

## Pedagogical Approach in Religious Education

Children learn R.E. through following lines of enquiry which enable the deliberate practice of disciplinary skills including: belief / faith, identity, belonging, sacred scripts and artefacts, the divine in human form, learning from stories (morals and understanding right from wrong and symbolism. These support the acquisition of substantive knowledge as they are core threads and concepts which are returned to, over time meaning they are repeatedly recalled.

Our pedagogical approach is derived from deliberate practice which includes explicit modelling, outcomes, clear learning intentions, feedback at the point of teaching and metacognitive practice which centres around talk. Our schemata are deliberately designed to support elaboration, enabling children to make explicit links by chunking knowledge and creating webs to support longer term recall. Teaching sequences are underpinned by retrieval practice (the use of knowledge organisers, closed procedure, visuals and diagrams). This is evidenced through talk for learning and dual coding which can be seen throughout our practice in science.

Our personal school values of curiosity, resilience, empathy, aspiration, togetherness and excellence are reflected through a focus on diversity and inclusion which permeate our curriculum.

## Religious Education Curriculum Overview

### E.Y.F.S.

- Communities
- Belonging and trust
- Rituals
- Celebrations
- Learning from stories

### K.S.1

- Belonging – cross religions and non-secular communities
- Christianity – learning through and from bible stories
- Sikhism – the significance of the ten gurus
- Christianity – the symbolism of Easter
- Hinduism – the significance of worship

## Religious Education Curriculum Progression

Judaism – the significance of Shabbat  
Hinduism – the significance of light (Diwali)  
Judaism and Christianity - the symbolism of light in Hannukah and Christmas  
Christianity – the church and stories through art  
Judaism – the Jewish Passover and Sukkot  
Sikhism – the gurdwara  
Christianity – Christmas and Easter

### **K.S.2**

Hinduism – the Aarti Ceremony  
Christianity – learning from bible stories  
Buddhism – Buddhist parables  
Islam – the first call to prayer  
Judaism – the synagogue  
Cross religions – the creation story  
Cross religions – peace  
Christianity – the Ten Commandments  
Sikhism – the Guru Granth Sahib, the everlasting guru.  
Islam – the mosque  
Buddhism – meditation  
Cross religions – the significance of worship  
Hinduism – the natural world and the 4 Ashramas  
Buddhism – enlightenment  
Christianity – the Holy Trinity  
Islam – Ramadan  
Sikhism – the 5 Ks  
Buddhism – the Noble Eightfold Path  
Islam – the Hajj  
Judaism – the Bar and Bat Mitzvah  
Christianity – Christian expression  
Hinduism – karma and samsara  
Sikhism – the Amrit Ceremony

## Religious Education Curriculum Progression

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

We learn that collectively Christianity, Islam and Judaism are known as the Abrahamic (coming from Abraham) religions and there are a number of similarities between them which stem from The Old Testament. They are monotheistic religions (believe in one God).

We learn that collectively Sikhism, Hinduism and Buddhism are known as Dharmic religions coming from Dharma (truth and reality). They believe that all humans suffer and meditation and following dharma rituals will free them from suffering. Whilst Buddhists do not believe in a God or deities, Sikhs and believe in one God (monotheistic religions; God does appear in different forms).

Apart from Buddhism, all religions studied believe that God has been represented on Earth – this is proof of His existence as He is represented both in **the human and the divine**.

### RELIGIOUS EDUCATION IN THE EARLY YEARS' FOUNDATION STAGE

#### CHILDREN LEARN ABOUT THE CONCEPTS OF COMMUNITY, FAITH AND CELEBRATION THROUGH STORIES, VISITORS AND TALK.

Religious Education is a very important area of learning in the Early Years as it allows the children to learn about communities around them and how they may differ from them. When children are in F.S.1., they will discover that people around them are different and how this adds diversity to the area around them. As their vocabulary widens, they will be able to talk about the differences they see and discuss their own family and way of life. As they move into F.S.2, they will build on previously learnt knowledge by discussing different beliefs and look how these are celebrated. Using books and stories, the children will discuss celebrations and places of worship and why these are special to some people. The children will, also, discuss themselves, their importance and how they positively add to the community around them. By the end of the Early Years, the children are expected to know similarities and differences between different religions using their own experiences and what has been read in class.

## Religious Education Curriculum Progression

| Year 1 Autumn (i)                |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                        |
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| Curriculum Content<br>RE Enquiry | Substantive Portable Knowledge                                                                             | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Vocabulary Progression                                                                                                                                 |
| How do we know we belong?        | <p>The bible is the Christian holy book.</p> <p>Christians learn about how to live from bible stories.</p> | <p><b>Belonging</b><br/> <b>Belonging</b> is a core concept which is returned to within our curriculum.<br/> This teaching sequence gives children a sense of belonging to our school community, religious and wider communities, different communities and a wider society.</p> <p><b>Identity</b><br/> Children gain religious and secular identity providing a perspective from which to view the world and engage with it. Similarities between faiths and non-faith communities should be reinforced. Being part of our school also gives us a sense of identity.<br/> Children understand <b>faith</b> is integral to some people's identity.</p> <p><b>Diversity</b><br/> Children develop an understanding of practices, beliefs, feelings and ideas within and across cultures.</p> <p><b>Theology</b><br/> Children learn about our community and the religions we</p> | <p><b>belong</b><br/> <b>religious</b><br/> <b>acceptance</b></p> <p>Islam<br/> Christianity<br/> Hinduism<br/> Sikhism<br/> Buddhism<br/> Judaism</p> |

## Religious Education Curriculum Progression

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| <b>Where from?:</b> Children have learned about different people and some of their beliefs and celebrations through stories and religious artefacts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Where to?:</b> Children will learn that all religions encourage a sense of belonging through congregating, celebrating and a set of rituals and faith.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Why?:</b> Understanding that people of faith and non-faith come together at our school to live in harmony is one of our core beliefs. This does not detract from their sense of identity or faith. Learning from one another's beliefs enhances all of us.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <p><b>Developing a Schema - Cross religions - Belonging.</b></p> <p>Children know that religions exist and can name some of them; they know that religions have different beliefs about higher powers (such as God) and how this is celebrated on Earth. Children learn that some people are religious and have faith and others are not. At our school, we accept differences and celebrate them. We will discuss that all families are different and some follow one of many religions or no religion at all. We will explore what faith is (a belief in something which cannot be seen), that religions usually provide rules for its followers and some of these rules – such as following the guidance in a sacred script or gathering with other people of the same religion in a special building. We will also look at religious symbols and their significance. Some people will complete daily/weekly tasks in accordance with their religion and we will discuss the importance of these in an age appropriate way and their significance to its followers.</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |

## Religious Education Curriculum Progression

### Learning Intentions:

- To know what a family is, that families can be different and that some people belong to a faith family.
- To know that faith is trusting and believing in someone or something.
- To know that religion is a set of beliefs and rules members follow.
- To know that religions and humanism have symbols which have meanings and to group these explaining what they mean.
- To know some of the things a follower of a religion might do.

| Year 1 Autumn (ii)                             |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                      |
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| Curriculum Content<br>RE Enquiry               | Substantive Portable Knowledge                                                                  | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Vocabulary Progression                                                                                               |
| Why are bible stories important to Christians? | The bible is the Christian holy book.<br>Christians learn about how to live from bible stories. | <p><b>Belonging</b><br/>A sense of belonging to Christianity and how everyone may learn from <b>faith</b> stories even if they are not Christian. This is illustrated through <b>stories</b>.</p> <p><b>Identity</b><br/>Christians gain a sense of <b>identity</b> through a shared <b>faith, sacred scripts and artefacts</b> and through <b>learning from stories</b>.</p> <p><b>Diversity</b><br/>Children develop an understanding of practices, beliefs, feelings and ideas within Christianity by learning that Jesus Christ's birth illustrates <b>the divine in the human form</b>. This is also a concept in other religions including Hinduism and Sikhism.</p> | <p>bible<br/>holy book<br/>faith</p> <p>stories<br/>Christians<br/>moral<br/>messages<br/>believe<br/>Son of God</p> |

## Religious Education Curriculum Progression

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| <p><b>Where from?:</b> Whereas last term was a snapshot of different religions and belonging, children now take a deeper look at Christianity through the bible and its stories (with a focus on Christmas which the children know as a celebration) which show them how to live their lives.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>Where to?:</b> In Year 2, children learn about how art reflects bible stories and, in K.S.2., children return to the concept of learning through stories. The Ten Commandments, the Holy Trinity and Christian Expression.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>Why?:</b> The holy trinity (the Father, Son and Holy Ghost) is an important concept in Christianity. Christians believe that Jesus Christ's birth demonstrates the divine in human form. This symbolises God's presence at every stage of a Christian's life. Children learn about the Nativity story.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>Developing a Schema - Christianity and Christmas - Why are bible stories important to Christmas?</b><br/>Children will learn that the bible is a holy book and Christians learn how to live according to their religion from stories written within it. They know that Christians believe in one God and they know this to be true because His Son, Jesus Christ, came to Earth a long time ago. Jesus' stories are in the New Testament in the Bible. We will look at examples of these stories, particularly Jonah and the Whale and The Feeding of the 5000 and how these teach Christians to have faith. Christians believe that these stories teach them how to live (giving them a set of morals or knowing what is right or wrong). Followers of other religions, or no religions, also have morals as do countries. We will explore the Christian belief that Jesus is the Son of God and how the Bible contains stories about his life. Children will also learn about Christmas, the birth on Earth of Jesus Christ, as part of our annual calendar, to better understand stories from the bible.</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>To know that the bible is the holy book for Christians. And it has stories and messages that Christians can learn from.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

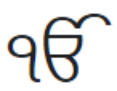
## Religious Education Curriculum Progression

- To know the story of Jonah and The Whale and that it tells Christians to have faith.
- To know the story of The Five Thousand and that it tells Christians to have faith.
- To know that Christians believe that Jesus is the Son of God and that the bible has stories about Jesus' life.

| Year 1 Spring (i)                   |                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                  |
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| Curriculum Content<br>RE Enquiry    | Substantive Portable Knowledge                                                            | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Vocabulary Progression                                                                                                                                           |
| Why are Gurus significant to Sikhs? | Guru Nanak founded Sikhism.<br>A Guru is a teacher. In Sikhism, there are 10 human gurus. | <p><b>Belonging</b><br/>Sikhis have a sense of belonging which is symbolised through the 10 human gurus and the Guru Granth Sahib (the everlasting guru). The Guru Granth Sahib is a <b>sacred script</b> which teaches Sikhis how to live their lives.</p> <p><b>Identity</b><br/>Sikhis have a sense of <b>identity</b> which is supported in the gurdwara and the Guru Granth Sahib where we learn the lessons of the 10 human gurus.</p> <p><b>Diversity</b><br/>Sikhis believe in equality and unity. Our school embraces and respects diverse <b>beliefs</b> and <b>faiths</b>.</p> <p><b>Theology</b><br/>Children understand that the Guru Granth Sahib is the everlasting</p> | <p><b>Guru Nanak</b><br/><b>Ik Onkar</b><br/><b>symbol</b></p> <p>teachings<br/>guru<br/>messages<br/>teacher<br/>gurdwara<br/>eternal</p> <p>Waheguru (God)</p> |



## Religious Education Curriculum Progression

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| <p><b>Where from?:</b> Children have learned about Diwali in the Early Years.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                |  |
| <p><b>Where to?:</b> Children learn about the significance of the gurdwara in Year 2, the Guru Granth Sahib and The 5 Ks and the Amrit Ceremony in K.S.2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                |  |
| <p><b>Why?:</b> The concept of the ten human gurus and the everlasting Guru Granth Sahib are underpinning beliefs of Sikhism. The Guru Granth Sahib is a sacred script and the gurdwara is the Sikh place of congregation and worship. The gurdwara symbolises the doctrine of equality.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                |  |
| <p><b>Developing a Schema - Sikhism - Why are Gurus significant to Sikhs?</b><br/>Children are able to learn about a variety of religions at our school and explore how they are similar and different in their beliefs. This term, they will be learning about Sikhism. Sikhs (Sikhis) believe in one God (known as Waheguru which means spiritual teacher), equality (people should be treated the same) and unity (as one) and the children will be able to see how Sikhs (Sikhis) show this during their worship and everyday lives. Guru means teacher in Sanskrit. Gurus are important to all Sikhs, seen as teachers and the founders of the faith. Guru Nanak is widely believed to have started Sikhism and the children will learn and discuss his many teachings and messages from God (Waheguru). These include: there is only one God and all humans have equal access to Him. There have been ten human gurus and their names and importance will be discussed during this teaching sequence. Symbols are important in many religions and Sikhism is no different. The Ik Onkar is important to all Sikhs (it means 'one God,') which is their core belief and this will be explored as the children visit a local Sikh place of worship, a gurdwara. Sikhis call God Waheguru which means, 'wonderous enlightener,' or 'spiritual teacher.'</p> |  |                                                                                                                                                                                                                                                                                                |  |
| <div>  <p>Ik Onkar means, 'one God.'</p> </div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                |  |

## Religious Education Curriculum Progression

### Learning Intentions:

- To know that Sikhism is a religion and followers believe in one God called Waheguru.
- To know that Sikhs believe in equality and unity and how this can be understood through everyday life.
- To know that a guru is a teacher and that Guru Nanak founded Sikhism.
- To know some of the teachings of Guru Nanak and messages received from God.
- To know the 10 human gurus.
- To know the Ik Onkar symbol.
- To recall learning in a gurdwara.

| Year 1 Spring (ii)               |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                              |
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| Curriculum Content<br>RE Enquiry | Substantive Portable Knowledge                                                                        | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary Progression                                                                                                                                                       |
| What are the symbols of Easter?  | The key events of Easter Week, including Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. | <p><b>Belonging</b></p> <p>Christians believe that Easter symbolises the <b>divine in human form</b> illustrated by Jesus Christ's presence and suffering on Earth. Easter is a Christian celebration and is marked with church services nurturing a sense of <b>belonging</b>.</p> <p><b>Identity</b></p> <p>Christians nurture a personal and communal identity by remembering the <b>symbolism</b> shown by Jesus Christ whilst on Earth. This is demonstrated in many ways in the Easter story (riding on a donkey, palm leaves, The Last Supper and the washing of His disciples' feet and His carrying of a wooden cross</p> | <p><b>Easter resurrection everlasting (life)</b></p> <p>Christians<br/>Christ<br/>death<br/>symbols<br/>crucifixion<br/>Good Friday<br/>Easter Sunday<br/>Easter service</p> |

## Religious Education Curriculum Progression

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| <p><b>Where from?:</b> Children have participated in Easter celebrations and a Christian Easter service during the Early Years. They have taken part in pancake races (marking the beginning of lent and the lead up to Easter) and Easter Egg hunts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>Where to?:</b> Easter is part of our annual assembly calendar. They return to Jesus Christ's life through studying the Christian festivals of Easter and Christmas in Year 2. Throughout K.S.2., children return to the concept of God as the human and divine as this underpins the Christian faith.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>Why?:</b> Symbolism within religions is a concept which is returned to throughout our R.E. curriculum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>Developing a schema - Christianity - The Teaching of Jesus - What are the symbols of Easter?</b></p> <p>Easter is a very special time for Christians as they celebrate the death and resurrection (coming back to life and entering heaven) of Jesus Christ which they believe symbolises the humanity (human-like) and divinity (Godliness) of God and a promise of everlasting life for Christians who follow the teachings of Christianity. As the children explore these key themes which are illustrated in the Easter story, they will learn about the importance of Jesus Christ's death (Good Friday) and resurrection (Easter Sunday) and that Christians believe that this has brought them eternal life (life will continue forever in Heaven) . The children will have talked about symbols and their importance in previous terms and this</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

## Religious Education Curriculum Progression

will continue with Easter symbols such as Easter eggs and palm branches. The children would have previously visited a Sikh temple and seen how they worship and they will be able to see how Christians celebrate Easter in church. They will discuss the main parts of an Easter service and how this allows followers to celebrate.

### Learning Intentions:

- To know the key events in Easter Week.
- To know that Easter is a key Christian festival because Christians believe Christ's death and resurrection brought them everlasting life.
- To know the symbols of Easter.
- To know the main parts of an Easter service.

| Year 1 Summer (i)                |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                |
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| Curriculum Content<br>RE Enquiry | Substantive Portable Knowledge                                                                                                                     | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Vocabulary Progression                                                                                                                                                                         |
| What is important to Hindus?     | Most Hindu homes have a shrine.<br>God can be in different forms including animal form.<br>Mandirs are places where Hindus go to worship together. | <p><b>Symbolism</b></p> <p>Marigolds and the colour orange are significant in the Hindu religion. The colour orange <b>symbolises</b> fire and, therefore, purity (as impurities are burned in fire). Marigolds are orange. Brides often wear marigolds on their wedding day.</p> <p><b>Identity</b></p> <p>The shared colour of orange gives a sense of identity to Hindus. An orange flag flies outside the mandir giving Hindus a sense of <b>belonging</b>.</p> <p>Gods can be seen in different forms showing the omnipresence of God. Hindus believe that God is</p> | <p><b>Hindus</b></p> <p><b>shrine</b></p> <p><b>mandir</b></p> <p>worship</p> <p>symbolism</p> <p>Hinduism</p> <p>animal form</p> <p>Shiva</p> <p>Pure /purity</p> <p>evil</p> <p>marigold</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <p>in all animals. This shows God as <b>human and divine</b>.</p> <p><b>Diversity</b></p> <p>Many of the world's Hindus live in India. However, Hindus live in many parts of the world, including where we live.</p> <p><b>Theology</b></p> <p>Hindus believe that worship at home and in a mandir bring them closer to God as well as giving them a sense of <b>identity</b>. Worship helps Hindus in their daily lives and most Hindu families have a shrine to support this.</p> |  |
| <p><b>Where from?:</b> Children know about some religious places of worship and some rituals associated with worship. They know about the Hindu festival of Diwali.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Where to?:</b> Children learn about Diwali at greater depth and return, specifically, to the Amrit Ceremony in Year 3. They learn the significance of the 4 Ashramas and the natural world and karma and Samsara in K.S.2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Why?:</b> The colour orange, the mandir and worship are all significant in Hindu daily life. The mandir is central to the Hindu community but children should understand that worship can happen anywhere and most Hindu homes have a shrine. Throughout our study, we can see similarities in the beliefs and practices of the Dharmic religions (Sikhism, Hinduism and Buddhism).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Developing a Schema - Hinduism - What is important to Hindus?</b></p> <p>The children have previously looked at places of worship such as a gurdwara (Sikh faith) and church (Christian faith) and how these are important to their faith and sense of belonging. Hindus can worship in a mandir, a place of worship, but are also able to worship anywhere that is convenient and most Hindu homes have a shrine to facilitate this. Through shared discussion, the children will explore the importance of the Hindu shrine, the artefacts that are placed on them and the symbols that are used during times of worship. Mandirs are religious buildings in the Hindu faith and the children will discuss how they are recognised, the importance of the colour orange (it represents fire and purity – fire burns and kills evil or impurity) and the rules that need to be followed when entering. We will learn that God has many forms in Hinduism and is viewed in a variety of ways by different faiths. Followers of the Hindu faith can see God using an animal as a vehicle, for example, Shiva. Children will draw Shiva as well as a marigold while using shared thinking to discuss their importance to the Hindu faith.</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Learning Intentions:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

## Religious Education Curriculum Progression

- To know that Hindus worship anywhere but most Hindu homes have a shrine
- To know what should be on a Hindu shrine.
- To know the symbolism of orange in Hinduism.
- To draw a marigold and know its symbolism in Hinduism.
- To draw God in animal form, for example, Shiva
- To know that Hindus may worship in a mandir and mandirs will have an orange flag outside.
- To know the rules Hindus follow when entering a mandir.

| Year 1 Summer (ii)                   |                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                  |
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| Curriculum Content<br>RE Enquiry     | Substantive Portable Knowledge     | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Vocabulary Progression                                                                                                                                                                                           |
| Why is Shabbat important in Judaism? | Shabbat is a day of rest for Jews. | <p><b>Belonging</b></p> <p>Jewish people have a sense of <b>belonging</b> and <b>identity</b> through uniting on Shabbat and following a set of rules and rituals. The Shabbat table is enjoyed by family and friends.</p> <p><b>Identity</b></p> <p>There are similarities between the Christian, Jewish and Islamic Creation Story.</p> <p>By resting on Shabbat, Jewish people are able to identify with God as He rested on the seventh Day. (In Christianity, this is the Sabbath). Children <b>learn through stories and sacred scripts</b>.</p> <p><b>Diversity</b></p> | <p><b>Shabbat</b></p> <p><b>Jews</b></p> <p><b>creation</b></p> <p>Kiddush Cup<br/>Challah cover<br/>Challah board<br/>Challah knife<br/>preparations<br/>rituals<br/>worship<br/>orthodox<br/>Shabbat table</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <p>Different religions believe in different creation stories.</p> <p><b>Theology</b></p> <p>Shabbat is significant to Jewish people. Some Jewish people are stricter when following rituals than others. Jewish people who follow the rules and rituals of Shabbat are known as Orthodox.</p> <p><b>Philosophy</b></p> <p>Shabbat influences Jewish life and lifestyles. The rituals of Shabbat reflect the Book of Genesis (in the bible) which details God's creation of the Earth.</p> |  |
| <p><b>Where from?:</b> Children would have heard the word, 'Judaism,' and recognise it as a religion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>Where to?:</b> In K.S.1., children will learn about the significance of light in Hannukah, Passover and Sukkot. In K.S.2, the synagogue and Bar and Bat Mitzvah.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>Why?:</b> Judaism is one of the 5 core religions in the U.K. We study key aspects of Judaism, understanding the role of the synagogue (as a place of congregation and study, rather than worship), the religious festivals of Passover and Sukkot (which are born out of religious persecution which still has a relevance today). The Bar and Bat Mitzvah ceremonies are core to Judaism as they mark the transition from childhood to adulthood. This will resonate with our children and there are aspects which span all religious and non-religious groups.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>Developing a Schema - Judaism - The Creation Story, Sabbath - Why is Shabbat important in Judaism?</b></p> <p>Shabbat is the day of rest for all Jewish people and is observed from sunset on a Friday until there are three stars in the sky on Saturday evening. The children will discuss what Shabbat is and why it is important to their faith. In the bible, God created the world in six days and rested on the seventh and the children will learn the link between this story and having the Shabbat on the seventh day. Preparing for Shabbat involves cleaning the house and showering so Jewish people do not need to do this on the Sabbath. The Shabbat table is set by Jews on the Friday evening before the start of Shabbat and symbolic items are placed on it during this time. This is so the home can closely resemble an altar so that Jewish families can rest, pray and reflect in peace. The Shabbat table should have: a tablecloth, candlesticks and candles, matches, a Kiddush Cup, wine or grape juice, a bowl for handwashing and a hand towel, Challah cover, Challah board, Challah knife, Challah, saltshaker and salt. Linking with other faiths that have been looked at, the children will explore why these items are used and their importance.</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>Learning Intentions:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

## Religious Education Curriculum Progression

- To know the significance of the Sabbath to the Jewish faith.
- To know what Shabbat is.
- To know why Shabbat is important to Jews.
- To know why Shabbat falls on the seventh day of the week.
- To know the preparations for Shabbat.
- To know what the Shabbat table is.

| Year 2 Autumn (i)                |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                              |
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| Curriculum Content<br>RE Enquiry | Substantive Portable Knowledge                                                                           | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Vocabulary Progression                                                                                                       |
| What is significant about light? | <p>Orange symbolises purity (cleanliness).<br/>Light is symbolic and it shows Hindus the way to God.</p> | <p><b>Symbolism</b><br/>Light is <b>symbolic</b> in many religions. Religious people believe their faith guides them through life (like a light).</p> <p><b>Theology</b><br/>Light is symbolic and it shows Hindus the way to God. Hindus <b>learn this through the story of</b>, 'Rama and Sita,' when they follow the divas home. This is a story of good triumphing over evil. This demonstrates <b>right from wrong</b>. This story is in the Ramayana.</p> <p><b>Belonging</b><br/>Hindus have a sense of belonging as their faith in God is strong as He shows them how to live.</p> | <p><b>Diwali</b><br/><b>diwa / diva</b><br/><b>supreme</b></p> <p>rangoli<br/>mehndi<br/>practices<br/>Ramayana<br/>evil</p> |



## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Hindus celebrate Diwali every year; it is known as, 'The Festival of Light.' |  |
| <b>Where from?:</b> Children learn about light in the Early Years and its significance in religion. Children have learned about the symbolism of the colour orange and marigolds, in particular.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                              |  |
| <b>Where to?:</b> Children learn about the significance of light across religions; they learn about the Christian festival of Christmas and Jewish festival of Hannukah; light is symbolic in both these festivals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                              |  |
| <b>Why?:</b> This teaching sequence embodies the theology of Hinduism teaching children the core messages of faith and good overcoming evil. This happens when Hindus have faith in God and His teachings and learn to follow His guidance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                              |  |
| <b>Developing a Schema – Hinduism – What is significant about light?</b><br>Light is symbolic (has a deep meaning) in many religions and, in the Hindu faith, orange symbolises purity and light showing its followers the way to God. In Year 1, the children would have discussed marigolds and they will recall this information through shared thinking. We will have learned that stories are used to spread the word of the faiths. The story of Rama and Sita and their victory over evil is one of the most important stories in the Hindu faith. The children will read this story and discuss the message it is spreading and why light is seen as symbolic. Like many other religions, Hindus believe in one God which takes many forms and the children will discuss why this is. In the story of, 'Rama and Sita,' Rama is an incarnation of Vishnu (God of Protection) and Sita is an incarnation of Lakshmi (Goddess of wealth and prosperity). Sita is captured by Ravana (the king of the demons) and Rama sets out to save her supported by Hanuman (the monkey general). They rescue Sita and walk across the whole of India to get home; as they do, Indians (Hindus and Sikhs) placed diva lamps outside their homes to guide their way home. Now, Hindus celebrate with rangoli patterns and mehndi. |  |                                                                              |  |
| <b>Learning Intentions:</b> <ul style="list-style-type: none"> <li>• To know that light is symbolic in many religions.</li> <li>• To recall the significance of the colour orange to Hindus.</li> <li>• To recall the significance of orange marigolds in Hinduism.</li> <li>• To retell the story of Rama and Sita.</li> <li>• To explain the message (moral) of Rama and Sita and why light is symbolic.</li> <li>• To know that Hindus believe in one God who is seen in different forms.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                              |  |

| Year 2 Autumn (ii)               |                                |                        |                        |
|----------------------------------|--------------------------------|------------------------|------------------------|
| Curriculum Content<br>RE Enquiry | Substantive Portable Knowledge | Disciplinary Knowledge | Vocabulary Progression |

## Religious Education Curriculum Progression

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| <p><b>What Christian and Jewish celebrations do we know?</b></p> | <p>Light is symbolic; it shows religious followers the way to God. A menorah is a special candelabrum which is lit during Hannukah. It is known as the Festival of Lights. Christmas is the festival of Jesus Christ's birth.</p> | <p style="text-align: center;"><b>Symbolism</b></p> <p>The <b>symbolism</b> of light is clear. In Christianity, the Star of Bethlehem guides the way to the birth of Jesus, many Christians now have stars on the top of their Christmas trees. Fairy lights are also popular. Jesus Christ is a symbol of goodness coming into an evil world. The Heavens light up for His birth (and darken on his crucifixion). Candles are lit at Christmas (including the Advent candle). Christians believe that Jesus is the light of the world and Christians carry light within them.</p> <p>In Judaism, the Menorah <b>symbolises</b> the eight days of the battle to rededicate the Second Temple in Jerusalem to Jews (it had been commandeered by Greek-Syrian oppressors). One day's worth of oil miraculously lasted eight days. That is why the Hannukah Menorah has nine candles: one for each of the eight days and one (in the centre) to light the rest.</p> <p>Christians believe that Jesus celebrated the festival of dedication – Hannuakah.</p> | <p style="text-align: center;"><b>light symbolic rituals</b></p> <p style="text-align: center;">celebrations<br/>secular<br/>Hannukah<br/>menorah</p> |
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## Religious Education Curriculum Progression

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|  |  | <p><b>Belonging</b></p> <p>Remembering the rededication of the Jewish Temple and the Festival of Lights gives Jewish people a sense of belonging and identity. Christians believe that Jesus Christ's birth <b>symbolises the divine in human form</b> and it gives hope to Christians (they believe He is the Saviour of the world).</p> <p><b>Diversity</b></p> <p>These festivals are celebrated around the world. Although cultures may differ, the rituals of church services are similar on Christmas day for Christians as is the eight days of Hannukah for Jews.</p> <p><b>Theology</b></p> <p>We know about the Nativity story as it is in the New Testament of the bible.</p> <p>Hannukah is in the Talmud. It is also mentioned in the New Testament when Jesus attends a feast of dedication. They learn through <b>sacred scripts and artefacts</b>.</p> |  |
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## Religious Education Curriculum Progression

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| <b>Where from?:</b> Children have learned about The Festival of Light in Hinduism and Sikhism (Diwali). They have participated in Christmas celebrations and know about the symbolism of light across religions. They know about Shabbat (the Jewish day of rest) and the Jewish creation story.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                   |  |
| <b>Where to?:</b> Children learn about other Christian and Jewish celebrations and their associated rituals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                   |  |
| <b>Why?:</b> Light is significant in many religions and festivals – it symbolises the path humans are to follow to reach goodness and God. Throughout our study, we can see similarities between the Abrahamic religions (Judaism, Christianity and Islam); this is returned to when we study Creation stories.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                   |  |
| <b>Autumn 2 - RE - Christianity/Christmas - Judaism/Hanukkah.</b><br>Last term, the children discussed the symbolic importance of light in religion and concentrated on the Hindu faith. Light is also symbolic to followers of Christianity and Judaism and the children will discuss why religious followers believe light shows them the way to God. Hanukkah is an important Jewish celebration, which is also called the Festival of Lights. It marks the time when an important Jewish temple in Jerusalem was reclaimed by the Jewish. Hannukah follows a number of rituals and special items, such as the menorah, that are used during the celebration and why these are used. Christmas is a Christian celebration as it marks the birth of Jesus Christ, Christians believe that Jesus was God on Earth and this gives them proof of God's existence and divine powers. The importance of Christmas to Christians will be discussed. Light is also significant in the Christmas story (Nativity) as the light of The Star of Bethlehem revealed Jesus' birthplace and this is often symbolised on top of Christmas trees. Fairy lights are also a feature of Christmas. Candles (including the Advent Candle) are used in church and in Christian homes. There are similarities between Hannukah and Christmas in that they both have light central to them; however, they mark very different events. Jesus was Jewish and he celebrated Hannukah during His time on Earth. |  |                                                                                                   |  |
| <b>Learning Intentions:</b> <ul style="list-style-type: none"> <li>• To know that light is symbolic in many religions.</li> <li>• To know why Hannukah is important to Jews.</li> <li>• To know the rituals and celebrations of Hannukah.</li> <li>• To know why Christmas is important to Christians.</li> <li>• To know the rituals and celebrations of Christmas.</li> <li>• To know similarities between the celebrations of Hannukah and Christmas.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                   |  |

## Religious Education Curriculum Progression

| Year 2 Spring (i)                   |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                        |
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| Curriculum Content<br>RE Enquiry    | Substantive Portable Knowledge                                                                                                                                                      | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Vocabulary Progression                                                                                                                                                                                                                                                 |
| How can art help Christian worship? | <p>The cross is a Christian symbol. Jesus Christ was crucified on a cross at Easter.</p> <p>A church is a group of people or a building where Christians congregate to worship.</p> | <p><b>Symbolism</b></p> <p>The <b>symbolism</b> of the cross comes from Jesus Christ's crucifixion. Other Christian symbols include the Holy Trinity, fish and dove.</p> <p><b>Symbolism and learning through stories</b> is represented in Christian art and stained glass windows which are often found in traditional, British churches. Stories such as, 'The Lost Sheep,' symbolise a human who has not found Christianity yet but will be found by God.</p> <p><b>Diversity</b></p> <p>Christian art work can be seen, in different forms, all around the world. Simple wooden crosses, or crosses made from palm leaves, adorn Christian homes supporting <b>belonging</b>.</p> <p>Children should learn about different churches from around the world and understand the different meanings of the word, 'church.'</p> <p>There are often similarities, but this is not often the actual building. Consider how worship helps worship.</p> | <p><b>parable</b></p> <p><b>worship</b></p> <p><b>cross</b></p> <p>Christianity</p> <p>Christian symbol</p> <p>Jesus</p> <p>features</p> <p>font</p> <p>baptisms</p> <p>lectern</p> <p>pulpit priest/ pastor/ vicar / reverend</p> <p>congregation</p> <p>messages</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <p><b>Theology</b></p> <p>A lot of Christian art work is derived from bible stories and <b>sacred scripts</b>. It reflects the values, beliefs and stories of Christianity.</p> <p>Christian art work (especially stained glass windows) can be seen in churches. Often, art galleries show historical art work.</p> <p><b>Philosophy</b></p> <p>Church has different definitions and can mean a set of beliefs and values to which people may belong or a building in which Christians congregate and worship.</p> |  |
| <p><b>Where from?:</b> Children have learned about the significance of the church, its symbols and how art can represent key themes and the stories within the bible, including Jesus Christ's parables and The Kingdom of God. They know about the Christian festivals of Christmas and Easter.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Where to?:</b> Symbolism is a concept returned throughout our curriculum. Worship and learning through stories and artefacts underpin our learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Why?:</b> Symbolism is key to many religions. Often, symbolism has evolved in history due to circumstance but, also, it usually represents a core message or rule which should be adhered to in order to follow the beliefs of the religion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p><b>Developing a Schema - Christianity - The Church</b></p> <p>As the children have previously learnt, each religion has its own symbols that they use to follow their faith. The cross is a Christian symbol as Christians believe that Jesus Christ was crucified on a cross at Easter. There are a number of additional symbols which are often derived from stories in the bible (see linked knowledge organiser). We will explore the importance of this and why they are displayed in a church. The children will discuss churches and why the church is not only a building for worship but also can be a group of people who have congregated to worship. The children will learn about some of the areas in a church, such as the lectern, pulpit and font, and their purposes, but understand that not all churches (interiors and exteriors) will look the same. The children will recall some of the stories used to spread teachings of Jesus through His parables, some of which have been expressed through art (such as The Lost Sheep or The Budding Fig Tree). We will look at some artwork and discuss how this supports Christians to live their lives. The children will also look at some churches and cathedrals and, in</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

## Religious Education Curriculum Progression

particular, St Paul's Cathedral (interlacing with history). The children will discuss when it was built and by whom and the importance of the building.

### Learning Intentions:

- To know the church is a place of worship in Christianity.
- To know the cross is a Christian symbol as it reminds people that Jesus died on a cross.
- To know some of the features of a church include the font (used for baptisms); a lectern (to be read from) and a pulpit (a raised part of the church for the priest/ pastor/ vicar / reverend to talk to the congregation).
- To know some of the messages given through Christian stories.
- To know that Christian stories and ideas can be expressed through the arts.
- To short a Christian belief through art work.
- To know that St. Paul's Cathedral in London was designed by Sir. Christopher Wren after The Great Fire of London.

| Year 2 Spring (ii)                         |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                            |
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| Curriculum Content<br>Historical Enquiry   | Substantive Portable Knowledge                                                                                                                                                                                                | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Vocabulary Progression                                                                                                                                                                                                     |
| What do you know about Jewish<br>Passover? | <p>The Star of David reminds Jews that God protects them in all six directions. It also reminds them of King David.</p> <p>Sukkot is the Jewish Festival of Foods.</p> <p>The Sedar Plate symbolises aspects of Passover.</p> | <p><b>Belonging</b></p> <p>Wearing The Star of David is a <b>sacred religious artefact</b> and <b>symbol</b> giving Jewish people a sense of belonging and identity. Jewish people have a shared history which is remembered.</p> <p>Sukkot marks the commemoration of the 40 years that Jewish people spent in the desert on their way to the Promised Land after escaping slavery in Egypt.</p> <p>The Sedar plate is a feature of a special meal which marks the beginning of Passover.</p> | <p><b>Sukkot (Festival of Foods)</b></p> <p><b>The Sedar plate</b></p> <p><b>The Star of David</b></p> <p>The Haggadah practices rituals</p> <p>Jewish festival cleaning</p> <p>Jewish symbol</p> <p>Pesach (Passover)</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                         |  | <p><b>Diversity</b><br/>The story of, 'David and Goliath,' reminds Jewish people that every kind of person can succeed. This is resplendent of <b>good overcoming evil</b>.</p> <p><b>Theology</b><br/>Children <b>learn through stories</b> including the story of, 'David and Goliath'. This story is in the Old Testament of the Christian bible; this is also the Hebrew bible sacred to Jews, which is known as the Torah.</p> <p><b>Philosophy</b><br/>This story teaches Jewish people (and Christians) that a young person who trusts God against all the odds will be successful.<br/>Sukkot is a Torah commanded holiday which is celebrated for 7 days.<br/>Passover (Pesach) celebrates the Israelites escape from slavery in Egypt. It is in the bible and other <b>sacred scripts</b>.</p> |  |
| <b>Where from?:</b> Children have learned about the significance of Shabbat and Hannukah.                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Where to?:</b> In K.S.2, they will learn about the Jewish synagogue and the role of the Bar and Bat Mitzvah in Jewish life.                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Why?:</b> It is important that children recognise the significance of the Jewish Passover in Judaism. This commemorates a key time in Jewish history when they were forced into exile as a result of religious persecution. The Seder Plate is symbolic as each component represents the ideas and emotions of the people of Israel. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |



## Religious Education Curriculum Progression

### Developing a Schema - Judaism - Pesach (Passover)

The children will recall all previous symbolic items as they discuss the Star of David which is a Jewish symbol that reminds all followers that God protects them in all six directions. Passover is an important Jewish festival as it reminds Jews how the Hebrews were freed from Egypt. We will learn the rituals and practices of Passover and their symbolism. This will include the use of The Seder plate. We will look at each part of the plate and learn about its importance as well as use of the Haggadah (a Jewish text), which sets forth the order of the Passover Sedar. Jews remember the time their ancestors spent in the desert escaping Egypt through the festival of Sukkot. We will learn the rituals and practices of this festival. Both Sukkot and Passover are two of the three Jewish pilgrimages (religious journeys); they celebrate seasonal harvests of spring and autumn. Shavuot is the third pilgrimage which is not covered in our curriculum but marks the summer harvest.

#### Learning Intentions:

- To know The Star of David is a Jewish symbol.
- To know the practices and rituals of the main Jewish festival of Pesach (Passover).
- To know the practices and rituals of the main Jewish festival of Sukkot (Festival of Foods).
- To give reasons for the rituals of Passover include cleaning.
- To draw The Sedar plate and explain why each part is important to Jews.
- To explain what The Haggadah is.

| Year 2 Summer (i)                    |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                              |
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| Curriculum Content<br>RE Enquiry     | Substantive Portable Knowledge                                                                                                                                                                                           | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                       | Vocabulary                                                                                                                                                                   |
| What values does the langar reflect? | <p><b>The gurdwara is a Sikh place of worship. It welcomes people from all faiths and always has a kitchen to offer food.</b></p> <p><b>A gurdwara has an orange flag outside and a shrine for offerings inside.</b></p> | <p><b>Belonging</b></p> <p>Sikhs believe in unity and equality which means that all people belong. All people (regardless of religion) are welcomed into the gurdwara; every gurdwara has a kitchen which serves food daily. No-one is turned away. As in Hinduism, the colour orange is <b>symbolic</b> and an orange flag stands outside all gurdwaras</p> | <p><b>gurdwara</b><br/><b>reverence</b><br/><b>scripture</b></p> <p>langar<br/>Ardas<br/>rules<br/>Manji Sahib<br/>Congregation (sangat)<br/>prayer<br/>hymns<br/>sacred</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                 |  | <p>distinguishing them from other buildings and <b>symbolising</b> purity. The Ardas is a prayer which helps Sikhis reflect and give thanks.</p> <p><b>Diversity</b><br/>Gurdwaras are all around the world. They may look different in different countries but there will always be an orange flag flying.</p> <p><b>Theology</b><br/>Any building which holds a copy of the Guru Granth Sahib is known as a gurdwara.<br/>The Guru Granth Sahib is highly revered (respected). It is placed on a raised platform called the manji sahib under a canopy in the divan hall. It always sits higher than the congregation (sangat) as a <b>symbol</b> of respect. They learn through <b>sacred scripts and artefacts</b> and an underlying <b>belief</b> that <b>good overcomes evil</b>.</p> |  |
| <p><b>Where from?:</b> Children already know the Sikhi values of unity and equality which are reflected in the gurdwara. They have some understanding about gurdwara as a building which houses the Guru Granth Sahib, a place for congregation and worship. All gurdwara have an orange flag outside (symbolising purity).</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <p><b>Where to?:</b> Children will learn about the Guru Granth Sahib (the everlasting guru found in every gurdwara), the 4 Ashramas (stages of life), the 5 Ks and the Amrit Ceremony.</p>                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

## Religious Education Curriculum Progression

**Why?:** Equality and unity are underpinning philosophies within the Sikh religion (this is different to the Hindu caste system which still exists in some sections of Hinduism). The langar not only symbolises equality and unity but, as food is available for all every day, it also shows Sikhs to be welcome and charitable.

### **Developing a Schema - Sikhism - Worship**

A gurdwara is a Sikhi place of worship that welcomes people from all faiths. We will discuss why this is important and recall all previously learnt knowledge about the Sikh place of worship (and the core principles of Sikhism which are equality and unity). We will explore why a gurdwara has a kitchen (langar) which always offers food and why this is a central part of a gurdwara. As with all religions, Sikhs have rules that must be followed and the children will explore these and see if there are any similarities with other faiths that they have looked at. Before entering a gurdwara, hair must be covered and shoes removed. This is both a mark of respect and a way of ensuring cleanliness (purity). We will also explore why a gurdwara has an orange flag outside and that this symbolises peace along with the reason for the shrine inside (this houses the Sri Guru Granth Sahib). There are rules which must be followed by Sikhs regarding the Guru Granth Sahib, how it is looked after and read which are researched by children.

### **Learning Intentions:**

- To recall knowledge about the gurdwara.
- To recall the significance of the colour orange in Sikhism.
- To know the rules Sikhs must follow when entering a gurdwara.
- To know what worship is.
- To know the practice of Sikh worship.

| Year 2 Summer (ii)                                    |                                                                                                                                                                             |                                                                                                                                                                                                                                          |                                                                                      |
|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Curriculum Content<br>RE Enquiry                      | Substantive Portable Knowledge                                                                                                                                              | Disciplinary Knowledge                                                                                                                                                                                                                   | Vocabulary Progression                                                               |
| What do we know about Jesus Christ's birth and death? | Christmas is the Christian festival of Jesus Christ's birth and Easter is the Christian festival of His death.<br>Christian celebrations follow rituals which are very old. | <b>Belonging</b><br>Christians have a sense of <b>belonging</b> which is strengthened by core celebrations and congregating with other Christians. Both Christmas and Easter are steeped in ritual (both inside and outside the Church). | <b>resurrection symbolism rituals</b><br><br>sin<br>weddings<br>baptism<br>sacrifice |

## Religious Education Curriculum Progression

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|                                                                                                                                                  |  | <p><b>Symbolism</b><br/>Recall prior learning about Christian <b>symbolism</b> and consider how much is derived from the festivals of Easter and Christmas through research. Water is very <b>symbolic</b>; it is viewed as a purifier and, 'washes sin away.' Water is used for Christenings / Baptisms.</p> <p><b>Diversity</b><br/>Children will learn how Christmas and Easter celebrations share the same rituals around the world but there are differences. It is the shared rituals which garner a sense of <b>belonging</b> and <b>identity</b> as a Christian.</p> <p><b>Theology</b><br/>Christians know about the life of Jesus Christ including his birth and death as they <b>learn through stories</b> in the bible. They know that the stories send Christians core messages of hope and proof of God in <b>divine and human form</b> in the form of the holy trinity. Christians mark Jesus Christ's birth and death as significant dates.</p> |  |
| <b>Where from?:</b> Children have already studied Christmas and Easter as part of our religious calendar.                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Where to?:</b> Children will learn through Christian bible stories, worship, the Ten Commandments, the Holy Trinity and Christian Expression. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |

## Religious Education Curriculum Progression

**Why?:** This teaching sequence allows children to work at greater depth understanding the concept of God as the human and divine which both Christmas and Easter represent. This is a core concept which Christians believe proves God's existence.

### Developing a Schema - Christianity - Celebrations

Christmas is a Christian festival that celebrates the birth of Jesus Christ. Easter is a celebration of his death and resurrection to cleanse Christians of their sins; Christians believe Jesus Christ sacrificed His own life in order to save theirs. They believe that Jesus' birth and death on Earth is proof of the human and divine and that there is a heaven (afterlife). The children will have the chance to discuss the life of Jesus and the rituals associated with His birth and death. These times use symbols and the importance of these will be recalled by the children as we discuss the role of the church during these celebrations. Of course, there are secular aspects of both festivals and these can be explored. We have previously discussed light and its symbolism and this will be revisited as we learn about the religious festivals, along with gift giving (reflecting the Three Wise Men and shepherds in the Nativity story) and the cross. All of these rituals are very old and have stayed largely unchanged throughout the years and we will ask for personal experiences of taking part in some Christian rituals such as baptisms or weddings. Baptism symbolises the washing away of sins and the promise to live as a Christian. Christians believe that Jesus Christ was baptised at the age of 30 by John the Baptist in the Jordan River.

### Learning Intentions:

- To recall symbolism in Christianity and the role of the church in festivals and celebrations.
- To know the life cycle of Jesus Christ including his birth and death.
- To know the rituals associated with Easter and Christmas.
- To know the symbolism behind religious festivals e.g. gift giving, light, the cross.
- To know about Christian celebrations such as baptism, weddings or others children may have been part of.

| Year 3 Autumn (i)                        |                                                                                                                                                       |                                                                                                                                                                                                                        |                                                                                                        |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Curriculum Content<br>Historical Enquiry | Substantive Portable Knowledge                                                                                                                        | Disciplinary Knowledge                                                                                                                                                                                                 | Vocabulary Progression                                                                                 |
| What more can we find out about Diwali?  | The Aarti Ceremony takes place during the Hindu festival of Diwali (and most other Hindu ceremonies). Hindus wave lights in front of an image of God. | <p><b>Symbolism</b></p> <p>Light is very <b>symbolic</b>; it guides Hindus through life towards God (Brahman).</p> <p>Orange is the colour of fire (the flame) which symbolises purity as it burns all impurities.</p> | <p><b>Brahman</b></p> <p><b>puja tray</b></p> <p><b>Deity</b></p> <p>one God</p> <p>Aarti Ceremony</p> |

## Religious Education Curriculum Progression

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|                                                                                                                               |  | <p><b>Belonging</b></p> <p>All festivals are designed to encourage the coming together of worshipers. Festival means, 'festa,' meaning religious holiday. It is also linked to the word, 'feast,' as food is usually part of all festivals. The singing of aarti (songs) is a ritual as well as bonding.</p> <p><b>Theology</b></p> <p>The Ramayana is the holy story of Rama and Sita which is at the core of the Aarti Ceremony. Children <b>learn from stories.</b></p> <p>All items on the Puja tray have a purpose and are used as a part of the ritual of the Aarti Ceremony.</p> <p><b>Philosophy</b></p> <p>Children learn that coming together at times of celebrations helps us as a community. The Hindu community welcomes people from all religious and non-religious backgrounds to take part in celebrations promoting <b>diversity.</b></p> |  |
| <b>Where from?:</b> Children have learned about the festival of Diwali (the Festival of Lights) in the Early Years and K.S.1. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |

## Religious Education Curriculum Progression

**Where to?:** We learn about the natural world and 4 Ashramas, karma and samsara.

**Why?:** Children have the opportunity to work at greater depth with a specific focus on the Aarti Ceremony itself, its rituals which bring a sense of belonging across the world. Children recall the significance of the colour orange in all Dharmic religions (symbolising fire which burns impurities; therefore symbolising purity).

### **Developing a Schema - Hinduism - The Aarti Ceremony**

Diwali is a Hindu celebration, often called The Festival of Lights. We have previously learnt about Rama and Sita and this story will be revisited this term as we learn more about the Ramayana (the story of Rama and Sita). The Aarti Ceremony is a ritual employed in worship in which light, usually from a flame, is offered to one or more deities (representations of God). The sadhus (Hindu monks) or pujaris (attendants to the Deities) stands in front of the shrine with the image of the deity being worshipped (this is usually Shiva) and circles a lamp three times in a clockwise direction while chanting a prayer or singing a hymn. Fire is orange and known to destroy evil leaving purity. We will learn that Aarti are the songs that are sung during this ceremony and will look at the significance of using light. Like many other religious celebrations, the Aarti ceremony has rituals that must be followed and we will be exploring these and discussing their importance to followers. One such is the use of a Puja Tray and the children will talk about why it is used and its significance during worship will be explored.

### **Learning Intentions:**

- To know that Hindus believe in one God and believe He has visited Earth in different forms.
- To know the significance of the Ramayana.
- To recall the story of Rama and Sita which is celebrated during Diwali.
- To know the rituals of the Aarti Ceremony.
- To explain what a puja tray is and its significance at Diwali.

| Year 3 Autumn (ii)                                  |                                                                                                                |                                                                                                                                                                                                      |                                                                                            |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Curriculum Content<br>RE Enquiry                    | Substantive Portable Knowledge                                                                                 | Disciplinary Knowledge                                                                                                                                                                               | Vocabulary Progression                                                                     |
| What do Christians learn from stories in the bible? | The bible is a source of belief for Christians and has stories called parables which teach them how to behave. | <p><b>Identity</b></p> <p>Christians <b>identify</b> with the Ten Commandments which they see as rules from God which they should adhere to in order to live a good life.</p> <p><b>Theology</b></p> | <p>parables</p> <p><b>commandments</b></p> <p><b>The Kingdom of God</b></p> <p>command</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <p>The bible details The Kingdom of God in the New Testament. These are the teachings of Jesus Christ. Jesus' stories (parables) give messages allowing Christians to <b>learn from stories</b> and other <b>sacred scripts</b>.</p> <p><b>Philosophy</b><br/>How parables and The Ten Commandments can help Christians live their lives.</p> |  |
| <p><b>Where from?:</b> This is a recurring concept which is spirals throughout our curriculum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b>Where to?:</b> Children will learn about the Creation Story (in the Abrahamic religions); the Ten Commandments, The Holy Trinity and Christian Expression.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b>Why?:</b> The Kingdom of God symbolises how Christians should live on Earth (in accordance with His instruction). This is a core belief in Christianity; that Christians should follow in God's path as shown in bible stories including the parables told by Jesus Christ during His time on Earth.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b>Developing a Schema - Christianity - The Ten Commandments.</b></p> <p>The bible is the Christian holy book and it is used by Christians during worship and throughout their everyday lives. During this term, the children will read and dissect some parables and discuss why followers of the Christian faith use them as a source of belief. One of the most well known stories is Moses and the Ten Commandments and the children will discuss what a commandment is and how these help to guide Christians. Other parables could include: 'The Lost Sheep,' and 'The Lost Coin,' which tell of forgiveness. We also have our school values and we will discuss these and how these guide how we act at school. Christians believe in the Kingdom of God which means they put God first and reflect His values on Earth (for example, by caring for the poor and the weak). These are in the messages of the parables and many stories in the bible. The Parable of the Pearl teaches Christians that there is nothing more important than seeking and knowing God.</p> |  |                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• To know the significance of the Bible to Christians and that it is a source of belief.</li> <li>• To know what a command is.</li> <li>• To know the Ten Commandments and the Ebbsfleet Green's Values.</li> <li>• To know what The Kingdom of God means to Christians.</li> <li>• To know The Kingdom of God in parables e.g. The Parable of the Pearl.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                               |  |



## Religious Education Curriculum Progression

| Year 3 Spring (i)                          |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                |
|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Content<br>Historical Enquiry   | Substantive Portable Knowledge                                                                                                  | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Vocabulary Progression                                                                                                         |
| What do Buddhist Parables teach Buddhists? | Siddhartha Gautama was the first Buddha and founded Buddhism. Once a person finds enlightenment (the truth), (s)he is a Buddha. | <p><b>Symbolism</b><br/>Children explore the importance of the symbolism of pagodas; their design symbolises wisdom, peace and harmony and they are welcoming to people of all faiths and none.</p> <p><b>Identity</b><br/>Buddhists identify with the teachings of Siddhartha Gautama but they do not worship him.</p> <p><b>Diversity</b><br/>There are peace pagodas in many different countries; there is one in Battersea Park, London. Everyone is welcome to visit.</p> <p><b>Theology</b><br/>Children, again, <b>learn through stories</b> by reading parables and interpreting the messages and <b>symbolism</b>.</p> <p><b>Philosophy</b><br/>There are a number of parables which guide Buddhists about how to live their lives.</p> | <p><b>Buddha</b><br/><b>pagodas</b><br/><b>enlightenment</b></p> <p>parable<br/>the truth<br/>wisdom<br/>peace<br/>harmony</p> |

## Religious Education Curriculum Progression

**Where from?:** Children know the word, 'parable,' to mean, 'religious story.' They have learned that Buddhism is one of the 5 core religions studied.

**Where to?:** Children will learn about the significance of meditation to Buddhists (this is one of the Dharma in order to reach enlightenment); enlightenment and the Eightfold Path.

**Why?:** Learning through stories is a key concept which permeates our curriculum. Understanding the roots of Buddhism (which are born out of Hinduism) as a Dharmic religion is important. As with other religions, followers learn through stories, However, Buddha is not a God or Deity (Buddhists do not believe in a God or worship Buddha; however, he is revered).

### **Developing a Schema - Buddhism - Founding and Parables**

This term, we will discover that Siddhartha Guatama was the first Buddha and founded Buddhism. Originally a Hindu, there are similarities between Hinduism and Buddhism (these include a shared belief in karma (action and its affect or consequences), Dharma (how to live), the cycle of rebirth and Moksha (the reaching of enlightenment and release from the cycle of death and rebirth)). The main differences between Hinduism and Buddhism are that Buddhists believe in equality and they do not believe in a God or deity. Anyone can reach Buddha status but this requires a lot of meditation to reach enlightenment: the Right Understanding, Right Thought, Right Speech, Right Action, Right Action, Right Livelihood, Right Effort, Right Mindfulness and Right Concentration. Buddhas are not seen as God but they are revered. The children previously learnt about parables in the bible and we will explore the use of stories again in the Buddhist faith. The Man Born Blind, The Lost Son and Luxurious Living are three parables that the children will read and discuss, each having their own meaning which will be talked about during class discussions. We will revisit religious symbols as we learn about Pagodas and find out why they are significant to followers of the Buddhist faith. Inner peace is a state of pure relaxation and this feeling will be discussed by the children along with how this can help a person to become a Buddha and achieve Enlightenment and free them from life's suffering.

### **Learning Intentions:**

- To know the significance of Buddha to Buddhists
- To know when and where Buddhism was founded.
- To know the Buddhist Parable of The Man Born Blind and what it teaches Buddhists.
- To know the Buddhist Parable of The Lost Son and Luxurious Living and what it teaches Buddhists.
- To know the meaning of peace.
- To know that pagodas are significant to Buddhists and a symbol of peace.

### **Let's Quiz!**

1. What is the name of the founder of Buddhism?
2. What do Buddhists learn from parables?
3. How does Buddhist belief differ from Hinduism (and Sikhism) belief?

## Religious Education Curriculum Progression

| Year 3 Spring (ii)                                    |                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                         |
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| Curriculum Content<br>RE Enquiry                      | Substantive Portable Knowledge                                                                                  | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Vocabulary Progression                                                                                                                  |
| What is the significance of the First Call To Prayer? | Muslims believe in one God, Allah. A mosque is the Muslim place of worship and the Qu'ran is Islam's holy book. | <p><b>Belonging</b><br/>The First Call to Prayer gives Muslims a sense of <b>belonging</b> and <b>identity</b>.</p> <p><b>Diversity</b><br/>Muslims live all around the world including in our neighbourhood. We have a number of local mosques.</p> <p><b>Theology</b><br/>The Qu'ran is the Muslim holy book. Adhan (meaning to inform the time of prayer) is not mentioned in the Qu'ran. It is said in the mosque five times a day on most days and all day long during the religious holidays of Eid al-Fitr and Eid al-Adha. Muslims believe that Allah sent books and messengers down to Earth to guide Muslims on how to live their lives.</p> <p><b>Philosophy</b><br/>Rituals and stories (alongside messengers sent by Allah) help Muslims live their lives. Children <b>learn from stories</b> about</p> | <p><b>Allah</b><br/><b>mosque</b><br/><b>the Qu'ran</b></p> <p>messengers<br/>First Call to Prayer<br/>Adhan<br/>Hadith<br/>Muslims</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Mohammad and how He lived his life. |  |
| <b>Where from?:</b> Children have learned that Islam is a core religion studied at our school. We commemorate key festivals and holy day as part of our assembly calendar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                     |  |
| <b>Where to?:</b> Children will learn more about the significance of the mosque, the religious festival of Ramadan and the Hajj (the pilgrimage Muslims should take once in their lifetime to the holy city of Mecca).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                     |  |
| <b>Why?:</b> The First Call of Prayer is significant in Islamic countries where lifestyles are built around the 5 daily prayers. The mosque is the Muslim place of communal worship. Although, the First Call to Prayer is not mentioned in the Qu'ran, it has become part of cultural practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                     |  |
| <b>Developing a Schema - Islam - Allah, The Qu'ran and Mohammad.</b><br>Muslims believe in one God, called Allah. Followers believe that Allah sent books and messengers down to Earth to guide them and this belief is a cornerstone of the Islamic faith. The books are: The Torah, The Qu'ran, The Sahifah, The Tawrat and The Injil. In total, Muslims believe that Allah sent a total of 25 messengers (known as prophets), the last of whom was Muhammad (PBUH). Through class discussion, we will explore the importance of this to Muslims. A mosque is a place of worship for Muslims. It is from here that the Call to Prayer, a reminder to pray, is given which happens five times a day. We will talk about why this is so important to Muslims and their faith. The Prophet Mohammad is seen as the final Prophet of Islam and we will discover that the Qu'ran holds stories about how Mohammad lived his life and how followers of Islam should live theirs. One story is, 'The Crying Camel.' These are called Hadith. We will discuss how these stories relate to their faith and if there are any similarities with stories from other faiths. The Qu'ran is the Islamic holy book and the children will learn about its importance and what is inside this holy book. |  |                                     |  |
| <b>Learning Intentions:</b> <ul style="list-style-type: none"> <li>• To know that Muslims believe in one God and call Him Allah.</li> <li>• To know that Allah sent messengers and books to guide Muslims and give examples of some of these.</li> <li>• To know that the mosque is the Muslim place of worship.</li> <li>• To know what the First Call to Prayer is and its significance to Muslims.</li> <li>• To know that The Prophet Muhammad (pbuh) is important to Muslims and there are stories about him which reveal his practices and the way he lived his life.</li> <li>• To know the significance of the Qu'ran and that it is one of five holy books sent from Allah to Earth.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                     |  |

## Religious Education Curriculum Progression

| Year 3 Summer (i)                                                                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Content<br>Historical Enquiry                                                              | Substantive Portable Knowledge                                                                                                                                                                                                                                      | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Vocabulary Progression                                                                                                                                                          |
| What makes the synagogue a special place for Jewish people?                                           | <p>A synagogue is a place where Jewish people meet to worship and learn together.</p> <p>Jews believe God is present in a synagogue.</p> <p>The Torah is the first five books of the Hebrew bible. All synagogues have an ark where the Torah scrolls are kept.</p> | <p><b>Belonging</b></p> <p>Jewish communities have a synagogue where Jews can congregate and study. Although not essential, congregational worship can take place in a synagogue but, essentially, it is central to rites of passage (preparation for getting married, the Bar and Bat Mitzvah).</p> <p><b>Identity</b></p> <p>The Star of David is a religious symbol of identity which protects Jewish people in all six directions.</p> <p><b>Theology</b></p> <p>Children understand the significance of the synagogue, the Torah, ark and Ner Tamid to the Jewish community.</p> <p><b>Philosophy</b></p> <p>Jewish people learn from the Hebrew bible and the Torah and <b>through stories</b> such as, David and Goliath.</p> | <p><b>synagogue</b><br/><b>rabbi</b><br/><b>the Torah, ark, Ner Tamid</b></p> <p>David and Goliath stories<br/>Moses worship<br/>believe<br/>Hebrew bible<br/>Torah scrolls</p> |
| <b>Where from?:</b> We have learned about Hannukah, the significance of Shabbat, Passover and Sukkot. |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |
| <b>Where to?:</b> Children will learn about the Jewish creation story, the Bar and Bat Mitzvah.       |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |

## Religious Education Curriculum Progression

**Why?:** The synagogue is the central point for life in the Jewish community. It is where many rites of passage take place. It is an important as a place of religious study such as when a young boy / girl will learn Hebrew and study the Torah in preparation for their bar / bat mitzvahs or where engaged couples learn about married life.

### Developing a Schema - Judaism - The Synagogue

A synagogue is a place where Jewish people congregate together and learn together (they can worship but this is not the remit for the synagogue). They also believe that God is present in a synagogue. We will discuss why that makes this place of worship special to its followers and how they may know that He is present. The ner tamid burns continuously to show that God is always present. The Talmud states that when ten or more Jews are gathered in prayer, God is present. A rabbi is a Jewish religious leader who leads the congregation in prayers and readings from sections of the Torah. Both men and women can be rabbis (although not in some orthodox traditions). Rabbis also leads in Jewish weddings and other ceremonies, including bar mitzvahs. The Torah is a compilation of the first five books of the Hebrew Bible and are seen as the books ascribed to Moses. We will explore where this is kept within the synagogue, the ark, and if there are any religious artefacts held in this building. Jews believe stories in the Bible show the relationship they have with God and we will examine these to find what this relationship may be.

### Learning Intentions:

- To know the significance of the synagogue.
- To know how Jews know God is present in the synagogue.
- To know the role of the rabbi.
- To know the significance of the Torah, ark, Ner Tamid to Jews.
- To know that stories show Jews' relationship with God.
- To know the story of David and Goliath and the stories of Moses.

| Year 3 Summer (ii)                       |                                                                                                                                                                                   |                                                                                                       |                                                                                                                     |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Curriculum Content<br>Historical Enquiry | Substantive Portable Knowledge                                                                                                                                                    | Disciplinary Knowledge                                                                                | Vocabulary Progression                                                                                              |
| How are creation stories similar?        | <p>Christians and Jews believe that God created the world.</p> <p>Muslims believe that Allah created all living things.</p> <p>Hindus believe that Brahman created the world.</p> | <p><b>Belonging</b></p> <p>Creation stories are central to many religions.</p> <p><b>Identity</b></p> | <p><b>creation</b></p> <p><b>idolatry</b></p> <p><b>lotus flower</b></p> <p>Christian</p> <p>God</p> <p>Muslims</p> |

## Religious Education Curriculum Progression

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|                                                                                                                        |  | <p>Having a shared understanding of how the world began creates a feeling of <b>belonging</b>.</p> <p><b>Theology</b></p> <p>The creation stories in the Abrahamic religions (Christianity, Judaism and Islam) are very similar. Muslims do not believe that Allah needed to rest on the seventh day.</p> <p>Hindus believe that Brahman created the world.</p> <p>Sikhism does not have a creation story.</p> <p>Buddhism does not have a single creation story.</p> <p><b>Philosophy</b></p> <p>We know about creation stories as they are included in holy books. All religions <b>learn through stories</b>.</p> <p>Many religions show God as being the creator – <b>the divine</b>.</p> | <p>Allah<br/>Hindu<br/>Brahman</p> |
| <b>Where from?:</b> Children have learned about all these religions and should be encouraged to recall prior learning. |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                    |
| <b>Where to?:</b> Children will learn about how different religions worship and beliefs about death.                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                    |

## Religious Education Curriculum Progression

**Why?:** The creation story is significant, particularly in Abrahamic religions as followers believe that God (Allah) created the Earth and, as humans, we should follow the rules He has set in order to leave here and benefit from its rich sources. Hinduism also has a creation story which differs from the Abrahamic ones (but there are overlaps). There is no creation story in Sikhism or Buddhism.

### Developing a Schema - Cross Religion - Creation Stories

All religions believe in God, although their image of Him differs (in Islam, Allah and Muhammad should not be shown in image form). As we study different creation stories, we will learn that each religion believes God created the Earth - Muslims believes Allah created it, Christians' believe that God created it and Hindus believe Brahman created it. We will learn how these religions believe their God created the Earth and why their image of Him is slightly different. Again, we can see how religions learn through the stories told in their holy books. We will read and discuss each creation story and look for similarities and differences. Of course, we also learn that in some Dharmic religions, creation stories do not exist and are not seen as a necessary part of the religion. When looking at the Christian creation story, children will also explore the life of St. Francis of Assisi and how his life illustrates how Christians should look after animals.

### Learning Intentions:

- To know that Jews and Christians believe God created the world.
- To know that St. Francis is a Christian example of caring for and protecting living things.
- To know that Muslims believe that Allah is the creator of all living things.
- To know that most Muslims do not draw human beings or creatures.
- To know the Hindu creation story includes Brahman coming out of a lotus flower.

| Year 4 Autumn (i)                        |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                       |                                                                                                                                                        |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Content<br>RE Enquiry         | Substantive Portable Knowledge                                                                                                                                                                                                                                                                                            | Disciplinary Knowledge                                                                                                                                                                                                | Vocabulary Progression                                                                                                                                 |
| How is peace important to all religions? | Peace is a period of time when there is no war or disturbance.<br>Martin Luther King was a lead Civil Rights campaigner in the U.S.A.<br>Ghandi was a Hindu Civil Rights campaigner in India.<br>As-salaam means, 'peace be with you,' in Islam.<br>Humanists do not believe in a God but in the ability of human beings. | <b>Belonging</b><br>Not only does having an understanding of and desire for peace nurture a sense of <b>belonging</b> within a religion, it supports wider society and crosses all religions.<br><br><b>Symbolism</b> | <b>peace/ peaceful</b><br><b>injustice</b><br><b>ahimsa</b><br><br>conflict<br>As-salaam<br>restorative approach<br>secular<br>spiritual<br>resolution |



## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <p>Peace is represented through <b>symbolism</b> such as the dove in Christianity and Islam.</p> <p><b>Identity</b><br/>Knowing that peace is a central precept to all religions gives human beings a wider self-identity.</p> <p><b>Theology</b><br/>The people studied were equally religious, although followers of different religions. Peace transcends religion.<br/>Children should consider how we can bring peace to our own lives and to those around us.</p> |  |
| <p><b>Where from?:</b> This builds on all religions; the central premise being to live as God would intend with peace at the centre of our interactions on Earth. There is also a focus on humanism. Humanists do not believe in Gods or Deities but believe that humans have the innate ability to be good and look after our world and one another.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p><b>Where to?:</b> We continue to learn about different religions and their core beliefs and rituals, all stemming back to the core concept of peace.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p><b>Why?:</b> Without peace, or an intention to strive for it as a value, it will not be possible to achieve the levels of trust, co-operation and inclusiveness needed within society especially when there are disputes and changes which need managing. All religions believe they should walk in the ways of God towards Him. They believe God would want humankind to be peaceful.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p><b>Developing a Schema - Cross religions - peace.</b><br/>We will learn that peace is a period of time when there is no war or disturbance and that the term 'peace' can be used for a spiritual feeling as well. Christians believe that peacemakers are blessed and that the church promotes peace and this will be explored through joint discussion. Jesus Christ preached, 'blessed are the peacemakers for they will be called sons of God.' Peacemakers, in this context, are those that promote God's peace. This is taken from the Hebrew word, 'Shalom.' Other religions promote peace with Buddhists having peace pagodas (which welcome people from all religions and none). As-salaam is a greeting used in Islam which means, 'Peace be unto you,' in Arabic and Muslims greet others with this saying. Through our R.E. lessons, we will have talked about conflicts that are driven by religion and some of the peaceful resolutions, such as The Good Friday Agreement, will be explored. This will be linked to the restorative approach used at school to solve conflict and the children to discuss why we use this approach. We will also learn about prominent peaceful protesters such as Martin Luther</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |

## Religious Education Curriculum Progression

King (a Christian) and Ghandi (a Hindu) who fought against injustice in the U.S.A. and India respectively using peaceful ways. Gandhi practised ahimsa. A Humanist does not believe in God and we will explore what they do believe in and how they value life. The Peace Garden is an important part of the Imperial War Museum for finding peace and remembering and will talk about why this is important for some to find inner peace.

### Learning Intentions:-

- To know the meaning of 'peace' in secular and spiritual contexts
- To know the meaning of, 'Blessed are the peacemakers,' and why Jesus Christ taught this message.
- To explain examples of peaceful resolution to conflict such as The Good Friday Agreement between the British and Irish Governments and international law.
- To know why we use restorative approaches at Brooklands.
- To reason why Christian places of worship promote peace.
- To know why Doctor Martin Luther King is remembered and how he fought injustice in peaceful ways.
- To know why Gandhi is remembered and how he fought injustice in peaceful ways.
- To explain what ahimsa is and how it promotes peace in Hinduism and influenced Gandhi.
- To know the significance of peace pagodas to Buddhists.
- To explain why we have a Peace Garden in The Imperial War Museum in London.
- To explain the significance of As-salaam to Muslims.
- To know what a Humanist is and how they value life.

| Year 4 Autumn (ii)                       |                                                                                                                                                             |                                                                                                                                                                                                                |                                                                                                      |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| Curriculum Content<br>RE Enquiry         | Substantive Portable Knowledge                                                                                                                              | Disciplinary Knowledge                                                                                                                                                                                         | Vocabulary Progression                                                                               |
| What are the core beliefs of Christians? | The Anglo-Saxons introduced Christianity to Britain with 40 monks arriving in 597 C.E. Christians follow the Ten Commandments and teachings from the bible. | <b>Belonging</b><br>Having a core set of shared beliefs and values nurtures a sense of <b>belonging</b> . Although Christianity has factions with differing values, all Christians share a core set of values. | <b>Christianity</b><br><b>monastery</b><br><b>priory</b><br><br>belief<br>faith<br>worship<br>church |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  | <p><b>Theology</b></p> <p>The key beliefs of Christianity were brought to England by the Anglo-Saxons when 40 monks arrived in 597 C.E.</p> <p>Core beliefs stem from the bible which puts <b>faith</b> in one God (The Holy Trinity: The Father, Son and Holy Spirit). This shows God as <b>human and divine</b>.</p> <p>Christians follow the Ten Commandments (as do Jewish people). These form part of <b>sacred scripts</b>.</p> | <p>belonging saints</p> <p>ten commandments</p> |
| <p><b>Where from?:</b> This builds upon learning about the Ten Commandments introduced last year. It interlaces with learning in history.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                 |
| <p><b>Where to?:</b> We will learn about The holy Trinity and Christian Expression.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                 |
| <p><b>Why?:</b> The origin of Christianity in England was in the Anglo-Saxon period which we learn about in Year 4. Christianity originated in Israel in 30 C.E. based on the teachings of Jesus Christ.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                 |
| <p><b>Developing a Schema - Christianity - Places of Worship</b></p> <p>Christianity was introduced to Britain in 597 C.E by 40 monks who arrived in Kent which, at that time, was Pagan (polytheistic faiths). This learning is closely interconnected with history. They were permitted by Æthelberht to preach freely in his capital of Canterbury and a further group of monks arrived in 601 C.E. to spread the word of Christianity; they brought religious artefacts and scripts with them. We know, from the Viking raids on Lindisfarne in 793 C.E. that Christianity had reached the North East of England. Believing in Christ and the Kingdom of Heaven / God are the core beliefs of Christians (the life, teachings and death of Jesus Christ who was a form of God Himself). They believe there is one God who created heaven, Earth and the Universe and everything on it. The meaning of the word 'church' will be recalled from K.S.1, what this means to Christians and that is not the building but the collection of people in joint worship. The Ten Commandments would have been looked at last year and they will be revisited as the children discuss the core beliefs of the Christian faith.</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                 |
| <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>To know that The Anglo-Saxons introduced Christianity to Britain with King Æthelberht of Kent and his wife Queen Bertha were later regarded as saints for their role in establishing Christianity among the Anglo-Saxons. Their granddaughter Eanswith founded Folkestone Priory, in 630 the first monastery in England for women.</li> <li>To know that to belong to a church is not about a building but a gathering of people who believe in Christ and His teachings.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                 |

## Religious Education Curriculum Progression

- To know the core beliefs of Christians and the meaning of worship.

| Year 4 Spring (i)                        |                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                         |
|------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Curriculum Content<br>Historical Enquiry | Substantive Portable Knowledge                                                              | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Vocabulary Progression                                                                                  |
| What is the Guru Granth Sahib?           | The Guru Granth Sahib is the everlasting guru – the wisdom of the human gurus in scripture. | <p><b>Belonging</b></p> <p>The Guru Granth Sahib sets out clearly how Sikhis should live their lives. It contains 3,000 hymns in different languages, with authors from different religions and traditions. This supports <b>learning through stories</b>. All Guru Granth Sahibs are identical and all gurdwaras have one. There are rituals associated with the keeping and reading of the sacred scripture.</p> <p><b>Theology</b></p> <p>The key messages of the Guru Granth Sahib are: Everyone in the world is equal. There should be equality between men and women. There is only one God of all religions.</p> <p>The Guru Granth Sahib helps Sikhs understand and believe in god (Waheguru). It is a <b>sacred script</b>.</p> | <p>sikh<br/>gurdwara<br/>Guru Granth Sahib</p> <p>guru<br/>everlasting<br/>worship<br/>significance</p> |

## Religious Education Curriculum Progression

**Where from?:** Children learned about the ten human gurus in Year 1. In Year 2, they learned about the gurdwara. For a building to be a gurdwara, it must house a Guru Granth Sahib and have an orange flag (as symbolism for purity) outside. There are rules and rituals for keeping and using the Guru Granth Sahib.

**Why?:** The Guru Granth Sahib is the everlasting guru. It is the combination of all teaching in the form of scripture (written down). It shows Sikhs how to live their lives making it highly significant in Sikhism.

### **Developing a Schema - Sikhism – Worship**

The children have explored the Sikh faith before and this learning will be recalled as we explore the importance of faith to all Sikhs. The first Gurdwara in the world was built by Guru Nanak in 1521-2 at Kartarpur. Children will know some of the rules associated with the Guru Granth Sahib, 'The Everlasting Guru,' such as bathing and washing one's hair before touching the scripture, dressing in clean clothing and removing tobacco and alcohol from their person. The Guru Granth Sahib should not be kept at home as it would be impossible to safeguard its sanctity. The Guru Granth Sahib is kept in the divan hall during the day on a palki in very gurdwara (the word gurdwara literally means, 'doorway to the guru'). The Guru Granth Sahib sits on cushions in a special room under a canopy. It is treated as a human being and is put to bed every night. The sach khand is the room where the Guru Granth Sahib is placed overnight. The person who looks after the Guru Granth Sahib is the granthi and he may lead the morning and evening services. Any Sikh may read the scripture to others. Sikhs cover their heads and remove their shoes while in the same room as the Guru Granth Sahib. As Sikhs believe in equality, they are encouraged to make donations when visiting the gurdwara. Sikhs believe that service and worship are interconnected and do both at the gurdwara (recall learning about the langar (kitchen) and core principles of equality and unity. Worship is part of their daily life and routine. They worship in the gurdwara and the home by reciting prayers and meditating on the name of God.

### **Learning Intentions:**

- To know the origins of the gurdwara.
- To know the rituals associated with the Guru Granth Sahib
- To recall the core principles of Sikhism: equality and unity.
- To know the significance of worship for Sikhs.

| Year 4 Spring (ii)                       |                                |                        |                        |
|------------------------------------------|--------------------------------|------------------------|------------------------|
| Curriculum Content<br>Historical Enquiry | Substantive Portable Knowledge | Disciplinary Knowledge | Vocabulary Progression |

## Religious Education Curriculum Progression

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| What are the origins and rituals of a mosque?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Worship is important for most Muslims.</p> <p>The mosque originated in Medina and the first mosque is thought to have been the Prophet Muhammad's (pbuh) house.</p> | <p><b>Belonging</b></p> <p>Worship is important for most Muslims. Worship can take place anywhere, alone or as part of a congregation. This gives Muslims a sense of <b>belonging</b> and <b>identity</b>. Belonging to and worshipping at a mosque help Muslims to make links with society and their faith. Rituals support this.</p> <p><b>Theology</b></p> <p>Children learn how the Five Pillars of Islam help to strengthen Muslims' belief. Children understand the significance of the Quran; how children <b>learn through stories</b> and <b>sacred scripts</b>.</p> | <p><b>fasting</b><br/><b>charity</b><br/><b>infinite</b></p> <p>worship<br/>significance<br/>worship<br/>geometric</p> |
| <b>Where from?:</b> Children recall the significance of the First Call to Prayer which happens five times a day and calls worshippers to the mosque.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                        |
| <b>Where to?:</b> Children will learn more about the religious festival of Ramadan and the Hajj (the pilgrimage Muslims should take once in their lifetime to the holy city of Mecca).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                        |
| <b>Why?:</b> The significance of the mosque in Islam originates with the Prophet Muhammad's house being the first one. Mosques have a long history. A mosque is used for worship, festivals and celebrations such as Ramadan. Mosques are generally filled with Islamic art which is often symmetrical. Muslims must wash their hands and dress appropriately before entering to show respect and can either lie, kneel or bow when praying.                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                        |
| <p><b>Developing a Schema - Islam - Five Pillars of Islam</b></p> <p>We recall previous learning about the First Call to Prayer (from the minaret) and its significance to Muslims. We explore some of the rituals involved in Islamic worship and look at the geometric wall and floor artwork in the prayer room (geometric pattern reflects the infinite nature of Allah). We recall that Islamic artwork should not depict human or animal forms. The mihrab indicates the direction to face while praying (facing towards Mecca). We explore the history and origins of mosques, the rituals that happen at them – including worship - and their significance to all Muslims. The Prophet Muhammad's original house in Medina (in present-day Saudi Arabia) is thought to be the first</p> |                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                        |

## Religious Education Curriculum Progression

mosque. Muslims pray facing Mecca five times a day: at dawn, noon, mid-afternoon, sunset, and after dark. Prayer includes a recitation of the opening chapter (sura) of the Qur'an, and is sometimes performed on a small rug or mat used expressly for this purpose. The Five Pillars of Islam are: having belief in one God (Allah) (shahada). The second pillar is: praying to Allah; the third pillar is: giving to charity (zakat); the fourth pillar is: fasting (sawm) and the fifth pillar is: pilgrimage (Hajj).

### Learning Intentions:

- To recall the significance of the first call to prayer.
- To know the origins of the mosque.
- To know the rituals of prayer.
- To know the Five Pillars of Islam.

| Year 4 Summer (i)                                                                              |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                              |
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| Curriculum Content<br>RE Enquiry                                                               | Substantive Portable Knowledge                                                                                                                                 | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                 | Vocabulary Progression                                                                                                                                                                                                       |
| How is meditation important to Buddhists?                                                      | <p>The Buddhist community is called the Sangha.</p> <p>Meditation is significant in Buddhism.</p> <p>The shrine has a part to play in Buddhist meditation.</p> | <p><b>Belonging</b></p> <p>The Buddhist community is called a Sangha.</p> <p><b>Identity</b></p> <p>Meditation supports inner peace and self-identity.</p> <p><b>Theology</b></p> <p>Buddhists believe that meditation leads to deeper concentration allowing them to let go of their cravings which will allow them to reach nirvana or enlightenment. It focuses on mindfulness.</p> | <p><b>meditation</b></p> <p><b>The Sangha</b></p> <p><b>shrine</b></p> <p>Nirvana / nibbana</p> <p>Enlightenment</p> <p>Buddha</p> <p>Bodhisattva</p> <p>reflection</p> <p>concentration</p> <p>practice</p> <p>cravings</p> |
| <b>Where from?:</b> Children have learned about Buddhist parables and the origins of Buddhism. |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                              |
| <b>Where to?:</b> Children will learn about The Noble Eightfold Path.                          |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                              |

## Religious Education Curriculum Progression

**Why?:** Meditation is one of the Dharma in order to reach enlightenment and all Buddhists must participate in meditation in order to free themselves from their thoughts and feelings in order to become fully aware. They should not judge, or think, but just being aware, at peace and living in the moment.

### Developing a Schema - Buddhism - The Sangha - Meditation - The Shrine

Meditation is a significant practice within the Buddhist faith and we explore why this is and why they meditate together as well as alone. Meditating together reminds us that we are part of a larger group. There are many methods of meditation – some involve chanting mantras, some involve concentrating on a particular thing (such as a candle or flower). Shrines are important as they contain a statue or image of the Buddha or Bodhisattva. These statues and images help Buddhists to focus their devotion and meditation. The statues and images are not worshipped, but they do assist Buddhists in their search for enlightenment. Meditation can involve movement such as walking. We discuss The Sangha, the Buddhist community, and what they believe and what is important to them. The children will also recall previously learnt knowledge about the shrines used during meditation but Buddhists do not worship.

### Learning Intentions:

- To know the Buddhist community is called The Sangha.
- To know that Buddhists do not worship a God.
- To know that meditation is a significant practice within Buddhism and Buddhists meditate together.
- To know different types of meditation.
- To know the role of the shrine in Buddhist meditation.

| Year 4 Summer (ii)                   |                                                                                                                                                                                              |                                                                                                                                                                                                                                |                                                                                                                                                     |
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| Curriculum Content<br>RE Enquiry     | Substantive Portable Knowledge                                                                                                                                                               | Disciplinary Knowledge                                                                                                                                                                                                         | Vocabulary Progression                                                                                                                              |
| What is the significance of worship? | Worship is significant in many religions (not Buddhism where meditation is key). There are similarities and differences between the rituals of worship. They are usually to enable presence. | <p><b>Belonging</b><br/>Worship can garner a sense of <b>belonging</b> and <b>identity</b> to a religious community.</p> <p><b>Diversity</b><br/>Worship rituals across religions highlight similarities within diversity.</p> | <p><b>reverence</b><br/><b>rituals</b><br/><b>practices</b></p> <p>religion<br/>differences<br/>similarities<br/>beliefs<br/>worship<br/>prayer</p> |



## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <p><b>Symbolism</b><br/>Worship is central to many religions and follows rituals which have <b>symbolic</b> relevance.</p> <p><b>Theology</b><br/>Worship rituals help bring people closer to their god. Followers of religion often learn <b>from and through religious stories and sacred scripture.</b></p> |  |
| <p><b>Where from?:</b> Children have learned about worship rituals in different religions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                |  |
| <p><b>Where to?:</b> Children will learn about further religions associated with the Abrahamic religions including pilgrimage (Hajj), Ramadan (Islam) and The Holy Trinity (Christianity).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                |  |
| <p><b>Why?:</b> Worship is significant in many (not all) religions. It allows independent and congregational opportunities to connect with God. Often, there are rituals associated with worship which reinforce belonging and realigns followers with their faith.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                |  |
| <p><b>Developing a Schema - Cross Religions Worship</b><br/>The children have explored many religions, their different rituals and symbolic items, and we finish the year by looking at the significance of worship and respect in all faiths. We recall each religion's rituals and practices and discuss how these differ but also how there are some similarities. We look more deeply into worship in the Abrahamic religions. These centre around the God of Abraham, a Hebrew patriarch, who is extensively referenced throughout Abrahamic religious scriptures including: The Bible, Quran and Torah. They all believe in one God (albeit He has different names across the religions). Each of these religions preach that there is one God (monotheist) who creates, is one, rules, reveals, loves, judges, punishes and forgives. Worship looks similar with rituals around prayer, congregational worship and festivals.</p> |  |                                                                                                                                                                                                                                                                                                                |  |
| <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• To know that worship and veneration is significant in many religions, but not all.</li> <li>• To recall the rituals of worship in the Abrahamic religions (Christianity, Islam and Judaism).</li> <li>• To recall the rituals of worship in the Dharmic religions (Sikhism and Hinduism)</li> <li>• To know that worship is not practised in Buddhism (a core difference between Hinduism and Buddhism).</li> <li>• To know there are similarities between worship across religions.</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                |  |

## Religious Education Curriculum Progression

| Year 5 Autumn (i)                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                              |
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| Curriculum Content<br>RE Enquiry                                                                                                                                                                                                                                                                                                                                              | Substantive Portable Knowledge                                                                                                                                                                                                                                                                                                                         | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Vocabulary Progression                                                                                                                       |
| Why is the natural world significant to Hindus?                                                                                                                                                                                                                                                                                                                               | <p>To know that ahimsa is the belief that Hindus should respect all living things and believe in non-violent protest. This is why many Hindus are vegetarian.</p> <p>The 4 Ashramas are the stages in a Hindu's life.</p> <p>Hindus believe in the universe's endless cycle of creation, preservation and destruction which the 4 Ashramas mirror.</p> | <p><b>Belonging</b></p> <p>Children need to understand the significance of ahimsa and its relationship with Hindu belief that God is in all living creatures. There is also a link with karma and reincarnation.</p> <p><b>Theology</b></p> <p>Hindus believe in the universe's endless cycle of creation, preservation and destruction which the 4 Ashramas mirror. Children <b>learn through stories</b> to better understand this.</p> <p><b>Philosophy</b></p> <p>Hindus believe in karma and reincarnation and use this understanding to try to do good deeds to create good karma.</p> | <p><b>Brahma</b></p> <p><b>Ashramas</b></p> <p><b>ahimsa</b></p> <p>preservation</p> <p>destruction</p> <p>creation</p> <p>natural world</p> |
| <b>Where from?:</b> Children have learned about the Hindu Festival of Diwali (including the Aarti Ceremony) and Ghandi (a non-violent civil rights activist who favoured ahimsa).                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                              |
| <b>Where to?:</b> Children will learn about karma and Samsara.                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                              |
| <b>Why?:</b> Hindus believe that God is present in all living things. Ahimsa is a central understanding of Hinduism and explains why many Hindus are vegetarian. They also believe in reincarnation – the cycle of birth, death and rebirth is determined by one's karma. Bad karma is caused by harming living things so many practice ahimsa, a strict code of nonviolence. |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                              |
| <b>Developing a Schema – Hinduism</b>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                              |

## Religious Education Curriculum Progression

Last year, children learned about the significance of peace to people of all religions and none. We continue to explore this theme by looking at the Hindu belief that we should respect all living things and to not cause harm; this is intrinsically linked to their belief in reincarnation and the impact of poor conduct (including violence) on their karma. This principle is called ahimsa. Even when Hindus were under incredible duress and restrictions under the British Empire and British rule in India, Gandhi still promoted non-violent protests. We will discuss the reason why most Hindus are vegetarian and how this is important to their faith recalling how cows are revered in the Hindu faith (they are the givers of milk and, therefore, life). The four Ashramas are the four stages to a Hindu's life and we will look at how this links in with their belief of an endless cycle of creation and destruction of the universe. Again, this is connected with the theory of reincarnation.

### Learning Intentions:

- To know the significance of the natural world to Hinduism and how this influences beliefs and practices such as ahimsa and vegetarianism.
- To recall some forms of the Hindu God, Brahma.
- To know the 4 Ashramas – stages in a Hindu's life.
- To know the universe's endless cycle of creation, preservation and destruction.
- To explain the relationship between the natural world, the 4 Ashramas and the universe's endless cycle of creation, preservation and destruction.

| Year 5 Autumn (ii)               |                                |                        |                        |
|----------------------------------|--------------------------------|------------------------|------------------------|
| Curriculum Content<br>RE Enquiry | Substantive Portable Knowledge | Disciplinary Knowledge | Vocabulary Progression |

## Religious Education Curriculum Progression

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| How do the Buddha's stories help Buddhists to live their lives?                                                                                                                                                  | <p>The teachings of the Buddha influence all Buddhists.</p> <p>Enlightenment is when a person becomes a Buddha as they have seen the light / truth (they no longer need guidance on how to live).</p> | <p><b>Belonging</b><br/>Learning through stories gives Buddhists a sense of <b>belonging</b>.</p> <p><b>Theology</b><br/>How stories studied for messages and how these influence the beliefs of Buddhists/<br/>The Tripitaka is the Buddhist sacred book.<br/>Children <b>learn through stories</b>.</p> <p><b>Philosophy</b><br/>By reading the Buddhist stories, 'The Man Who Could Never See,' and 'The Timeline of The Judas Tree,' children learn that the world is forever changing as are its occupants and sometimes we are blind to the truth.<br/><b>Symbolism</b> permeates Buddhist stories; they are deliberately designed to send core messages. By recognising the messages, and living in accordance to them, human beings find enlightenment and Nirvana.</p> | <p><b>Buddhist/m enlightenment Tripitaka</b></p> <p>practices<br/>beliefs<br/>teachings<br/>stories<br/>influence</p> |
| <b>Where from?:</b> Children have learned about Buddhist parables and meditation and how they support Buddhists to find enlightenment.                                                                           |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                       |
| <b>Where to?:</b> Children will learn about the Eightfold Path.                                                                                                                                                  |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                       |
| <b>Why?:</b> Learning through the stories of Buddha and the Tripitaka are fundamental if a Buddhist is going to find enlightenment and Nirvana; this will free them from Samsara within their lifetime on Earth. |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                       |
| <b>Developing a Schema – Buddhism - Enlightenment</b>                                                                                                                                                            |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                       |

## Religious Education Curriculum Progression

The children will have learnt that other religions use stories to spread their teachings and they will look at the importance of the Buddha and his stories to all Buddhists. Children should recall the Buddhist parables they learned in Year 3 when learning about Siddhartha and their learning in Year 4 about the significance of meditation and the role of the Sangha. Religious stories influence the beliefs and values of followers and we will explore how and why this is in Buddhism. We have previously looked at peace and the happiness this brings to people and all Buddhists aim for enlightenment. At the enlightenment stage, Buddhists no longer need guidance on how to live and they themselves become a Buddha. All everyday practices are linked to working towards this level of enlightenment and we will explore how these help followers to keep their faith and work towards peace and enlightenment. Once enlightenment is reached, Buddhists believe they are released from the continuous cycle of life and death; they have found the path to nirvana; they will no longer be reborn.

### Learning Intentions:

- To know the significance of the Buddha and Buddha status in Buddhism.
- To know some of the Buddha's stories and how the teachings influence the beliefs and values of all Buddhists.
- To know the teachings and examples of the Buddha helps Buddhists towards enlightenment.
- To know that practices stem from, and are intricately linked to, Buddhist beliefs and teaching.

| Year 5 Spring (i)                             |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                |
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| Curriculum Content<br>Historical Enquiry      | Substantive Portable Knowledge                                                                                                                                                                                                                                                    | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                    | Vocabulary Progression                                                                                                                                                                         |
| What is the significance of The Holy Trinity? | The Holy Trinity is God as the Father, the Son and the Holy Spirit. Jesus was present on Earth and suffered as a man, including the temptations faced by all human beings. Christians believe Jesus Christ's resurrection showed that he defeated death proving life after death. | <p><b>Belonging</b></p> <p>The Holy Trinity gives Christian hope, through Jesus Christ's birth and teaching on Earth, his death and resurrection. They believe that his sacrifice saved them and will allow them into heaven if they live within The Kingdom of God. Jesus helped children <b>to learn through stories</b> as He told parables to help them know how to live.</p> <p><b>Symbolism</b></p> | <p><b>Holy Trinity</b></p> <p><b>resurrection</b></p> <p><b>temptations</b></p> <p>miracle</p> <p>significance</p> <p>healing</p> <p>Jesus</p> <p>Easter</p> <p>Christmas</p> <p>practices</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <p>There are many symbols to represent The Father, Son and Holy Spirit. They denote the <b>human and divine</b> of one God.</p> <p>Life is tempered with temptations. These are actual and <b>symbolised</b> in the stories Jesus told.</p> <p><b>Theology</b><br/>Christian practices are shared through stories and actions. The bible has key messages including peace on Earth, love thy neighbour, turn the other cheek and celebrate life. They learn through <b>sacred scripts and artefacts</b>.</p> <p><b>Philosophy</b><br/>The message of Jesus Christ sacrificing Himself for others influences Christian behaviours throughout the year but particularly resonates during the festivals of Christmas and Easter.</p> |  |
| <p><b>Where from?:</b> Children have learned about Christian festivals, symbols and the stories of The Kingdom of God / Heaven. They know that Christians believe that Jesus Christ was the Son of God who walked on Earth as a human being. They know that Christians should abide by the Ten Commandments but that human beings are flawed and may be tempted by sin.</p>                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <p><b>Where to?:</b> Christian Expression will be explored in Year 6.</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <p><b>Why?:</b> The Father, The Son and The Holy Spirit are a central premise of Christianity. Christians believe that this proves the existence of God as He appeared on Earth in the form of Jesus' whilst on Earth, Jesus preached through parables as well as performing miracles and spreading the word of God. On his death, the heavens fell dark and, after three days, he was resurrected; again showing His holiness and the promise of an everlasting life, with God, in heaven.</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |

## Religious Education Curriculum Progression

### Spring 1 - Christianity, Jesus Christ, The human and divine.

The children have learnt about the importance of symbols in all faiths and that they help its followers to worship. In Christianity, the Holy Trinity symbolises the Father, Son and the Holy Spirit, the three cornerstones of the Christian faith and the children will recall the significance of this which underpins the foundations of Christian thinking. Christians believe that Jesus is the Son of God (a representation of God on Earth) and the children will discuss the meaning of Christmas and Easter and why these celebrations are so symbolic to them. Children will explore the meaning of the word, 'temptation,' and give some examples of this. Children should learn about Jesus' temptations in the desert and recall learning about The Ten Commandments. 'You shall not covet,' and, 'You shall not steal,' are two of the commandments which would be easily broken should one yield to temptation. Children learned about the Ten Commandments in Year 3 so should recall this learning.

#### Learning Intentions:

- To know the significance of The Holy Trinity.
- To know that Christians believe Jesus is the Son of God.
- To know that Christians believe the celebrations of Christmas and Easter are evidence of Jesus' birth and death/resurrection.
- To know that Christians believe Jesus' life and death helps them to have a relationship with God.
- To know the stories about Jesus' life - his temptations (Jesus was in the desert for 40 days and nights) and baptism, miracles and acts of healing.
- To know that Christians believe Jesus was resurrected and why Christians believe this to be important.

| Year 5 Spring (ii)                            |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                        |
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| Curriculum Content<br>Historical Enquiry      | Substantive Portable Knowledge                                                                                                                                                                                                                                                                                                                            | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                    | Vocabulary Progression                                                                                                                                                                                 |
| Why is Ramadan a significant Muslim festival? | <p><b>Ramadan (Sawm) is the Muslim month of fasting and abstaining from pleasure during daylight hours in order to become closer to Allah.</b></p> <p><b>Fasting is the giving up of food.</b></p> <p><b>The Call to Prayer signals the end of the fasting each day.</b></p> <p><b>Eid-ul-Fitr is the Muslim festival marking the end of Ramadan.</b></p> | <p><b>Belonging</b></p> <p>Following The Five Pillars of Islam gives Muslims a sense of belonging.</p> <p><b>Significance</b></p> <p>All The Five Pillars of Islam are significant in Islam and give the meaning of life to Muslims.</p> <p>Ramadan is significant and it helps Muslims <b>identify</b> and relate to</p> | <p><b>Ramadan</b></p> <p><b>Eid-ul-Fitr</b></p> <p><b>zakat-al-Fitr.</b></p> <p>Allah</p> <p>Quran</p> <p>fasting (Sawm)</p> <p>requirements</p> <p>Pillars of Islam</p> <p>Muslims</p> <p>worship</p> |

## Religious Education Curriculum Progression

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|  |  | <p>Allah. It is <b>symbolic</b> as it marks the time Allah sent an angel to Prophet Muhammad (pbuh) to reveal the Quran in 610 C.E. This is known as, 'The Night of the Power.'</p> <p><b>Identity</b><br/>The Call To Prayer marks the end of fasting each day (at sunset).</p> <p><b>Theology</b><br/>Taking part in the ritual of Ramadan brings Muslims closer to their faith.<br/>Ramadan is also a time for unity and spiritual reflection and Muslims spend time praying, reciting the Quran and doing good deeds. They donate to charity (zakat), spend time with their loved ones, avoid lying, gossiping and fighting. They learn through <b>sacred scripts and artefacts</b>.</p> <p><b>Philosophy</b><br/>Muslims think about the messages behind The Five Pillars of Islam, including Ramadan, and how this can help shape the way people behave- the way people live their lives.</p> <p><b>Diversity</b></p> | <p>sunset prayers</p> |
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## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | As a symbol of unity, Ramadan is a time when Muslims from all over the world come together to celebrate their faith. |  |
| <b>Where from?:</b> Children have some understanding of The Five Pillars of Islam and should retrieve this learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                      |  |
| <b>Where to?:</b> Children will learn about The Hajj (pilgrimage) in Year 6. This is another of The Five Pillars of Islam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                      |  |
| <b>Why?:</b> Ramadan is a significant aspect of living life as a Muslim leading the life Allah has instructed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                      |  |
| <p><b>Developing a Schema – Islam – Why is Ramadan a significant Muslim Festival?</b></p> <p>Ramadan is one of The Five Pillars of Islam and should be adhered to by all Muslims. It takes place annually. Fasting (sawm) is important during Ramadan as it allows Muslims to devote themselves to their faith, get closer to Allah, show their dedication and learn patience and compassion. Fasting exists in other religions (Christians during Lent; Hindus during Śravaṇa, Buddhists generally fast from noon to dawn of the following day, Jewish people fast on the yahrzeit but Sikhs ban fasting; they believe in neither starving or over-eating. Muslims believe that, by not focussing on the physical body, they nourish their soul. A special three day festival called Eid-al-Fitr (the Festival of the Breaking of the Fast) marks the end of Ramadan. This is a time of celebration and thanksgiving to Allah. Muslims are encouraged to be charitable with zakat-al-Fitr.</p> |  |                                                                                                                      |  |
| <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• To know the month of Ramadan is important to Muslims.</li> <li>• To know that Ramadan and fasting (Sawm) is one of the five Pillars of Islam.</li> <li>• To know that there are fasting requirements during Ramadan.</li> <li>• To know that there are quotes in the Quran about fasting.</li> <li>• To know that Muslims consider Ramadan a time to focus on Allah, being a good Muslim and thinking of those who have less.</li> <li>• To know that Muslims break the fast at sunset at the call to prayer.</li> <li>• To know that Muslims worship during Ramadan.</li> <li>• To know about Id-ul-Fitr and giving to charity with zakat-al-Fitr.</li> </ul>                                                                                                                                                                                                                                                      |  |                                                                                                                      |  |

| Year 5 Summer (i)                |                                |                        |                        |
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| Curriculum Content<br>RE Enquiry | Substantive Portable Knowledge | Disciplinary Knowledge | Vocabulary Progression |

## Religious Education Curriculum Progression

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| <p><b>What are the symbols of Nishan Sahib and Khanda?</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Gurdwaras are places for Sikhs to congregate to worship and eat. All gurdwaras have a langar (kitchen). There are rules for entering a gurdwara. The Guru Granth Sahib is the everlasting Guru.</b></p> | <p><b>Belonging</b><br/>The Khanda is a double-edged dagger with a pointed triangular shaped upper end. This is a powerful weapon used in battle. In spiritual interpretation, it <b>symbolises</b> a powerful means to distinguish truth from lies.</p> <p><b>Symbolism</b><br/>The <b>symbols</b> of Nishan Sahib and Khanda represent Sikhs and their willingness to defend their faith. The Five K's are the markers of Sikh identity; they are: uncut hair, a short sword, a steel wristband, a wooden comb and shorts worn as an undergarment.</p> <p><b>Theology</b><br/>Khalsa Sikhs were initiated in 1699 by the Tenth Guru of Sikhism, Guru Gobind Singh</p> | <p><b>Nishan Sahib<br/>Khanda<br/>Granthi</b></p> <p>Gurdwara<br/>Langar<br/>Guru Granth Sahib<br/>Guru Nanak<br/>Gurus<br/>Golden Temple<br/>Hindu<br/>low caste saints<br/>Muslim<br/>sufi<br/>Seikh Farid</p> |
| <p><b>Where from?:</b> Children know about the symbolism of Sikhism, the ten human gurus and Guru Granth Sahib (the everlasting Guru).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                  |
| <p><b>Where to?:</b> This learning is deepened in Year 6</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                  |
| <p><b>Why?:</b> This is an important precept in Sikhism with symbolic annotations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                  |
| <p><b>Developing a Schema - Sikhism - The Gurdwara and the Guru Granth Sahib</b><br/>Previously learnt knowledge about Sikh places of worship will be recalled as the children discuss the importance of a community and togetherness (unity). Every gurdwara has a kitchen which is free for anyone to use and they will explore why this is important to all Sikhs. Showing respect has been a recurring theme as we have looked at places of worship and the children to discuss why everyone who enters a Gurdwara has to remove their shoes and cover their hair. Each temple contains a copy of the Granth Sahib, the everlasting Guru and previously learnt knowledge will be recalled as we discuss why it is called this and the importance of this book to all Sikhs. A granthi is a person responsible for reading the Sikh holy book, the Guru Granth Sahib, in the proper intoned manner during public worship in the gurdwara or</p> |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                  |

## Religious Education Curriculum Progression

temple but he is untrained and not a priest. Nishan Sahib is an orange flag that is flown outside all gurdwaras and Khanda is a symbol depicting two swords and a circle and the children will discuss these symbols, their importance and significance to the Sikh faith. Children will learn about the Khalsa Sikhs and the requirements associated with this group of Sikhs.

### Learning Intentions:

- To know that a Gurdwara (gateway to the guru) is a centre for community and a place of prayer and worship.
- To know that shoes are removed and hair is covered in the Gurdwara as a mark of respect.
- To know that the Guru Granth Sahib is the Sikh holy book and is the final everlasting Guru.
- To know that the Guru Granth Sahib is treated with respect as a human Guru.
- To know that the Guru Granth Sahib contains teachings of Guru Nanak and other Gurus, teaching hymns from Hindu low caste saints and Muslim sufi Sheikh Farid and hymns and prayers.
- To know the role of the Granthi.
- To know the symbols of Nishan Sahib and Khanda and what they represent.
- To know the Langar kitchen provides free food for all.
- To know the significance of the Khalsa Sikhs.

| Year 5 Summer (ii)                |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |                                                                                                                                             |
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| Curriculum Content<br>RE Enquiry  | Substantive Portable Knowledge                                                                                                                                   | Disciplinary Knowledge                                                                                                                                                                                                                                                                                  | Vocabulary Progression                                                                                                                      |
| What is the Noble Eightfold Path? | The Noble Eightfold Path shows Buddhists how to live their lives (the route to Nirvana).<br>Vesak /Wesak festivals remember the life and teaching of the Buddha. | <p><b>Symbolism</b><br/>The wheel and lotus flower <b>symbolise</b> The Noble Eightfold Path.</p> <p>The lotus flower is <b>symbolic</b> of purity, spiritual awakening and faithfulness.</p> <p><b>Belonging</b><br/>Vesak / Wesak help Buddhists to remember the life and teaching of the Buddha.</p> | <p><b>Noble Eightfold Path</b><br/><b>Dharma</b><br/><b>Vaisakha Puja</b></p> <p>Vesak/Wesak<br/>awakening<br/>enlightenment<br/>Buddha</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <p><b>Theology</b></p> <p>Buddhists believe that Gautama spent six years meditating beneath a Bodhi tree. After this time, he found enlightenment. He spent the rest of his life teaching others how to reach this spiritual state (Nirvana / enlightenment). The Eightfold Path consists of Right View, Right Resolve, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness and Right Concentration. When this is aligned, Buddha status has been reached.</p> <p><b>Philosophy</b></p> <p>Buddha's teachings are known as, 'dharma.' He taught that wisdom, kindness, patience, generosity and compassion are important virtues.</p> |  |
| <b>Where from?:</b> Buddhist parables, meditation and enlightenment.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Where to?:</b> The Eightfold Path in greater depth.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Why?:</b> Buddhists recognise that human existence is one of suffering (like other Dharmic religions). However, by following Dharma and meditating, it is possible to find enlightenment and free oneself from life's suffering - Samsara: the cycle of life and rebirth).                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p><b>Developing a Schema - Buddhist - Buddhist Teaching</b></p> <p>The children will recall previously learnt knowledge on enlightenment and what this means for all Buddhists. They will explore the Noble Eightfold Path and how this can help followers to 'end suffering,' and work towards enlightenment. Dharma is generally considered to be the teachings of Buddha and the children will explore how followers practise this through their everyday lives and how this could lead to awakening. The children have learnt that festivals play an important part in many religions and they will discuss Valseka Puja or Vesak/Wesak which celebrates the life, enlightenment and teaching of the Buddha.</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |

## Religious Education Curriculum Progression

### Learning Intentions:

- To know that Buddhists consider Buddha as the perfect example of what people can become.
- To know the relevance of The Noble Eightfold Path.
- To know the symbols of the wheel and the lotus and what they represent to Buddhists.
- To know that Dharma is applied to Buddhist teachings.
- To know that all Buddhists try to learn and practise the Dharma and that this leads to awakening.
- To know that all Buddhists celebrate Vaisakha Puja or Vesak/Wesak - the festival remembering the life, enlightenment and teaching of the Buddha.

| Year 6 Autumn (i)                                |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                        |
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| Curriculum Content<br>RE Enquiry                 | Substantive Portable Knowledge                                                                                                                                                                                                      | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Vocabulary Progression                                                                                                                                 |
| What is the significance of The Hajj to Muslims? | A pilgrimage is a religious journey usually to a holy place.<br>The Hajj is a pilgrimage to Mecca / Maccah which Muslims strive to take once in their lifetime. It involves preparation and a set of rituals which must take place. | <p><b>Belonging / Inclusion</b><br/>Muslims demonstrate their <b>belonging</b> through pilgrimage.</p> <p><b>Symbolism</b><br/>The different rituals, processes and stories of Hajj <b>symbolise</b> equality and unity.</p> <p><b>Theology</b><br/>To understand the importance of pilgrimage to Muslims' relationship with Allah.<br/>Hajj reflects the Quran with pilgrims walking between Al Safa and Mount Arafat. They learn through <b>sacred scripts and artefacts</b></p> <p><b>Philosophy</b></p> | <p><b>pilgrimage</b><br/><b>The Hajj</b><br/><b>Kaaba</b></p> <p>Mecca<br/>prophets<br/>Ibrahim<br/>Ismail (pbuh)<br/>Mount Arafat<br/>Eid ul Adha</p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | The idea of repenting for sins and cleansing oneself of previous mistakes spans religions. This is one reason why Muslims undertake Hajj. |  |
| <b>Where from?:</b> Children have learned about The First Call to Prayer, the mosque and Ramadan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                           |  |
| <b>Where to?:</b> In K.S.3, children will learn about Sunni and Shia Muslims.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                           |  |
| <b>Why?:</b> It is a mandatory condition that all Muslims should undertake Hajj at least once in their lifetime. Hajj is an equaliser; all Muslims are equal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                           |  |
| <b>Developing a Schema - Islam - The Hajj</b><br>The children have previously learnt about significant religious practices and they will recall Islamic rituals, in particular involving The Hajj. By learning what a pilgrimage is, they will understand the big sacrifice that all Muslims give to complete this ritual at least once in their lifetimes. Children will have already talked about mosques and Islamic holy places and this learning should be recalled and be extended as we discuss the Kaaba, the Great Mosque in Mecca. The children will be aware of the role of stories in spreading religious teachings and they will read about Abraham /Ibrahim, how he searched for water where Mecca would later be built and how he commanded the Kaaba to be built (this plays a significant part in the Hajj). Eid al-Adha or the Feast of Sacrifice is the second and the larger of the two main holidays celebrated in Islam. It honours the willingness of Abraham to sacrifice his son Ishmael as an act of obedience to God's command. By understanding the significance of the area around Mecca (Mount Arafat) and the stories involving them, the children will gain an insight into The Hajj. Hajj should be seen as an equaliser; all Muslims are equal and dress the same during Hajj, removing all finery, to reflect this. |  |                                                                                                                                           |  |
| <b>Learning Intentions:</b> <ul style="list-style-type: none"> <li>• To know the significance of pilgrimages across religions and The Hajj to Muslims.</li> <li>• To use retrieval practice to list the preparations for The Hajj and their associated reasons.</li> <li>• To know the key aspects of The Hajj and their significance to Muslims.</li> <li>• To retell stories associated with The Hajj.</li> <li>• To know the religious significance of Mecca.</li> <li>• To explain what the Kaaba and the Great Mosque of Mecca / Maccah is.</li> <li>• To know that prophets, Ibrahim and Ismail (pbuh) built the Kaaba.</li> <li>• To know the significance of Mount Arafat and Eid ul Adha.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                           |  |

**Year 6 Autumn (ii)**

## Religious Education Curriculum Progression

| Curriculum Content<br>RE Enquiry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Substantive Portable Knowledge                                                                                                                                                              | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Vocabulary Progression                                                                                                                                                                          |
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| What is the significance of the Bar and Bat Mitzvah?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>The Shema is a Jewish prayer which is central to morning and evening prayers.</p> <p>The Bar and Bat Mitzvah happen during adolescence when a boy becomes a man and a girl, a woman.</p> | <p><b>Belonging / Inclusion</b><br/>Bar and Bat Mitzvah is a ritual and celebration and shows that people belong to the Jewish faith.</p> <p><b>Symbolism</b><br/>The <b>symbolism</b> of the Bar / Bat Mitzvah includes: The Kippah, Tallit, Tefillin and Shabbat Candles. These are typical gifts for young people and mark when they are able to wear, use them.</p> <p><b>Philosophy</b><br/>Jewish people learn from the readings, rituals and celebrations and <b>sacred scripts</b>.</p> | <p><b>The Shema</b><br/><b>Phylacteries</b><br/><b>tallit</b><br/>kippah<br/>the Mezuzah<br/>The Torah<br/>kashrut<br/>Bar Mitzvah<br/>Bat Mitzvah<br/>tzitzit</p> <p>worship<br/>synagogue</p> |
| <b>Where from?:</b> Children have learned about the Festival of Hannukah, Passover and Sukkot and the synagogue.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |
| <b>Where to?:</b> In K.S.3, children will learn about covenants and denominations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |
| <b>Why?:</b> This theme resonates with Year 6 children who identify with adolescence.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |
| <p><b>Developing a Schema - Judaism - Events in a life</b></p> <p>The children will build upon their previously learnt knowledge of Judaism to learn about the significance of the Bar/Bat Mitzvahs to young Jewish boys and girls as they mark adulthood. We know that one of the remits of the synagogue is to support Jewish people to study. Children will talk about its importance to a Jew's faith as they become a man/woman. They will begin to understand the preparations and rituals leading up to Bar and Bat Mitzvahs. Daily prayers are observed by all Jews and the Shema is central to morning and evening prayers and they will explore why these are important to a Jew. The children will be aware of the significance of symbols in religion and they will extend their knowledge by learning about the Mezuzah. They will discuss why this scroll is stored in a Jew's home and why this is important for them.</p> |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |
| <p><b>Learning Intentions</b></p> <ul style="list-style-type: none"> <li>To know the significance of The Shema (said daily, preparing for prayer, Phylacteries, tallit and kippah). The Shema in the Mezuzah signifies a Jewish home.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |

## Religious Education Curriculum Progression

- To know the significance of the Mezuzah (scroll in a case with Hebrew verses from The Torah) and keeping kashrut (the rules found in the Torah).
- To know the relevance of the Bar and Bat Mitzvah.
- To know the significance of wearing kippah, tallit and tzitzit in worship
- To know that the home and synagogue have equal importance in Jewish life.

| Year 6 Spring (i)                                                                       |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                  |
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| Curriculum Content<br>RE Enquiry                                                        | Substantive Portable Knowledge                                                                                                                                                                                                                                                                                                                                | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Vocabulary Progression                                                                                                                                           |
| How do the Four Noble Truths and the Eightfold Path help Buddhists to live their lives? | <p><b>The Four Noble Truths are:</b></p> <p><b>The truth of suffering.</b></p> <p><b>The truth of the cause of the suffering.</b></p> <p><b>The truth of the end of suffering.</b></p> <p><b>The truth of the path that leads to the end of suffering.</b></p> <p><b>The Eightfold Path is the path to Nirvana (enlightenment and no more suffering).</b></p> | <p><b>Symbolism</b></p> <p>The wheel and lotus flower <b>symbolise</b> The Noble Eightfold Path.</p> <p>The lotus flower is <b>symbolic</b> of purity, spiritual awakening and faithfulness.</p> <p><b>Belonging</b></p> <p>Vesak / Wesak help Buddhists to remember the life and teaching of the Buddha.</p> <p><b>Theology</b></p> <p>Buddhists believe that Gautama spent six years meditating beneath a Bondi tree, After this time, he found enlightenment. He spent the rest of his life teaching others how to reach this spiritual state (Nirvana / enlightenment).</p> | <p><b>The Four Noble Truths</b></p> <p><b>The Eightfold Path</b></p> <p><b>Siddhartha</b></p> <p>Samsara</p> <p>luxuries</p> <p>rebirth</p> <p>reincarnation</p> |



## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <p>The Eightfold Path consists of Right View, Right Resolve, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness and Right Concentration. When this is aligned, Buddha status has been reached.</p> <p style="text-align: center;"><b>Philosophy</b></p> <p>Buddha's teachings are known as, 'dharma.' He taught that wisdom, kindness, patience, generosity and compassion are important virtues.</p> |  |
| <b>Where from?:</b> This continues learning from last year about The Eightfold Path.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Where to?:</b> Children learn about the dharmachakra, denominations and types of meditation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <b>Why?:</b> The Four Noble Truths and The Eightfold Path                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>Developing a Schema - Buddhism - The Four Noble Truths and the Eightfold Path</b></p> <p>The children will recall previous learnt knowledge and extend on it as they discuss the Four Noble Truths and Eightfold Path. All Buddhists intend to lead a good life and the children will discuss how the Four Noble Truths and Eightfold Path guide them and how significant they are to Buddhists' core beliefs. Buddhists believe in reincarnation and rebirth and the children will explore how this links to the goal of leading a good life. The origins of Buddhism will be discussed as they explore the life of Siddhartha (recalling knowledge from Year 3).</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• To know the Four Noble Truths and the Eightfold Path.</li> <li>• To know how Buddhism began and why did Siddhartha choose a different life when he had all the luxuries,</li> <li>• To know core Buddhist beliefs.</li> <li>• To understand how Buddhists intend to lead a good life and why this is significant (reference rebirth and reincarnation).</li> </ul>                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

| Year 6 Spring (ii)               |                                |                        |                        |
|----------------------------------|--------------------------------|------------------------|------------------------|
| Curriculum Content<br>RE Enquiry | Substantive Portable Knowledge | Disciplinary Knowledge | Vocabulary Progression |

## Religious Education Curriculum Progression

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| What is Christian expression?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Christian expression includes:</b></p> <p><b>Praying to God</b></p> <p><b>Giving offerings and tithes (charity).</b></p> <p><b>Reading and studying the bible. (reaching the gospel - word of God).</b></p> | <p><b>Belonging / Inclusion</b></p> <p>Christian expression supports a sense of <b>belonging</b> and Christian community.</p> <p><b>Symbolism</b></p> <p>Christian <b>symbolism</b> should be recalled.</p> <p><b>Theology</b></p> <p>Festivals help Christians feel closer to God and they are reminded of Jesus' life. They learn through <b>sacred scripts and artefacts.</b></p> <p>Bible stories and the parables of Jesus Christ help Christians by <b>learning through stories.</b></p> | <p><b>festival belief tithes</b></p> <p>comparison</p> |
| <b>Where from?:</b> Children have learned about the origins of Christianity in Britain, the significance of the church, bible stories and the Holy Trinity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                        |
| <b>Where to?:</b> Christian themes and worship are continued into Year 3.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                        |
| <b>Why?:</b> This study consolidates children's understanding of Christianity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                        |
| <p><b>Developing a Schema - Christianity - Remembering Jesus Christ</b></p> <p>The children have previously learnt about the significance of festivals and they will use recalled knowledge to discuss how these festivals help Christians to remember Jesus and His teachings. The children will also explore what happens in churches during these festivals and what the meaning is behind these rituals. Additional festivals, linked to the life of Jesus Christ, include Epiphany (the arrival of the Wise Men) and Ascension Day (40 days after Easter Sunday when Jesus ascended to heaven in the form of man). Children should continue to learn about Jesus Christ through the Feast of Trumpets and The Day of Atonement and, by looking at these, the children will be able to see how each religion expresses themselves and by focusing on Christianity, be able to make links in their behaviour such as charity and praying to God. Christian expression includes: Praying to God, giving offerings and tithes (charity), reading and studying the bible and teaching the gospel - word of God. They should also see the connections between the Abrahamic religions – Christianity, Islam and Judaism.</p> |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                        |
| <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>To know how festivals help Christians to remember Jesus and his teachings.</li> <li>To know what happens in places of worship to help Christians understand the meaning behind their festivals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                        |

## Religious Education Curriculum Progression

- To know and describe the similarities and differences within and between religions.
- To know the significance of religion in the local, national and global communities.
- To know the meaning of a range of forms of Christian expression, understand why they are important in religion and note links between them.
- To explain some of the similarities between the Dharmic religions.

| Year 6 Summer (i)                                                                                             |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                     |
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| Curriculum Content<br>RE Enquiry                                                                              | Substantive Portable Knowledge                                                                                                                                                                                                                                       | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                | Vocabulary Progression                                                                                                                                                              |
| How do Rama and Krishna help Hindus to understand God?                                                        | Rama and Krishna help Hindus to understand God.<br>Hindus believe in reincarnation, a cycle of birth and rebirth, known as samsara. This is dependent on their karma. When enough progress has been made, a Hindu's soul attains moksha and is released for samsara. | <p><b>Belonging / Inclusion</b><br/>A core set of beliefs shared by Hindus nurture a sense of <b>belonging</b>.</p> <p><b>Symbolism</b><br/>Consider how each of the stages in Samsara are <b>symbolic</b> in themselves.</p> <p><b>Theology</b><br/>Rama and Krishna help Hindus to understand God through their actions and through <b>learning through stories</b>.</p> <p><b>Philosophy</b><br/>These stories tell us about right and wrong or evil and good.</p> | <p><b>Mahabharata</b><br/><b>Samsara</b><br/><b>afterlife</b></p> <p>reincarnation<br/>karma<br/>moksha<br/>messages<br/>stories<br/>similarities<br/>differences<br/>religions</p> |
| <b>Where from?:</b> Hinduism has been studied in depth including its symbolism, stories, beliefs and rituals. |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                     |
| <b>Where to?:</b> Hinduism continues to be learned in K.S.3.                                                  |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                     |

## Religious Education Curriculum Progression

**Why?:** These are key precepts in Hinduism. Hindus believe in the 4 Ashramas (stages of life) and each has a specific purpose. Only when a Hindu has reached the state of moksha, can they be released from Samsara and reincarnation no longer happens. Throughout their lives, Hindus try to obtain good karma so they reach moksha.

### Developing a Schema - Hinduism

Religious figures have always played an important role in religious worship and the children will discuss how Rama and Krishna help Hindus to understand God (they are both representations of Brahman). Hindu stories, such as Hindus use these stories to learn about right and wrong and good and evil and these will be explored by the children. These will include the Mahabharata, a Hindu poem, with a core message about duty to God. Using previously learnt knowledge, the children will discuss Hindus' belief in reincarnation and how their behaviour while alive affects this (karma). While comparing this to the Buddhist belief, the children will discuss the steps needed to reach Moksha for samsara to happen.

### Learning Intentions:

- To know how Rama and Krishna help Hindus to understand God.
- To know stories that tell Hindus about right and wrong or evil and good.
- To know how Hindus and Buddhists are different regarding their beliefs about the afterlife.

| Year 6 Summer (ii)                              |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                        |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Curriculum Content<br>RE Enquiry                | Substantive Portable Knowledge                                                                                                                                                                                                                                                                          | Disciplinary Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Vocabulary Progression                                                                                                 |
| What are the range of forms of Sikh expression? | Gobind Singh founded the Sikh warrior community called the Khalsa Sikhs in 1699.<br>The Amrit Ceremony is the ceremony (rite of passage) Sikhs go through to become a Khalsa Sikh.<br>Sikhi expressions are Daya (compassion), Nimrata (humility), Pyare (love), Santokh (contentment) and Sat (truth). | <p><b>Belonging</b></p> <p>The Khanda is a double-edged dagger with a pointed triangular shaped upper end. This is a powerful weapon used in battle. In spiritual interpretation, it <b>symbolises</b> a powerful means to distinguish truth from lies.</p> <p><b>Symbolism</b></p> <p>The <b>symbols</b> of Nishan Sahib and Khanda represent Sikhs and their willingness to defend their faith. The Five K's are the markers of Sikh identity; they are: uncut hair, a short</p> | <p><b>Amrit Ceremony</b></p> <p><b>5 Ks –kara, kachera, kirpan, khalsa, Keshm kanga</b></p> <p><b>Gobind Singh</b></p> |

## Religious Education Curriculum Progression

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <p>sword, a steel wristband, a wooden comb and shorts worn as an undergarment.</p> <p style="text-align: center;"><b>Theology</b></p> <p>Khalsa Sikhs were initiated in 1699 by the Tenth Guru of Sikhism, Guru Gobind Singh</p> |  |
| <b>Where from?:</b> We are recalling and deepening knowledge from last year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                  |  |
| <b>Where to?:</b> Sikhism is taught in K.S.3 and our children will be well equipped to embrace their next learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                  |  |
| <b>Why?:</b> The Khalsa Sikhs are a special group of initiated Sikhs who are prepared to defend their faith.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                  |  |
| <p><b>Developing a Schema- Sikhism - The Amrit Ceremony</b></p> <p>Using previously learnt knowledge, the children will know the importance of gurus to all Sikhs (with the Sri Guru Granth Sahib being the embodiment of the ten human gurus). Gobind Singh was the last human Guru and children will discuss why this is significant to all Sikhs. Many religious ceremonies have been explored and this will help the children to notice similarities in the Amrit Ceremony. The Amrit Ceremony is the initiation ceremony for Khalsa Sikhs. Children will discuss why this is an important time for Sikhs and what it means for them. The children will also discuss how Sikhs express their faith and why this is important to them. Sikhi expression for Khalsa Sikhs are the 5 Ks: Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kaccha - also spelt, Kachh, Kachera (cotton underwear) and Kirpan (steel sword).</p> |  |                                                                                                                                                                                                                                  |  |
| <p><b>Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>• To know that Gobind Singh is a significant figure to Sikhs.</li> <li>• To know the significance of the Amrit Ceremony.</li> <li>• To know a range of forms of Sikhi expression.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                  |  |