

 RE Overview Following the Wakefield Agreed Syllabus http://www.pjacademy.net/wp-content/uploads/2022/10/Wakefield_Agreed_Syllabus_2018-2023.pdf 				
	<u>Lower Key Stage 2</u>		<u>Upper Key Stage 2</u>	
	Year A	Year B	Year A	Year B
Autumn	Why is the bible important to Christians today? <i>Christianity study</i>	What do different people believe about God? <i>Christianity, Muslim, Hindu and Humanism study</i>	What do religions say to us when life gets hard? <i>Comparison of Abrahamic, Dharmic and New World Faith</i>	Aut 1: Is it better to express your religion through art and architecture? Aut 2: Is it better to express your religion through charity and generosity? <i>Abrahamic Faith study</i>
	PSHCE links: Respectful relationships and caring friendships	PSHCE links: Caring for and valuing friendships – welcoming difference	PSHCE links: Respectful relationships and tolerance – linked to bullying and cyber-bullying	PSHCE links: Fostering stable, caring relationships and expressing yourself positively online and in person
Spring	Why are festivals important to religious communities? <i>Hinduism study</i>	What can we learn from religions about what is right or wrong? <i>Judaism study</i>	What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? <i>Hinduism study – comparison with Abrahamic Faiths</i>	If God is everywhere why go to a place of worship? <i>Judaism study and comparison to Dharmic faiths</i>
	PSHCE links: Mutual respect and tolerance	PSHCE links: Mutual respect and tolerance – avoiding harmful stereotypes and respecting others who may make different choices	PSHCE links: Self-respect, building respectful relationships, maintaining health	PSHCE links: Repairing friendships, the impact of bullying and violence and how to avoid this
Summer	What does it mean to be a Christian in Britain today? <i>Christianity study</i>	Why do people pray? <i>Islamic study</i>	Why do some people believe that God exists? <i>Abrahamic Faiths study</i>	What does it mean to be a Muslim today? <i>Islamic study</i>
	PSHCE links: Keeping physically and mentally healthy; respect and tolerance for all when online	PSHCE links: Celebrating people who care for me and respecting difference within families	PSHCE links: Staying healthy and avoiding unhealthy influences	PSHCE links: Healthy and positive relationships online and offline and importance of being able to recognise and critically analyse risk

Substantive content (main concepts)		
Christianity (religion) / Christian (adjective) / Christian (people)		
Abrahamic – monotheistic		
Concept	Etymology and significance	Links and connections
monotheistic	From Greek <i>monos</i> – one; <i>theos</i> - god Monotheistic - the belief in one God	Similar to Judaism and Islam
incarnation	From Latin <i>incarni</i> – to be made flesh The incarnation is the Christian belief that God took human form by becoming Jesus. For Christians, the incarnation shows that Jesus was fully God and fully human. It is an essential part of belief in the Trinity, and in many ways, it forms the basis of Christianity.	
Trinity	a group of three people or things Christians believe in one God and they believe that Jesus Christ was his son who died in order to bring humans salvation from sin. A key belief of most Christians is the belief in the Trinity – Father, Son and Holy Spirit, who were all present at the Creation of the world and who all take on different roles.	
resurrection	From Latin – to bring back to life The Christian belief that Jesus was raised from the dead 3 days after his death. The festival of Easter is central to Christian belief because it is the Resurrection day, when Jesus was raised from the grave, alive again. This is why Christians believe in life after death.	Religious Studies KS2: Easter - BBC Teach
crucifixion	From Latin <i>cruci</i> - cross ; <i>fixus</i> – to fix onto Jesus was crucified (nailed to a large wooden cross). This was a commonly used method for killing people in Roman times. Because Jesus came back to life three days after He was crucified, the empty cross is a symbol of Jesus' sacrifice and suffering, but also a symbol of hope, the forgiveness of sins, and victory over death.	
ascension	From Latin – <i>ascendere</i> – to climb The Ascension is when Jesus rose up to Heaven after the resurrection. The ascension is important to Christians because it shows that Jesus really had overcome death – he wasn't just resurrected to die again, but to live forever. For many Christians, the fact that Jesus' followers witnessed him ascending into the clouds leaves no	

	doubt that Jesus is alive and with God the Father in Heaven, and is no longer limited to living on Earth. The ascension demonstrates God's omnipotence.	
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Substantive content (main concepts)		
Islam (religion) / Islamic (adjective) / Muslim (people)		
Abrahamic – monotheistic		
Concept	Etymology and significance	Links and connections
monotheistic	From Greek <i>monos</i> – one; <i>theos</i> - god Monotheistic - the belief in one God - Allah	Similar to Judaism and Christianity
Tawid	Having absolute faith in the oneness of God.	
Allah	Allah is simply the Arabic word for God and is not the name of any other being. Nothing can be likened to him and it is important to note that Allah has no plural in Arabic Muslims believe that Allah: • is the one true God - all worship and praise is directed towards him • should be treated with respect as he is the supreme being • is the creator, designer and sustainer of the world.	
Angels	Muslims believe that angels were the first creation of God. God's greatness means that he does not communicate with humans and so he passes messages (Risalah) to his prophets via the angels. Angels also tell Allah about the behaviour of humans. Most Muslims believe that angels (or malaikah) were created before humans with the purpose of following the orders of Allah and communicating with humans. Angels are immortal, are made of light and have wings. They are pure and cannot sin. They obey and serve Allah at all times.	Angel Jibril also appears in Christianity as the Angel Gabriel and always brings good news.
99	Allah has many different descriptions and it is hard to represent him in a few words, so the Qur'an teaches that Allah has 99 names. Each of the 99 names relates to a particular attribute of Allah, making him easier to understand and relate to. Prayer beads contain 99 beads so Muslims can remember the 99 names of Allah.	
Akhirah	The word Muslims use to refer to life after death. Belief in an afterlife encourages Muslims to take responsibility for their actions. They know God will hold them accountable and reward or punish them accordingly.	

	Akhirah explains humans' existence on Earth, saying that life is a test from Allah. Importantly, though, Muslims believe that Allah will not test them beyond their limits.	
Barzakh	After death, most Muslims believe that the soul will enter Barzakh, a state of waiting, until the Day of Judgement. When a person dies, their soul is taken by Azra'il, the Angel of Death. God sends two angels to question the waiting soul. If the questions are answered correctly, the good soul then sleeps during Barzakh. If the questions are not answered correctly, the soul is tormented by angels, known as punishment of the grave.	In Judaism, Sheol is a place of waiting where souls are cleansed and purified. Gehinnom is a place to be punished and a place of torment.
Jannah	In Islam, Jannah is the heavenly paradise and final resting place of righteous people. Muslims believe there are seven levels of Heaven, although "seven" is interpreted by some Muslims as simply "many". Each Heaven is made of a different material, and a different prophet lives in each Heaven. The first Heaven is made of silver and is where Adam and Eve live. Abraham lives in the seventh Heaven in a place made of divine light.	In Christianity, Heaven is also believed to be a garden paradise. In Judaism, many think of Heaven as Gan Eden (the Garden of Eden), which is a place of sunshine where people of all nations will sit and eat together.
Adalat (Divine Justice)	God will judge everyone on the Day of Judgement. In Islam, everyone, even non-Muslims, will be judged on their good and bad deeds. Muslims believe a set of scales will balance good deeds and bad deeds.	Christianity and Judaism also have a Day of Judgement, as a rite of passage into the afterlife.
Al-Qadr (predestination)	The Muslim belief that Allah has decided everything that will happen in the world and in people's lives, which is also called predestination . Most Muslims believe that humans cannot choose to do something if Allah has not already chosen that path for them.	

Substantive content (main concepts)		
Judaism (religion) / Jewish (adjective) / Jew (people)		
Abrahamic – monotheistic		
Concept	Etymology and significance	Links and connections
monotheistic	From Greek <i>monos</i> – one; <i>theos</i> - god Monotheistic - the belief in one God	Similar to Islam and Christianity

God	According to Jewish belief, God has many qualities, for example; • Omnipotent - God is all-powerful. • Omnibenevolent - God is all-loving. • Omniscient - God is all-knowing. • Omnipresent - God is everywhere at all times. • Immanent - God is present in the world and sustains it. • Eternal - God has always and will always exist. He is without beginning and without end. • The creator - God made everything in the universe.	In Islam, Allah also has many properties – he has 99 names in the Qur'an
The Day of Judgement (Yawm ad-Din)	According to Jewish belief, the Day of Judgement will occur after the coming of the Messiah. Jews believe that God judges how good or bad people have been in order to decide their destiny in the afterlife. This is often seen as motivation to behave well and obey all of God's rules. Some Jews believe that they will be judged as soon as they die, while others believe that they will be judged by both God and the Messiah on the Day of Judgement. On this day, some Jews believe that everyone will be resurrected so that they can be judged, while others believe that only those who are morally good will be resurrected.	Christianity and Islam also have a Day of Judgement, as a rite of passage into the afterlife.
Life after death	Life after death is not a central belief in Judaism. How Jews live their lives on Earth is considered to be more important than a possible afterlife. Jewish scripture has very little to say on matters of life after death. This is because Judaism puts far greater focus on people's actions and purpose in their earthly lives which the call olam ha-ze, than on speculating about what might happen after people die. For many Jews, thinking about whether there is reward, punishment or even any sort of afterlife at all, is unimportant.	
Sheol	In Judaism, is a place of waiting where souls are cleansed and purified. Gehinnom is a place to be punished and a place of torment.	Beliefs in good and bad deeds deciding how the afterlife is spent are common to all 3 Abrahamic faiths.
The Messiah	The word Messiah comes from the Hebrew word mashiach, which means 'anointed one' or someone who is chosen to rule. Jews believe that the Messiah will come to Earth to bring a time of perfect peace and prosperity called the Messianic Age.	
Heaven - Gan Eden	Many think of Heaven as Gan Eden (the Garden of Eden), which is a place of sunshine where people of all nations will sit and eat together when the peaceful <i>Messianic Age</i> comes. Others believe that Gan	Overlaps with concepts of Heaven in Christianity and Islam.

	Eden is not necessarily a physical place but instead is a state of consciousness, or a place where the soul feels close to God.	
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Substantive content (main concepts)		
Hinduism (religion) / Hindu (adjective) / Hindu (people)		
Dharmic – polytheistic		
Concept	Etymology and significance	Links and connections
polytheistic	From Greek <i>poly</i> – many; <i>theos</i> - god polytheistic - the belief in many gods.	The first humans were polytheists and many early cultures were polytheistic – eg Vikings, Egyptians and Mayans. Two major polytheistic religions are Hinduism, and Shintoism.
Brahman 	God or the supreme being. Brahman is beyond human understanding. However, Hindus try to explain Brahman through understanding the Hindu scriptures. There are various interpretations, but the main descriptions of Brahman are Nirguna (Brahman has no form and exists in everything; represented by the aum symbol) and Saguna (Brahman can take on any form such as the form of deities, humans or animals).	Further info: https://www.bbc.co.uk/bitesize/guides/zmtj2nb/revision/1
Dharma	A Hindu moral and social duty. Hindus aim to live in conformity with their dharma and aiming to maintain this will inform all aspects of their life. Dharma varies depending on the personal path taken by individuals and circumstances of life.	
Atman	The soul or eternal self. When the body dies the atman moves to a new body, in the process known as samsara or reincarnation. Hindus believe Brahman is present in the atman, which is in all living things and the elements – fire, water, earth, air.	
Samsara	The cycle of birth, death and rebirth (reincarnation). The life you are born into depends on how the previous life was lived or how well the individual performed their dharma. There is no personal judgement of the individual. Together the laws of samsara and karma provide cosmic, but impersonal) balance.	Similar to Buddhism
Karma	Karma means action or deed; its wider meaning is cause and effect. The atman returns to earth and into another body according to the laws of karma. Karma refers to the sum of a Hindu's actions, which will determine their future existences. A life lived in accordance with the rules of dharma, means future reincarnation into a body with more potential to reach Brahman / moksha.	

Moksha	Liberation from the cycle of samara (and therefore being free from the pain of life). Moksha is the ultimate goal for all Hindus. Hindus believe that moksha can be obtained by following your dharma, so that you slowly achieve more and more favourable births.	
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 Prior and Subsequent Coverage 				
	Prior Knowledge KS1		Subsequent Knowledge KS3	
	Year A	Year B	Year A	Year B
Autumn	What does it mean to belong to a faith community? • We all belong to something eg, family, class, school. • Belonging means to be part of a group. • Symbols show which groups that they belong to. • Christian signs and symbols include a cross or a crucifix	Judaism • A mezuzah is a piece of parchment contained in a decorative case and inscribed with specific Hebrew verses from the Torah. • The Torah is a Holy book for Jewish people. • The words inside the mezuzah are from a Jewish prayer • Shabbat is the Jewish day of rest. This happens each week from sunset on Friday to sunset on Saturday • Chanukah is also called “the festival of light”. It is an eight-day celebration with the lighting of the menorah candles. Special and Sacred Times (Christianity and Islam) • A celebration is an event where we celebrate a special day or event • Christmas is a special celebration for Christians. • Passover is a special celebration for Jewish people. Celebrated in April	What does it mean to be Christian? How does RE impact me? Why are British Values important? Does God Exist? What does the Holy Trinity mean? Christians’ worship Festivals in Christianity What does it mean to be Muslim? The 5 Pillars of Islam Muslims worship Celebrations: Eid The significance of Eid Misconceptions of Islam	What rules should I live by? The importance of British Values Living a good life The role of forgiveness today Science and religion Responsibility for the environment The ethics of testing on animals Infertility treatments and religious viewpoints Morality and religion and what they say about genetic engineering
Spring	Who is a Christian and what do they believe?	Islam • The Qur’an is the holy book of Islam. It is considered by Muslims to be “The Word of Allah”	What does it mean to be Jewish? Jewish worship:	Peace Religious relevance to peace making

	• Christians believe there is one God. • Christians describe Jesus as the son of God. • The bible is a Holy book used by Christians. • The bible has lots of stories about Jesus. • Christians use prayer as a way to talk to God. How and why do we celebrate special and sacred times? • Everyone has special times that they celebrate and are important to them. • A celebration is an event where we celebrate a special day or event	• The Qur'an is treated with immense respect by Muslims. • Muslims believe God is the creator of all things and that God is all-powerful and all-knowing. • Muslims follow Muhammad as they believe he was the chosen messenger of the word of God. • Children can identify what makes a place special, or holy. • Eid-ul Fitr is the celebration at the end of Ramadan. It is the festival of "breaking the fast" • During the month of Ramadan, Muslims won't eat or drink between dawn and sunset. This is called Fasting. • Fasting is important as it allows Muslims to devote themselves to their faith and become closer to Allah.	Celebrations and traditions: Shabbat and Passover What does it mean to be Sikh? Who is Guru Nanak? Being part of the Khalsa Sikh identity and the 5ks The Gurdwara Diwali – a celebration across religions	Religion and conflict – including religious sites, such as the Middle East, Palestine and Jerusalem. War and religion Family life in the UK today Marriage and relationships, non-secular and secular comparisons Explore LGBTQ rights in society from a religious viewpoint Family life in the UK – modern changes in religious beliefs Marriage and divorce – how do religious beliefs impact relationships? Christian weddings
Summer	What makes some places sacred? • Different people pray in different places. • Worship means to pray. • Christians can pray in a Church. • Hindus worship in a Temple • Muslim people worship in a Mosque Introduction to Judaism • Jewish people celebrate Shabbat together. • Shabbat is the Jewish day of rest. • The place of worship for Jewish people is called a synagogue.	Sacred Books • A sacred book is a book regarded by a religious body as a statement of its faith • Examples of holy books are: The Torah, The Bible, The Qur'an and scrolls. • The Torah contains stories and teachings. • There are similarities and differences between the Torah and the Bible Caring for others • Jesus teaches that children are important and we should care for them • People are unique and valuable. • The creation story is the story of how God created the world. • The message in the creation story is that God created everything to work together in harmony.	What does it mean to be Hindu? Hindu gods – Brahman The meaning of life, in Hinduism Responsibility for the world Ultimate reality Life after death – Hindu beliefs What does it mean to be Buddhist? The 5 precepts Buddhist beliefs The connected universe Legend of Buddha	How can we unite communities? Prejudice and discrimination Religion and gender rights Impact of race riots in the UK The impact of being persecuted on the grounds of faith Benefits of a multi-faith society

	Lower Key Stage 2		Upper Key Stage 2	
	Year A	Year B	Year A	Year B
Autumn				
Substantive Knowledge	Christianity L2.2: Why is the Bible important to Christians today? What does the Bible teach Christian people about God, life and the universe? What are the main ways Christians use the Bible? What is important to me from the bible? FOCUS FROM READING THE CHRISTMAS STORY What does the birth of Jesus teach Christian people about God?	Christianity L2.1: What do different people believe about God? What do Christians believe about God? What do Muslims believe about Allah and the Holy Qur'an? How do Hindu people show what they believe about gods and goddesses? What difference does it make to life if you believe there is no God? (Humanism) What do I believe about God? FOCUS FROM READING THE CHRISTMAS STORY What does the birth of Jesus teach Christian people about God?	Christianity 2.3 What do religions say to us when life gets hard? What do Christians think happens when we die? What different ideas are there about what happens when we die (including reincarnation)? What do people who don't believe in God think happens when we die? What do I think happens when we die? FOCUS FROM READING THE CHRISTMAS STORY What is the importance of light throughout this story?	Christianity and Islam U2.5: Is it better to express your religion through art and architecture (aut1) or charity and generosity (aut2)? What makes a place special/sacred? How do mosques express Islamic beliefs and values? Can a Christian place of worship be a building for the 'glory of God'? How do Christians use art in worship and in remembering Jesus? What matters more to Christians and Muslims: art and architecture or generosity and charity? Can you worship without attending a traditional building? What matters more to you? FOCUS FROM READING THE CHRISTMAS STORY What charitable acts can be found within the Christmas story?
	Ask questions of believers: Hear from believers about how they use the bible and consider its significance Observe practices and ways of living: Read sources of wisdom: Investigate the structure and content of the bible Interpret biblical stories -reading directly from the bible in different forms (bible gateway, children's bible) – creation story different representations – Genesis 1	Ask questions of believers: Hear from believers about the significance of God/Allah/the Trimurti to them Observe practices and ways of living: Read sources of wisdom: Investigate how the story of Moses and the burning bush represents God for Christians. Exodus 3.1-15 Explore the story of 'The Night of Power' when the Qu'ran was revealed to Muhammad Debate truth claims:	Ask questions of believers: -Hear from believers about their personal views on life after death. Observe practices and ways of living: Investigate the main beliefs of life after death for a range of religions: Abrahamic: Christianity, Islam, Judaism. What similarities and differences are there between the Abrahamic religions? Read sources of wisdom: Read directly from religious texts and compare beliefs. Debate truth claims: Compare Abrahamic beliefs to the views of a Dharmic faith (Hinduism) where reincarnation is a central belief. Explore the various degrees of certainty about religious and non-religious beliefs in the afterlife "We know for certain that..."	Ask questions of believers: Visit mosque/hear from a believer. Compare buildings from each religion. Reflect on how the buildings help bring followers closer to God/Allah. Observe practices and ways of living: Compare Zakat (charitable giving in Islam) to Christian giving and charitable acts. Speak to believers about the impact of charity and giving on their lives and communities. How is this reflected in scripture? Read sources of wisdom: Debate truth claims: Explore the emotional and sensory world of religion: Investigate the art in churches (paintings /stained glass windows) and compare to

	Debate truth claims: Explore the emotional and sensory world of religion: How is the creation depicted differently by different artists? Why is this so? Analyse data and statistics:		What do the pupils believe about God and what evidence do they have to help them explain this? Explore the emotional and sensory world of religion: Investigate representative artwork and calligraphy to explore representations of God, Allah, the Trimurti and Jesus (including Jesus Mafa) Analyse data and statistics:		“We are less certain that...” “It might be the case that...” Explore the emotional and sensory world of religion: Interpret artwork that reflects dharmic, Abrahamic and humanist thoughts about the afterlife Analyse data and statistics:		calligraphy found in mosques. Know that a fundamental difference for Christians / Muslims is how figures can be represented (Christianity; pictorially – Islam; calligraphy). Analyse data and statistics:	
Subject specific vocabulary	Bible: Old Testament New Testament wisdom prophets apostles prayers biographies	gospels visions scripture psalm incarnation temptation salvation	Humanism humanity atheist Stewards of the Earth incense Exodus Israelites captivity	Five pillars of Faith Muhammad Subha beads Tasbih Aum Durga murtis Trimurti Saint Paul	Repentance Ahimsa/harmlessness God’s Grace Eucharist judgement day heaven	paradise eulogy reincarnation karma afterlife salvation samsara moksha	Mosque calligraphy Al Ghazali Sacred scriptures	Yasmin Kathrada Ahemd Moustapha Poverty Charity Zakat
Outcome Personal knowledge What does this mean to me? How does this influence the world today?	Y3: Nativity – pupils can explain why the birth of Jesus is so important in the Christian calendar and can explain how the stories about him influence the way that Christians may live today Y4: Tree of knowledge display: pupils can document what wisdom Christians take from the bible and how they might use specific stories to influence their every day life. They can find examples of every day Christian values in action to add to the tree of knowledge Response to Big Question recorded		Y3: Nativity – pupils can how different images of Jesus can be interpreted to tell us more about God and what Christians believe about him and how this influences what Christians behave today Y4: Candle magic: using light to provoke deep thoughts and express their own understanding of God, making comparison with what believers of other religions think. Response to Big Question recorded		Y5: Create a remembrance sculpture to be used during Remembrance Day silence. Reflect on the significance of Remembrance Day for people of faith. Make comparisons to how its meaning differs if you do not have a faith. Explain why we still need to remember past lives, the impact this has on our world today and how the afterlife can give comfort. What does Remembrance Day mean to me? Y6: Wall of Kindness. Write prayer/message of kindness – a personal view and add it to a wall of kindness display. This should also include authentic religious prayers, words of kindness and quotes from inspirational religious people. Can children explain why the idea of being kind is important when considering judgement day/heaven/ karma/reincarnation? What about if you do not believe in an afterlife? Is it still important to be kind? Response to Big Question		Aut 1: Mosque / Church visit (create an architectural guide) explaining why the architecture and design is important to believers and compare this with modern places of worship that are more alternative Aut 2: Artwork: Where is Heaven? Draw or paint my interpretation of a perfect world. Write or record how your personal vision compares to today’s world. What is the same; what is different? What charitable acts of giving are there in my own community and the wider world? Create a class scrap book. What would the world be like if there weren’t any charitable acts? Response to Big Question	

Spring	Lower Key Stage 2		Upper Key Stage 2	
	Year A	Year B	Year A	Year B
Substantive Knowledge	<u>Hinduism</u> L2.5: Why are festivals important to religious communities? What is worth celebrating? What would you like to celebrate? What do Hindus celebrate at Holi (Y4)? What do Hindus believe happened in the story of Prahlad and Holika? (Y4) Why is Divali significant to Hindus? (Y3) What do Hindus believe happened in the story of Rama and Sita? (Y3) What can we learn from celebrations and festivals?	<u>Judaism</u> L2.9: What can we learn from religions about what is right and wrong? What rules are important? What important messages are in the Ten Commandments and how do they help Jewish people know how to live? How have religious teachings helped to affect somebody's actions?	<u>Hinduism (Islam/Christianity)</u> U2.8: What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)? How should we care for others and the world and what difference does it make? What difference does it make to believe in ahimsa / sewa? How do Hindus show their commitment to ahimsa through acts of service or sewa? How are these religions similar, and how are they different?	<u>Judaism (Hinduism/Christianity)</u> U2.4: If God is everywhere why go to a place of worship? Which places are special and why? What makes some places sacred? Are people more important than the place? What does a place of worship mean to believers?
Disciplinary knowledge	Find out what children say about their faith: https://old.natre.org.uk/db/profile2a.php Observe practices and ways of living: Observe the practices of Hindus during the festival of Diwali (through films) Observe the practices of Hindus during the festival of Holi (through films) Read sources of wisdom: Explore the story of Rama and Sita (Y3) Explore how likely the story is to be true <i>"We know for certain that..."</i>	Find out what children say about their faith: https://old.natre.org.uk/db/profile2a.php Research lives of inspirational religious people (eg Desmond Tutu. Martin Luther King Jr). Create a biography explaining how religious teachings guided them to make their decisions about right and wrong. Observe practices and ways of living: Ask a believer: How do the 10 Commandments guide the lives of Jewish people? Read sources of wisdom: Interpret the Ten Commandments and ways they help people to decide between right and wrong. Debate truth claims: How do I decide what is right and wrong?	Find out what children say about their faith: https://old.natre.org.uk/db/profile2a.php Observe practices and ways of living: Explore the life of Ghandi and how he practised ahimsa in the liberation of India. Read sources of wisdom: Debate truth claims: Debate a perfect world scenario, where everybody lived by the principles of ahimsa – how would it impact farming, supermarkets, your meals, community relations, international relations? Ask questions about why we don't all believe in ahimsa? Explore the emotional and sensory world of religion: Analyse data and statistics:	Ask a believer why they feel it is meaningful to go to a place of worship? Observe practices and ways of living – consider the western wall in Jerusalem, why is it so significant for Jewish people? (Watch film clips BBC My Religion) Find out what children say about their faith: https://old.natre.org.uk/db/profile2a.php Observe practices and ways of living: Read sources of wisdom: Debate truth claims: Explore the emotional and sensory world of religion: Analyse data and statistics:

	<i>“We are less certain that...”</i> <i>“It might be the case that...”</i> Explore the story of Holika and Prahlad. (Y4)Explore how likely the story is to be true <i>“We know for certain that...”</i> <i>“We are less certain that...”</i> <i>“It might be the case that...”</i> Debate truth claims: Explore the emotional and sensory world of religion: Analyse data and statistics:		Explore the emotional and sensory world of religion: Analyse data and statistics:					
Subject specific vocabulary	Hinduism: deity aarti bhajans puja dharma (duty) Moksha karma	reincarnation artha Rama Sita King Dasreth Ravana Divali Rangoli	Judaism: Jewish God Star of David Moses Abraham The Torah Synagogue Rabbi	Passover Sukkot afterlife mezuzah menorah candlestick challah Holy Day-Shabbat seder plate	Hinduism: ahimsa – kindness / non-violence deity – god / goddess aarti - ceremony of light / to remove darkness puja - to cleanse dharma - duty	karma reincarnation artha - goal or purpose Mahatma Ghandi Mumbai Bombay Justice Moksha - enlightenment	Judaism: Jewish Star of David mezuzah menorah The Torah Synagogue Rabbi Ark Bimah commandments Holy Day-Shabbat	Hinduism: Mandir Murti Puja OM Christianity: Church Prayer Vicar Bible lectern nave transept sanctuary pulpit

Outcome Personal knowledge What does this mean to me? How does this influence the world today?	Y3: Celebration; Diwali Reflection on the event and its significance to Hindus. Y4: Celebration; Festival of Colours Reflection on the event and its significance to Hindus. Chatterpix – explain what the experience meant to me. Response to Big Question	Y3: Adam and Eve drama-based outcome Y4: Explore the story of Story of Adam and Eve. Create an art gallery - artwork or sculpture depicting your personal temptation. Response to Big Question	Charitable act, plus a reflection demonstrating pupil knowledge and commitment to Ahimsa (and Ummah). Should be linked to a topical or community cause. Examples: • Raising money for Ukraine • Shoe box appeal • Visiting local care home • Swap shop to support cost of living crisis Response to Big Question	Experience: Visit to a place of worship Examples: • Synagogue • Christian church (St Paul's) • Wakefield cathedral • Mandir Create a reflective piece based on the visit. Response to Big Question
Summer	Lower Key Stage 2	Upper Key Stage 2	Lower Key Stage 2	Upper Key Stage 2
	Year A	Year B	Year A	Year B
Substantive Knowledge	<u>Christianity</u> L2.7: What does it mean to be a Christian in Britain today? How do Christians make a difference in their local community? How do Christians show their beliefs in the home and at church? How do Christians make a difference in their local community? What is good and what is challenging about being a young Christian today?	<u>Islam</u> L2.4: Why do people pray? What is prayer? Is prayer helpful? What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? Know that there are compulsory duties that Muslims must try to carry out. The Five Pillars of Islam are followed by all Muslims.	<u>Christianity (with comparisons to Abrahamic faiths)</u> U2.1: Why do some people believe God exists? What do different people believe about what happens after we die? Do you get to heaven if you do things wrong? What do Christians think happens when we die? What do people who don't believe in God think happens when we die?	<u>Islam</u> U2.6: What does it mean to be a Muslim today? What are the key beliefs of Muslims? Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action) How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?

		Salah refers to five prayers that Muslims perform every day. Each of the five prayers is performed at a specific time of day: Prayer is seen as daily communication with Allah. Salah encourages self-discipline and keeps Muslims in close contact with Allah. This gives them the strength to remain committed to living a good and purposeful life.	Science v religion: Do we need to prove God's existence? Religion v Science Book: Darwin's, On the Origin of Species	How is Islam portrayed in the media? Is this reflected in the teachings and beliefs of the 5 pillars?
Disciplinary knowledge	Explore a range of items that you might find in a modern Christian home, including Christian items (Bible, cross, bible verse from the fridge, rosary beads, poster of Christian band, palm cross, baptism photos etc) and non-religious items (games, dog lead, Harry Potter book, football etc). Use these to observe authentic ways of living a Christian life. Compare to your own life. What do you have in common and what is different? Learn about and compare the different branches of Christianity – Pentecostal, Roman Catholic, Anglican, Baptist. Generate questions that you would like to ask about life as a young Christian. Encourage questions about certainty in their views: <i>"How can you know for certain that...?"</i> <i>"Are there times when you feel less certain that...?"</i> <i>"Do you ever doubt...?"</i>	Listen to the call to prayer. Share the story of the first muezzin (person chosen to do the call to prayer) The story tells of how a slave called Bilal became the first muezzin in Islamic history. Observe Islamic practices of prayer – Bitesize; My religion films (wudu): BBC Teach Religious Studies KS2: Prayer in Islam - BBC Teach Muslim Prayer - TrueTube Discover the meanings of key prayers The First Surah of the Qur'an (Islam), The Lord's Prayer (Christianity) and Hindi Gayatri Mantra. Learn that there are many different ways that people pray – some formal and some spontaneous, including singing. Explore the spiritual and emotional impact of prayer. It can enable people to feel calm, thankful, uplifted, hopeful, inspired, sorry, grateful, joyful, helped, cleansed, listened to, not alone and closer to God / Allah. Learn that there are different beliefs about how God listens to prayers, in different religions.	Analyse global statistics and the most recent UK census. Compare our local religious demographics with global statistics. What does the data say about religion in modern Britain. Know that Christianity has the most followers, globally but Islam is the fastest growing religion in the world and will soon have more followers than Christianity. Debate what difference this may make in the world, using knowledge of key Islamic / Christian beliefs. Eg All Muslims give a percentage of their income to charity, but not all Christians do. Look at the increase in atheism / agnosticism in Britain. What questions does this raise about the existence of God? Debate truths claims about God's existence. <i>If God exists, why is the world so troubled right now?</i> Religion v Science Book: Darwin's, On the Origin of Species Consider ways of interpreting Genesis (The Creation story) – some Christians view it literally, but some believe it expresses metaphorical truths about God and humans. Find out about Christians who are also scientists (Charles Darwin, Jennifer Wiseman, Denis Alexander). Ask questions of believers:	Observe practices and ways of living for Muslims, following the 5 pillars of Islam. (BBC Teach, class clips: Religious Studies KS2: What is Islam?) Debate the value and challenges of being a Muslim, following the 5 pillars, in today's society. Explore how Islam is portrayed in the media. Learn how the violence portrayed is very different from the peaceful intent of the teachings of Islam. What challenges does this add to the lives of Muslims wanting to live a peaceful life in our world? Find out what children say about their faith: https://old.natre.org.uk/db/profile2a.php Observe practices and ways of living: Read sources of wisdom: Debate truth claims: Explore the emotional and sensory world of religion: Analyse data and statistics:

	<i>"How can you be sure...?"</i> Email a believer with the questions. Ask questions of believers: Observe practices and ways of living: Read sources of wisdom: Debate truth claims: Explore the emotional and sensory world of religion: Analyse data and statistics:		Ask questions of believers: Observe practices and ways of living: Read sources of wisdom: Debate truth claims: Explore the emotional and sensory world of religion: Analyse data and statistics:		Observe practices and ways of living: Read sources of wisdom: Debate truth claims: Explore the emotional and sensory world of religion: Analyse data and statistics:		
Subject specific vocabulary	Holy Communion Bible: Old Testament New Testament wisdom prophets apostles histories laws poems prayers	biographies gospels letters visions songs scripture psalm incarnation temptation salvation	Islam: Mosque Qur'an Allah Muhammad Ka'aba wuzu/wudu minbar	mihrab muezzin salat Hajj Hijab Imam Mecca Eid ul-Fitr Five pillars	Christianity/Humanism: code for living fairness justice forgiveness freedom values peacemaker Heaven Hell Resurrection	Redeemer Purgatory Forgiveness Afterlife judgement soul remembrance hope eternity eternal life	Islam: prophet Muhammad Five Pillars of Islam ibadah (worship and belief in action) Shahadah (belief in one God and his Prophet) salat (daily prayer) sawm (fasting); zakat (alms giving - charity) hajj pilgrimage Makkah / Mecca
Outcome Personal knowledge What does this mean to me?	Debate the responses from Email a believer questions. Know that not all Christians would give exactly the same answers. Pupils present ideas about what it means to be a Christian in Britain today, making links with their own experiences. Pupils may want to answer some of the generated		Wall of hope Debate what prayer means to me. Talk about a time when you have prayed, even if you do not believe in God; what was the purpose of it? Create a space in school where pupils can place personal messages of hope (prayers if they prefer).		My Heaven Children to compare beliefs in life after death for Christians, Muslims, Jewish people and non-believers and then reflect on the meaning of life after death for themselves. Outcome: Create a personal piece of artwork expressing their personal ideas of Heaven.		Outcome 1: Learning Journal double page spread – 5 pillars of Islam Pupils to create a double page spread showing the concepts and ideals behind each of the 5 pillars. Outcome 2: Written response to a newspaper article (Islamophobia) Show pupils a fictional letter with concerns about the proposed construction of a new local Mosque. Pupils to write a response, using their

How does this influence the world today?	questions themselves and compare how they would react differently / similarly to a Christian. Present as; • Double page spread • Big Book • Seesaw • Chatterpix Response to Big Question	Also include recognised prayers from different religions. Response to Big Question	Response to Big Question	learnt knowledge of the 5 pillars to defend the proposed building. See <i>U2.6 Islam exemplar (on Teams)</i> Notes: if illustrating ensure pupils do not draw either God or any of the prophets as Muslims do not do this and may cause offense. Response to Big Question
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RE- Sequence of learning	
1	Introduce children to The Big Picture, identifying what they will be learning today and what they have been taught in previous year groups.
2	Regular recall in each lesson to provide feedback and consolidation from previous learning, using a variety of teaching strategies <i>and recapping what has been previously taught in order to make links with new learning.</i>
3	Specify key vocabulary to be used and its meaning.
4	Provide realistic and relevant information – <i>from authentic sources wherever possible.</i>
5	Opportunities for the children to work interactively, using other curriculum areas e.g music, drama, art, with the teacher acting as the facilitator.
6	Individual reflection on the learning – <i>and how what has been learnt applies, to me, my community, my country and the wider world</i>