



# Kexborough Primary School

## Religious Education



In conjunction with the Agreed Barnsley Syllabus, Kexborough's RE curriculum supports children in developing an understanding of the world around them. We promote tolerance, respect, faith and belief in others. We do this through answering six questions related to the 6 main religions: Christianity, Islam, Sikhism, Hinduism, Buddhism and Judaism. In their final year of Kexborough, we go beyond the questions and reflect on religion today, current events and how we can use our knowledge to make positive contributions to a multi-faith society.

Overview of Topics								
	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6
<b>Religions</b>	Christianity, Hinduism	Christianity, Hinduism	Christianity and Islam	Christianity, Islam and Sikhism	Christianity, Islam, Sikhism and Hinduism	Christianity, Islam, Sikhism, Hinduism and Buddhism.	Christianity, Islam, Sikhism, Hinduism, Buddhism and Judaism.	Christianity, Islam, Sikhism, Hinduism, Buddhism, Judaism and Humanism.
<b>Term 1 Autumn</b>	<p>Question 1 - See themselves as a valuable individual. Build constructive and respectful relationships.</p> <p>Question 4 – Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Question 1 - Express their feelings and consider the feelings of others Question 5 – Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p>Question 2 - Understand that some places are special to members of their community</p>	<p>Question 1 – Why are these words special?</p>	<p>Question 4 – Why are some times special?</p>	<p>Question 1 – Why are these words special?</p>	<p>Question 4 – Why are some times special?</p>	<p>Question 1 – Why are these words special?</p> <p>Question 2 – Why are some places special?</p>	<p>Religion across UK</p>
<b>Term 2 Spring</b>	<p>Question 6 - Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Question 3 - Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Question 2 – Why are some places special?</p>	<p>Question 5 – What can be learned from the lives of significant role people of faith?</p>	<p>Question 2 – Why are some places special?</p>	<p>Question 5 – What can be learned from the lives of significant role people of faith?</p>	<p>Question 3 – How can faith contribute to Community Cohesion</p> <p>Question 4 – Why are some times special?</p>	<p>Current events across the globe</p>
<b>Term 3 Summer</b>	<p>Question 6 - Continue developing positive attitudes about the differences between people.</p>	<p>Question 3 - Develop their sense of responsibility and membership of a community.</p>	<p>Question 3 – How can faith contribute to Community Cohesion</p>	<p>Question 6 – How do I and others feel about life and the universe around us?</p>	<p>Question 3 – How can faith contribute to Community Cohesion</p>	<p>Question 6 – How do I and others feel about life and the universe around us?</p>	<p>Question 5 – What can be learned from the lives of significant role people of faith?</p> <p>Question 6 – How do I and others feel about life and the universe around us?</p>	<p>Tolerance and contributing to a multi-cultural society</p>

Before the questions	EYFS		
<p>Religions: No specific religion focus (children look at stories from religions and cultures).</p> <p>Children look at acceptance and understanding of all the people within their own and the wider community.</p>	<p><b>Vocabulary:</b> Values, relationship, feelings, emotions, special, happy, joyful, angry, confused, excited, scared, worried, unique, individual, Church, special, community, Christian, home, cemetery, library, team, family, Responsibility, environment, natural, positive, attitude, differences, New Year, special times, birthday, Christmas, sensitivity, tolerance, Care, environment, look after, all equal.</p>		
	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
	<p><b><u>PSE</u></b></p> <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> </ul>	<p><b><u>PSE</u></b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> </ul> <p>Express their feelings and consider the feelings of others.</p>	<p><b><u>Building Relationships (PSE)</u></b></p> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>
<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people.</li> </ul>	<p><b><u>Understanding the World</u></b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	<p><b><u>People Culture and Communities (Understanding the world)</u></b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>	

	Y1	Y3	Y5
<p><b>Question 1</b></p> <p><b>Why are these words special?</b></p>	<p><b>Vocabulary</b> Respect, bible, Jesus, Qur'an, Prophet Muhammad (pbuh), holy book, Muslim, Christian</p>	<p><b>Vocabulary</b> Allah, Arabic, God, creator, scared, Sikh, Guru Granth Sahib, good conduct, responsive, preserver, sufficiency, scripture</p>	<p><b>Vocabulary</b> Buddha, Buddhism, Judaism, Jew, Jewish, Torah, radiate, boundless, enlightenment</p>
	<p><b>Christianity and Islam</b></p> <p>Name the holy books: Bible, Qur'an</p> <p>Recall religious story from the Bible – Jesus' birth and from the Qur'an – The Prophet Muhammad (pbuh) and the ants.</p> <p>Children know the Qur'an must be touched with clean hands, stored on the top shelf (as high as possible), followers of Islam learn the book by heart.</p>	<p><b>Islam</b> Know that Allāh is the Islāmic name for God in the Arabic language. Understand that Allāh is the 'one God' – the creator/provider who sends humankind guidance through the words of the Qur'ān.</p> <p>Develop understanding about the importance of respecting other people's holy books by reflecting on how they would wish their own special book to be treated</p> <p>Discover the following names from the 99 names of Allāh and their meanings: Al-Haqq (The Absolute Truth), Ar-ra'oof (The Most Kind), Al-Lateef (The Most Gentle), Al Haseeb (The Sufficient), Al Mujeeb (The Responsive One), Al Hafeedh (The Preserver).</p> <p>Know the importance of the Qur'ān to Muslims</p> <p>Know the importance of holy books to any religion</p> <p>Describe why a book is holy and regarded as a sacred text.</p> <p><b>Christianity</b> Suggest how stories from the Bible might be used by Christians to explain some of life's questions: Temptation of Christ (Not giving in to temptation), The Feeding of the 5000 (The importance of sharing and being selfless), Good Samaritan and the Lost Sheep (about being a good Samaritan).</p> <p>Describe where the Bible comes from.</p> <p>Describe the impact of the Bible on Christians</p> <p><b>Sikh</b> Recognise that Guru Granth Sahib (collection of Sikh scriptures) are the sacred 'words' for Sikhs</p> <p><b>Hinduism</b> Describe the impact of sacred stories on Hindus. Apply the ideas found in Hindu stories to their own life: Importance of Good Conduct (being moral and virtuous for good things to happen to you) and The Story of Rama and Sita (bringing peace to the Earth).</p>	<p><b>Buddhism</b> Know that the writings of the Buddha teach about finding happiness and freedom from suffering.</p> <p>Think about some sayings from the writings of the Buddha (<i>you cannot travel the path until you have become the path itself; what we think, we become; radiate boundless love to the entire world; and give, even if you only have little</i>) and relate them to their own lives and think about some stories of the Buddha and his life (The Free Bird and Buddha: A Story of Enlightenment)</p> <p><b>Judaism</b> Describe how stories from the Jewish scriptures can be used to explain some of life's questions: Abraham's Story and Adam and Eve Link this to the special place of the Torah in Jewish worship. Understand the care and effect in making something special. Suggest what they think the most important book in the world should say.</p>

	Y1	Y3	Y5
<p><b>Question 2</b></p> <p><b>Why are some places special?</b></p>	<p><b><u>Vocabulary</u></b> Islam, Mecca, important, Christianity, Mosque, symbol, cross, crescent and star, religious, belonging, relative</p>	<p><b><u>Vocabulary</u></b> Sikh, sacred, guru, takhts, Gurdwara, Golden Temple, font, pew, altar, pulpit, cross, worship, artefacts, Hajj, pilgrimage, Jerusalem, Bethlehem, Nazareth, Mandir, River Ganges, Kumbh Mela, Sapt Puri, Hinduism, holy site</p>	<p><b><u>Vocabulary</u></b> Buddha, Buddhism, Lumbini, Bodh Gaya, enlightenment, Dharma, Kushinagara, Shabbat, Bar Mitvah, Bat Mitvah, Menorah, Kippah, yad, Torah, tallit</p>
	<p><b><u>Christianity and Islam</u></b></p> <p>Know that every religion has a place of worship.</p> <p>Name the places of worship for Christianity and Islam (church and mosque)</p> <p>Know about the importance of Mecca to a Muslim.</p> <p>Identify places that are special to them and why. Home, relatives' homes, clubs, school.</p> <p>Identify religious symbols for Christianity and Islam – the cross and crescent and star.</p>	<p><b><u>Islam</u></b> Recognise and respond thoughtfully by being respectful to the Mosque as a place where Muslims worship Allāh</p> <p>Demonstrate some awareness of Muslims' worship activities – use of prayer mats, called to prayer five times a day, face ka'bah to ensure facing Mecca, take shoes off to pray, cover heads, clean before prayer, men and women pray separately, women don't attend mosque but still follow other practises.</p> <p>Make links between prayer times and places of worship in Islām</p> <p>Know that the Ka'bah is a very special place for Muslims and that each Mosque is linked to Makkah (Mecca) by facing the Ka'bah (cube)</p> <p>Understand the significance of the Hajj for Muslims</p> <p>Understand the Hajj pilgrimage as an annual 'time out' or 'a visit of a lifetime'</p> <p><b><u>Christianity</u></b> Suggest why: - Some places are special (Jerusalem, Bethlehem and Nazareth) - The Christian place of worship is a special place for Christians</p> <p>Describe the impact of special places on Christians and what inspires and influences Christians as they gather together to worship and celebrate</p> <p>Use religious <b><u>Vocabulary</u></b> – sacred, pilgrimage and holy site - to explain why these places are special for Christians and show understanding of some of the artefacts – lectern, font, pew, altar, pulpit, cross an Bible - used in Christian worship</p> <p><b><u>Sikh</u></b> Recognise the importance of the Gurdwara in the life of the Sikh community</p> <p>Use religious language to describe some Sikh worship activities and artefacts – Gurdwara, Guru Granth Sahib, four doors into Gurdwara: Door of Peach, Door of Grace, Door of Livelihood, and Door of Learning, fly flags outside to show it is a special place which contain the Sikh symbol, Anyone is welcome in a gurdwara, but there are certain rules to follow: you must cover your head, take off your shoes, and wash your hands and feet before entering. You must also bow in front of the holy book upon entering the main prayer hall, touching the floor with your forehead.</p> <p>Begin to recognise why some places are special: The Golden Temple in Amritsar and the five Takhts, which are linked with the Gurus, to the world-wide Sikh community and why</p>	<p><b><u>Buddhism</u></b> Understand the significance for many followers of the Buddha of the Four Sites: - Lumbini, Siddhartha's birthplace – Bodh Gaya, the place of his Enlightenment – The Deer Park at Sarnath, where he first preached the Dhamma – Kushinagara, where he passed away.</p> <p>Describe how some followers of the Buddha visit these special places, what their journeys mean, and how they might feel</p> <p>Demonstrate some awareness of community activities for followers of the Buddha: donate to monastery and temple, making offerings of food and new robes, help with clearing of building work. Make links between meditation practice and places of worship for those seeking the Way of the Buddha</p> <p><b><u>Judaism</u></b> Recognise the importance of the synagogue in Jewish life and use religious language to describe some rituals – Shabbat, Bat Mitvah and Bar Mitvah - and artefacts connected with a synagogue – Menorah, Kippah, Yad, Tallit, Torah.</p> <p>Recognise that some people have special roles. Describe the role of the rabbi in the synagogue.</p> <p>Understand the importance of history in the value of a place.</p> <p>Describe the impact of Jerusalem on Jewish people today to understand why Jerusalem is a special place to Jewish people: where the faith began, Holy City, core of their faith and their world.</p> <p>Explore their feelings with the way they feel about a special place of their own</p>

		<p>Recognise and describe how Sikhs aspire to make a pilgrimage to the Golden Temple and/or one of the five Takhts, at least once in their lifetime</p> <p><b>Hinduism</b> Describe the impact of a Mandir (Hindu temple) as a special place for Hindus Use their senses to reflect on a Hindu's experience of worship known as puja – touch, smell, taste, sight and hearing. Use religious <b>Vocabulary</b> – sacred, pilgrimage, holy site - to describe some sacred Hindu sites – Kumnh Mela and Sapta Puri - and their history and importance to Hindus.</p>	
--	--	--	--

### Question 3

**How can faith contribute to community cohesion?**

	Y1	Y3	Y5
	<p><b><u>Vocabulary</u></b> Ceremony, attend, worship, prayer, scripture, society, influence, religious, region, rules, church, graveyard, memorials, charity</p>	<p><b><u>Vocabulary</u></b> Five pillars, Shahādah, Salāh, Zakāh, Sawm, Hajj, declaration, faith, belief, importance, role, impact, demonstrate, denominations, Church of England, Catholic, Methodist, Pentecost, Evangelical, Jehovah’s Witness, society, death, charitable, global, contribution, birth, coming of age, marriage, milestone, thread initiation ceremony, Ik Onkar, symbol, supreme, Kara, Kirpan, Kesh and Kanga, Kachera, Khlasa, equality, gender, race, creed.</p>	<p><b><u>Vocabulary</u></b> Karuna Trust, Angulimala Prison Chaplaincy, peace, five precepts of Buddha, Harmlessness, Fidelity, Loyalty to friends, Truthfulness and honesty, Sharing wealth, Respect for the body, intoxicants commitment, synagogue, spiritual</p>
	<p><b><u>Christianity and Islam</u></b> Pupils learn about the ways being religious makes a difference in a family: going to a place of worship, prayers, celebrating special times.</p> <p>Pupils learn that our society includes many religions, and all are worth respecting.</p> <p>Know that in our area or region, they can all be seen first hand</p> <p>Know why we have rules at school and at home.</p> <p>Show awareness of how the teachings of Jesus influence the ways in which Christians live and look for evidence of Christianity in the local community e.g. churches, charity shops, graveyards, place names, history, war memorials with scripture/prayers.</p> <p>Begin to recognise that Christians express their faith through the way they treat others: engaging in charity work.</p> <p>Begin to recognise how Christians worship God: pray, collective worship, sing, read scriptures, attend holy ceremonies.</p>	<p><b><u>Islam</u></b> Recognise and describe the Five Pillars of Islām: - Shahādah (declaration of faith) - Salāh (prayer) - Zakāh (alms giving) - Sawm (fasting) - Hajj (pilgrimage to Makkah)</p> <p>Describe how faith/ belief plays an important role at major points in a Muslim’s life: birth, coming of age, marriage, death.</p> <p>Understand that Britain is a society of many religions, and Barnsley is in a region where many Muslims live</p> <p>Describe some positive things and some challenging things for Muslims living in Barnsley.</p> <p>Make links between the experiences of being bullied, being a victim and being an outsider</p> <p>Describe the work of Muslim charitable organisations such as Muslim Aid</p> <p>Understand some contributions of Islamic society to global society</p> <p><b><u>Christianity</u></b> Describe the impact of some of Jesus’ teaching on Christians today and how Christians demonstrate their belief in God. Main teachings are being caring and kind to others. The impact is that to follow in Jesus’ teachings Christians are caring and kind to others.</p> <p>Suggest how Christian places of worship care for people in need.</p> <p>Describe ways in which Christianity reaches beyond home and Christian places of worship into the community: through charity work – raising money, donating items of aid.</p> <p>Make reference to the way different Christian denominations in their area express themselves: Church of England, Catholic, Methodist, Pentecost, Evangelical, Jehovah’s Witness</p> <p><b><u>Sikh</u></b> Recognise the Sikh statement of belief – ‘Ik Onkar’. There is only one God, Supreme Truth, Creator of all things’</p> <p>Describe the outward signs and symbols used to express belonging to the Sikh faith: The 5 Ks - Kara, Kirpan, Kesh and Kanga, Kachera, Khlasa.</p>	<p><b><u>Buddhism</u></b> Understand that Britain is a society of many religions, and Barnsley is in a region where some followers of the Buddha live</p> <p>Describe how some followers of the Buddha work for a better world: through the Karuna Trust, the Angulimala Prison Chaplaincy (the Buddhist Hospice Trust) or in peace making</p> <p>Recognise and describe the Five Precepts of the Buddha: - Harmlessness (no killing) – Fidelity (no sexual misconduct) – Loyalty to friends – Truthfulness and honesty (no lying) – Sharing wealth (no stealing) – Respect for the body (no intoxicants)</p> <p>Begin to use the word ‘commitment’ and give simple examples of how followers of the Buddha are committed to their ideas, their community and their teaching.</p> <p>Think and talk about their own commitments, in the light of studying the Way of the Buddha</p> <p><b><u>Judaism</u></b> Describe ways in which Jewish people show their belief in God: - at home - at the Synagogue</p> <p>Recognise the impact of being Jewish on beliefs, values, and lifestyle.</p> <p>Suggest their own beliefs and values and describe how this might affect how they live</p> <p>Describe the Synagogue as a place of worship and understand the Synagogue as a spiritual centre of community Recognise that faiths have ‘coming of age’ rituals and describe such rituals of their own.</p> <p>Understand the importance of learning history and stories in understanding faith.</p> <p>Suggest answers to questions about why being part of a community is important</p>

		<p>Know about the Sikh values of: sharing; service; earning one's living by honest means (Kirat Karna); acceptance of God's will; equality of gender, race and creed.</p> <p>Begin to recognise that community gatherings can be an expression of faith</p> <p><b><u>Hinduism</u></b> Describe the Hindu belief of one God in many forms</p> <p>Make links between the above belief and how Hindus behave towards each other.</p> <p>Apply examples of Hindu behaviour to their own lives. Thinking about Karma and the belief that Brahman is in all living things, all living things should be treated with kindness, gentleness, respect and care.</p> <p>Describe some Hindu milestones: Naming a child; a child's first outing; first solid food; first haircut; thread initiation ceremony; and marriage.</p> <p>Describe the points on their own journey of life which might be marked by milestones</p>	
--	--	---	--

	Y2	Y4	Y5
<p><b>Question 4</b></p> <p><b>Why are sometimes special?</b></p>	<p><b><u>Vocabulary</u></b> Festival, Eid, birth, celebrate, wedding, christening, baptism, Diwali</p>	<p><b><u>Vocabulary</u></b> Ramadan, Eid ul-Fitr, fasting, obedience, intellectual, physical, performance, abstinence, self-discipline, remembrance, Shrove Tuesday, Ash Wednesday, Lent, Mothering Sunday, Good Friday, Palm, Sunday, Holy Monday, Holy Tuesday, Spy Wednesday, Maundy Thursday, Black Saturday, Easter Sunday, Gurpurab, Melas, Holi, Dharma, Parnirvana, Wesak</p>	<p><b><u>Vocabulary</u></b> Hannukah, Passover, Yom Kippur, multi-faith</p>
	<p><b><u>Christianity</u></b> Discuss Christmas, Easter, christenings/baptism, weddings. What traditions are followed at the above events? Can say why these times are special.</p> <p><b><u>Islam</u></b> Discuss Eid, how a baby is welcomed and Weddings. What traditions are followed at the above events? Can say why these times are special.</p> <p><b><u>Sikhism</u></b> Discuss Diwali and Guru Nanak’s birthday What traditions are followed at the above events? Can say why these times are special.</p> <p>Children can identify how they celebrate special times.</p>	<p><b><u>Islam</u></b> Further their understanding of the fourth pillar of Islām that fasting in Ramadān is an important duty for Muslims and can affect all areas of their daily life: sleep patterns, physical activity, intellectual performance.</p> <p>Understand that Muslims obedience to Allāh is expressed by observing the fast of Ramadān</p> <p>Ask questions about their own lives and the value of self- discipline, obedience, abstinence or remembrance</p> <p><b><u>Christianity</u></b> Develop their understanding of major Christian festivals (listed below)</p> <p>Know there is a pattern to the Church’s year and identify the major Christian festivals: Good Friday, Easter Sunday, Mothering Sunday, Advent, Lent, Ash Wednesday, Christmas.</p> <p>Know and comment on different ways in which Christians celebrate the above important festivals.</p> <p>Sequence the events of Holy Week – Palm Sunday, Holy Monday, Holy Tuesday, Spy Wednesday, Maundy Thursday, Good Friday, Black Saturday and Easter Sunday.</p> <p><b><u>Sikh</u></b> Recognise and describe some ‘special’ Sikh ceremonies – Naming Ceremony, Turban tying ceremony, baptism, Sikh marriage, death ceremony.</p> <p>Recognise and describe the Sikh holy days – Gurpurabs and Melas</p> <p><b><u>Hinduism</u></b> Describe the ways in which Hindu festivals are celebrated and the impact they have on Hindu believers – Holi and Diwali.</p> <p>Apply these examples of celebration to their own lives and describe what inspires them to celebrate.</p> <p><b><u>Buddhism</u></b> Describe the ways in which some Buddhist festivals are celebrated and the impact they have on Buddhism followers – Dharma day, Parnivarna day, Wesak</p>	<p><b><u>Judaism</u></b> Think about how we all celebrate on special occasions. Describe why some times are special for Jews: Rosh Hashanah, Yom Kippur, Hanukah and Passover</p>



	Y2	Y4	Y5
<p><b>Question 5</b></p> <p><b>What can be learned from the lives of significant people of faith</b></p>	<p><b><u>Vocabulary</u></b> Religious leaders, authority, role, guru, vicar, Imam, priest, minister, Granthi, God, Allah, Prophet Muhammad (pbuh), Guru Nanak, Jesus</p>	<p><b><u>Vocabulary</u></b> Mohandas Ghandi, Jesus, Mary, Joseph, Apostles, Disciples, Pope, Archbishop, Significant, Messenger, founder, inspiring, humanity</p>	<p><b><u>Vocabulary</u></b> Abraham, covenant, promises</p>
	<p><b><u>Christianity</u></b> Know the name for religious leaders in Christianity: vicar and priest</p> <p>Know the name of God and Jesus.</p> <p><b><u>Islam</u></b> Know the names for religious leaders in Islam: Imam</p> <p>Know the name of Allah and Prophet Muhammad (pbuh).</p> <p>Be aware that Prophet Muhammad (pbuh) is a special person for Muslims</p> <p><b><u>Sikhism</u></b> Know the name for the religious leader in Sikhism: Granthi</p> <p>Know the name of Guru Nanak.</p> <p>Show awareness that, for Sikhs, the Gurus are special</p> <p>Begin to recognise the effect the ten Gurus have on the way that Sikhs live their lives: Guru Nanak, Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan, Guru Hargobind, Guru Har Krishan, Guru Teg Bahadur, Guru Gobing Singh</p> <p>Know that we learn from special people including religious leaders, friends, family, people in positions of authority.</p> <p>Recognise that some roles give people an important place in a group</p>	<p><b><u>Islam</u></b> Know about the significance for Muslims of The Prophet Muhammad (pbuh) as Allāh’s final messenger and founder of the Muslim faith.</p> <p>Consider questions about the ideas of revelation, guidance and Allāh as the one who ‘shows humanity the straight path’</p> <p>Suggest answers to the questions: - Where do I find guidance in my life? - What traditions have an impact on me?</p> <p><b><u>Christianity</u></b> Describe the impact of key figures in Christianity: Jesus, Mary, Joseph, disciples, apostles.</p> <p>Make links between these people and good leadership today: inspirational, good listener, promotes change, wants good for all people.</p> <p><b><u>Sikh</u></b> Recognise some of the stories about the ten Gurus: Guru Gobind Singh and the Lesson of Seva, Guru Nanak and the Boulder, Guru Teg Bahadur and the Magical Land, Guru Har Rai and the Pot</p> <p>Describe why the Gurus are important to Sikhs and what kind of examples they set</p> <p>Make links with people they find inspiring.</p> <p><b><u>Hinduism</u></b> Describe some aspects of the life and teachings of Mohandas Gandhi and describe his impact on Hindus today (non-violent protests, standing up for what he believes in, equal treatment for all, India’s independence)</p> <p>Apply the above aspects of Mohandas Gandhi’s teaching to their own lives and talk about why it might be inspiring</p> <p><b><u>Buddhism</u></b> Know about the significance for his followers, of the Buddha as an enlightened person, who saw the truth and showed the path to live by.</p> <p>Consider questions about the teachings of the Buddha, in the simplest possible ways</p> <p>Think about the Buddha as the one who shows humanity - the path by which suffering can end</p> <p>Suggest answers to the questions: What path will I follow? What do I think is the meaning or the point of our lives?</p>	<p><b><u>Judaism</u></b> Describe the impact of Abraham on Jewish people (First point of contact between Jews and God, gave the idea of the Promised Land, was the recipient of the first covenant, all Jews try to follow his example)</p> <p>Make links between the concept of ‘covenant’ and agreements and relationships of their own</p> <p>Understand the importance of promises and life’s hopes and dreams</p> <p>Describe what inspires them in the people they follow or respect</p>

	Y2	Y4	Y5
<p><b>Question 6</b></p> <p><b>How do I and others feel about life and the universe around us?</b></p>	<p><b><u>Vocabulary</u></b> Creation, similarities, differences, sensitively, creator, genesis, protecting, values, helpless</p>	<p><b><u>Vocabulary</u></b> Global warming, equality, tolerance, service, rights, responsibility, unjust</p>	<p><b><u>Vocabulary</u></b> Experiences, links</p>
	<p><b><u>Christianity</u></b> Retell the creation story of Christianity</p> <p>Respond sensitively to Christian ideas about God as creator</p> <p>Suggest what the Genesis creation stories might mean for Christians caring for the environment</p> <p><b><u>Islam</u></b> Retell the creation story of Islam</p> <p>Identify the role of a Muslim in protecting creation</p> <p><b><u>Sikhism</u></b> Retell the creation story of Sikhism</p> <p>Show awareness of some values which are central to a Sikh worldview: defending the faith and the helpless.</p> <p>Discuss the similarities and differences between creation stories of Christianity, Islam and Sikhism.</p> <p>Ask questions about the wonder of the natural world and about what makes living things – including themselves – special</p> <p>Show awareness of the importance of remembering the words of significant people</p>	<p>Answer the ultimate question: What is our responsibility for looking after our world? (Global warming).</p> <p>Make links between this question and some Muslim, Christian, Sikh, Hindu, Buddhist beliefs that offer a response</p> <p>Notice that religions can offer answers to questions that we find puzzling</p> <p><b><u>Sikh</u></b> Describe some Sikh beliefs and teachings about equality, tolerance and service</p> <p>Be aware of shared rights and responsibilities: men and women are equal and have the same rights and responsibilities and apply this to a school context.</p> <p>Be aware of injustice between nations by investigating equality and inequality and discuss how a Sikh would respond to the issues. Look at global events and campaigns: Climate Change Campaign, Make Poverty History Campaign or The Trade Justice Movement.</p> <p><b><u>Hinduism</u></b> Demonstrate an awareness of key Hindu beliefs: Karma Dharma, reincarnation, Moksha through an understanding of the story of the Mahabharata</p> <p>Describe the impact these beliefs might have on people today for both themselves and others</p> <p><b><u>Buddhism</u></b> Suggest some questions which are difficult to answer, especially those that arise when we think of suffering.</p> <p>Develop their own thinking about what makes these questions hard to handle, but interesting</p>	<p>Identify some ultimate questions Does God exist? Why do bad things happen to good people? What happens when we die? What is the purpose of life? What is our responsibility for looking after our world? (Global warming).</p> <p>Make links between this question and some Muslim, Christian, Sikh, Hindu, Buddhist beliefs that offer a response</p> <p>Identify questions that are difficult to answer which might arise from some stories in the Jewish sacred texts and historic experience</p> <p>Relate lessons from sacred stories with modern contexts</p> <p>Respond sensitively to difficult questions, recognising that there may not be answers, but relating to their own experiences and those of others</p>

**Y6**

**Vocabulary**

Humanism, atheism, spiritual, agnostic, global events, media, propaganda, extreme, extremism, views, positive, characteristics, impact, selflessness,

**Beyond the questions**

**Religion across UK**

Show an understanding of religion across the UK and what this looks like in everyday life.

Acknowledge that not everyone has a religion

Understand how religion is brought into everyday life especially in today's society: full time jobs, weekend work and shifts; men and women working.

Begin to discuss how priorities might change over time.

Know what it means to be religious and non-religious.

Understand the terms atheist, agnostic, spiritual and humanism.

**Current events across the globe**

Know current global events and the effect on people's opinions.

Understand how religions responds to global events when people are in need: sending aid, offering prayers.

Know that media can affect people's views of current events and religions. (link to history)

**Tolerance and contributing to a multi-cultural society**

Suggest what key teachings can be taken from each of the six main religions and humanism.

Identify the key themes of all religions: belief, faith, hope, tolerance of all, forgiveness and kindness.

Say how these can have a positive impact on the world

Can make comparisons about religious teachings from different religions.

Understand the importance of positively contributing to society.