creator of everything and Lord over all the universe.</p> <p>God the Son refers to how Christians believe that God chose to come to earth as a human being in the form of Jesus, the son of Mary.</p> <p>God the Holy Spirit refers to the power of God in the daily life of a Christian.</p>	<p>Many Christians believe that God the Father, God the Son and God the Holy Spirit are three Persons who are one God⁷</p>
Key Skills	
<ul style="list-style-type: none"> • Comment on connections between questions, beliefs, values and practices. • Describe the impact of beliefs and practices on individuals, groups and communities. • Describe similarities and differences within and between religions and beliefs. • Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions. • Show understanding of the ways of belonging to religions and what these involve. • Show, 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. • Gather, select, and organise ideas about religion and belief. • Suggest answers to some questions raised by the study of religions and beliefs. • Suggest meanings for a range of forms of religious expression, using appropriate vocabulary. • Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. • Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied. • Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. 	
Key Vocabulary	
Holy Trinity	The three persons of the Christian Godhead; Father, Son, and Holy Spirit
Sacrificial love	A strong feeling of affection and concern towards another person

sacrifice	Christ's offering of himself in the Crucifixion.
doctrine	A belief or set of beliefs held and taught by the Church.
belief	
Key Questions	