

Whole School Chuckery RE Curriculum

<u>Phase</u>	<u>Year group</u>	<u>Topic name</u>	<u>RE Enquiry</u>	<u>NC focus</u>	<u>Disciplinary Concepts</u>	<u>Substantive concepts</u>	<u>Key knowledge</u>
KS1	Year 1	How do people celebrate?	How do people celebrate?	<ul style="list-style-type: none"> Recall and name different practices for welcoming a baby Recognise symbols and actions associated with these ceremonies Ask and respond to questions about what communities do, and why. Observe and recount different ways of expressing identity and belonging when a baby welcoming or wedding ceremony is held Explore questions about belonging, and express their own ideas; 	➤ We reflect on our own beliefs and understand that these might be the same or different to other people.	Expressing	<ul style="list-style-type: none"> To know what a celebration is To know what happens at a Christian baptism of a baby. To know how Muslims, welcome a new baby To say how they celebrate in their lives.
		How do we say thank you for the Earth?	How do we say thank you for the Earth?	<ul style="list-style-type: none"> Recall and name different beliefs and practices that show care for the earth Retell and suggest meanings to some religious and moral stories about care for other people and the earth Ask and respond to questions about what communities do to care for people and the earth Notice and respond sensitively to some 	➤ We make links between different aspects of the communities we are studying.	Living	<ul style="list-style-type: none"> To know about the Christian Harvest Festival celebrations, To know that Christian teachings show that God values the whole world and every person. Talk about the benefits and responsibilities of friendship and the ways in which people care for others.

				<p>similarities between religious teachings about creation and giving thanks</p> <ul style="list-style-type: none"> • Explore questions about how and why we care and express their own ideas using words, music, art or poetry • Find out about questions of right and wrong and begin to express their own opinions about how we can show we care for animals, people and the earth 			<ul style="list-style-type: none"> • To know the moral of stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong. • Talk about the idea that we all have special gifts we can use to benefit others and to care for the earth. • To know about the Sikhi festival of Vaisakhi, which is a spring harvest festival. • To know the ways Sikhs honour the earth – • To say how they look after the Earth.
		What does the Easter story tell us about Jesus?	What does the Easter story tell us about Jesus?	<p>Retell and suggest meanings to some religious and moral stories from the Gospels</p> <ul style="list-style-type: none"> • Recognise symbols and actions associated with prayer • Ask and respond to questions about what Christian communities do to put Jesus' teaching into action – e.g. pray, run food banks, celebrate Easter • Observe and recount different ways of praying in Christianity • Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry; 	➤ We reflect on our own beliefs and understand that these might be the same or different to other people.	Expressing	<ul style="list-style-type: none"> • To know who Jesus is and how he is represented today. • To know the Easter story and know that it matters to Christians because of who they believe Jesus was: • Know that there are different ways of praying in Christianity. • Identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come; • To know that Bible stories talk about thankfulness as a result of miracles. •

							<ul style="list-style-type: none"> • Ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories. • To say why Christians, feel sad on 'Good Friday. • To know happened after Jesus died, a Easter. • To know another Christian story. • Say about what Christians today learn from the stories; • To recognise a Christian story. • Ask and answer 'who', 'where', 'how', 'what' 'why' questions about religious stories; • To make links between times/days they feel sad to Good Friday. • To say a time that they were thankful.
		What is it like to be Sikh?	What is it like to be Sikh?	<ul style="list-style-type: none"> • Retell and suggest meanings to three Sikh religious and moral stories, • Recognise wisdom and symbols that connect to the stories • Observe and recount different ways of expressing identity and belonging, through the values of caring, sharing and devotion to God • Explore questions about belonging, meaning and values from Sikh story, for themselves • Respond to examples of cooperation from stories of the Gurus • Find out about questions of right and 	➤ We gain knowledge and understanding about different religions, practices, people and beliefs.	Understanding	<ul style="list-style-type: none"> • To say what caring and sharing is and what it looks like . • To know that a Guru is a Hindu spiritual teacher. • To know the moral of the story of Guru Hargobind Story of the Cloak • To know why did Har Gobind created this cloak. • To know the importance of care for others in Sikhism. • To know that this story reminds Sikhs to care for others, • To know the moral of the story of Dunni Chand

				wrong and begin to express their own opinions			<ul style="list-style-type: none"> • To know how important it is in Sikhi to share what you have. • To know story reminds Sikhs to share, • Name the values explored; caring and sharing. Say a time they have been caring. Say a time they have shared.
		What is a ritual?	What is a ritual?	<ul style="list-style-type: none"> • Recall and name different religions and rituals. • Retell and suggest meanings to some stories rituals • Ask and respond to questions about what different religions do to remember things. • Observe and recount the rituals and remembrance. • Explore questions about what Easter means and express their own ideas using words, music, art or poetry; 	➤ We reflect on our own beliefs and understand that these might be the same or different to other people.	Expressing	<ul style="list-style-type: none"> • To say what a ritual is. • To know that Christians believe that Jesus died on a cross . They believe that he knew he was going to die. • To know the story of the Last Supper: • To say what the bread and wine represented. • To know that Christians may perform a ritual known as the Holy Communion. • To know why Christians eat a small piece of bread and take a sip of wine or grape juice at a Holy Communion. • To know prayers are read out during Holy Communion to help Christians remember Jesus, the importance of the Last Supper and his sacrifice. • To know that the Prayer (salat) is an important ritual in the Islamic faith.

							<ul style="list-style-type: none"> To know that the ritual needs to be performed 5 times a day. To know the moves of the salat. To make links to any rituals they perform in their lives.
	<u>Year 2</u>	What does religion teach us about looking after nature?	What does religion teach us about looking after nature?	<ul style="list-style-type: none"> Recall and name different beliefs and practices that show care for the earth. Retell and suggest meaning to some religious and moral stories about care for other people and the earth. Ask and respond to questions about what communities do to care for people and the earth. Notice and respond sensitively to some similarities between religious teachings about creation and giving thanks. 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 questions of right and wrong and being to express their own opinions about how we can show we care for animals, people and the Earth. 	➤ We make links between different aspects of the communities we are studying.	Living	<ul style="list-style-type: none"> To know that nature means anything which is of the natural world. This includes animals, plants, trees and the landscape. To know the creation story and that Christians believe that God created the world and everything in it in seven days. On the seventh day God rested. To know that Harvesting is the process of gathering in crops. To explain why harvest can be important to some Christians. To know the key points of the story of 'Prince Siddhartha and the Swan' and how this can teach people to care for animals. To say how they respect and look after the world.

		What do light and dark represent?	What do light and dark represent?	<ul style="list-style-type: none"> Recall and name different festivals Retell and suggest meanings to some stories told at festive times in 3 religions Ask and respond to questions about what communities do to celebrate, and why Notice and respond sensitively to some similarities between festivals in different religions C1. Explore questions about belonging and festivals, expressing their own ideas using words, music, art or poetry; 	➤ We reflect on our own beliefs and understand that these might be the same or different to other people.	Expressing	<ul style="list-style-type: none"> To know Diwali is largely known as a Hindu festival but Sikhs, who are also from India, celebrate a Sikh version too. To know who celebrates the festival and key features of the festival. Know the meaning of the festival in relation to light and dark (Diwali is a time to celebrate good's triumph over evil for Sikhs) To know who celebrates Eid al Adha and key features of the festival. Know the meaning of the festival in relation to light and dark (Eid ul Adha reminds Muslims of Abraham's willingness to give everything to God) To say how light is represented in their life.
		Where is God?	Where is God?	<ul style="list-style-type: none"> Recall and name different Muslim beliefs and practices Retell and suggest meanings to some Muslim stories B2. Observe and recount different ways Muslims show they belong to their religion Explore questions about how Muslims find meaning in stories of the Prophet, expressing their own ideas Find out about Muslim ideas about questions of right and wrong and begin to express their own opinions e.g. on 	➤ We gain knowledge and understanding about different religions, practices, people and beliefs.	Understanding	<ul style="list-style-type: none"> To know about calligraphy and nasheeds that express ideas about God and the Prophet Muhammad Know the beliefs that Muslims hold about God e.g. tawhid, the oneness of God. (note how this links to the idea that Muslims never try to draw Allah) Know key points of the Muslim story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an

				kindness to animals and to other people			<ul style="list-style-type: none"> • Know how and why Christians pray • Know that Christians have pictorial representations of God • Comment on the idea of God for themselves, in the light of their learning. Are their ideas similar or different to what they have been learning?
		Questions that Puzzle us	What is a big question?	<ul style="list-style-type: none"> • Retell and suggest meanings to some religious and moral stories • Ask and respond to big questions about life • B3. Notice and respond sensitively to some similarities between religions as they suggest answers to big questions • C1. Explore questions about belonging, meaning and truth and express their own ideas using words, music, art or poetry; • C2. Respond to examples of cooperation between religions 	➤ We look at the influence people's beliefs have on individuals, communities and societies	Inspiration	<ul style="list-style-type: none"> • Children to know the word 'mystery': a puzzle that is important, but we can't be sure of the answer. • To know what makes a 'big question' • - Know that there are questions we can't answer • Know the key points of the story of Moses • Know that Christians believe God is the maker, so God knows the answers to mysteries and puzzles. • Know there are similarities in the Quran and Bible regarding the story of Moses • To know the different between a big question and small question
		What does Easter mean to Christians?		<ul style="list-style-type: none"> • A1. Recall and name different beliefs practices seen at the festival of Easter • A2. Retell and suggest meanings to some stories of Holy Week and Easter • B1. Ask and respond to questions about what Christians do at Easter 	➤ We reflect on our own beliefs and understand that these might be the same or different to other people.	Expressing	<ul style="list-style-type: none"> • Know the key points of the Easter story. (Note that pupils should understand that this story takes place about 33 years after the events of the nativity, even though pupils have only celebrated Christmas three months earlier!)

				<ul style="list-style-type: none"> • B2. Observe and recount what the rituals and remembrances of Easter mean for Christians • Explore questions about what Easter means and express their own ideas using words, music, art or poetry; 			<ul style="list-style-type: none"> • Talk about the Christian belief that Jesus rises from death (resurrection) on the Sunday after his death, and how this shows Christians that Jesus has opened up a way for them to have a new life after they die – a life with God in heaven. This is part of the idea of ‘salvation’ – for Christians, Jesus offers to save them from death. • Know why Easter is important for Christians • Know how churches celebrate different parts of Holy Week, eg. Palm Sunday crosses; Good Friday (church services, hot cross buns, stations of the cross); Easter Sunday (joyful songs, decorating cross in church, giving and eating eggs). Connect these practices with the events in the story. • To suggest ideas why people find it helpful to believe that there is life in heaven after death. Make a link with the idea that, for Christians, Jesus brings good news (see Unit 1.4). • To say how the Easter story changes from sadness to happiness or from darkness to light. • To say how it feels when something good happens after something sad.
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LKS2	Year 3	Why are holy books important?	Why are holy books important?	<ul style="list-style-type: none"> A1. Describe and make connections between the ways sacred texts are used in different faiths A2. Describe and understand links between stories and texts and other aspects of the communities B1. Observe, understand, explain, with reasons, examples of religious uses of scriptures B3. Observe and consider similarities and differences between different sacred texts C1. Discuss their own and others' views on questions about the meanings of sacred stories C3. Discuss and apply their own and others' ideas about ethical questions and holy texts' teachings about goodness 	<ul style="list-style-type: none"> We gain knowledge and understanding about different religions, practices, people and beliefs. 	Understanding	<ul style="list-style-type: none"> To know what a holy book/sacred text is. To know what the Bible is. To know what the Torah is. Know reasons why the sacred texts of religions have lasted so long and are often best sellers Explain similarities and differences between the texts they have studied. To say ideas why some texts from the Torah (e.g. the Shema) and the Bible (e.g. 10 commandments) are seen as sources of wisdom in different communities Discuss thoughtfully where we can find 'wisdom to live by'.
		What is a sacred space?	What is a sacred space?	<ul style="list-style-type: none"> A1. Describe and make connections between worship and holy buildings in two or more religions A3. Explore and describe a range of symbols and ways of expressing meaning seen at holy buildings B2. Understand the challenges of commitment to worship in a community B3. Observe and consider similarities and differences between 	<ul style="list-style-type: none"> ➤ We make links between different aspects of the communities we are studying. 	Living	<ul style="list-style-type: none"> To know what a sacred space is. To talk about feeling you might have discovering a new place. To know what a Church is and talk in detail about what it looks like. To know what a Mosque is and talk in detail about what it looks like. <u>Comparison:</u> To say how a mosque is different to a church. To suggest ideas that the natural world is a better environment in which to worship, or to express

				worship in different holy places <ul style="list-style-type: none"> C1. Discuss their own and others' views on questions about belonging to a faith community C2. Consider and apply ideas about respect for each others' places of worship 			your spiritual side, than any holy building made by humans. <ul style="list-style-type: none"> To know a special place for them which they enjoy.
		Why do people make pilgrimages?	Why do people make pilgrimages?	<ul style="list-style-type: none"> A1. Describe and make connections between pilgrimages from different religions A2. Describe and understand links between what sacred texts say and the practices of pilgrims today B2. Understand the challenges of commitment to being a pilgrim B3. Observe and consider similarities and differences between pilgrimages in 2 or 3 religions C1. Discuss their own and others' views on questions about how being a pilgrim expresses belonging and commitment 	➤ We make links between different aspects of the communities we are studying.	Living	<ul style="list-style-type: none"> To know why people go on pilgrimages. To know key parts about the Hindu pilgrimage to Varanasi. To describe the motives for Jewish people making this spiritual journey. Suggest why belonging to a community and expressing spirituality is important. To know key parts about the Islamic pilgrimage to Hajj. To describe the motives for Muslims making this spiritual journey. To know examples of a journey to a spiritual place that is taken by people who are spiritual, but not religious. To know What are the key differences between pilgrims and tourists. To say a place they would like to go to that makes them feel strong and empowered.
		Why do some people think Jesus is inspirational?	Why do some people think Jesus is inspirational?	<ul style="list-style-type: none"> A2. Describe and understand links between stories and texts about Jesus in the 	➤ We look at the influence people's beliefs have on individuals,	Inspiration	<ul style="list-style-type: none"> To know what characteristics make someone inspirational and a good role model.

				<p>Gospels and Christian beliefs and living today</p> <ul style="list-style-type: none"> • A3. Explore and describe a range of ways Christians today use the stories of Jesus from the gospels • B1. Observe and give accounts of examples of the impact of Jesus' life and teaching on Christians • B2. Understand the challenges of commitment to living as a follower of Jesus • C1. Discuss their own and others' views on questions about the meanings of Jesus' teaching C3. Discuss and apply their own and others' ideas about ethical questions in Jesus teaching 	communities and societies.		<ul style="list-style-type: none"> • Focus Religion: Christianity • To know the moral of the story of the Good Samaritan – To know the impact Jesus had on this story. • To say why Christians call Good Friday 'Good' • To know the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. • To know that Christians can be completely food and therefore rely on the Holy Spirit to help them follow Jesus and be more like him. • To know what attitudes and values Christians have. – love, fairness, service, sacrifice, joy. • To say what they think is the most important value and link this to how they show this is their lives.
		What is Good Friday celebrated for?		<ul style="list-style-type: none"> • A2. Retell and understand links between some religious and moral stories from the Gospels 	➤ We reflect on our own beliefs and understand that these might be the same or	Expressing	<ul style="list-style-type: none"> • To know that Good Friday is part of the Easter story. • To know the Easter Story.

				<ul style="list-style-type: none"> • A3. Explore and design symbols and actions associated with prayer • B1. Ask and respond to questions about what Christian communities do to put Jesus' teaching into action – e.g. pray, run food banks, celebrate Easter • B2. Observe and recount different ways of praying in Christianity • C1. Discuss their own and others' views about belonging, meaning and truth and express their own ideas using words, music, art or poetry; 	different to other people.		<ul style="list-style-type: none"> • To know that many priests were jealous of Jesus and wanted to see him arrested. • To know that one of Jesus' disciples (Judas Iscariot) betrayed Jesus for 30 silver pieces. Jesus knew this at the Last Supper. • To know the moral story of the Last supper and how bread and wine are represented – Link this to a Holy communion. • To know that Christians believe that Jesus sacrificed himself for others. • To know why Jesus wore a crown of thorns and why he had to carry his own large wooden cross up a hill. • To know that on the third day the body was gone from the tomb and an angel told Mary Magdalene that Jesus had risen from the dead. • To know why Good Friday is important to Christians - Without the Crucifixion, there is no resurrection. Without the sacrifice of Christ, there is no salvation. Without Good Friday, there is no Easter. • To say a time when they had to sacrifice something for others.
	<u>Year 4</u>	How is food represented in religion?	How is food represented in religion?	<ul style="list-style-type: none"> • Recall and name different foods that are special in different religions. 	➤ We reflect on our own beliefs and understand that these might be	Expressing	<ul style="list-style-type: none"> • _To know how food is used in daily lives. • To know that Jews believe the laws of

				<ul style="list-style-type: none"> • Ask and respond to questions about what communities do, and why. • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views. • Explore questions about belonging and food, expressing their own ideas using DT. 	the same or different to other people.		<p>kosher come from God. To know the laws around Kosher food.</p> <ul style="list-style-type: none"> • To know that Jews eat a Shabbat meal on Fridays. • To know how bread is represented in Judaism. • To know about the Seder plate and how it is used during the Jewish festival of Passover. • To know why, during a Christian church service, adults take a sip of wine and eat some bread, The bread symbolises the body of Jesus and the wine symbolises his blood. • To know that Lent is a time when many Christians abstain from eating particular foods. Lent lasts for around six weeks and leads up to Easter. • To know why Christians take part in Lent. • To say how food is important to them and how it is represented in their life.
		What is it like to be a Hindu?	What is it like to be a Hindu?	<ul style="list-style-type: none"> • A1. Describe and make connections between Hindu celebrations and worship, reflecting thoughtfully on what these mean • A3. Explore and describe a range of Hindu beliefs, symbols, actions, and ways of expressing meaning • B1. Observe, understand, explain, with reasons, examples 		Understanding	<ul style="list-style-type: none"> • To know about the word 'Hinduism' • To know about the word dharma. • To know how Hindus show their faith within their families. • To know what you might find in a Hindu's home and begin to say the meaning behind them – i.e murtis, family shrine, puja, incense, sacred texts.

				<p>of Hindu celebration and worship</p> <ul style="list-style-type: none"> • B2. Understand the challenges of commitment to a Hindu way of life • C1. Discuss their own and others' views on questions about belonging to a religion, using detailed knowledge of Hindu examples • C3. Discuss and apply their own and others' ideas about Hindu views of some ethical questions 			<ul style="list-style-type: none"> • To know what Hindu's do together – visit the temple, perform rituals. • To know how Hindu's celebrate (Diwali) and what it represents. • To know key parts of the Story of Rama and Sita • To know some similarities and differences between Hindu's practices in Britain compared to India. • To confidently give there opinion is Hindu's should be allowed a day off at Diwali in Britain. • To say what is similar and different between a the values of a Christian and the values of a Hindu. • To know that good things come from sharing. To recall a time that they shared.
		What does the journey of life mean to us?	What does the journey of life mean to us?	<ul style="list-style-type: none"> • A1. Describe and make connections between celebrations, worship, pilgrimages rituals in order to reflect thoughtfully on life as a journey • A2. Describe and understand links between stories and texts and other aspects of the communities • A3. Explore and describe symbols which marks steps on the journey of life • B2. Understand the challenges of commitment to a 		Living	<ul style="list-style-type: none"> • To say what the journey of life is. • To understand the different stages an individual might go through in their life. • To say why a road is a good metaphor for life. • To know what Hindu's believe about God and the journey of life. • To know some of the Hindu Gods and Goddesses. • To know about the Cycle of Life (Samsara) • To know what Hindus believe happens after death.

				<p>religion and some ways this 'lasts a lifetime'.</p> <ul style="list-style-type: none"> • B3. Observe and consider similarities and differences between journeys of life in different religions • C1. Discuss their own and others' views on questions about belonging and community, talking about their own 'journey of life'. 			<ul style="list-style-type: none"> • To know how music is represented in Christianity during different stages of their life. Baptism, weddings, funerals, prayer. • To know what Christians believe about the life after death. • To know the story of Resurrection. • To know what Christians believe happens after death. • To know the key similarities and differences between Christian and Hindu beliefs • To say what the journey of life means to them. • To be able to talk about changes in their life and their hopes and expectations for the future.
		How does religion inspire people to care?	How does religion inspire people to care?	<ul style="list-style-type: none"> • 1. Describe and make connections between stories about caring in order to reflect thoughtfully on their own ideas. • A2. Describe and understand links between stories and texts and values. B1. Observe, understand, explain, with reasons, examples of religious action for kindness or justice. • B3. Observe and consider similarities and differences between ways of expressing care 	➤ We look at the influence people's beliefs have on individuals, communities and societies.	Inspiration	<ul style="list-style-type: none"> • To know the vocabulary fair and unfair. • To know what makes a good "neighbour". • To know the moral of story of the Good Samaritan • To know who Zacchaeus was and how he changed from a mean man into a generous man. • To know the vocabulary, conversation (Changing your life) and repentance (turning away from bad actions) - Link this to the story of Zacchaeus. • To know key facts Mother Teresa and how she was an encourager.

				<p>in different religious stories and practice.</p> <ul style="list-style-type: none"> C3. Discuss and apply their own and others' ideas about ethical questions to do with caring: why should we care? How can we show it? What difference does it make to be kind? 			<ul style="list-style-type: none"> To know how she has shown her care to people in a specific way. To know the moral of the story Lost Son (fairness and forgiveness). To say how God is represented as a Dad in this story. To know the meaning of the term 'Practice what you preach'. To know key facts about Ghandi and how he was an encourager. To know how he has shown his care to people in a specific way. To recognise things that would make our world fairer/more generous.
		What is a Muslim's way of life?	What is a Muslim's way of life?	<ul style="list-style-type: none"> A1. Describe and make connections between Muslim celebrations, worship and rituals, reflecting thoughtfully on what they mean to Muslims A2. Describe and understand links between Qur'an, Hadith and Muslim practice in Britain today B1. Observe and account for Muslim devotion as seen in the 5 Pillars B2. Understand the challenges of commitment to Allah and the Prophet Muhammad C1. Discuss their own and others' views on questions about belonging: what do 	<p>➤ We gain knowledge and understanding about different religions, practices, people and beliefs.</p>	Understanding	<ul style="list-style-type: none"> To know what the 5 pillars represents in Islam. (Essentials in the life of Muslim, structure) To know the first pillar – 'Shahadah'. – To know this represents belief and declaration of faith. To know the call to prayer and the story of Bilal and the moral of the story. To know why PBHU is said after every mention of Muhammad (pbuh) To know the second pillar – Prayer – To know how Muslims greet each other. To know the basic steps of how Muslims prayer. To know how many times a day Muslims pray. To know the third pillar – Zakah – To know this pillar represents charity.

				<p>Muslims like about being part of Islam?</p> <ul style="list-style-type: none"> C3. Discuss and apply their own and others' ideas about ethical questions to do with giving money away, following God, self discipline and related ideas from Islam 			<p>To know that Muslims are commanded to give money to charity by the third pillar. To know why and how Zakah is performed and who it benefits. To know who is exempts.</p> <ul style="list-style-type: none"> To know the fourth pillar – 'Sawm' To know this pillar represents fasting. To know that Muslim fast during the month of Ramadam. To know why Muslims fast. To know what happens during the festival 'Eid-ul Fitr'. To know the fifth pillar – Hajj – To know this pillar represented Pilgrimage to Makkah. To know why Makkah a sacred place for Muslims. To say what the pillar contribute to Muslims – belief, faith and devotion. To say which pillar they think is the most important, hardest to keep, valuable.
<u>UKS2</u>	<u>Year 5</u>	What is the true meaning of Christmas?	What is the true meaning of Christmas?	<ul style="list-style-type: none"> A1. Describe beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. C1. Discuss and present thoughtfully their own and others' views. 	➤ We reflect on our own beliefs and understand that these might be the same or different to other people.	Expressing	<ul style="list-style-type: none"> To know what happens at Christmas and how this has changed over time. To know that Christians celebrate Christmas every year as they believe that it celebrates the arrival of their Saviour, Jesus Christ. To recognise that Christians believe Jesus as the Son of God and believe he was sent to earth to save humans from sin. To know that Christians believe that the 'True

							<p>Meaning of Christmas' involves showing gratitude to God for what he did and remembering the birth of Jesus Christ, by worshipping him, giving gifts and thinking of the poor and less fortunate.</p> <ul style="list-style-type: none"> • To know that one of the ideas behind the 'true meaning of Christmas' is helping others. • To know the story of Jesus fleeing to Egypt to escape King Herod. This made him a refugee. At Christmas, people often do charitable acts to help the vulnerable, including refugees. • To know the vocabulary commercialism and how this links to Christmas now. • To know that some people argue that the 'true meaning of Christmas' is now lost and that Christmas has instead become victim to commercialism. • To know that other people disagree with this and say that the important messages of Christmas are still remembered. • To know how Christmas cards can be secular or Christian. Christian cards show the true meaning of Christmas by displaying important images from the Christmas story to remind Christians about why they celebrate Christmas. • To say what Christmas means to them.
		What will make Walsall a more respectful place?	What will make	<ul style="list-style-type: none"> • A1. Describe and make connections between 	➤ We make links	Living	<ul style="list-style-type: none"> • To know how diverse Walsall is.

			Walsall a more respectful place?	<p>the religions and worldviews of Walsall in life in order to reflect thoughtfully on the need for respect in our communities;</p> <ul style="list-style-type: none"> • B2. Understand the challenges of commitment to living well in 'One Walsall, even though we are different C1. Discuss and present thoughtfully their own and others' views on challenging questions about living together, applying ideas of their own thoughtfully in different forms including writing a speech and making an artwork; • C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect; • C3. Discuss and apply their own and others' ideas about what is just and fair in a mixed community like Walsall. 	between different aspects of the communities we are studying.		<ul style="list-style-type: none"> • To know about the different religious / non religious communities in Walsall and to notice how these have changed over time. • To know about tensions that have built up between some communities. • To know what community harmony – not all being the same but accepting out differences. • To know what Muslim teach about dealing with difference. – Golden Rule • To know what Christians teach about dealing with difference. - - Golden Rule • To develop increasing understanding of the richness of religious diversity of Great Britain. • To identify similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs. (Village compared to Walsall) • Reflection: To say how the community be more respectful. •
		How do you show commitment in religion?	How do you show commitment in religion?	<ul style="list-style-type: none"> • A1. Describe and make connections between the commitments shown by people from different worldviews, saying where they are similar and different; • A2. Describe and understand links between different 	➤ We gain knowledge and understanding about different religions, practices, people and beliefs.	Understanding	<ul style="list-style-type: none"> • To know what commitment mean and what it means to commit to something. • To know how Christians show commitment. • To know what Christians believe about God, worship and religious practices and to know what difference this makes in their life.

				<p>communities responding thoughtfully to a range of sources of wisdom;</p> <ul style="list-style-type: none"> • B1. Observe and understand examples of commitment from varied worldviews so that they can explain the meanings of the commitments to God, humanity, justice or similar values; • B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives; • C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning and commitment; • C3. Discuss and apply their own and others' ideas about being committed to our values and beliefs. 			<ul style="list-style-type: none"> • To know what impact the Lord's prayer has on Christians for forgiveness, sharing food and avoiding temptation. • To know how Muslims show commitment. • To know what Muslims believe about God, worship and religious practices and to know what difference this makes in their life. • To know the impact daily prayer and Zakat has on Muslims as individuals and as a community. • To know similarities and differences between Christian and Muslim beliefs for commitment. • To say what they are committed to in their lives.
		What does religion teach us about charity?	What does religion teach us about charity?	<ul style="list-style-type: none"> • A1. Describe and make connections between the work of the two charities and its roots in the religions; • A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. B1. Observe 	➤ We look at the influence people's beliefs have on individuals, communities and societies.	Inspiration	<ul style="list-style-type: none"> • To know the vocabulary fair, unfair and justice. • To know the meaning of a Bible Story (see notes) about justice and how this impacts Christians today. • To know from investigation the creation story of Christian aid. To know what they do and how they seek justice.

				<p>and understand varied examples of religious charity so that they can explain, with reasons, the value of this work;</p> <ul style="list-style-type: none"> • B2. Understand the challenges of commitment to a community of faith or belief, and to the human race • C2. Consider and apply ideas about ways in which these two charities collaborate and share the task of seeking the well being of all, responding thoughtfully to ideas about community, values and respect; • C3. Discuss and apply their own and others' ideas about how we can reduce poverty in our world through kindness and co-operation 			<ul style="list-style-type: none"> • To know how this interprets the teaching of their faith. • To know what difference in the world this charity makes. • To know the meaning of a story from the Qu'ran (see notes) about Kindness and how this impact Muslims today. • To know from investigation the creation story of Islamic Relief. To know what they do and how they seek justice. • To know how this interprets the teaching of their faith. • To know what difference in the world this charity makes. • To make links to British values and identify how they can be a positive citizen through fairness and justice. •
		Who is inspiring?	Who is inspiring?	<ul style="list-style-type: none"> • A2. Describe and understand links between stories of key leaders from different religions, responding thoughtfully to sources of wisdom and beliefs and describing what makes a person inspiring. • B1. Observe and understand varied examples of inspiring people from Islam and Christianity so that they can explain, with reasons, the significance of these great lives. 	➤ We look at the influence people's beliefs have on individuals, communities and societies.	Inspiration	<ul style="list-style-type: none"> • To know the vocabulary inspiring and what characteristics you need to be inspirational / role model. • To know what it means to be a good follower of God. • To know key facts about Malala Yousufzai and talk about how he is inspirational. • To know how and why people follow Prophet Muhammad today. • To know key facts about Dr Martin Luth King and talk about how he is inspirational.

				<ul style="list-style-type: none"> • B2. Understand the challenges of commitment faced by inspiring leaders and by 'ordinary' believers; • C1. Discuss and present thoughtfully their own and others' views on challenging questions about the ways some people inspire others applying ideas of their own thoughtfully in different forms such as reasoning, music, art and poetry; • C3. Discuss and apply their own and others' ideas about ideas about what is inspiring, using ideas like justice, equality, kindness and love 			<ul style="list-style-type: none"> • To know how and why people follow Jesus today. • To make links to local leaders in places of worship and how they are inspirational for being a follower of God. • To say who inspires them and why (To name some values, qualities and talents their role model has)
	<u>Year 6</u>	What matters most?	What matters most?	<ul style="list-style-type: none"> • A1. Describe Humanism in detail and reflect thoughtfully on their own ideas about this non-religious worldview; • A3. Explore and describe a range of ways of behaving and show that they understand a Humanist and a Christian way of life; • B1. Observe and understand examples of Humanist and Christian guidance or rules for living so that they can explain, with reasons similarities and differences between these two worldviews; • B2. Understand the challenges of 	➤ We gain knowledge and understanding about different religions, practices, people and beliefs.	Understanding	<ul style="list-style-type: none"> • To know what behaviour and actions they think of as bad (examples from films, books, TV as well as real life). • Know that Humanists are an organisation of non-religious people • To know that they say that humans should work out their own way of being good, without reference to any 'divine being' or ancient authority: they say people can be 'good without god'. • To know about the Humanist 'code for living', e.g. from the website of Humanists UK. • To know the Christian commandments are their code of living and be able to talk about these

				commitment to a community; <ul style="list-style-type: none"> • C1. Discuss and present thoughtfully their own and others' views on challenging questions about right and wrong, applying ideas of their own thoughtfully; • C2. Consider and apply ideas about ways in which Christians and Humanists can live together for the well being of all, responding thoughtfully to ideas about community, values and respect; • C3. Discuss and apply their own and others' ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response 			<ul style="list-style-type: none"> • To say similarities and differences between Christian and Humanist values. • To answer some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? Notice and think about the fact that values can clash, and that doing the right thing can be difficult.
		What can we learn from religions about temptation?	What can we learn from religions about temptation?	<ul style="list-style-type: none"> • A2. Describe and understand links between stories and beliefs about temptation in Islam and Christianity responding thoughtfully to beliefs about how we should make our moral choices; • B1. Observe and understand varied examples of religious teaching and action about temptation; • B2. Understand the challenges of commitment to living a good life and considering how the Muslim and Christian communities 	➤ We make links between different aspects of the communities we are studying.	Living	<ul style="list-style-type: none"> • To know the vocabulary temptation and what it means. • Know the story of the temptation of Adam and Eve in the Garden of Eden (Genesis 3), • Know the Christian ritual: reconciliation: This sacrament, specially used in Roman Catholic communities, makes links between God's forgiveness and confession. • Explore the ritual, and also the idea that 'saying sorry' is essential for forgiveness. • To know in Christianity a person sits with a Priest, and confesses what they have done wrong, saying

				<p>try to support believers in living good lives;</p> <ul style="list-style-type: none">• B3. Observe and consider some moral dimensions of religion, so that they can understand similarities and differences between Muslim and Christian worldviews• C2. Consider and apply ideas about ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about temptation and values;• C3. Discuss and apply their own and others' ideas about ethical questions, including questions about temptation and making good choices and expressing their own ideas clearly in response					<p>that they are sorry, and will change. The priest tells them about God's forgiveness.</p> <ul style="list-style-type: none">• Know the story of Islamic custom of the 'Stoning the Devil' on pilgrimage to Makkah, which symbolizes the rejection of evil during the Once in a life time'• To know similarities and differences between temptation in Islam and Christianity• To say how different religions deal with temptation: by prayer, will power, determination, threats, support and other means.
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