



Birchwood Avenue Primary School

Educating Hearts and Minds through Religious Education



Intent:

At Birchwood Avenue Primary School, it is our intention, through Religious Education, to engage, inspire and challenge pupils to gain a greater understanding of the world we live in. Our school has a diverse community, and we encourage our pupils to celebrate their shared similarities and differences, whilst questioning religion in the context of themselves. We want to ensure that our children can confidently offer their opinions, reflections and critical responses to important issues, and do so with respect and compassion. The children will learn six key religions: Christianity, Judaism, Islam, Sikhism, Hinduism and Buddhism; the breath of religious learning will encourage children to develop their moral and spiritual opinions and support them in becoming 'global citizens'.

Hertfordshire Agreed Syllabus for Religious Education aims & purpose:

The Hertfordshire Agreed Syllabus for RE aims to enable schools to achieve high-quality Religious Education for all. Teaching needs to provide pupils with systematic knowledge and understanding of Christianity, principal religions and worldviews, which give life value. RE aims to enable pupils to become religiously and theologically literate² so they can engage in life in an increasingly diverse society. It is not about telling pupils what religious views they should have but rather assists them in gaining shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

Aims

This syllabus aims to ensure:

- that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. This replaces the previous attainment targets 'learning about religion' and 'learning from religion'
- encourages schools to spend a proportion of their time allocation for Religious Education reflecting on the religious make-up of their own cohort
- offers eight key areas of religion for study
- offers schools the flexibility to devise their own key questions and design their own units and choose when to teach them
- removes levels of assessment in line with the rest of the curriculum
- offers a flexible model of assessment through expected learning outcomes
- enables teachers to recognise what it means to be 'religiously and theologically literate' at each key stage
- is accompanied by a non-statutory additional guidance document '**Religion for Today and Tomorrow**' which will enable pupils to gain a coherent understanding of the principal religions and worldviews represented in Great Britain

The programmes of study set out eight key areas which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

Developing religious and theological literacy through religions and worldviews - permeates all areas of the programmes of study. The following eight key areas of RE may be taught in any order and supported by a range of resources:

Belief and practices	Sources of wisdom	Symbols and actions	Prayer, worship and reflection
Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness

Beliefs and practices

	EYFS	KS1	LKS2	UKS2
Skills and Knowledge Progression	<p><u>EYFS Programme of study:</u> Share own beliefs, ideas and values.</p> <p><u>EYFS outcomes:</u> Explore different ways of living, including beliefs and festivals.</p>	<p><u>KS1 Programme of study:</u> A minimum of two religions are to be studied. Christianity and at least one other religion. Judaism and Islam are recommended. Pupils may also learn from other religions in thematic units.</p> <p><u>End of KS1 outcomes:</u> Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</p>	<p><u>LKS2 Programme of study:</u> Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations.</p> <p><u>End of LKS2 outcomes:</u> Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.</p>	<p><u>End of LKS2 outcomes:</u> Describe, make connections and reflect on some religions and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.</p>
Understanding principal religions: Christianity	<ul style="list-style-type: none"> • Why is the word 'God' so important to Christians? • Why do Christians perform nativity plays at Christmas? • How do Christians celebrate the birth of Jesus? • What presents did the characters in the nativity story give? • How and why do Christians celebrate Easter/Harvest? 	<p>What do Christians believe God is like? • Why does Christmas matter to Christians? • Why does Easter matter to Christians? • What events are Christians remembering and believing when they celebrate Christmas/ Easter/ Pentecost?</p>	<p>Consider what is significant about myrrh in the events of Christmas and Easter. Pupils consider why this was an important gift and how it relates to events in the Christmas and Easter stories • Explore how Advent and Christmas, Lent and Easter are celebrated around the world • Which is more important for Christians: Christmas or Easter? • Why do Christians call the day Jesus died Good Friday?</p>	<ul style="list-style-type: none"> • What is the difference between sacred and secular Christmas? • What are the foundations of the Eucharist? • What are the significant points in the Church year? • Why aren't all Christians baptised? • Pupils develop an understanding of Christian concepts through exploring: annunciation, incarnation, temptation, resurrection, salvation and ascension.
Understanding principal religions and worldviews	<p>What are these festivals all about? (For example, Buddhist Hanamatsuri, Hindu Diwali, Sikh Vaisakhi, Jewish Purim or Muslim Eid)</p> <ul style="list-style-type: none"> • How do people, including faith groups, show that they are thankful for food? 	<p>Why is it traditional for Muslims to wash before they worship? • How is light used in the Jewish festival of Hanukkah and/or the Hindu and Sikh festival of Diwali? • Why and how do Hindus use offerings of flowers and food in the ritual of puja? • Explore the festival of Vaisakhi for Sikhs.</p>	<p>How do many Sikh communities welcome new babies? What is the significance of the Guru Granth Sahib, Karah Parshad, honey and other traditions when a Sikh baby is born? • Explore the tradition of naming Sikh boys Singh (lion) and Sikh girls Kaur (princess) • Why do some people make pilgrimages? • Pupils make connections between, for example, the Kumbha Mela for Hindus, Hajj for Muslims, visiting the Golden Temple (Harimandir) and/or a journey to a sacred place.</p>	<p>How do Humanists mark rites of passage: birth, marriage, death? • How might the Sabbath be a precious gift? • What are the most important Hindu deities (gods and goddesses)?</p>
Suggested questions and ideas to develop learning	<p>How and why do we prepare for and celebrate a joyous occasion? • Talk about, prepare and participate in tasting foods for celebrations.</p> <p>How do we know that it's Harvest time? • What are the similarities and differences between different people's joyous occasions?</p>	<p>Ask and answer 'how' and 'why' questions about people's religious practice • How do festivals bring people together? What are the ingredients of a festival? • How and why do people celebrate the birth of a new baby? • How do some religious communities express their thankfulness for our world? • Pupils explore stories and/or celebrations from, for example, Diwali, Easter, Eid, Purim, finding out what the festival stories mean, and how and why they are celebrated, for example, through welcoming visitors to talk about their festivals • Experience thanking and being thanked, praising and being praised, and notice some ways Christian, Jewish or Muslim people believe they can thank and praise God (Allah) • Pupils find out and respond to questions about how people with different religious and worldviews celebrate the fruitfulness of the earth. For example, in Harvest festivals and through generosity to those in need.</p>	<p>How are the same celebratory events expressed in two contrasting religions? • Pupils describe spiritual ways of celebrating different festivals and reflect on the reasons why some people value such celebrations very highly, but others not at all • Pupils visit a place of worship or invite a visitor of faith and belief to explore their marking of life's journey (birth, faith commitment, marriage and death) and explore what it means to live as a Christian/Hindu/Muslim/Sikh in Britain today.</p>	<p>What does it mean to live as a Christian/Jew/Buddhist in Britain today? • Why are the same thematic celebrations expressed differently in religions? • Pupils explore spiritual ways of celebrating different festivals and reflect on the reasons why some people value such celebrations very highly, but others do not at all • Pupils make some connections between Hajj for Muslims (covered at LKS2) and pilgrimage to Lourdes, or 'the Holy Land' for Christians and Jews describing the motives people have for making spiritual journeys.</p>

Sources of wisdom

	EYFS	KS1	LKS2	UKS2
Skills and Knowledge Progression	<p>EYFS Programme of study: Listen and respond to a range of stories that engage them including faith stories.</p> <p>EYFS outcomes: Listen and respond to religious stories.</p>	<p>KS1 Programme of study: Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>End of KS1 outcomes: Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.</p>	<p>KS2 Programme of study: Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities.</p> <p>End of LKS2 outcomes: Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.</p>	<p>End of UKS2 outcomes: Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers.</p>
Understanding principal religions: Christianity	<ul style="list-style-type: none"> • Talk about the Bible as a holy book for Christians • Listen to stories from the Bible about helping others • Read an account of the Easter events from a children's Bible • What surprised Jesus's friends in the Easter story? <p>Understanding principal religions and worldviews.</p>	<ul style="list-style-type: none"> • What do Christians believe God is like? • Why does Christmas matter to Christians? • Why does Easter matter to Christians? • What events are Christians remembering and believing when they celebrate Christmas/ Easter/ Pentecost? 	<ul style="list-style-type: none"> • What does the parable of the Good Samaritan mean today? • Who was Jesus and what did he do? • When Jesus left what was the impact of Pentecost? • What is the Trinity? • Can you be a Christian without reading the Bible? 	<ul style="list-style-type: none"> • What did Jesus do to save human beings? • What would Jesus do? • What is the meaning and significance of 'The Lord's Prayer'? • How are the gifts of the Spirit used today? • What do the miracles of Jesus teach Christians today?
Understanding principal religions and worldviews	<p>What does the Bible, Torah or Qu'ran say about values such as honesty, courage and friendship?</p> <ul style="list-style-type: none"> • Listen and respond to stories told by or about Jesus, Buddha, Moses, Muhammad, Guru Nanak or Krishna. 	<ul style="list-style-type: none"> • Why is it traditional for Muslims to wash before they worship? • How is light used in the Jewish festival of Hanukkah and/or the Hindu and Sikh festival of Diwali? • Why and how do Hindus use offerings of flowers and food in the ritual of puja? • Explore the festival of Vaisakhi for Sikhs 	<ul style="list-style-type: none"> • What do Muslims believe about the origins and authority of the Qur'an? • What can stories and images of deities teach us about Hindu beliefs? • How does the life of Muhammad affect the lives of most Muslims today? • How might the Bhagavad Gita or Ramayana help to guide many Hindus in their daily lives? • Why might it be important to have personal heroes? 	<ul style="list-style-type: none"> • What can stories and images of the Buddha tell us about the inspiration for Buddhist beliefs? • Who are key figures in the Jewish religion? Why are they regarded as sources of wisdom? • Why and how is the Torah considered a cherished source of wisdom and guidance for living? • The Shema, a prayer central to Judaism, means 'listen.' What might it ask Jews to hear? • How is the Dalai Lama a source of wisdom for many Buddhists? • How are Psalms a source of wisdom? • What are the main Hindu books? What does the Bhagavad-gita say about yoga, and what are the four main yogas (or 'paths')?
Suggested questions and ideas to develop learning	<ul style="list-style-type: none"> • Hear religious and spiritual stories and songs • Using puppets, small world or Lego figures, retell stories from holy books • Role play characters from religious stories • What faith stories do you know that tell you how you should behave towards other people? 	<ul style="list-style-type: none"> • Ask and answer 'how' and 'why' questions about people's religious practice • How do festivals bring people together? • What are the ingredients of a festival? • How and why do people celebrate the birth of a new baby? • How do some religious communities express their thankfulness for our world? • Pupils explore stories and/or celebrations from, for example,, Diwali, Easter, Eid, Purim, finding out what the festival stories mean, how and why they are celebrated, for example, through welcoming visitors to talk about their festivals • Experience thanking and being thanked, praising and being praised, and notice some ways Christian, Jewish or Muslim people believe they can thank and praise God (Allah) • Pupils find out and respond to questions about how people with different religious and worldviews celebrate the fruitfulness of the earth. For example, in Harvest festivals and through generosity to those in need. 	<p>How are the same celebratory events expressed in two contrasting religions?</p> <ul style="list-style-type: none"> • Pupils describe spiritual ways of celebrating different festivals and reflect on the reasons why some people value such celebrations very highly, but others not at all • Pupils visit a place of worship or invite a visitor of faith and belief to explore their marking of life's journey (birth, faith commitment, marriage and death) and explore what it means to live as a Christian/Hindu/Muslim/Sikh in Britain today. 	<ul style="list-style-type: none"> • What are the sources of wisdom in different traditions and why are they important? • Pupils consider how some texts are seen as sources of wisdom in different traditions. They interpret what the texts teach and respond to them with ideas of their own. For example, the Shema, Deuteronomy 6 in the Torah, 1 Corinthians 13 in the Bible, and the 1st Surah in the Qur'an.

Symbols and actions

	EYFS	KS1	LKS2	UKS2
Skills and Knowledge Progression	<p>EYFS Programme of study: Directly experience religion, its symbols and actions. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance, for a religious family. They should share their own experience of places which are important to them.</p> <p>EYFS outcomes: Communicate about people, places and religious symbols and artefacts.</p>	<p>KS1 Programme of study: Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities.</p> <p>End of KS1 outcomes: Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities.</p>	<p>KS2 Programme of study: Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning.</p> <p>End of LKS2 outcomes: Explain how a range of beliefs, symbolic expressions and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.</p>	<p>End of LKS2 outcomes: Compare how and why a range of beliefs expressions and actions communicate different meanings to individuals within communities. Identify and describe similarities and differences between and within communities.</p>
Understanding principal religions: Christianity	<ul style="list-style-type: none"> • Symbols associated with Easter? • What food do Christians eat at Easter to remind them of the story? • What do Christians do at Easter to remember Jesus? • Why do Christians put a cross in an Easter garden? 	<ul style="list-style-type: none"> • What symbols are used in the Christian church? For example, water for baptism • Visit a church to look at the candles and stained glass windows. Consider how the light influences the atmosphere for celebration/personal reflection • How are different Christian crosses represented in different countries of the world? 	<ul style="list-style-type: none"> • How and why are the same events celebrated differently within the global Christian family? For example, baptism, Eucharist, and Christmas • How and why is it important to share food as part of Christian worship? • What importance does the cross have to Christians? 	<ul style="list-style-type: none"> • Why do Christians celebrate the same thing in different ways? For example, The Last Supper, and baptism.
Understanding principal religions and worldviews	<ul style="list-style-type: none"> • Visit a place of worship in the local community and talk about their importance to leaders of religious groups, for example, vicar /priest /minister /pastor (Christianity), Imam (Islam), Rabbi (Judaism), Priest (Hinduism) • Create a Hindu shrine • Which religious symbols can you see in the local place of worship? Explore their meaning. 	<ul style="list-style-type: none"> • What is Sukkot and how is it celebrated? • Design and build a Sukkah (outside if possible), explaining the symbolism of its features • How and why do some Muslims wash and pray in a daily pattern? • Make connections with the way in which different people express their beliefs through greetings. For example, the Hindu greeting of 'Namaste' and the customary greeting by Sikhs, 'Sat Sri Akal', meaning God is the Ultimate Truth 	<ul style="list-style-type: none"> • What does submission to Allah mean for some Muslims in everyday life? • What does sewa mean to Sikhs? • How and why is it important to share food as part of Sikh worship? • Pupils enquire into beliefs, symbols and actions or worship, such as: bowing down, silence, making music together, sharing food or speaking to God • How do some Sikh people use the 5K's to express commitment to their faith? • How do some Hindus build their relationship with a specific deity (god or goddesses)? 	<ul style="list-style-type: none"> • Using a range of artefacts, art, drama and song, explore the different ways people express meaning • What can we find out about religious faith through the creative arts? • What themes do Passover and Easter have in common? • What connects Passover to freedom? Why is salt water symbolic? • 'And you shall bind them as a sign' (Deuteronomy 6:8) How and why are the tallit, tefillin and the kippah used as signs and symbols in Jewish prayer? • Why are the Buddha, the Dharma and the Sangha seen as the Three Jewels for some Buddhists? • What links the wheel and the lotus flower in the light of Buddhist teaching and actions? • How are light /candles /water /foods/bells/trees symbolic? • What is the meaning behind the murti (sacred image) in Hinduism?
Suggested questions and ideas to develop learning	<ul style="list-style-type: none"> • Explore religious artefacts • Using creative media, replicate places of worship and make their own artefacts • Talk about lifestyle, religious and cultural places and practices, dress, food and music • Which place do you know that is important to you? Why is it important? 	<ul style="list-style-type: none"> • Why is a light/water/a tree such an important religious symbol? • What is important about the design of some places of worship? • Visit a place of worship to identify and find out about the meanings of symbols for God • Explore symbols of two different religious traditions, looking for similarities such as light, water, trees • Pupils compare their own feelings when in light or in darkness, using a lit candle as a focus • Pupils use photos or religious artefacts identifying the group to which these belong. 	<ul style="list-style-type: none"> • How is light symbolic in some religions? Pupils explore the power of light and how it is used to convey meaning in different religions • What actions might symbolise a believers' humility? Explore for example, wudu, genuflection, sewa, foot washing, serving the local community. 	<ul style="list-style-type: none"> • Pupils consider how religious faith is expressed in poetry, film, stained glass, and drama • Pupils investigate how the mudras (gestures) of the Buddha can communicate meaning.

Prayer, worship and reflection				
	EYFS	KS1	LKS2	UKS2
Skills and Knowledge Progression	<p><u>EYFS Programme of study:</u> Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness.</p> <p><u>EYFS outcomes:</u> Communicate through talk or gesture about prayer. Experience periods of stillness and reflection.</p>	<p><u>KS1 Programme of study:</u> Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community.</p> <p><u>End of KS1 outcomes:</u> Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.</p>	<p><u>LKS2 Programme of study:</u> Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation, and stillness.</p> <p><u>End of LKS2 outcomes:</u> Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</p>	<p><u>End of LKS2 outcomes:</u> Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.</p>
Understanding principal religions: Christianity	<ul style="list-style-type: none"> • Visit a church to find some of the features that support people in their prayer, worship and reflection • Share a short Christian prayer, for example, a Grace and explore its meaning. 	<ul style="list-style-type: none"> • What can we find out about Christianity through visiting a local church or listening to a Christian visitor? • Why do Christians all over the world pray 'The Lord's Prayer'? • Explore 'The Lord's Prayer' through images • How does praying the Rosary help some Christians to understand Jesus? 	<ul style="list-style-type: none"> • What did Jesus teach about prayer? • What can we find out about the Eucharist through visiting a local church or listening to a practising Christian? • How does 'The Lord's Prayer' help Christians to show their commitment to their faith? • What other prayers in the Christian canon inspire believers? 	<ul style="list-style-type: none"> • 'Christians don't go to church; Christians are the church.' What does this mean? • Do Christians need to worship in a Church to connect with God? • How do church buildings reflect the similarities and differences in Christian belief?
Understanding principal religions and worldviews	<ul style="list-style-type: none"> • Experience through the senses, candles, incense, flowers, water, foods and religious artefacts used in sacred spaces • In place of worship, which features might support people in their prayer, worship and reflection? • Share a short Hindu/Islamic/Jewish/Sikh prayer and explore its importance for the people who say it. 	<ul style="list-style-type: none"> • Why and how do many Hindus make religious offerings, for example: food, incense, and flowers? • How do different religions say 'thank you' to God? • How do people of no religious faith show that they are thankful for their lives and for our world? • How is Sewa and Langar part of worship for many Sikhs? 	<ul style="list-style-type: none"> • What meanings and significances are attached to special places including a Masjid (Mosque) and the Musulla (prayer space) and a church? • Pupils consider how architecture expresses how a community communicates through prayer, worship and reflection, for example, in the design of churches, mosques, mandirs or gurdwaras • What is a shrine and what happens in puja (act of worship) in many Hindu homes? • What is the 'Akhand Path' and why is it important in Sikh worship? 	<ul style="list-style-type: none"> • Religions and worldviews • How do prayers such as the Shema, 'The Lord's Prayer' and Buddhist mantras enhance worship? • How and why do many Buddhists try to show compassion to all beings? • Why is meditation and mindfulness so central to Buddhism? • How might the Buddhist community use nature to transmit their prayers? • Explore if the practice of meditation is the same as praying • What are some common Hindu prayers or songs used at home or in the temple?
Suggested questions and ideas to develop learning	<ul style="list-style-type: none"> • Where do you go to be silent/still/pray/reflect? • Share a stilling exercise in which children can experience quiet reflection and silence • Listen to sounds, music, voices and instruments and listen in silence to their own thoughts • Talk to a visitor about why they go to the local place of worship and find out why it is important to them • Compose, use and think about the words of simple prayers or reflections. 	<ul style="list-style-type: none"> • What can we find out about worship in our local community? • Pupils explore examples of religious artefacts from Hinduism, Islam or Judaism, asking questions, finding out their meaning and use in the context of prayer and worship • Invite a faith visitor to school or visit to a local place of worship to explore prayer, worship and reflection with pupils. 	<ul style="list-style-type: none"> • Pupils investigate the role and place of worship and suggest why it plays a significant part in a religious community • Explore the words of key prayers for example, the first Surah in the Qu'ran, the Hindu Gayatri Mantra, from the Bhagavad Gita and the Mool Mantra from the Sikh Guru Granth Sahib. 	<ul style="list-style-type: none"> • Pupils find out about prayer, reflection, meditation and stillness in different religions and worldviews • Write some prayers or meditations suited to particular occasions and traditions.

Identity and belonging

	EYFS	KS1	LKS2	UKS2
Skills and Knowledge Progression	<p>EYFS Programme of study: Explore how people know that they belong to a family and other groups, including religious groups.</p> <p>EYFS outcomes: Show awareness of things and people that matter to them and link this to learning in Religious Education.</p>	<p>KS1 Programme of study: Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their life.</p> <p>End of KS1 outcomes: Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</p>	<p>KS2 Programme of study: Understand the challenges of individual commitment to a community of faith or belief. Examine the role of religious leaders and why belonging to religious communities that may be valuable in their own lives</p> <p>End of LKS2 outcomes: Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p>	<p>End of LKS2 outcomes: Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives.</p>
Understanding principal religions: Christianity	<ul style="list-style-type: none"> Recall and re-enact a traditional Christian wedding/baptism/christening Invite the local vicar to talk about church weddings and ask about why some people get married in church. 	<ul style="list-style-type: none"> How do Christians show that they are thankful for what they have? • Invite local Christian ministers or lay people to talk with the class about what it means for them to belong to a church • Pupils role play aspects of a baptism through drama and song. 	<ul style="list-style-type: none"> Why might some believers talk to their priest and not directly to God? • Why are some Christian leaders called 'Father'? 	<ul style="list-style-type: none"> What are the main Christian groups represented in Britain? • How does faith affect the way some Christians live their lives today? • Was Jesus the Messiah?
Understanding principal religions and worldviews	<ul style="list-style-type: none"> How do people, including those from religious groups, celebrate belonging? For example, Muslim Aqiqah, a Hindu, Humanist or Sikh naming ceremony • Explore similarities between weddings in a variety of cultures and religious traditions • How do Hindu brothers and sisters show protection for one another at Raksha Bandhan? 	<ul style="list-style-type: none"> Why does Shabbat have a special place in Jewish families? • How can our beliefs affect how we behave? • How and why do people celebrate special and holy times? For example, birth ceremonies in Buddhism, Hinduism, Sikhism • Pupils explore the wearing of the five Ks in Sikhism 	<ul style="list-style-type: none"> What is the 'Khalsa' and why is it so important to many Sikhs? • Pupils discover how celebrating Hindu Diwali or Sikh Bandi Chor Divas brings their community together and expresses their commitment • Why do some Muslims pray five times a day whilst others do not? • Explore how the Five Pillars guide and support many Muslims in their daily lives. 	<ul style="list-style-type: none"> Considering the Eightfold Path, how do Buddhists try to follow the Buddha's example? • What qualities do authority figures/religious leaders need to have? • Can someone be a practising Buddhist and still lead a privileged life? • Being Kosher and observing Shabbat are important ancient laws kept by some Jewish people; what are the challenges for modern Jews to follow them? • Explore how a mezuzah is a declaration of identity and faith • What might be the most difficult aspect of being a Buddhist/Jew/Christian/Humanist in Britain today? • What are the main Buddhist and Jewish groups represented in Britain?
Suggested questions and ideas to develop learning	<ul style="list-style-type: none"> Develop curiosity and begin to ask questions about their own and other people's home and community life • Which places are important to the pupils, people in the community and a religious family? • Explore what happens at a wedding and what is important about the ceremony. 	<ul style="list-style-type: none"> What things are important to your family and to you? • How and why do people have special ways of welcoming babies? • Why do religious communities need leaders? • Make lists of the different groups to which pupils belong and consider the ways these contribute to their well-being. 	<ul style="list-style-type: none"> Pupils develop imaginative and creative ways of expressing some of their own community commitments including those of their faith or belief • What does it mean to belong to a faith community? • Pupils learn about the role and duties of religious leadership and the impact/importance on followers and in their own lives. 	<ul style="list-style-type: none"> Pupils explore and compare the lives of key leaders from Buddhist, Christian or Jewish contemporary life, describing the challenges they have faced and the commitments by which they live • Why is it important to have personal heroes? • Pupils describe similarities and differences in the ways two different traditions express what 'belonging' means in those traditions • Pupils identify the impact of the voice of religious leaders and faith representatives on their followers and on their own lives • Pupils use their thinking about stories of Moses and Jesus to explore how Jews and Christians today celebrate key events from their history, for example, in Passover and Easter.

Ultimate questions

	EYFS	KS1	LKS2	UKS2
Skills and Knowledge Progression	<p><u>EYFS Programme of study:</u> Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers. <u>EYFS outcomes:</u> Use imagination and curiosity to develop their wonder of the world and ask questions about it.</p>	<p><u>KS1 Programme of study:</u> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media. <u>End of KS1 outcomes:</u> Ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing their own ideas and opinions.</p>	<p><u>KS2 Programme of study:</u> Discuss and present thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth. <u>End of LKS2 outcomes:</u> Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.</p>	<p><u>End of LKS2 outcomes:</u> Present a range of views and answers to challenging questions about belonging, meaning and truth.</p>
Understanding principal religions: Christianity	<ul style="list-style-type: none"> • Why is the word 'God' so important to Christians? • What happens at Easter to make life new again? • How did God make the world and us? 	<ul style="list-style-type: none"> • Why is Jesus so important to Christians? • What do Christians believe God is like? • Pupils consider how Christians might imagine God and why • Look at a selection of pictures of Christian stained-glass windows, identify the common themes and discuss why this might be • Who made the world? 	<ul style="list-style-type: none"> • Christianity • What do Christians learn from the Creation story? • Using the story structure of Adam and Eve what is the conflict and where do Christians find the solution? 	<ul style="list-style-type: none"> • What does it mean if God is holy and loving started and can they all be true? (UC 2a.3 God) • 'Creation and science.' Contradictory or complementary? (UC Creation 2b.2) • What might heaven look like? • Why do some artists represent Jesus as a person from their own culture?
Understanding principal religions and worldviews	<ul style="list-style-type: none"> • Share a range of stories from different faith traditions about the beginning of the world • Use a variety of media to explore ways that people of faith and belief celebrate seasonal changes. 	<ul style="list-style-type: none"> • How is the victory of good over evil expressed in a range of religions and worldviews? For example, why is Diwali an important time for most Hindu families? • Pupils learn that several of the principal religions are 'God' centred. 	<ul style="list-style-type: none"> • What different things do people believe about how the world began? • What do Hindus/ Muslims/ Sikhs believe about the creation of the earth? • What do many Hindus believe about God? Is there one or many? 	<ul style="list-style-type: none"> • Why are there different accounts of how the world started? • What do many Jews and Buddhists believe about life after death? • If theological ideas such as God, prayer or life after death, are rejected how do people decide what is true? Where do non-religious people find answers to difficult questions?
Suggested questions and ideas to develop learning	<ul style="list-style-type: none"> • What is happening in the natural world this term? Notice and express through art, music, poetry and dance the feelings of awe and wonder that come from the natural world • Which natural things appear dead but are really alive? • Explore themes from the Spirited Arts competition (www.natre.org.uk). 	<ul style="list-style-type: none"> • What do many Christians/Muslims and Jews believe about how the world was created? • Who am I? Where do I belong? • Where is God? • Explore themes from the Spirited Arts competition (www.natre.org.uk) • Explore big questions in 'Why is the Sky Blue?' by Sally Grindley. 	<ul style="list-style-type: none"> • Pupils discuss and debate reasons why different people have different ideas about God/gods • Pupils explore some of the ways in which religions name and describe the attributes of God. For example, the 99 Names of Allah, the Christians belief in God as Trinity – Father, Son and Holy Spirit, or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver) and Shiva (destroyer) • Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of a range of ultimate questions, focusing, for example, on creation, God and heaven. 	<ul style="list-style-type: none"> • Pupils discuss different perspectives on questions about the beginnings of life on Earth, so that they can describe different ways science and religions treat questions of origins • Pupils discuss and debate reasons why people have different ideas about the divine for example, whether God is real and what God is like • Pupils develop their understanding of beliefs about life after death in religious and non-religious settings through seeking answers to their own questions.

Human responsibility and values				
	EYFS	KS1	LKS2	UKS2
Skills and Knowledge Progression	<p>EYFS Programme of study: Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. They should develop an awareness of their own value and that of others.</p> <p>EYFS outcomes: Explore how people show concern for each other and the world around them.</p>	<p>KS1 Programme of study: Respond to stories and real life examples of how and why people show care and concern for humanity and the world.</p> <p>End of KS1 outcomes: Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this.</p>	<p>KS2 Programme of study: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibilities.</p>	
			<p>End of LKS2 outcomes: Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p>	<p>End of LKS2 outcomes: Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief.</p>
Understanding principal religions: Christianity	<ul style="list-style-type: none"> Christians believe God is the creator of the universe. Share a story to illustrate this How should Christians look after the wonderful world God made? 	<ul style="list-style-type: none"> How do Christians look after the people in their community? Ask a Christian leader how they show care and concern for the people in their faith and the local community. 	<ul style="list-style-type: none"> What kind of world did Jesus want? What might Christians say are the most important attitudes and values that Jesus inspired? What does Jesus teach about the value of forgiveness? 	<ul style="list-style-type: none"> Christianity What do Christians believe about the relationship between humans, their environment and other living creatures? How can following God bring freedom and justice?
Understanding principal religions and worldviews	<ul style="list-style-type: none"> Encourage the children to explore Muslim beliefs about the natural world Explore Sewa (service) in Sikhism Listen to stories about religious characters including leaders helping others. For example, Hanuman helping Rama to find Sita, 'Puddles Lends a Paw' by Gill Vaisey Talk to a visitor of faith and belief who helps others as part of their work. 	<ul style="list-style-type: none"> How do the religious groups in your local community look after people and the world? What is carried out locally for the benefit of the whole community? Why is Zakat important to so many Muslim people? Pupils investigate what the local council provides for their community throughout the year. 	<ul style="list-style-type: none"> What rules do different religious communities follow about caring for the world/each other? Why might there be different ideas about what is important and what is valued? Pupils describe the impact of Hindu teaching and harmlessness (ahimsa) on questions about what people eat and how people treat animals, expressing their own ideas. 	<ul style="list-style-type: none"> How do some communities choose who they will help? Why should religious communities care about social justice? How can actions reflect religious and moral codes of conduct? How might some Jewish values impact the lives of some Jews? How could humans exercise responsibility for the environment? How do Humanists interpret the message of the 'Golden Rule' for humankind? How might the Buddhist 'Five Precepts' make a perfect world? How do Buddhist ideas about suffering connect with their thoughts about respect for the environment and animal welfare? Exploring the Jewish concept of 'Tikkun Olam' ('repairing the world') and why might some people think that the world is broken?
Suggested questions and ideas to develop learning	<ul style="list-style-type: none"> Who cares for us and who do we care for? How do people, including those within religious groups, show care and concern for the world? Explore growth, decay and changes Explore how and why religious people in the local community help others through their work Share works of art and listen to stories, poetry and music, which express awe and wonder at the natural world. 	<ul style="list-style-type: none"> What makes human beings so unique? What do faith stories tell us about the way people should look after each other and the world? How we can live together when we are all so different? Pupils share ideas on how we know that people come from different religions Create a recipe for living together happily Pupils explore the relationship between humans, their environment and other living creatures and things. 	<ul style="list-style-type: none"> How do communities work together at times of trouble or crisis? Pupils discuss and apply ideas from different religious codes and worldviews for living to compile a charter of their own moral values, highlighting respect for all. 	<ul style="list-style-type: none"> Pupils discover and explore what Jewish people, Humanists, Christians and Buddhists teach about how people can live together for the well being of all Linking to Maths and Geography, pupils use local and national census statistics to develop accurate understanding of the religious plurality of their locality and of Britain today Share developing views about values such as fairness and equality and love, caring, sharing and human rights.

Justice and fairness				
	EYFS	KS1	LKS2	UKS2
Skills and Knowledge Progression	<p><u>EYFS Programme of study:</u> Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others.</p> <p><u>EYFS outcomes:</u> Understand what is right, wrong and fair.</p>	<p><u>KS1 Programme of study:</u> Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others.</p> <p><u>End of KS1 outcomes:</u> Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.</p>	<p><u>KS2 Programme of study:</u> Discuss and apply their own and others' ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.</p> <p><u>End of LKS2 outcomes:</u> Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.</p>	<p><u>End of LKS2 outcomes:</u> Evaluate and ask challenging questions applying their own and others' ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.</p>
Understanding principal religions: Christianity	<ul style="list-style-type: none"> What stories did Jesus tell about being a friend and caring for others? Christians believe Jesus came to show God's love. How do they try to show love to others? 	<ul style="list-style-type: none"> How might stories and parables that Jesus told influence the behaviour of Christians? • Conduct a quiet reflection or guided visualisation on the new commandment that Jesus gave to love one another and explore how this can be linked to the values in our school • Explore a Christian charity that focuses on justice and fairness • Was it fair that Jesus died on the cross? 	<ul style="list-style-type: none"> Explore stories that illustrate the importance of justice and fairness. For example, 'Parable of The Sheep and The Goats', (Matthew 25: 31-36), 'Zaccheus the Tax Collector' (Luke 19: 1-10) and 'The Widow's Mite' (Mark 12: 41-43). 	<ul style="list-style-type: none"> How does the work of a Christian aid agency for example, Christian Aid, Tear Fund, CAFOD and local Christian charities, seek to practise the Christian values of justice? • How does the work of a Christian charity link with the life and teaching of Jesus?
Understanding principal religions and worldviews	<ul style="list-style-type: none"> Share stories about the prophet Muhammad through his actions towards the care of animals. For example, the Muslim stories of 'The Crying Camel', 'The Tiny Ants' and 'Seven New Kittens' • Which Buddhist, Hindu or Sikh stories help us to understand what is right, wrong or fair? For example, the Buddhist Jataka tales, 'The Lion and the Jackal', the Hindu Panchatantra stories about animals and the Sikh story 'The Water Carrier' by Bhair Khanya. 	<ul style="list-style-type: none"> Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why • Should there be more than one 'Golden Rule'? How can this be put into action in our school? • Pupils explore through drama how their choices can affect their behaviour. 	<ul style="list-style-type: none"> Pupils describe the importance of the Hindu teaching of harmlessness (ahimsa) • Why and how do Hindus respect animals (especially cows), the environment and other humans? • Why is the place of the Langar a central part of Sikh life? Share the story of The Emperor and the Langar. 	<ul style="list-style-type: none"> Explore different religious responses to justice and fairness. For example, Christianity (Hebrews 13 V6), Judaism (Tenakh Micah 6 V8) and Islam, (Qur'an 16:90) • How do people with non-religious worldviews decide what is a good life? • How might the Buddhist concepts of desire, suffering and compassion affect the moral choices of followers? • Explore the Jewish practice of giving Tzedekah for example, through Mitzvah Day, and other communal projects
Suggested questions and ideas to develop learning	<ul style="list-style-type: none"> How can we help others when they need it? • Consider the rules which they and others follow and which guide them in everyday life at home and school • Role play situations and talk about different outcomes which are right and wrong, listening to some rules for living and some stories about important religious leaders. 	<ul style="list-style-type: none"> How have people of faith influenced the world by their actions? • How can faith stories guide us in our choices of what is right and wrong? • Which faith stories help some people learn about spiritual and moral values? • Pupils listen to and reflect on three moral stories, for example, from Christians, Hindus and Humanists. Make connections between how characters behave in these stories • Refer to school values and link these to choices made by people in the stories • In the light of the stories think about and share own ideas about God. Link learning to the Spirited Arts competition (www.natre.org.uk). 	<ul style="list-style-type: none"> Pupils apply their own ideas about justice and fairness to the work of development charities such as Christian Aid, Islamic Relief, Oxfam or local religious charity groups • 'There is always room in the world for more fairness, peace and justice.' Discuss these important ideas in the light of faith stories, for example, the Sikh story of 'The Milk and the Jasmine Flower' or the Hindu story of 'How Ganesh got the Elephant Head'. 	<ul style="list-style-type: none"> Linking to the teaching of Citizenship, pupils consider the Ten Commandments (Judeo/Christian) and the Five Precepts (Buddhist), expressing ideas about right and wrong in the light of their learning • Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable for example, victims of natural disasters or prejudice, people who live with disabilities or people affected by war • Introduction to the Holocaust: pupils learn about the lives of children caught up in the early events of the Holocaust. Through the humanitarian Kindertransport operation, pupils explore prejudice, courage and faith and reflect on the choices people make and ideas of right and wrong.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (Rec)	Time to celebrate*	What makes us special?	What are special times?	Why are some places special?	What makes the world special?	Why are some things special?	Why are some stories special?
	Adaptable	Christian	Hindu, Christian	Christian, Muslim	Christian	Christian, Jewish (menorah, mezuzah)	Christian, Muslim (the seven kittens)
Year 1	Respectful R&W (1 lesson)	<u>How did the world begin?</u>	<u>What do some people believe God looks like?</u>	<u>What is God's job?</u>	<u>Why should we care for the world?</u>	<u>How do we know that new babies are special?</u>	<u>Why should we care for others?</u>
		Christian, Jewish, Hindu	Christian, Hindu, Muslim	Jewish, Zoroastrianist, Muslim, Hindu, Christian	Jewish, Muslim, Hindu, Jain, Humanist	Muslim, Hindu, Christian, Humanist	Sikh, Christian, Jewish, Muslim, Humanist
Year 2		<u>Why do we need to give thanks?</u>	<u>What do candles mean to people?</u>	<u>How do we know some people have a special connection to God?</u>	<u>What is a prophet?</u>	<u>How do some people talk to God?</u>	<u>Where do some people talk to God?</u>
		Hindu, Christian, Humanist	Christian, Hindu, Jewish	Sikh, Muslim, Christian, Jewish, Hindu	Christian, Muslim, Jewish, Sikh	Muslim, Jewish, Hindu	Hindu, Alevi, Muslim, Sikh

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Respectful R&W (1 lesson)	<u>What makes us human?</u> Hindu, Christian, Buddhist, Humanist	<u>Where do our morals come from?</u> Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	<u>Is scripture central to religion?</u> Jewish, Muslim, Christian,	<u>What happens if we do wrong?</u> Hindu, Muslim, Humanist, Christian, Jewish	<u>Why is water symbolic?</u> Christian, Sikh, Muslim, Shinto	<u>Why is fire used ceremonially?</u> Hindu/Sikh, Zoroastrianist
Year 4		<u>Are all religions equal?</u> Bahá'í, Sikh, Hindu	<u>What makes some texts sacred?</u> Sikh, Hindu, Buddhist	<u>Just how important are our beliefs?</u> Sikh, Muslim, Jewish, Hindu, Christian	<u>Who was Jesus really?</u> Christian, Jewish, Muslim	<u>Why is the Bible the best-selling book of all time?</u> Christian	<u>Does the language of scripture matter?</u> Christian, Muslim, Jewish
Year 5		<u>Why do people have to stand up for what they believe in?</u> Christian, Muslim, Sikh	<u>Why doesn't Christianity always look the same?</u> Christian	<u>What happens when we die? (Part 1)</u> Jewish, Christian, Muslim Humanist	<u>What happens when we die? (Part 2)</u> Hindu, Buddhist, Sikh	<u>Who should get to be in charge?</u> Muslim, Sikh, Christian	<u>Why are some places in the world significant to believers?</u> Christian, Jewish, Buddhist, Muslim, Sikh and Hindu
Year 6		<u>Why does religion look different around the world? (Part 1)</u> Jewish, Muslim, Christian	<u>Why does religion look different around the world? (Part 2)</u> Hindu, Sikh, Buddhist, Jain	<u>Why is it better to be there in person?</u> Muslim, Jewish, Christian, Humanist	<u>Why is there suffering? (Part 1)</u> Jewish, Christian, Zoroastrianist, Buddhist	<u>Why is there suffering? (Part 2)</u> Shinto, Buddhist, Sikh Humanist	<u>What place does religion have in our world today?</u> Multiple worldviews