

Religious Education – Key Concepts - Progression of Core Knowledge and Skills

The religious education knowledge and skills represented in this document are not exhaustive, but rather identify the core learning taught at Thwaites School to ensure the National Curriculum is covered in a deep and meaningful way, preparing our children for their next step in education by creating knowledgeable, skilful, competent and confident theologians.

Golden Threads

A number of subjects across the curriculum have ‘golden threads’ running through them; themes that are revisited a number of times to allow for deeper knowledge and skills to be developed and embedded.

In Geography our themes are:

- **Worship** – During the delivery of each curriculum, children will have multiple opportunities to study worship. Children will develop a deep and rich understanding of worship across different religions, discovering, discussing and comparing aspects such as when it happens, where it takes place and what it means to the people of each faith. Children will learn about worship through secondary sources of information as well as from visitors and visits to a church, a temple and a mosque.
- **Celebrations, Ceremonies and Festivals** – During the delivery of each curriculum, children will have multiple opportunities to learn about celebrations, ceremonies and festivals. Children will develop a deep and rich understanding of celebrations, ceremonies and festivals across different religions and worldviews discovering, discussing and comparing aspects such as when and where they take place, why they happen and how they form part of the commitment and community of a religion or worldview. Children will learn about worship through secondary sources of information as well as from visitors and will be given the opportunity to share their own experiences.

SACRE Cumbrian Agreed Syllabus

At Thwaites School we follow the SACRE Cumbrian agreed syllabus for Religious Education. We have identified a number of religions and non-religious worldviews to cover, ensuring the children of Thwaites develop a deep and rich understanding of a multitude of religions and non-religious worldviews by learning to see these through **theological**, **philosophical** and **human science** lenses. Children will be given the opportunity to express ideas and insights about the nature, significance and impact of religious and non-religious worldviews whilst reflecting on their own personal worldviews; gaining and applying knowledge and skills in **theology**, **philosophy** and the **human sciences**.

Each Key Stage phase covers carefully chosen religions and non-religious worldviews to ensure children gain a wealth of knowledge and understanding, particularly in religions and non-religious worldviews that have local presence, such as Christianity and Buddhism. Each half-termly topic will ask a **theological**, **philosophical** or **human science** question to be answered as children develop their Religious Education core knowledge and skills to ensure they all reach their end of key stage expectations.

Early Learning Goals

Communication and Language - Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding

Communication and Language – Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World – Past and Present

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the World – People, Culture and Communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Key Concepts Learnt in Each Key Stage Phase

Christianity

Key Stage One

Theology

Golden Rule, creation, creator, God, Holy Spirit, incarnation and salvation, the life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.

Philosophy

belonging, special, forgiveness, kindness, love, family, values Make links between belief and behaviour e.g. making decisions based on the teaching of the Bible

Human Sciences

Christian, church, altar, font, Bible, gospel, baptism, Christening, Christmas, Easter, Jesus, worship, the local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations.

Key Stage Two

Theology

Love, Kindness, God (Trinity), agape, discipline, creation, Fall, Incarnation, Gospel, God's People, Salvation. The life and teachings of Jesus. Sources of authority: The Bible, creeds, tradition and different genres and interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.

Philosophy

knowledge, meaning, existence, ethics, morality, community, culture, the work of one key Christian philosopher. Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspective on moral issues.

Human Sciences

The church, worship, festivals, repentance, forgiveness, liturgy, the impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work and social justice actions.

Judaism

Key Stage One

Theology

One God, The Torah, as the five books of Moses, written in Hebrew. The different genre contained within the first five books. Narratives about the lives of Jewish descendants

Philosophy

belonging, special, forgiveness, decisions, love Making links between belief and behaviour e.g. making decisions based on teachings in the Torah

Human Sciences

Moses, Passover, Torah, Star of David, Jewish, synagogue, Torah, bimah, Hanukkah, Shabbat and the importance of home and family life. The role of festivals which connect with Jewish history. The synagogue and varying ceremonies that take place within it

Key Stage Two

Theology

One God, The Covenant, Mitzvot, Atonement. The Torah and Talmud as sources of authority. The Hebrew Bible, TeNaCh (Torah, Nevi'im, Ketuvim) Importance of the Shema Narratives associated with the development of the Jewish tradition. Importance of the reading the Torah out loud. Key teachings from important Jewish teachers. Historical impact Jewish beliefs/culture

Philosophy

knowledge, meaning, existence, ethics, morality The importance of loving one's neighbour. Gemillut Chasadim, Tzedakah. Jewish perspectives on moral issues including the impact of the 613 mitzvot, especially the 10 commandments

Human Sciences

Jewish, Judaism, Shabbat, Torah, Cheder, synagogue, Abraham and Sarah, Moses, Exodus, Lawgiver, Ten Commandments, Passover/Pesach, Day of Atonement. Importance of festivals for the Jewish community such as Yom Kippur. Symbolism and artefacts used by some Jewish people at festivals and rituals. The importance and role of Shabbat and reading of the Torah The role of Synagogue and Cheder in the Jewish community The rules of Kashrut The importance of Jerusalem and the Western Wall for many Jewish people

Islam

Key Stage One

Theology

Oneness of God. The life and teachings of the Prophet Muhammad pbuh. The Qur'an as a revealed scripture

Key Stage Two

Theology

<p>Philosophy belonging, special, forgiveness, fairness Make links between belief and behaviour e.g. making decisions based on the teachings of the Qur'an</p> <p>Human Sciences Muslim, Islam, Allah, Prophet, Eid, Qur'an, moon and star The masjid (mosque), the Five Pillars of Islam, symbolism and artefacts. The role of festivals, ceremonies and Madrassah in the Muslim tradition</p>	<p>Tawhid (including the 99 names of the nature of God), Creation, Prophethood, Revelation, Khalifah and Akirah. The life and teachings of the Prophet. Muhammed pbuh and the Six Articles of Sunni Belief. The Qur'an and Hadith as sources of authority, different genres and the value of recitation. Key teachings from important Muslim teachers. The impact of the spread of Islam. How experiences have impacted on belief</p> <p>Philosophy knowledge, meaning and existence, ethics, morality, community, equality, authority Introducing ethical theory. Muslim perspectives on moral issues, including the idea of 'intention'</p> <p>Human Sciences masjid, Five Pillars of Islam (Shahadah, Salah or Salat, Zakat (and Shia teaching of Khums), Sawm and Hajj). Different Muslim traditions e.g. Sunni, Shia, Sufi. Diversity of expression, customs and practices within Islam and their impact on daily life. The importance of Ramadan, the two Eid festivals and Jummah prayers. Global diversity associated with the study of Islam</p>
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Sikhism

Key Stage One	Key Stage Two
<p>Theology One God and equality. The life and teachings of Guru Nanak. The Guru Granth Sahib as a living Guru The Mool Mantra</p> <p>Philosophy belonging, special equality, fairness Ways of reasoning. Making links between belief and behaviour e.g. believing your actions are important and you should lead a good life</p> <p>Human Sciences gurdwara, langar and 5Ks, Vaisakhi, guru The role of festivals and ceremonies such as Baisakhi and Amrit</p>	<p>Theology Ik Onkar, equality, hukam and Samsara. The life and teachings of the 10 Gurus. The Guru Granth Sahib, including compilation and diversity of contents. Stories from the life of Gur Nanak (janamaskhis) Impact of martyrdom on Sikh teachings</p> <p>Philosophy knowledge, meaning, existence, ethics, morality, martyrdom, equality, peace Sikh perspectives on moral issues, including impact of 'hukam' and emphasis on equality</p> <p>Human Sciences the 5Ks, the Khalsa, Kaur and Singh, Guru Govind Singh, Panj Piara, Waheguru, Harimandir, Sahib, Kesh Khanda, Sangat, Karah Prasad. The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit. Symbolism including varying practice of wearing the 5Ks. Importance of values in the Sikh tradition. Global importance of the Amrtisar and the Golden Temple</p>

Buddhism

Key Stage One	Key Stage Two
<p>Theology refuge, interdependence, impermanence Life story of Shakyamuni Buddha 3 jewels: Buddha, Dharma & Sangha Jakata stories about Buddha's previous lives The Dhammapada</p> <p>Philosophy belonging, kindness, calmness, generosity, patience, gratitude, respect Links between belief and behaviour e.g. importance of our inner world, meditation & life style; karma (cause & effect) & the results of actions of body, speech & mind</p> <p>Human Sciences meditation, puja, benefiting others, monastery, temple, dharma centre, home shrine, impermanence Symbolism as expressions of Buddhism. The importance of not hurting any living thing. Buddhist stories on daily life</p>	<p>Theology dissatisfaction (Four Noble Truths), renunciation, cycle of birth, death and rebirth 8 Fold path Five Precepts Nature of the mind No belief in a creator God Tipitaka and Metta Sutta Key quotes from Buddhist teachers Importance of study, reflection & meditation</p> <p>Philosophy compassion, equanimity, humility, rejoicing, empathy, community Wisdom: understanding the nature of reality, meaning of life/existence & the relationship between the mind & the brain. Does dissatisfaction come from the mind? Buddhist perspectives on ethical issues. Karma & the consequences of actions of body, speech & mind</p> <p>Human Sciences</p>

equanimity, service, empathetic joy, compassion, renunciation, patience, gratitude Meditation, study, & contemplation at home, work, dharma centre, monastery, on retreat. Global diversity & varied practice. Festivals. Pilgrimage. Stupas. Mantras. Importance of benefitting all sentient beings and the environment

Humanism

Key Stage One

Theology
atheism, One Life, Golden Rule, curiosity, human nature and potential. Quotations from Humanist thinkers

Philosophy
belonging, special, kindness, freedom, fairness Ways of reasoning: asking questions, thinking carefully, and looking for evidence. Making links between belief and behaviour e.g. believing that humans have the potential to make the world a better place and encouraging others to do the same

Human Sciences
Promoting freedom, fairness, and kindness. The role of ceremonies and cultural traditions. The Happy Human symbol and the freedom to find what makes us happy. Impact of thinking about consequence of action on other people, animals, and the planet. Recognising human achievement

Key Stage Two

Theology
atheism, agnosticism. Rationalism, One Life, happiness, human origins, nature and potential. Examples of writings of Humanist thinkers. Diversity of Humanist thought. Importance of evidence. Absence of sacred texts and divine rules

Philosophy
knowledge meaning, existence, ethics, morality, community Introducing non-religious ethical theory based on human nature, empathy, and a consideration of the consequences of our actions, such as utilitarianism. Examples of the writing of a Humanist philosopher. Importance of evidence and reasoning and the scientific process in Humanist thought

Human Sciences
human rights, freedoms, equality. Personal freedom to find happiness and tolerance of others Human responsibility for building a better world. The importance of the natural world and caring for the environment. The importance of the arts and sciences. The importance of love and relationships

Year One and Year Two – Curriculum A

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Rules and Routines	Beginnings and Endings	Nature and God	Easter and Surprises	Leaders, Teachers and Followers	Friendship
<p>Core Question Philosophy - What helps people decide what is right and wrong?</p> <p>End of Key Stage Expectations Theological: I recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities in the context of: rules and rituals Philosophical: I can find out about questions of right and wrong and begin to express my ideas and opinions in response in the context of: rules and rituals</p>	<p>Core Question Human Sciences - Why do beginnings and endings bring people together?</p> <p>End of Key Stage Expectations Theological: I can 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 in the context of: beginnings and endings Philosophical: I can explore questions about belonging, meaning and truth so that I can express my own ideas and opinions in response using words, music, art or poetry in the context of:</p>	<p>Core Question Theology - How do many people think the world was created?</p> <p>End of Key Stage Expectations Theological: I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come in the context of: nature and God Philosophical: I can 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 in the context of:</p>	<p>Core Question Theology - What do many Christians remember at Easter?</p> <p>End of Key Stage Expectations Theological: I recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities in the context of: Easter and surprises Philosophical: I can find out about questions of right and wrong and begin to express their ideas and opinions in response in the context of: Easter and surprises</p>	<p>Core Question Philosophy – What makes a good leader?</p> <p>End of Key Stage Expectations Theological: I can 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 in the context of: leaders, teachers and followers Philosophical: I can find out about and respond with ideas to examples of co-operation between people who are different in the context of: leaders, teachers and followers Human Sciences: I can observe and recount different ways of expressing</p>	<p>Core Question Human Sciences – Why are friends important to you?</p> <p>End of Key Stage Expectations Theological: I can 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 in the context of: friendship Philosophical: I can find out about and respond with ideas to examples of co-operation between people who are different in the context of: friendship Human Sciences: I can ask and respond to questions about what</p>

<p>Human Sciences: I notice and respond sensitively to some similarities between different religion and worldviews in the context of: rules and rituals</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand why it is important to have rules</p> <p>I can recall some of our school routines</p> <p>I can order the Ten Commandments with some help</p> <p>I am beginning to understand why Shabbat is important to Jewish people</p> <p>I can learn about the Five Pillars of Islam</p> <p>I am beginning to understand what the Five Ks are</p> <p>I am beginning to understand humanist values</p> <p>Year Two Knowledge and Skills</p> <p>I can explain why it is important to have rules</p> <p>I can recall our school routines</p> <p>I can order the Ten Commandments and remember some of them</p> <p>I can explain why Shabbat is important to Jewish people</p> <p>I can describe the Five Pillars of Islam</p> <p>I can explain what the Five Ks are</p> <p>I can make decisions based on humanist values</p>	<p>beginnings and endings</p> <p>Human Sciences: I can ask and respond to questions about what communities do, and why, so that I can identify what difference belonging to a community might make in the context of: beginnings and endings</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand how and why beginnings and endings can be marked in different ways</p> <p>I can explore how Sikhs, celebrate New Year with help</p> <p>I am beginning to understand how names are used and given in Sikhism</p> <p>I am beginning to understand how Christians, mark the beginning of their journey of faith</p> <p>I can explore the links between new life and the Christian story of Easter with help</p> <p>With support, I can apply what I have learnt about religious beliefs to my own beginning or ending ceremony</p> <p>Year Two Knowledge and Skills</p> <p>I can discuss how and why beginnings and endings can be marked in different ways</p> <p>I can explore how Sikhs, celebrate New Year</p> <p>I can discuss how names are used and given in Sikhism</p> <p>I can discuss how Christians, mark the beginning of their journey of faith</p> <p>I can explore the links between new life and the Christian story of Easter</p> <p>I can apply what I have learnt about religious beliefs to my own beginning or ending ceremony</p>	<p>nature and God</p> <p>Human Sciences: I notice and respond sensitively to some similarities between different religion and worldviews in the context of: nature and God</p> <p>Year One Knowledge and Skills</p> <p>I can recall the Christian Creation Story with some help</p> <p>I am beginning to understand why the Creation Story can be important to some Christians</p> <p>I am beginning to understand why harvest can be important to some Christians</p> <p>I am beginning to understand why Sukkot can be important to some Jews</p> <p>I can explain the message in the story 'Prince Siddhartha and the Swan' with some help</p> <p>I can explain the message in the story 'The Boy Who Threw Stones at Trees' with some help</p> <p>Year Two Knowledge and Skills</p> <p>I can recall the Christian Creation Story</p> <p>I can explain why the Creation Story can be important to some Christians</p> <p>I can explain why harvest can be important to some Christians</p> <p>I can explain why Sukkot can be important to some Jews</p> <p>I can explain the message in the story 'Prince Siddhartha and the Swan'</p> <p>I can explain the message in the story 'The Boy Who Threw Stones at Trees'</p>	<p>Human Sciences: I can ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make in the context of: Easter and surprises</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand why Palm Sunday is important to Christians</p> <p>I am beginning to understand what happened on Maundy Thursday</p> <p>I am beginning to understand why the cross is an important symbol for Christians</p> <p>I can explain what a surprise is with some help</p> <p>I am beginning to understand how the disciples felt on Easter Sunday</p> <p>I am beginning to understand how Christians celebrate Easter</p> <p>Year Two Knowledge and Skills</p> <p>I can explain why Palm Sunday is important to Christians</p> <p>I can explain what happened on Maundy Thursday</p> <p>I can explain why the cross is an important symbol for Christians</p> <p>I can explain what a surprise is</p> <p>I can explain how the disciples felt on Easter Sunday</p> <p>I can explain how Christians celebrate Easter</p>	<p>identity and belonging, responding sensitively for themselves in the context of: leaders, teachers and followers</p> <p>Year One Knowledge and Skills</p> <p>I am beginning to understand what makes a good leader</p> <p>I am beginning to understand some of the differences between leaders, teachers and followers</p> <p>I am beginning to understand who Abraham is and why he is significant to Jewish people and Christians</p> <p>I can retell the story of Moses and the burning bush with help</p> <p>I am beginning to understand what sort of leader Moses was</p> <p>I can talk about some aspects of the life of Jesus with help</p> <p>I can name some qualities of Jesus with help</p> <p>I am beginning to understand how these qualities make some people want to follow Jesus</p> <p>I can retell a simple Bible story with some support</p> <p>I am beginning to understand how Jesus treated poor people</p> <p>I am beginning to understand what kind of leader Jesus is</p> <p>I can name some religious leaders with support</p> <p>I know which religion some leaders belong to</p> <p>I am beginning to understand the qualities of some religious leaders</p> <p>I can talk about some aspects of the life of the Prophet Muhammad (PBUH) with help</p> <p>I can retell a simple story about the Prophet Muhammad (PBUH) with some support</p>	<p>communities do, and why, so that they can identify what difference belonging to a community might make in the context of: friendship</p> <p>Year One Knowledge and Skills</p> <p>I can say who my friends are and describe what I do with my friends with some help</p> <p>I am beginning to understand how to be a good friend</p> <p>I am beginning to understand how a disagreement can be resolved</p> <p>I am beginning to understand which qualities make a good friend</p> <p>I can think about the consequences of different actions</p> <p>I can explain who Jesus' disciples were with some help</p> <p>Year Two Knowledge and Skills</p> <p>I can say who my friends are and describe what I do with my friends</p> <p>I can explain how to be a good friend</p> <p>I can explain how a disagreement can be resolved</p> <p>I can explain which qualities make a good friend</p> <p>I can talk about the consequences of different actions</p> <p>I can explain who Jesus' disciples were</p>
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I can explain what kind of leader Prophet Muhammad (PBUH) is

Year One and Year Two – Curriculum B

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Belonging	Places of Worship	Religion and Rituals	Christianity	Ceremonies	Light and Dark
<p>Core Question Human Sciences - Why are some symbols and artefacts important to some people?</p> <p>End of Key Stage Expectations Theological: I can 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 in the context of: belonging Philosophical: I can explore questions about belonging, meaning and truth so that I can express my own ideas and opinions in response using words, music, art or poetry in the context of: belonging Human Sciences: I can observe and recount different ways of expressing identity and belonging, responding sensitively for themselves in the context of: belonging Year One Knowledge and Skills I can talk about what it means to belong to a family with some help I understand that there are different types of family I can begin to respect the feelings and experiences of others I can talk about what it means to belong to my class with some help I can talk about some of my likes and dislikes with help</p>	<p>Core Question Philosophy – Why are places of worship important?</p> <p>End of Key Stage Expectations Theological: I recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities in the context of: places of worship Philosophical: I can find out about and respond with ideas to examples of co-operation between people who are different in the context of: places of worship Human Sciences: I notice and respond sensitively to some similarities between different religion and worldviews in the context of: places of worship Year One Knowledge and Skills I am beginning to understand what a place of worship is I can learn about the key parts of a Jewish synagogue I can learn about the key parts of a Hindu mandir I can learn about the key parts of a Christian church I am beginning to understand why places of worship are important in religions</p>	<p>Core Question Human Sciences - How do rituals and celebrations bring some people together?</p> <p>End of Key Stage Expectations Theological: I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come in the context of: religion and ritual Philosophical: I can explore questions about belonging, meaning and truth so that I can express my own ideas and opinions in response using words, music, art or poetry in the context of: religion and rituals Human Sciences: I can ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make in the context of: religions and rituals Year One Knowledge and Skills I understand what a ritual is I am beginning to understand what Salat is and why it is important to Muslims I can explore the ritual of puja I can explore what happens during Holy Communion</p>	<p>Core Question Philosophy – What is forgiveness and why is it important?</p> <p>End of Key Stage Expectations Theological: I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come in the context of: Christianity Philosophical: I can find out about questions of right and wrong and begin to express their ideas and opinions in response in the context of: Christianity Human Sciences: I can ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make in the context of: Christianity Year One Knowledge and Skills I am beginning to understand what Christians mean by ‘God’ I am beginning to understand how Christians communicate with God I am beginning to understand the relationship that a Christians form with God I am beginning to understand some characteristics of the Christian God</p>	<p>Core Question Theology – Why are ceremonies that mark life-events important to religious and non-religious people?</p> <p>End of Key Stage Expectations Theological: I can 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 in the context of: ceremonies Philosophical: I can find out about and respond with ideas to examples of co-operation between people who are different in the context of: ceremonies Human Sciences: I notice and respond sensitively to some similarities between different religion and worldviews in the context of: ceremonies Year One Knowledge and Skills I am beginning to understand what a ceremony is I am beginning to understand what happens at an Aqiqah I am beginning to understand what happens at a Bar Mitzvah and Bat Mitzvah ceremony I am beginning to understand what happens at a Dastar Bandi I am beginning to understand what happens at a Hindu wedding</p>	<p>Core Question Theology - Why is light an important symbol for many people?</p> <p>End of Key Stage Expectations Theological: I recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities in the context of: light and dark Philosophical: I can find out about questions of right and wrong and begin to express their ideas and opinions in response in the context of: light and dark Human Sciences: I can observe and recount different ways of expressing identity and belonging, responding sensitively for themselves in the context of: light and dark Year One Knowledge and Skills I am beginning to understand what Advent is I am beginning to understand why light can be important at Christmas I am beginning to understand why the story of Rama and Sita can be important to Hindus I am beginning to understand why light can be important at Diwali I am beginning to understand why the story of Hanukkah can be important to Jews</p>

<p>I can talk about the people and things that are important to me with some help</p> <p>I can name the Christian place of worship</p> <p>I can identify some important Christian symbols with help</p> <p>I am beginning to understand some important Christian festivals and how they might link to a Christian's sense of belonging</p> <p>I can name the Jewish place of worship</p> <p>I can identify some important Jewish symbols and practices with help</p> <p>I am beginning to understand the Jewish day of rest and how this might link to a Jewish person's sense of belonging</p> <p>I can name the Muslim place of worship</p> <p>I can identify some important Muslim symbols and practices with help</p> <p>I am beginning to understand the Islamic birth ceremony of Aqiqah and can explain how a new baby is welcomed into the Muslim faith with some help</p> <p>I can name the Hindu place of worship</p> <p>I can identify some main beliefs of Hinduism with help</p> <p>I am beginning to understand about the Hindu festival of Holi and explain how it is celebrated</p> <p>Year Two Knowledge and Skills</p> <p>I can talk about what it means to belong to a family</p> <p>I can talk about different types of family</p>	<p>I can use and apply the key parts of a place of worship to design my own with support</p> <p>Year Two Knowledge and Skills</p> <p>I know what a place of worship is</p> <p>I can discuss key parts of a Jewish synagogue</p> <p>I can discuss key parts of a Hindu mandir</p> <p>I can discuss key parts of a Christian church</p> <p>I can discuss why places of worship are important in religions</p> <p>I can use and apply the key parts of a place of worship to design my own</p>	<p>I can compare rituals from different religions with some help</p> <p>I can discuss and apply some features of religious rituals with some help</p> <p>Year Two Knowledge and Skills</p> <p>I can explain what a ritual is</p> <p>I can discuss what Salat is and why it is important to Muslims</p> <p>I can explain what I have learnt about the ritual of puja</p> <p>I can explain what I have learnt about what happens during Holy Communion</p> <p>I can compare rituals from different religions</p> <p>I can discuss and apply some features of religious rituals</p>	<p>I am beginning to understand how Christians might think of God in different ways</p> <p>I am beginning to understand the meaning of the Holy Trinity</p> <p>I can retell the story of Adam and Eve with some help</p> <p>I am beginning to understand what forgiveness means to Christians</p> <p>I am beginning to understand why Jesus is important in Christianity</p> <p>I am beginning to understand some of the ways that Christians describe Jesus</p> <p>I can recall some of the events in the life of Jesus with some help</p> <p>With some support, I can make links between what Jesus taught and what Christians believe and do</p> <p>I know that Jesus' teaching was recorded in the Four Gospels</p> <p>I can recall some of the parables of Jesus and, with support, suggest what they might mean</p> <p>With some help, I can make links between what Jesus taught and what Christians believe and do</p> <p>I am beginning to understand how a Christian might use the Bible in their everyday life</p> <p>I am beginning to understand how a Christian might show their faith</p> <p>I can give a few examples of how a Christian might put their faith into action with some help</p> <p>Year Two Knowledge and Skills</p> <p>I can explain what Christians mean by 'God'</p> <p>I can explain how Christians communicate with God</p> <p>I can talk about the relationship that a Christians form with God</p>	<p>With some support, I can use what I have learnt to help me plan a ceremony</p> <p>Year Two Knowledge and Skills</p> <p>I can describe what a ceremony is</p> <p>I can explain what happens at an Aqiqah</p> <p>I can explain what happens at a Bar Mitzvah and Bat Mitzvah ceremony</p> <p>I can explain what happens at a Dastar Bandi</p> <p>I can explain what happens at a Hindu wedding</p> <p>I can use what I have learnt to help me plan a ceremony</p>	<p>I am beginning to understand why light can be important at Hanukkah</p> <p>Year Two Knowledge and Skills</p> <p>I can explain what Advent is</p> <p>I can explain why light can be important at Christmas</p> <p>I can explain why the story of Rama and Sita can be important to Hindus</p> <p>I can explain why light can be important at Diwali</p> <p>I can explain why the story of Hanukkah can be important to Jews</p> <p>I can explain why light can be important at Hanukkah</p>
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<p>I can respect and empathise with the feelings and experiences of others</p> <p>I can talk about what it means to belong to my class</p> <p>I can talk about my likes and dislikes</p> <p>I can talk about the people and things that are important to me</p> <p>I can name the Christian place of worship</p> <p>I can identify some important Christian symbols</p> <p>I can talk about some important Christian festivals and how they might link to a Christian's sense of belonging</p> <p>I can name the Jewish place of worship</p> <p>I can identify some important Jewish symbols and practices</p> <p>I can talk about the Jewish day of rest and how this might link to a Jewish person's sense of belonging</p> <p>I can name the Muslim place of worship</p> <p>I can identify some important Muslim symbols and practices</p> <p>I can talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith</p> <p>I can name the Hindu place of worship</p> <p>I can identify some main beliefs of Hinduism</p> <p>I can talk about the Hindu festival of Holi and explain how it is celebrated</p>			<p>I can talk about some characteristics of the Christian God</p> <p>I can describe how Christians might think of God in different ways</p> <p>I can explain the meaning of the Holy Trinity</p> <p>I can retell the story of Adam and Eve</p> <p>I can explain what forgiveness means to Christians</p> <p>I can explain why Jesus is important in Christianity</p> <p>I can talk about some of the ways that Christians describe Jesus</p> <p>I can recall some of the events in the life of Jesus</p> <p>I can make links between what Jesus taught and what Christians believe and do</p> <p>I know that Jesus' teaching was recorded in the Four Gospels</p> <p>I can recall some of the parables of Jesus and suggest what they might mean</p> <p>I can make links between what Jesus taught and what Christians believe and do</p> <p>I know how a Christian might use the Bible in their everyday life</p> <p>I can explain how a Christian might show their faith</p> <p>I can give examples of how a Christian might put their faith into action</p>		
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Year Three and Year Four – Curriculum A

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Faith Today	The Nativity Story	Hinduism	Good Friday	Judaism	The Bible
Core Question	Core Question	Core Question	Core Question	Core Question	Core Question

<p>Human Sciences - How might people express commitment to a religion or worldview in different ways?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on my ideas in the context of: faith today</p> <p>Philosophical: I can consider and apply my 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 in the context of: faith today</p> <p>Human Sciences: I can observe and understand varied examples of religion and worldviews so that I can explain, with reasons, their meanings and significance to individuals and communities in the context of: faith today</p> <p>Year Three Knowledge and Skills</p> <p>I understand what it means to have faith</p> <p>I understand different faiths</p> <p>I can compare different beliefs with some help</p> <p>I understand the beliefs of Humanism</p> <p>I can recognise the beliefs and teachings of Humanism</p> <p>I understand how the beliefs and teachings of Humanism impact on the way Humanists live their lives</p>	<p>Theological - What do many Christians learn from the nativity story?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities in the context of: the nativity story</p> <p>Philosophical: I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response in the context of: the nativity story</p> <p>Human Sciences: I can 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 my own life in the context of: the nativity story</p> <p>Year Three Knowledge and Skills</p> <p>In simple terms, I can explain where Nazareth is and who Mary and Joseph were</p> <p>I can describe the journey Mary and Joseph went on to Bethlehem</p> <p>In simple terms, I can explain where Jesus was born and why he was born there</p> <p>In simple terms, I can explain how the shepherds heard about Jesus' birth and the message they told Mary and Joseph</p>	<p>Human Science: How might being a Hindu change your daily life?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning in the context of: Hinduism</p> <p>Philosophical: I can consider and apply my 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 in the context of: Hinduism</p> <p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of: Hinduism</p> <p>Year Three Knowledge and Skills</p> <p>I know who founded Hinduism and where it was founded</p> <p>I am beginning to understand the main beliefs in Hinduism</p> <p>I know which places are special to Hindus</p> <p>I can name some special Hindu festivals</p> <p>I know that Hindus have multiple holy books</p> <p>I can name some Hindu symbols</p> <p>Year Four Knowledge and Skills</p> <p>I can explain who founded Hinduism and where it was founded</p> <p>I can explain the main beliefs in Hinduism</p>	<p>Theological - Why do many Christians call the day Jesus died 'Good Friday'?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities in the context of: the Easter story</p> <p>Philosophical: I can discuss and present my own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own thoughtfully in different forms e.g. reasoning, music, art and poetry in the context of: the Easter story</p> <p>Human Sciences: I can 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 my own life in the context of: the Easter story</p> <p>Year Three Knowledge and Skills</p> <p>I can recall the Easter Story</p> <p>I can explain the importance of Jesus' words at The Last Supper with some help</p> <p>I am beginning to understand how prayer is related to Good Friday</p> <p>I am beginning to understand how Jesus' example of self-giving love can be compared to an example from World War Two</p> <p>I am beginning to understand the importance, in Christianity, of the</p>	<p>Philosophical: What is the difference between believing and knowing?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning in the context of: Judaism</p> <p>Philosophical: I can consider and apply my 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 in the context of: Judaism</p> <p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of: Judaism</p> <p>Year Three Knowledge and Skills</p> <p>I know who founded Judaism and where it was founded</p> <p>I am beginning to understand the main beliefs in Judaism</p> <p>I know which places are special to Jews</p> <p>I can name some special Jewish festivals</p> <p>I know what the Jewish Holy Book is and how it is used</p> <p>I can name some Jewish symbols</p> <p>Year Four Knowledge and Skills</p> <p>I can explain who founded Judaism and where it was founded</p> <p>I can explain the main beliefs in Judaism</p>	<p>Philosophical: What makes something sacred?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on my ideas in the context of: the bible</p> <p>Philosophical: I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response in the context of: the bible</p> <p>Human Sciences: I can 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 my own life in the context of: the bible</p> <p>Year Three Knowledge and Skills</p> <p>I am beginning to understand what makes an item sacred</p> <p>I know that there are different books in the Bible and I can name some of their authors</p> <p>I can explore different text types in the Bible with some guidance</p> <p>I understand how stories are used in the Bible to teach lessons</p> <p>I understand how Christians use the Bible and why it is important to them</p>
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<p>I recognise the main religious festivals of Christianity</p> <p>I can talk about why the main religious festivals of Christianity take place with some help</p> <p>I understand why religious festivals are important to Christians</p> <p>I can name some Islamic artefacts with support</p> <p>I can say how some Islamic artefacts are used with support</p> <p>I understand why Islamic artefacts are important to Muslims</p> <p>I can talk about some of the values of Sikhi with help</p> <p>I can say how a Sikh might behave in different situations</p> <p>With some support, I can explain why a Sikh might behave this way</p> <p>I can talk about some of the actions of the Buddha</p> <p>I understand why the Buddha acted the way he did</p> <p>Year Four Knowledge and Skills</p> <p>I can talk about what it means to have faith</p> <p>I can talk about different faiths</p> <p>I can compare different beliefs</p> <p>I can recognise the beliefs of Humanism</p> <p>I can recognise and talk about the beliefs and teachings of Humanism</p> <p>I can understand and can explain how the beliefs and teachings of Humanism impact on the way Humanists live their lives</p> <p>I can recognise and can explain the main religious festivals of Christianity</p> <p>I know, and can talk about why the main religious festivals of Christianity take place</p>	<p>I can retell the story of the wise men with some help</p> <p>In simple terms, I can explain why King Herod wanted to find Jesus and how Jesus managed to stay safe</p> <p>Year Four Knowledge and Skills</p> <p>I can explain in more detail, where Nazareth is and who Mary and Joseph were</p> <p>I can describe the journey Mary and Joseph went on to Bethlehem and explain the reason for it</p> <p>I can explain in more detail, where Jesus was born and why he was born there</p> <p>I can explain in more detail, how the shepherds heard about Jesus' birth and the message they told Mary and Joseph</p> <p>I can retell the story of the wise men in detail</p> <p>I can explain in more detail, why King Herod wanted to find Jesus and how Jesus managed to stay safe</p>	<p>I can explain which places are special to Hindus</p> <p>I can name and describe some special Hindu festivals</p> <p>I can explain that Hindus have multiple holy books</p> <p>I can name and explain the meanings of Hindu symbols</p>	<p>cross and the resurrection going together</p> <p>I know why Easter eggs are given at Easter</p> <p>Year Four Knowledge and Skills</p> <p>I can retell the Easter Story in some detail</p> <p>I can explain the importance of Jesus' words at The Last Supper</p> <p>I can explain how prayer is related to Good Friday</p> <p>I can relate Jesus' example of self-giving love to an example from World War Two</p> <p>I can explain the importance, in Christianity, of the cross and the resurrection going together</p> <p>I can explain why Easter eggs are given at Easter</p>	<p>I can explain which places are special to Jews</p> <p>I can name the special Jewish festivals</p> <p>I can explain what the Jewish Holy Book is and how it is used</p> <p>I can name and explain the meanings of Jewish symbols</p>	<p>I can compare a personal sacred item with the Christian sacred text of the Bible with some help</p> <p>Year Four Knowledge and Skills</p> <p>I can discuss what makes an item sacred</p> <p>I can identify and compare different books of the Bible and their authors</p> <p>I can explore different text types in the Bible</p> <p>I can explain how stories are used in the Bible to teach lessons</p> <p>I can explain how Christians use the Bible and why it is important to them</p> <p>I can compare a personal sacred item with the Christian sacred text of the Bible</p>
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<p>I can explain why religious festivals are important to Christians</p> <p>I can name some Islamic artefacts</p> <p>I can say how some Islamic artefacts are used</p> <p>I can explain why Islamic artefacts are important to Muslims</p> <p>I can talk about some of the values of Sikhi</p> <p>I can explain how a Sikh might behave in different situations</p> <p>I can explain why a Sikh might behave this way and why this is important to their faith</p> <p>I can talk about the actions of the Buddha</p> <p>I can explain why the Buddha acted the way he did</p>					
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Year Three and Year Four – Curriculum B

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
People and Faith	Christianity	Sikh	Buddhism	Islam	Food and Fasting
<p>Core Question</p> <p>Philosophical: Do different people find different things inspiring?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities in the context of:</p> <p>people and faith</p> <p>Philosophical: I can discuss and present my own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own thoughtfully in different forms e.g.</p>	<p>Core Question</p> <p>Theological: What is the Bible and how do some people interpret it?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning in the context of:</p> <p>Christianity</p> <p>Philosophical: I can consider and apply my 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 in the context of:</p> <p>Christianity</p>	<p>Core Question</p> <p>Human Science: What might it mean to be a Sikh?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning in the context of:</p> <p>Sikhism</p> <p>Philosophical: I can consider and apply my 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 in the context of:</p> <p>Sikhism</p>	<p>Core Question</p> <p>Theological: Why is the Metta Sutta important to many Buddhists?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning in the context of:</p> <p>Buddhism</p> <p>Philosophical: I can consider and apply my 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 in the context of:</p> <p>Buddhism</p>	<p>Core Question</p> <p>Philosophical: What kind of world would we like to live in?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning in the context of:</p> <p>Islam</p> <p>Philosophical: I can consider and apply my 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 in the context of:</p> <p>Islam</p>	<p>Core Question</p> <p>Human Science: How might people express commitment to a religion or worldview in different ways?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on my ideas in the context of:</p> <p>food and fasting</p> <p>Philosophical: I can discuss and apply my own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and</p>

<p>reasoning, music, art and poetry in the context of: people and faith</p> <p>Human Sciences: I can observe and understand varied examples of religion and worldviews so that I can explain, with reasons, their meanings and significance to individuals and communities in the context of: people and faith</p> <p>Year Three Knowledge and Skills</p> <p>I know the story of Malala Yousafzai's life</p> <p>I understand the Dalai Lama's beliefs</p> <p>I can explore Rabbi Jonathan Sacks' beliefs with some support</p> <p>I understand how Fauja Singh's faith helped him</p> <p>I can discuss what inspiration means with some guidance</p> <p>I can examine the role of beliefs in my life with some guidance</p> <p>Year Four Knowledge and Skills</p> <p>I can retell the story of Malala Yousafzai's life</p> <p>I can identify the Dalai Lama's beliefs</p> <p>I can explore Rabbi Jonathan Sacks' beliefs</p> <p>I can explain how Fauja Singh's faith helped him</p> <p>I can discuss what inspiration means</p> <p>I can examine the role of beliefs in my life</p>	<p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of: Christianity</p> <p>Year Three Knowledge and Skills</p> <p>I understand who Jesus was and his importance to Christians</p> <p>I can locate Israel on a map with some help</p> <p>I can give an example to show my understanding of the trinity with some support</p> <p>I can create a drama scene to show my understanding of one of the Ten Commandments with help</p> <p>I can name Christian special places from a picture with some help</p> <p>I understand why places are special to Christians</p> <p>I understand what happened when Jesus was in the desert and how this is marked by Christians today</p> <p>I understand how the main Christian festivals are connected to each other</p> <p>I understand what the Bible is and the two key sections</p> <p>I can locate key passages within the Bible with some help</p> <p>I can list some of the key symbols of Christianity</p> <p>I can create an information card to explain one of the Christian symbols with some help</p> <p>Year Four Knowledge and Skills</p> <p>I can describe who Jesus was and his importance to Christians</p> <p>I can locate Israel on a map</p>	<p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of: Sikhism</p> <p>Year Three Knowledge and Skills</p> <p>I know who founded Sikhism and where it was founded</p> <p>I am beginning to understand the main beliefs in Sikhism</p> <p>I am beginning to understand what makes the Gurdwara a special place for Sikhs</p> <p>I can name some special Sikh festivals</p> <p>I am beginning to understand what the Sikh holy book is and how it is used</p> <p>I can name some Sikh symbols</p> <p>Year Four Knowledge and Skills</p> <p>I can explain who founded Sikhism and where it was founded</p> <p>I can explain the main beliefs in Sikhism</p> <p>I can explain what makes the Gurdwara a special place for Sikhs</p> <p>I can name and describe some special Sikh festivals</p> <p>I can explain what the Sikh holy book is and how it is used</p> <p>I can name and explain the meanings of Sikh symbols</p>	<p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of: Buddhism</p> <p>Year Three Knowledge and Skills</p> <p>I know who and where Buddhism was founded</p> <p>I am beginning to understand the main beliefs held by Buddhists</p> <p>I know which places are special for Buddhists</p> <p>I am beginning to understand what happens at the major Buddhist festival</p> <p>I am beginning to understand what the Buddhist holy book is and what is in it</p> <p>I can name some Buddhist symbols</p> <p>Year Four Knowledge and Skills</p> <p>I can explain who and where Buddhism was founded</p> <p>I can explain the main beliefs held by Buddhists</p> <p>I can explain which places are special for Buddhists</p> <p>I can explain what happens at the major Buddhist festival</p> <p>I can explain what the Buddhist holy book is and what is in it</p> <p>I can name and explain the meaning of Buddhist symbols</p>	<p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of: Islam</p> <p>Year Three Knowledge and Skills</p> <p>I know where Islam was founded and who founded the Muslim faith</p> <p>I am beginning to understand the key beliefs held by Muslims</p> <p>I know the key features in a Muslim's place of worship</p> <p>I can name the key Muslim festivals</p> <p>I am beginning to understand what the Muslim holy book is and how it is used</p> <p>I can recognise the main symbol associated with Islam</p> <p>Year Four Knowledge and Skills</p> <p>I can explain where Islam was founded and who founded the Muslim faith</p> <p>I can explain the key beliefs held by Muslims</p> <p>I can explain the key features in a Muslim's place of worship</p> <p>I can name and explain the key Muslim festivals</p> <p>I can explain what the Muslim holy book is and how it is used</p> <p>I can recognise the main symbol associated with Islam and explain what it represents</p>	<p>express my own ideas clearly in response in the context of: food and fasting</p> <p>Human Sciences: I can 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 my own life in the context of: food and fasting</p> <p>Year Three Knowledge and Skills</p> <p>I understand the different ways food is thought about and used in our everyday lives</p> <p>I can explore religious rules about food and know what 'kosher' is</p> <p>I can explore the different effects of abstaining from something</p> <p>I can explore how and why religious believers fast</p> <p>I understand how food is used for celebration in religions</p> <p>I can apply what I have learnt about the role of food in religions to plan a feast event with some support</p> <p>Year Four Knowledge and Skills</p> <p>I can discuss the different ways food is thought about and used in our everyday lives</p> <p>I can explain religious rules about food and know what 'kosher' is</p> <p>I can explain the different effects of abstaining from something</p> <p>I can explain how and why religious believers fast</p> <p>I understand and can explain how food is used for celebration in different religions</p> <p>I can apply what I have learnt about the role of food in religions to plan a feast event</p>
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	<p>I can give an example to show my understanding of the trinity</p> <p>I can create a drama scene to show my understanding of one of the Ten Commandments</p> <p>I can name Christian special places from a picture</p> <p>I can explain why places are special to Christians</p> <p>I can explain what happened when Jesus was in the desert and how this is marked by Christians today</p> <p>I can explain how the main Christian festivals are connected to each other</p> <p>I can explain what the Bible is and the two key sections</p> <p>I can locate key passages within the Bible</p> <p>I can list the key symbols of Christianity</p> <p>I can create an information card to explain one of the Christian symbols</p>				
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Year Five and Year Six – Curriculum A

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Forgiveness	The True Meaning of Christmas	Crucifixion	Eternity	Peace	Worship
<p>Core Question</p> <p>Human Sciences: How might expressions of forgiveness have changed over time?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on my ideas in the context of:</p>	<p>Core Question</p> <p>Theological: Do Christians feel the true meaning of Christmas has been lost?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning in the context of:</p> <p>the true meaning of Christmas</p> <p>Philosophical: I can discuss and apply my own and others' ideas</p>	<p>Core Question</p> <p>Philosophical: Who controls my life and my decisions?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on my ideas in the context of:</p> <p>crucifixion</p>	<p>Core Question</p> <p>Theological: Why do different religions and non-religious worldviews have different interpretations of the after-life?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them</p>	<p>Core Question</p> <p>Philosophical: Why is there suffering in the world?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities in the context of:</p> <p>peace</p>	<p>Core Question</p> <p>Human Sciences: Does Religion facilitate or restrict freedom?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning in the context of:</p> <p>worship</p> <p>Philosophical: I can consider and apply my ideas about ways in which diverse communities can live</p>

<p>forgiveness</p> <p>Philosophical: I can discuss and present my own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own thoughtfully in different forms e.g. reasoning, music, art and poetry in the context of:</p> <p>forgiveness</p> <p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of:</p> <p>forgiveness</p> <p>Year Five Knowledge and Skills</p> <p>I can explore the concept of forgiveness</p> <p>I can explore and discuss what Jews believe about forgiveness</p> <p>I can explore the significance of Yom Kippur for Jews</p> <p>I can explore what Buddhists believe about forgiveness</p> <p>I can compare forgiveness in Buddhism and Judaism</p> <p>I can create and explain a symbol for forgiveness with some help</p> <p>Year Six Knowledge and Skills</p> <p>I can think more deeply about the concept of forgiveness and explain what it means to me</p> <p>I can explain, discuss and describe what Jews believe about forgiveness</p> <p>I can explain Yom Kippur and its significance for Jews</p> <p>I can explain what Buddhists believe about forgiveness</p> <p>I can compare forgiveness in Buddhism and Judaism and</p>	<p>about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response in the context of:</p> <p>the true meaning of Christmas</p> <p>Human Sciences: I can observe and understand varied examples of religion and worldviews so that I can explain, with reasons, their meanings and significance to individuals and communities in the context of:</p> <p>the true meaning of Christmas</p> <p>Year Five Knowledge and Skills</p> <p>I can list what Christmas means to me and to Christians</p> <p>I can explain the importance of love at Christmas time in Christianity</p> <p>I can explore how God took human form and I'm beginning to understand the importance of this vulnerability in modern situations</p> <p>I can compare Christian and secular Christmas cards</p> <p>With some help, I can analyse the meaning of a popular Christmas carol</p> <p>I can participate in a class debate about whether the true meaning of Christmas is lost</p> <p>Year Six Knowledge and Skills</p> <p>I can explain what Christmas means to me and to Christians and why it is so important to their faith</p> <p>I can explain the importance of love at Christmas time in Christianity but also in my own life and I can compare the two</p> <p>I can explain how God took human form and explain the importance of this vulnerability in modern situations</p> <p>I can compare Christian and secular Christmas cards, explaining the</p>	<p>Philosophical: I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response in the context of:</p> <p>crucifixion</p> <p>Human Sciences: I can observe and understand varied examples of religion and worldviews so that I can explain, with reasons, their meanings and significance to individuals and communities in the context of:</p> <p>crucifixion</p> <p>Year Five Knowledge and Skills</p> <p>I can remember key events in Holy Week and begin to question them</p> <p>I am beginning to understand the terms 'free will' and 'determinism' and can relate these terms to the crucifixion with some help</p> <p>With some support, I can question if Jesus' life was part of a plan and I can relate these thoughts to my own life</p> <p>I can explore and discuss events in Holy Week</p> <p>I can understand the term 'atonement' and why it is important</p> <p>With some support I can begin to relate the experience of Jesus and the idea of a life plan to my own life and choices I make</p> <p>Year Six Knowledge and Skills</p> <p>I can explain key events in Holy Week and discuss their meaning to Christians and to me</p> <p>I understand the terms 'free will' and 'determinism' and can relate these terms to the crucifixion</p> <p>I can question if Jesus' life was part of a plan and I can relate these thoughts to my own life</p>	<p>in different communities in the context of:</p> <p>eternity</p> <p>Philosophical: I can consider and apply my 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 in the context of:</p> <p>eternity</p> <p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of:</p> <p>eternity</p> <p>Year Five Knowledge and Skills</p> <p>I can explore the definition of eternity</p> <p>I can investigate popular concepts of immortality</p> <p>I can examine religious ideas about Heaven</p> <p>I am beginning to understand the concepts of reincarnation and emancipation from life</p> <p>I can explore humanist ideas of eternity</p> <p>I can compare and contrast ideas about eternity with some help</p> <p>Year Six Knowledge and Skills</p> <p>I can analyse and explain the definition of eternity</p> <p>I can investigate popular concepts of immortality, explaining what I learn and how it makes me feel</p> <p>I can examine religious ideas about Heaven, explaining what I learn and how it makes me feel</p>	<p>Philosophical: I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response in the context of:</p> <p>peace</p> <p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of:</p> <p>peace</p> <p>Year Five Knowledge and Skills</p> <p>I can explore the meaning of the word 'peace'</p> <p>I can explore how different religions view peace</p> <p>I can compare the similarities and differences between each religion's view on peace with a little help</p> <p>I can explore how some religions use inner peace to find peace and can reflect on this technique</p> <p>I can explore how religions focus on community cohesion to bring about peace</p> <p>I can recognise key peace symbols</p> <p>Year Six Knowledge and Skills</p> <p>I can explain the meaning of the word 'peace' and what brings me peace</p> <p>I can explain how different religions view peace</p> <p>I can state the similarities and differences between each religion's view on peace</p> <p>I can explain how some religions use inner peace to find peace and can reflect on this technique and how it might be difficult in a modern world</p>	<p>together for the well-being of all, responding thoughtfully to ideas about community, values and respect in the context of:</p> <p>worship</p> <p>Human Sciences: I can 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 my own life in the context of:</p> <p>worship</p> <p>Year Five Knowledge and Skills</p> <p>I can discuss what having worth means and share my own experience of something having worth</p> <p>I can explore the link between worth and worship</p> <p>I can compare how different religions use music within their worship with some help</p> <p>I can explore the link between how music makes people feel and religious worship</p> <p>I can explain what praying is, why people pray and consider what I would write in my own prayer</p> <p>With some support, I can discuss and compare prayers as an act of worship in different religions</p> <p>I can explore how a piece of art can be an expression of worship</p> <p>I can share how a piece of art makes me feel</p> <p>With some help, I can create my own artwork using colour or pattern, inspired by what I know about worship</p> <p>I can explore what a religious artefact is and I can compare how artefacts are used within different religions with some help</p>
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<p>explaining some of the main similarities and differences</p> <p>I can create and explain a symbol for forgiveness</p>	<p>differences and I can consider how some Christians may feel about this</p> <p>I can analyse and explain the meaning of a popular Christmas carol</p> <p>I can participate in a class debate about whether the true meaning of Christmas is lost, giving clear reasons for both sides of the argument</p>	<p>I can analyse events in Holy Week to justify a line of argument</p> <p>I can understand the term 'atonement' and relate it to commitments in my life</p> <p>I can relate the experience of Jesus and the idea of a life plan to my own life and choices I make</p>	<p>I understand and can explain the concepts of reincarnation and emancipation from life</p> <p>I understand humanist ideas of eternity and can explain how it makes me feel</p> <p>I can compare and contrast ideas about eternity</p>	<p>I can explain how religions focus on community cohesion to bring about peace</p> <p>I can recognise, compare and explain key peace symbols</p>	<p>I can share what I know about a religious artefact with others</p> <p>I understand what religious freedom is and I'm beginning to explore how it can be encouraged</p> <p>I am beginning to understand how it might feel to have freedom restricted</p> <p>I can share my ideas about diversity and respect</p> <p>Year Six Knowledge and Skills</p> <p>I can discuss what having worth means and share how I feel about my own worth in the world</p> <p>I can examine and discuss the link between worth and worship</p> <p>I can identify and compare how different religions use music within their worship</p> <p>I can understand and can explain the link between how music makes people feel and religious worship</p> <p>I can discuss what praying is, why people feel it is an important part of worship and consider what I would write in my own prayer</p> <p>I can discuss and compare prayers as an act of worship in different religions, explaining my own views with confidence</p> <p>I can discuss how a piece of art can be an expression of worship</p> <p>I can share how a piece of art makes me feel, explaining why in some detail</p> <p>I can create my own artwork using colour or pattern, inspired by what I know and feel about worship</p> <p>I can explain what a religious artefact is and compare how artefacts are used within different religions</p>
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Year Five and Year Six – Curriculum B

Autumn Term - One	Autumn Term – Two	Spring Term – One	Spring Term – Two	Summer Term – One	Summer Term - Two
Commitment	The Christmas Story	Humanism	Creation Stories	Justice and Freedom	Jesus the Healer
<p>Core Question</p> <p>Philosophical: What does commitment look and feel like?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on my ideas in the context of:</p> <p>commitment</p> <p>Philosophical: I can discuss and present my own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own thoughtfully in different forms e.g. reasoning, music, art and poetry in the context of:</p> <p>commitment</p> <p>Human Sciences: I can 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</p>	<p>Core Question</p> <p>Theological: Why might people interpret things differently?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities in the context of:</p> <p>the Christmas story</p> <p>Philosophical: I can discuss and apply my own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response in the context of:</p> <p>the Christmas story</p> <p>Human Sciences: I can 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 my own life in the context of:</p>	<p>Core Question</p> <p>Philosophical: Is believing in God logical?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning in the context of:</p> <p>Humanism</p> <p>Philosophical: I can consider and apply my 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 in the context of:</p> <p>Humanism</p> <p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different religion and worldviews in the context of:</p> <p>Humanism</p> <p>Year Five Knowledge and Skills</p> <p>I can explore what a worldview is</p>	<p>Core Question</p> <p>Theological: Creation and science: conflicting or complementary?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities in the context of:</p> <p>creation stories</p> <p>Philosophical: I can discuss and present my own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own thoughtfully in different forms e.g. reasoning, music, art and poetry in the context of:</p> <p>creation stories</p> <p>Human Sciences: I can observe and understand varied examples of religion and worldviews so that I can explain, with reasons, their meanings and significance to individuals and communities in the context of:</p>	<p>Core Question</p> <p>Human Sciences: Does religion bring peace, conflict or both?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and make connections between different features of the religions and worldviews I study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on my ideas in the context of:</p> <p>justice and freedom</p> <p>Philosophical: I can discuss and apply my own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response in the context of:</p> <p>justice and freedom</p> <p>Human Sciences: I can observe and understand varied examples of religion and worldviews so that I can explain, with reasons, their meanings and significance to individuals and communities in the context of:</p> <p>justice and freedom</p>	<p>Core Question</p> <p>Human Sciences: How might feelings towards miracles have changed over time?</p> <p>End of Key Stage Expectations</p> <p>Theological: I can describe and understand links between stories and other aspects of the communities I am investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities in the context of:</p> <p>Jesus the healer</p> <p>Philosophical: I can discuss and present my own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of my own thoughtfully in different forms e.g. reasoning, music, art and poetry in the context of:</p> <p>Jesus the healer</p> <p>Human Sciences: I can observe and consider dimensions of religion, so that I can explore and show understanding of similarities and differences between different</p>

<p>studied and in my own life in the context of: commitment</p> <p>Year Five Knowledge and Skills</p> <p>I can explore what commitment means and talk about something I am committed to</p> <p>I can explore ideas of how people show commitment in their lives</p> <p>I know what happens in a Jewish Bar or Bat Mitzvah and a First Holy Communion ceremony</p> <p>I can compare religious and non-religious coming-of-age rituals</p> <p>I understand what is meant by sacrifice and recognise religious sacrifices and nonreligious sacrifices</p> <p>I can explain what is meant by fasting and I understand how important it is to Muslims</p> <p>I can explain why fasting demonstrates a Muslim's commitment to their faith</p> <p>I recognise that marriage can be a religious or non-religious commitment</p> <p>I can explain what happens in a religious wedding ceremony</p> <p>I can discuss different ways of showing commitment to something or someone and consider what I am committed to in my own life</p> <p>I can use what I have learnt about religious commitment ceremonies and practices to create my own ceremony for commitment with some help</p> <p>Year Six Knowledge and Skills</p> <p>I can explain what commitment means and talk about something I am committed to, giving reasons for my commitment</p>	<p>the Christmas story</p> <p>Year Five Knowledge and Skills</p> <p>I can recall the key events in The Christmas Story</p> <p>I can explore what interpretation means</p> <p>I can investigate similarities and differences between Matthew and Luke's version of the nativity</p> <p>I can explore the key truth within both versions of The Christmas Story in the Gospels</p> <p>I understand the meaning of advent and how Christians prepare</p> <p>I can explore how Christians in different countries celebrate Christmas differently</p> <p>Year Six Knowledge and Skills</p> <p>I can explain and order the key events in The Christmas Story</p> <p>I can explain what interpretation means</p> <p>I can compare Matthew and Luke's version of the nativity and try to understand why they are different</p> <p>I understand and can explain the key truth within both versions of The Christmas Story in the Gospels</p> <p>I can explain the meaning of advent and how Christians prepare</p> <p>I can investigate and explain how Christians in different countries celebrate Christmas differently</p>	<p>With some help, I can identify the key ideas of influential humanist thinkers</p> <p>With some help, I can explore the ideas of humanist thinkers</p> <p>With some help, I can create a poster explaining humanist beliefs to others</p> <p>With some help, I can create a symbol representing a value</p> <p>With some help, I can consider scenarios and decide how humanists might respond</p> <p>Year Six Knowledge and Skills</p> <p>I understand and can explain what a worldview is</p> <p>I can identify the key ideas of influential humanist thinkers</p> <p>I can investigate and discuss the ideas of humanist thinkers</p> <p>I can create a poster explaining humanist beliefs to others</p> <p>I can create a symbol representing a value</p> <p>I can consider scenarios and decide how humanists might respond, comparing their responses to those that may be taken by people of faith</p>	<p>creation stories</p> <p>Year Five Knowledge and Skills</p> <p>I can remember key points of the Judeo-Christian story of creation</p> <p>I can compare the creation stories of the Abrahamic religions</p> <p>I can remember key points of the Hindu creation story</p> <p>I can explore Sikh beliefs about creation</p> <p>I can classify creation stories with some support</p> <p>I can compare creation stories</p> <p>Year Six Knowledge and Skills</p> <p>I can retell the Judeo-Christian story of creation</p> <p>I can compare the creation stories of the Abrahamic religions, explaining similarities and differences</p> <p>I can retell the Hindu creation story</p> <p>I understand and can explain Sikh beliefs about creation</p> <p>I can classify creation stories</p> <p>I can compare creation stories, discussing similarities and differences and explaining my feelings towards them</p>	<p>Year Five Knowledge and Skills</p> <p>I can examine the concept of freedom</p> <p>I can examine the concept of justice with some support</p> <p>I am beginning to understand the influence of religious and non-religious world views on the human rights movement</p> <p>I am beginning to understand the influence of religious views on nonviolent protest movements</p> <p>With some help, I can explore the concepts of freedom and justice and how they might conflict</p> <p>Year Six Knowledge and Skills</p> <p>I can discuss the concept of freedom, explaining my opinion confidently</p> <p>I can discuss the concept of justice, explaining my opinion confidently</p> <p>I can compare and discuss concepts of justice</p> <p>I can describe the influence of religious and non-religious world views on the human rights movement</p> <p>I can describe the influence of religious views on nonviolent protest movements</p> <p>I can examine the concepts of freedom and justice and how they might conflict</p>	<p>religion and worldviews in the context of: Jesus the healer</p> <p>Year Five Knowledge and Skills</p> <p>I can explore what a miracle is and can give some examples of miracles from the Bible</p> <p>I can explore why the miracles of Jesus are important for Christians</p> <p>I can remember key points of the Miracle of the Paralysed Man</p> <p>I can explore the importance of friendship in the context of the Miracle of the Paralysed Man taking place</p> <p>I can remember key points of The Centurion's Servant and explore the different emotions of those present at the miracle</p> <p>I can reflect on the meaning behind the miracle of The Centurion's Servant and share my ideas with others</p> <p>I can remember key points of the miracle of the Raising of Lazarus and explore the significance of Jesus raising somebody from the dead for Christians</p> <p>I can reflect on the meaning behind the miracle of the Raising of Lazarus and share my ideas with others</p> <p>I can explain who Jesus the Healer is to Christians</p> <p>Year Six Knowledge and Skills</p> <p>I can explain what a miracle is and can give an increasing number of examples of miracles from the Bible</p> <p>I understand and can explain why the miracles of Jesus are important for Christians</p> <p>I can retell the Miracle of the Paralysed Man</p> <p>I understand and can explain the importance of friendship in the</p>
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<p>I understand and can explain ideas of how people show commitment in their lives</p> <p>I can explain what happens in a Jewish Bar or Bat Mitzvah and a First Holy Communion ceremony</p> <p>I can compare religious and non-religious coming-of-age rituals, explaining similarities and differences</p> <p>I can explain what is meant by sacrifice as well as religious sacrifices and nonreligious sacrifices</p> <p>I can explain what is meant by fasting and how it is important to Muslims</p> <p>I understand why fasting demonstrates a Muslim's commitment to their faith</p> <p>I understand and can explain that marriage can be a religious or non-religious commitment</p> <p>I can explain what happens in a religious wedding ceremony, relating them to my own experiences</p> <p>I can explain different ways of showing commitment to something or someone and consider what I am committed to in my own life, giving reasons for my commitment</p> <p>I can use what I have learnt about religious commitment ceremonies and practices to create my own ceremony for commitment</p>					<p>context of the Miracle of the Paralyse Man taking place</p> <p>I can retell the miracle of The Centurion's Servant and explore the different emotions of those present at the miracle</p> <p>I understand and can explain the meaning behind the miracle of The Centurion's Servant and share my ideas with others</p> <p>I can retell the miracle of the Raising of Lazarus and explore the significance of Jesus raising somebody from the dead for Christians</p> <p>I understand and can explain the meaning behind the miracle of the Raising of Lazarus and share my ideas with others</p> <p>I can explain who Jesus the Healer is to Christians and share my thoughts and knowledge with others</p>
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