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| **Religious Education Curriculum Intent**  Our school is a place where everyone is given an education that builds on their strengths and addresses their individual needs to ensure progression. We believe that all children should be able to achieve their full potential academically, socially, emotionally and physically. Religious Education is an essential area of learning which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We aim to nurture children’s awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present and, in some instances, learning to appreciate the way that religious beliefs shape life and behaviour. We are passionate about building upon the children’s cultural capital and there is an increasing need for greater understanding that mutual respect and tolerance should be the solid foundations for human interaction. We prepare our children for life in Britain and the wider world by enabling them to acquire an understanding of the diverse beliefs and religious practices, faith communities and respect the right of personal choice. The skills, values and attitudes developed in Religious Education are at the heart of a cohesive community where the children are encouraged to have a positive sense of identity and belonging. We actively pursue the importance of a healthy body and mind, through the teaching of Religious Education it promotes connectedness, which enhances self-esteem and well-being. Children are able to reflect on their own beliefs, values and experiences in the light of their learning and we encourage expression and the sense of belonging.  **Religious Education Curriculum Implementation**  In Portobello Primary we facilitate the best possible outcomes for all our children. We have an inclusive approach when delivering our diverse, broad and balanced curriculum and recognise the needs and strengths of all our individual children. All children will succeed in this curriculum area because of our bespoke approach to their learning requirements. Teachers are trained to use formative assessment accurately within lessons to ensure the provision of targeted support and challenge effectively. Where appropriate, adaptations are made to the curriculum in response to individual or groups of children. In lessons children are supported in a number of appropriate ways until they no longer require the scaffolded support and are then encouraged to progress their independence, to embed skills and fully develop their own potential and to ensure independent excellence is achieved. We ensure we promote, teach and celebrate diversity and equality though the delivery of the curriculum. We recognise the importance of retrieval and the impact that this has on learning for all our children to be able to remember and do more. Therefore, we ensure that sufficient time for high quality retrieval practise is firmly embedded into the teaching sequence. To strengthen their understanding and consolidate knowledge and skills we ask that retrieval practise takes place not just during the lesson but over time. Children actively participate in high quality rehearsal, summarising, analysing or application activities.  Religious Education teaching at Portobello Primary delivers the requirements of The Gateshead Locally Agreed Syllabus for Religious Education. It is planned and sequenced to equip our children with the knowledge they need to understand how different people perceive their world and their place in it and how they answer and respond to the big questions in life:   * Why are we here? * How should we live? * How do followers of this religion worship? * How do followers of this religion live? * What do followers of this religion celebrate? * What does this religion teach?   During each Key Stage children are taught knowledge, skills and understanding through learning about Christianity, Judaism and in Key Stage Two, Hinduism and Islam. The curriculum is organised into engage, explore and reflect learning opportunities.  Prior learning is progressively built upon as they gain the knowledge and skills to understand the diverse beliefs and religious practices of our faith communities and embedded into our teaching is showing respect to those who make personal choices. Suitable links are made to specific religious festivals taking place throughout the year and children gain a deeper understanding of the religions studied through the use of high-quality resources such as artefacts.   |  | | --- | |  |   **Religious Education Curriculum Impact**  Through delivering the Gateshead locally planned syllabus for Religious Education, the objectives enable our children to acquire knowledge, understand themselves and other people better, and respond appropriately to difference. By the time they leave us they are able to demonstrate a positive, respectful attitude towards people of different religions and show an understanding of cultural beliefs different to their own. This enables them to understand the world in which they live and reflect upon their own experiences and values. We aim to have equipped our children with the skills to be able to deal with issues that form the basis for personal choices and behaviour. All of these skills are transferable outside of school in the wider community which our children can use for the rest of their lives.  **Supporting the development of Spiritual Moral Social Cultural Development**  Through the teaching of Religious Education, we aim to explore and grow beliefs, experiences and understanding of their own and others’ views. Children experience fascination, awe and wonder as they search for meaning and purpose. They can reflect on and interpret their own lives spiritually and discuss key questions which explore values, beliefs, feelings and emotions. We organise the curriculum, so it enables our children to develop informed values. They discuss people’s responsibility towards the world and respond to right and wrong in everyday life, understanding the consequences of actions. Socially, children are assisted to consider their place within society and the influence they have. They explore the similarities and differences in religions and cultures. We provide them with purposeful opportunities to co-operate and use their social skills to develop their personal qualities. Our children achieve positive attitudes towards diversity through teaching them about the different religions and cultures. They begin to understand and appreciate the wide range of cultural influences that have shaped their own heritage. We believe it is crucial they have the opportunity to see what it means to belong, and they are taught to respond positively to similarities and differences in our multi-faith and changing society. In Portobello Primary we have a growth mindset approach firmly embedded in everything we do. Children understand that learning takes place over time and that they are required to make the most of all learning opportunities, mistakes are one part of this.  **Oracy in Religious Education**  In Religious Education (RE), oracy will be explicitly developed and integrated across all areas of learning to support pupils in becoming thoughtful, articulate, and respectful communicators. All four strands of oracy—physical, linguistic, cognitive, and social & emotional—will be nurtured through a variety of meaningful and reflective activities.  Physical: Pupils will develop vocal clarity, confident body language, and effective use of tone and pace when presenting ideas, reading sacred texts aloud, or participating in debates and discussions.  **Linguistic**: Students will be taught to use subject-specific vocabulary accurately and fluently, enabling them to articulate beliefs, explain religious practices, and engage in respectful dialogue about diverse worldviews.  **Cognitive**: Through questioning, reasoning, and philosophical enquiry, pupils will learn to express their thinking clearly, justify their views with evidence, and critically evaluate different perspectives on moral and ethical issues.  **Social** **& Emotional**: RE will provide opportunities for pupils to listen actively, respond sensitively, and engage empathetically with others’ beliefs and experiences. They will build confidence in expressing personal views while showing respect for differing opinions.  Oracy will be embedded in both the academic and reflective dimensions of RE, ensuring that pupils not only gain knowledge of religions and worldviews but also develop the communication skills needed to explore, question, and understand the world around them.  **Religious Education Curriculum Assessment and Monitoring**  Religious Education is monitored by the subject leaders throughout all year groups using a number of strategies including learning outcomes moderations and discussions with teaching staff and children. Senior Leaders also discuss Religious Education with the Senior Leadership Team once termly and they complete a written report to Governors in Summer Term Two. Teaching staff are encouraged to provide evidence where appropriate to support evidence of attainment and progress of knowledge and skills. Children are assessed in line with The Gateshead Locally Agreed Syllabus for Religious Education end of year group expectations using the terminology working towards the expected standard for their age, working at the expected standard for their age, or working at greater depth within the expected standard.  At the end of each lesson children are provided with reflection time for them to self and peer assess against the learning objectives. |
| **Year 1** |
| **Autumn 1 – Christianity – Does God want Christians to look after the world?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, world |
| **What We Will Remember**  - To know how to look after the world  - To know that Christians believe God created the world  - To retell the Christian creation story  - To know Christians want to look after the world  - To know God wants people to look after the world |
| **What We Can Do**   * Talk about the creation story * Express personal opinions about the creation story * Discuss Christian views about creation with peers |
| **Additional Learning Opportunities**  Children can explore what natural objects they can find around our school.  Christianity visitor to visit school from RE Hub UK. |
| **Autumn 2 – Christianity – What gifts might Christians in my town have given Jesus to show friendship?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel |
| **What We Will Remember**  - To know we give gifts to be meaningful to the person receiving the gift  - To retell the Christmas story  - To know what frankincense, myrrh and gold represent in the Christmas story  - To give an example of a meaningful gift for baby Jesus  - To explain why their chosen gift is meaningful |
| **What We Can Do**   * Talk about a gift that is special * Discuss the Christmas story as a group * Suggest a gift that could be given to Jesus |
| **Additional Learning Opportunities**  Children to explore Christmas symbols around school.  Visitor from local church.  Children to attend carol service at local church. |
| **Spring 1 – Christianity – Was it always easy for Jesus to show friendship?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel |
| **What We Will Remember**  - To know the qualities of a good friendship  - To know it is not always easy to show good friendship  - To say some parts of the story of Zacchaeus and Stilling the Storm  - To give examples of when it was not easy for Jesus to show friendship  - To know Christians believe Jesus taught them to be a good friend even when it is difficult |
| **What We Can Do**   * Give examples of Jesus showing friendship to others * Explain how Jesus was a good friend * Order parts of the story of Zacchaeus and Stilling the Storm |
| **Additional Learning Opportunities**  Use of RE box and artefacts.  Use of Bible in lessons to support learning. |
| **Spring 2 – Christianity – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Messiah, Palm Sunday |
| **What We Will Remember**  - To say what makes a person special or a celebrity  - To say how to welcome a special person  - To retell the Easter story  - To say how Jesus was welcomed to Jerusalem  - To know why Jesus was welcomed like a king |
| **What We Can Do**   * Recall the key parts of the Easter Story * Give reasons why Easter is special to Christians * Say why Jesus was special to Christians |
| **Additional Learning Opportunities**  Children will take part in Easter performance.  Further whole school RE assembly to be held at Easter time. |
| **Summer 1 – Judaism – Is Shabbat important to Jewish children?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh |
| **What We Will Remember**  - To know Jewish people celebrate Shabbat on Friday and Saturday  - To name symbols of Shabbat  - To know meaning of the symbols of Shabbat  - To know Jews worship in a Synagogue  - To give a reason why Shabbat is important to a Jewish child |
| **What We Can Do**   * Name special days and items to Jewish people * Discuss why Shabbat is important to Jewish people * Compare our own lives with Jewish people |
| **Additional Learning Opportunities**  Jewish vistor to come to school to expain Shabbat.  Use of Judaism artefacts box. |
| **Summer 2 – Judaism – Are Rosh Hashanah and Yom Kippur important to Jewish children?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh |
| **What We Will Remember**  - To know why Jews celebrate Rosh Hashanah  - To recognise some symbols of a table at Rosh Hashanah  - To know Jews believe they can ask for forgivness and show forgivness for 10 days between these holidays  - To say what happens at Yom Kippur  - To say why Rosh Hashanah and Yom Kippur are imprtant to Jewish children |
| **What We Can Do**   * Discuss the key celebrations during Yom Kippur and Rosh Hashanah * Draw a picture to show why Yom Kippur and Rosh Hashanah are important * Compare our own lives with Jewish people |
| **Additional Learning Opportunities**  Children can access Jewish artefacts displayed within school.  Whole school assemblies to raise awareness of different religious festivals. |

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| **Year 2** |
| **Autumn 1 – Christianity – Is it possible to be kind to everyone all of the time?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Ten Commandments |
| **What We Will Remember**  - To know what it means to be kind and what makes it difficult to be kind all the time  - To retell the story of The Good Samaritan/The Kind Man and say which part is most important  - To know the term ‘Love your neighbour as yourself’ and discuss what this could look like in everyday life  - To say who and how kindness was shown in the story of the Paralysed Man  - To say what Christians believe about kindness |
| **What We Can Do**   * Talk about the important parts of The Good Samaritan and The Kind Man * Give examples of when Jesus was kind * Identify ways in which Christians are kind citizens |
| **Additional Learning Opportunities**  Guest speaker approved by RE Hub to visit school.  Visit to local church to explore stories. |
| **Autumn 2 – Christianity – Why do Christians believe God gave Jesus to the world?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Advent |
| **What We Will Remember**  - To know Christians believe Jesus was sent to save the world and therefore look forward to celebrating his birth  - To give reasons why the world may need saving or rescued  - To understand the reasons why Christians use an advent calendar  - To use the story of The Paralysed Man and The Story of Zacchaeus to understand that Jesus was showing love/rescuing others  - To discuss how loving somone can save or rescue them |
| **What We Can Do**   * Say how problems can be solved by showing love * Give reasons why Jesus was a gift from God * Decide what is the most important part of The Paralysed Man and The Story of Zacchaeus |
| **Additional Learning Opportunities**  Reference and use of Bible images held within artefacts box.  Christmas carol service at local church.  Use of advent calendars in class and highlighting of key christian celebrations in December. |
| **Spring 1 – Judaism – How important is it for Jewish people to do what God asks them to do?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh |
| **What We Will Remember**  - To know the different aspects of the Seder meal  - To retell the story of Exodus and know that God allowed the Israelites to be free from slavery  - To say why it was important they followed God’s instructions that night  - To know that the Seder meal is one way Jews remember their special relationship with God  - To say ways that Jews do what God asks such as mezuzah/prayer and shawls/sabbath laws |
| **What We Can Do**   * Use the correct vocabulary to discuss the Seder meal * Discuss why the Seder meal is important to Jewish people * Express an opinion on what the most important thing that Jews do to worship God is |
| **Additional Learning Opportunities**  Jewish artefacts box including real Seder plate.  Judaism visitor to visit school and discuss Seder plate. |
| **Spring 2 – Christianity – How important is it to Christians that Jesus came back to life after his crucifixion?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, crucifixion, salvation |
| **What We Will Remember**  - To know the symbols of Easter (Easter egg, hot crossed bun)  - To retell the Easter story  - To know that Christians believe Jesus came back to life  - To know that Jesus died to save them from suffering  - To know that Christians believe Jesus gave them salvation and believe in life after death |
| **What We Can Do**   * Discuss what happened on Easter Sunday * Express an opinion on what happened to Jesus in the tomb * Discuss personal views on life after death |
| **Additional Learning Opportunities**  Children to take part in an Easter assembly.  Celebration of key Christian Easter days during class assemblies. |
| **Summer 1 – Judaism – How special is the relationship Jews have with God?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh, Covenant, Ten Commandments |
| **What We Will Remember**  - To know that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship  - To retell the Covenant (covenant/promise) story of Abraham as told in the Book of Genesis  - To know that Jewish people believe that God has always kept His promise to look after them e.g. helping them escape from slavery in Egypt  - To recall some of the ten commandments and know that God asked Jewish people to live by these rules  - To know the Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep His rules |
| **What We Can Do**   * Say why Abraham and Moses are important to Jewish people * Select one Jewish custom and explain why it is important * Identify the most important 10 commandment from a personal viewpoint |
| **Additional Learning Opportunities**  Guest speaker to support delivery of sessions sourced from RE hub.  Use of Judaism artefacts box in lessons. |
| **Summer 2 – Judaism – What is the best way for a Jew to show commitment to God?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh |
| **What We Will Remember**  - Recap what we already know about Jewish people’s commitment to God  - To know what happens in a Bar/Bat Mitzvah ceremony  - To say why Bar/Bat Mitzvah ceremony is important to Jewish people  - To say how a Bar/Bat Mitzvah ceremony shows a commitment to God  - To say the most/least important ways to show commitment to God |
| **What We Can Do**   * Discuss one way Jews show commitment to God * Justify using personal opinions why the Bar/Bat Mitzvah ceremonies are important * Say what I am most committed to in my own life |
| **Additional Learning Opportunities**  Jewish artefacts box.  Exploration of sacred texts including the Torah. Example Torah also held within RE aretefacts box. |

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| **Year 3** |
| **Autumn 1 - Hinduism - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?** |
| **New Words We Will Use and Understand**  Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana, Lakshmi |
| **What We Will Remember**  - To retell the story of Rama and Sita  - To know how Hindus celebrate Diwali at home  - To know how Hindus celebrate Diwali at the temple  - To understand the strong sense of belonging within the Hindu community  - To know and understand the importance of Lakshmi to Hindus |
| **What We Can Do**   * Order the story of Rama and Sita * Discuss how a Hindu might feel during Diwali * Give reasons why Diwali is important to Hindus |
| **Additional Learning Opportunities**  Hindu visitor to school to dicuss Diwali and different celebrations.  Diwali celebration in class using Hinduism artefacts box. |
| **Autumn 2 – Christianity - Has Christmas lost its true meaning?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven |
| **What We Will Remember**  - To know the meaning of different Christmas symbols  - To retell the events of the Christmas story  - To understand the importance of different characters within the Christmas story  - To understand the non-Christian aspects and celebrations of Christmas  - To know symbols and the importance of the Church at Christmastime |
| **What We Can Do**   * Say why Christmas is important to our lives * Compare Christmas in our own lives with that of a Christian * Give reasons why people believe Jesus is God in human form |
| **Additional Learning Opportunities**  Visit to local Church as part of Christmas carol service.  School assembly during Advent and Christmas performances. |
| **Spring 1 – Christianity – Could Jesus heal people? Were these miracles or is there some explanation?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Miracle |
| **What We Will Remember**  - To retell the events of Jesus and the Blind Man  - To retell the events of Jesus and the Paralysed Man  - To know what a miracle is  - To be able to discuss personal views about miracles  - To discuss examples of miracles or other similar events in real life |
| **What We Can Do**   * Identify the key message of Jesus and the Blind/Paralysed Man * Share a personal viewpoint on whether Jesus actually healed people * Make a judgement as to whether miracles actually happen |
| **Additional Learning Opportunities**  Children to explore Christianity artefacts box.  Use of Bible in class and school library to enable children to engage with key stories. |
| **Spring 2 – Christianity - What is good about Good Friday?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Good Friday |
| **What We Will Remember**  - To retell the events of the crucifixion with reference to the Bible  - To know the story of the Last Supper and the importance for Christians  - To understand the meaning of different Christian Good Friday symbols  - To sequence the events of the Easter Christian period  - To understand why Christians believe Jesus’ death was important |
| **What We Can Do**   * Discuss why Jesus’ death is important * Make judgements on Christian beliefs about Jesus’ death * Describe the role of Judas in the Last Supper |
| **Additional Learning Opportunities**  Whole school Easter assemblies and discussion during class activities.  Celebration and reference to key Easter days on Christian calendar in class assemblies. |
| **Summer 1 – Hinduism – How can Brahman be everywhere and in everything?** |
| **New Words We Will Use and Understand**  Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana |
| **What We Will Remember**  - To understand Hindu beliefs about God  - To discuss different Hindu Gods and what they represent  - To know and explain the main Hindu deities  - To discuss how Hindus worship at home and at the temple  - To retell at least one story about a Hindu God and discuss how it affects a Hindus life |
| **What We Can Do**   * Express a personal opinion on which Hindu God is the most important * Say why it is important Hindus have multiple Gods * Share a story about Hindu Gods explaining the key message |
| **Additional Learning Opportunities**  Exploration of Hindu artefacts box and supporting quizzes.  Visit to ISCKON Hindu Temple. |
| **Summer 2 – Hinduism – Would visiting the River Ganges feel special to a non-Hindu?** |
| **New Words We Will Use and Understand**  Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana, River Ganges |
| **What We Will Remember**  -To locate the River Ganges and India on a map  -To know why the River Ganges is important to Hindus  -To know and define what a pilgrimage is  -To give reasons why a Hindu might go on pilgrimage  -To understand why the River Ganges is special to Hindus but may not be for other people |
| **What We Can Do**   * Discuss why the River Ganges is significant * Say why pilgrimage is an important part of a Hindus life * Identify feelings a Hindu may experience whilst on pilgrimage |
| **Additional Learning Opportunities**  Hindu guest speaker to visit during study of this religion.  Teams or Zoom meeting with Hindus or school group who have made pilgimage to India. |

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| **Year 4** |
| **Autumn 1 – Judaism – How special is the relationship Jews have with God?** |
| **New Words We Will Use and Understand**  Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah |
| **What We Will Remember**  - To know Jews, have one God who they have a special relationship with  - To retell different stories linked to promises including the covenant between Abraham and God  - To know the importance of the synagogue to Jewish people  - To understand the different activities Jewish people carry out in their homes  - To know the Jewish affirmation Shema and be able to write their own promises |
| **What We Can Do**   * Say why Moses and Abraham are important figures to Jewish people * Discuss the importance of the Synagogue to Jews * Talk about promises we have made in our own lives |
| **Additional Learning Opportunities**  RE artefacts box and video resources to support.  Synagogue visit to explore religion further. |
| **Autumn 2 – Christianity – What is the most significant part of the Nativity story for Christians today?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Advent, Nativity |
| **What We Will Remember**  - To know different Christian symbols including the Advent wreath  - To know the meaning and symbolism of different characters within the Nativity story  - To retell the nativity story  - To understand the most significant part of the Nativity story for Christians  - To recap the meaning of Christingle symbols |
| **What We Can Do**   * Identify at least one thing we might learn from Christian Christmas symbols * Discuss symbols of Christmas in our own lives * Compare Christian Christmas views with our own our opinions |
| **Additional Learning Opportunities**  Possible further Church visit and Advent wreath exploration.  Christmas performances in school and carol service at local church. |
| **Spring 1 – Judaism – How important is it for Jewish people to do what God asks them to do?** |
| **New Words We Will Use and Understand**  Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah |
| **What We Will Remember**  - To know that Jews stick to certain rules about what they eat  - To retell the story of the Exodus from Egypt under Moses  - To understand the importance of Passover and the elements of the Seder meal  - To know ways Jewish people, worship God including Sabbath laws  - To understand the difficulties Jewish children face to keep their agreements with God |
| **What We Can Do**   * Discuss the key message of the story of the Exodus from Egypt under Moses * Describe how a Jew may feel during the Passover meal * Share opinions on the importance of Sabbath law to Jewish people |
| **Additional Learning Opportunities**  Jewish artefacts box with example Seder plate to explore and discuss.  Exploration of Torah and discussion with visitor. |
| **Spring 2 – Christianity – Is forgiveness always possible?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Lord’s prayer |
| **What We Will Remember**  - To know that Jesus had enemies and was let down by others  - To know and recite the Lord’s prayer  - Recap different stories about forgiveness including Jesus on the cross (crucifixion)  - To retell the story of Jesus overturning the traders’ tables at the temple – Did Jesus always forgive?  - To explore real life examples of forgiveness in everyday life |
| **What We Can Do**   * Identify what a Christian may learn about forgiveness from the Bible * Say why the crucifixion is an important part of forgiveness for Christians * Give examples of how we have forgiven people in our own lives |
| **Additional Learning Opportunities**  Christianity artefacts box including possible wider Bible study/reading.  Celebration and reflection on Easter days during class assembly. |
| **Summer 1 – Judaism – What was the best way for a Jew to show commitment to God?** |
| **New Words We Will Use and Understand**  Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah, Bar/Bat Mitzvah, Ten Commandments |
| **What We Will Remember**  - To know Jews make important decisions in their lives including Bar/Bat Mitzvah  - To know Jews follow the Ten Commandments as a way of leading a good life  - To recall ways Jews show commitment to God.  - To understand the work different Jewish charities carry out  - To recall different ways Jewish people look after the environment |
| **What We Can Do**   * Express an opinion as to why Bar/Bat Mitzvah are important to Jewish people * Suggest how a Jewish person may feel during Bar/Bat Mitzvah * Say why protecting the environment is important to all citizens |
| **Additional Learning Opportunities**  Additional research opportunities including list of suggested websites to carry out further research.  Exploration of different Jewish charities and resource packs. |
| **Summer 2 – Christianity – Do people need to go to church to show they are Christians?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Church, Holy Communion, Baptism |
| **What We Will Remember**  - To know reasons why Christians go to Church  - To understand the stages of a Christians Church life including Baptism  - To recall what happens during a Holy Communion  - To understand the importance of the Holy Communion ceremony to some Christians  - To be able to say whether going to Church is non-negotiable for a Christian |
| **What We Can Do**   * Express an opinion on why going to Church is important * Say why a Christian may choose to make their Holy Communion * Discuss the benefits of going to Church for Christians |
| **Additional Learning Opportunities**  Church visitor to school to discuss the importance of Church to Christians.  Holy communion resources to share in school including bread and wine. |

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| **Year 5** |
| **Autumn 1 – Hinduism – What is the best way for a Hindu to show commitment to God?** |
| **New Words We Will Use and Understand**  Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma, pilgrimage, Puja |
| **What We Will Remember**  - To know Hindus, have one universal God called Brahman  - To know the different traditions and objects associated with Puja (worship at home)  - To understand the importance and significance of Hindu pilgrimage to India  - To be able to give reasons why the River Ganges is important to Hindus  - To understand different Hindu deities and their representations |
| **What We Can Do**   * Describe how a Hindu might feel during Puja * Say how a Hindu might feel during pilgrimage * To begin to question whether it is a necessity all Hindus go on pilgrimage at least once |
| **Additional Learning Opportunities**  Suggested links for additional research.  Hinduism artefacts box including Puja symbols.  Hinduism guest speaker to lead an assembly. |
| **Autumn 2 – Christianity – Is the Christmas story true?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape |
| **What We Will Remember**  - To retell the events of the Christmas story  - To understand the Christmas story has been retold through different representations including artwork  - To understand recounts of the Christmas Story, differ (Luke Chapter/ Matthew account)  - To know how the Christmas Story is celebrated by Christians  - To understand Incarnation and the impact of the Christmas Story on Christians lives |
| **What We Can Do**   * Suggest how saying something is ‘true’ may be different to different people * Say how the belief ‘incarnation’ may be different for a range of people * To begin to question whether artwork has different intended meanings |
| **Additional Learning Opportunities**  Class assembly with church leader to explore Christmas within the church.  Christmas performances within school.  Carol service to be held at the local church. |
| **Spring 1 – Hinduism – How can Brahman be everywhere and in everything?** |
| **New Words We Will Use and Understand**  Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma, Aum |
| **What We Will Remember**  - To recap that Hindus, have one universal God called Brahman  - To know the three main Hindu deities: Brahma, Vishnu and Shiva and what they represent  - To know other Hindu Gods and Goddesses and their representations for Hindus  - To understand why Hindus meditate including the ‘Aum’ chant  - To know different ways Hindus look after the environment |
| **What We Can Do**   * To begin to question which Hindu God is the most important and why * Say how a Hindu may feel during the ‘Aum chant’ * Give reasons why looking after the environment is important to Hindus |
| **Additional Learning Opportunities**  Hinduism artefacts box including symbolism of Lotus flower and other key symbols.  Use of BBC clips and education resources to share real life case studies. |
| **Spring 2 – Christianity - How significant is it for Christians to believe God intended Jesus to die?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, Judas’ betrayal |
| **What We Will Remember**  - To recap the key events of Palm Sunday and its teaching for Christians  - To recap the key events of Jesus turning over the tables in the temple and its teaching for Christians  - To recap the key events of Judas’ betrayal and its teaching for Christians  - To know Christians believe Jesus was sent to Earth to show us how to live good lives  - To understand the term destiny including study of real-life examples (eg. Martin Luther King/ Florence Nightingale) |
| **What We Can Do**   * Start to express an opinion about Jesus’ crucifixion * Give examples of actions Christians may do to lead a good life * To begin to question whether someone can live a completely ‘good life’ |
| **Additional Learning Opportunities**  Research project focused on people who have a strong purpose or destiny including Martin Luther King exploration.  Celebration of Easter days in school during class and whole school assemblies. |
| **Summer 1 – Hinduism - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?** |
| **New Words We Will Use and Understand**  Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma, reincarnation |
| **What We Will Remember**  - To understand Hindu beliefs about birth, marriage and death  - To understand Hindu beliefs about Karma  - To know Hindus believe in reincarnation after death  - To understand the term Moksha including Hindu actions to achieve this  - To share and express personal views about life and death |
| **What We Can Do**   * Express personal views about Hindu life in a respectful way * Debate Hindu beliefs about reincarnation in a respectful way * To begin to question whether Moksha is completely achievable |
| **Additional Learning Opportunities**  Hinduism artefacts box and Hindu visitor to discuss beliefs about life after death.  Good Karma activities tied with World Kindness Day. |
| **Summer 2 – Christianity - What is the best way for a Christian to show commitment to God?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, Ten Commandments |
| **What We Will Remember**  - To know examples of the Ten Commandments  - To know famous Christians including Mother Theresa who have shown their commitment to God  - To understand the importance of Sunday worship for Christians  - To know how and why Christians pray to God  - To understand the term commitment with Christian examples |
| **What We Can Do**   * To begin to question which of the 10 commandments is the most important and why * Decide how a Hindu may feel during Sunday worship * Give examples of how Christians adapt their lives to show commitment to God |
| **Additional Learning Opportunities**  Christian artefacts box including key symbols.  Church visitor or representative to visit school. |

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| **Year 6** |
| **Autumn 1 – Islam - What is the best way for a Muslim to show commitment to God?** |
| **New Words We Will Use and Understand**  Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur’an, Hadith, Mosque, Hajj. |
| **What We Will Remember**  - To know the meaning of the five pillars of Islam  - To understand the importance of the Mosque for Muslims  - To know the importance of prayer in Islam  - To know the importance of giving to charity in Islam (Zakah)  - To understand that Muslims are expected to visit Makkah once in their lifetime |
| **What We Can Do**   * Describe how different practices enable Muslims to show commitment to God * Give examples of how Muslims show commitment to God * Say how a Muslim may feel during pilgrimage * To begin to question whether it is a necessity that all Muslims go to Makkah once in their lifetime |
| **Additional Learning Opportunities**  Islam artefacts box and key symbols of Islam exploration.  Islamic visitor who has been on pilgrimage to visit school. |
| **Autumn 2 – Christianity - Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, Advent, Tradition |
| **What We Will Remember**  - To know how Christmas in celebrated in the Church  - To know non-Christian symbols of Christmas and compare with Christian symbols  - To know Christian Christmas traditions including carol singing and Advent  - To know who Jesus was and why he was born  - To understand how different Christian traditions remind Christians about Jesus’ birth |
| **What We Can Do**   * Say how a Christian may feel during Christmas traditions * Explain to peers the Christian belief that Jesus was the incarnation of God * To question whether Christmas has become too materialistic and less about religion |
| **Additional Learning Opportunities**  School assembly based on Christian Christmas celebrations.  Exploration of Advent wreath and symbols.  Christmas carol service to be held at local church |
| **Spring 1 – Christianity – Is anything ever eternal?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape |
| **What We Will Remember**  - To know the meaning of the term eternal (including examples)  - To understand the importance of vows in a Christian wedding ceremony  - To know the meaning of the term unconditional (including examples)  - To retell the story of Jesus forgiving the criminal crucified next to him  - To know Christian beliefs about the afterlife |
| **What We Can Do**   * Give examples of something that is unconditional * Express an opinion as to whether everything is forgivable * Say our views about the afterlife and compare to Christian beliefs * To begin to question whether everyone will have an afterlife |
| **Additional Learning Opportunities**  Christian visitor to discuss beliefs about life after death.  BBC Education clips to share real life case studies. |
| **Spring 2 – Christianity - Is Christianity still a strong religion 2000 years after Jesus was on Earth?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, Lent, relevance |
| **What We Will Remember**  - To know a range of Christian festivals including Lent  - To know Christian symbols associated with different festivals. E.g. cross necklace to represent crucifixion  - To understand the work of different Christian charities including CAFOD  - To understand different views on the relevance of the Church  - To discuss whether Christian traditions are becoming dated |
| **What We Can Do**   * Suggest reasons why religion is still important today * To question whether religion is still as important as it once was using personal views * Say what Christian traditions are most important and why (personal viewpoint) |
| **Additional Learning Opportunities**  Christian artefacts box for symbols discussion.  Exploration of Bible and associated topic stories.  Exploration of Easter days to be highlighted during class assemblies. |
| **Summer Term 1-2 – Islam - Does belief in Akhirah (life after death) help Muslims lead good lives?** |
| **New Words We Will Use and Understand**  Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur’an, Hadith, Mosque, Hajj, Akhirah, perspective |
| **What We Will Remember**  - To recap Islamic views about God including the Qur’an  - To know the importance of the prophet Muhammed in Islam  - To understand how Muslim’s worship God  - To know Islamic views on the world (including marriage, food and education)  - To know Islamic beliefs about the afterlife |
| **What We Can Do**   * Give examples of times in our lives when our choices have been influenced by possible consequences * Give examples of how Muslims lead good lives by believing in Akhirah * Compare what leads us to live a good life and compare with Islamic beliefs * To begin to question the idea that everyone can be forgiven in order to attend the afterlife |
| **Additional Learning Opportunities**  Possible group research project based on Islamic views on the world.  Islam artefacts box to support and prompt discussions.  Islamic visitor/representative to visit school and lead an assembly.  Community project using resources provided by Red Crescent. |