

RE progression of knowledge and skills

Year 1	Unit 1 - Who am I?	Unit 2 – What do we celebrate?	Unit 3 – Who do I follow?	Unit 4 – Why is Easter important?	Unit 5 – What can we learn from stories?	Unit 6 – Do we all believe the same?
<p><b>Beliefs and practices</b></p>	<p align="center"><u>Christianity</u></p> <p>Children know that many Christians celebrate the birth of a baby with a christening/baptism. They know the key events of a christening (pouring water over the head and the role of godparents).</p> <p>Children visit a CoE or Catholic church where they learn to retell bible stories and find the features of a church (stained glass windows, crosses, the font and the alter).</p>	<p align="center"><u>Christianity</u></p> <p>Children know that Harvest is a Christian festival to give thanks for everything God has given them. They celebrate this by sharing what they can and giving to those in need.</p> <p>Children know the nativity story, and that it is the reason Christmas is celebrated. They know it is important to Christians because it is celebrating the birth of Jesus who is an important figure in their faith.</p> <p>Children know Christians celebrate Christmas through the telling of the nativity story, singing hymns and sharing gifts.</p> <p align="center"><u>Sikhism</u></p> <p>Children know that Guru Nanak was the founder of Sikhism, and that Sikhs celebrate his birthday every year.</p> <p>Children know that this is celebrated with singing, sharing a meal and lighting candles.</p> <p>Children know that the Guru Granth Sahib is the Sikh holy book.</p> <p align="center"><u>Judaism</u></p> <p>Children know that the festival of Hanukkah celebrates Jews belief that God performed a miracle where a day's oil burned in the holy lamp for 8 days, and this is their way of thanking him. Children know that this is why the festival lasts for 8 days.</p> <p>Children know that to celebrate Hanukkah, they light the Hanukiah</p>	<p align="center"><u>Christianity</u></p> <p>Children know that the King is the head of the Church of England and tries to live his life on Christian principles and helps others. Children know that the King respects people from other faiths and those with no faith.</p> <p>Children learn about Jonathan Edwards and consider how he feels competing in sports as a Christian and rules he might try to follow.</p> <p>Children know the stories of the two house builders, Zaccheus the tax collector, the storm on the lake and the loves and fishes from Jesus' life.</p> <p>Children know that Christians believe Jesus performed miracles to help people and encourage them to believe.</p> <p>Children know the healing stories of Jesus (the blind man, Jairus' daughter and healing 10 men) and that Jesus performed the miracles to show God loved everyone and they were not ill because they had done wrong.</p> <p>Children know that Jesus had 12 disciples who were with him when he told stories or performed miracles.</p>	<p align="center"><u>Christianity</u></p> <p>Children know the key events leading up to Easter ( Palm Sunday, the last supper, good Friday).</p> <p>Children know Christians believe Jesus died for their sin, and they have been forgiven because of it. It also shows Christians how much God and Jesus loved them. Children consider their own ideas as to why Jesus had to die.</p> <p>Children know that Christians believe Jesus was resurrected on Easter Sunday, to show Christians they will receive eternal life with God in heaven.</p> <p>Children know that the Easter story represents new beginnings and hope for Christians.</p>	<p align="center"><u>Christianity</u></p> <p>Children know that the Bible is the holy book for Christians.</p> <p>Children can distinguish between stories told by Jesus, and stories about Jesus and that they teach Christians about how to live.</p> <p>Children know the story of the two house builders and that it teaches Christians to follow Jesus' teachings to lead a good life.</p> <p>Children know the story of the tax collector and that this teaches Christians to be kind to everyone, and that everyone can say sorry and try to be better.</p> <p align="center"><u>Judaism</u></p> <p>Children know the stories of Noah and David and Goliath, and reflect on how these show the involvement and control Jews believe God has in their lives and the world. (Children know the Christians also believe and teach these stories.)</p> <p>Children know that Jews believe God created the world and everything in it.</p> <p align="center"><u>Islam</u></p> <p>Children know that Muslims believe in one god (Allah) and that Muhammad is his prophet; they pray regularly, fast during Ramadan and they give to the poor.</p> <p>Children know that a mosque is the Muslim place of worship and their holy book is the Qur'an.</p>	<p align="center"><u>Christianity</u></p> <p>Children know that Christians believe in one God, who is split into 3 (the father, the son and the holy spirit).</p> <p>Children know that Christians believe they should live a good life by loving and caring for other people. They pray to God to help them live this life. Children know that Christians worship in a Church or Cathedral.</p> <p>Children know that the Bible is the holy book for Christians.</p> <p align="center"><u>Islam</u></p> <p>Children know that Muslims follow 5 rules: belief in one God (Allah and that Muhammad is his prophet; pray 5 times a day; give to the poor; fast during Ramadan and go on a journey to Makkah.</p> <p>Children know that there are many different kinds of Muslims.</p> <p>Children know that Muslim children are taught to read Arabic in which the Qur'an (their holy book) is written in.</p> <p>Children know that Muslim women often cover their heads and faces in public.</p> <p>Children know that Muslims pray facing towards the holy city (Makkah).</p>

		<p>(nine-branched candlestick), have parties in their homes and share stories from the Hebrew Bible.</p>			<p>Children know the story of Muhammad and the sick woman, and that it teaches Muslims to care for everyone, even those who are not kind.</p> <p>Children know the story of Muhammad and the crying Camel, and that it teaches Muslims that animals were given by Allah, and placed in our care. All animals should be treated with kindness.</p> <p style="text-align: center;"><u>Sikhism</u></p> <p>Children know the story of the bowl of milk and the jasmine flower and that this teaches Sikhs that there is always room for goodness and holiness in their lives.</p> <p>Children know the story of the wealthy banker of Lahore and that it teaches Sikhs that wealth and possessions cannot be taken to heaven, and are not important.</p> <p style="text-align: center;"><u>Secular</u></p> <p>Children know the folk tale 'The River' and that everyone could learn the importance of our environment from this, and that we should care for it.</p>	<p style="text-align: center;"><u>Sikhism</u></p> <p>Children know that Sikhs believe in one god: the immortal creator.</p> <p>Children know that there are different kinds of Sikhs and ways of being Sikh.</p> <p>Children know that Sikhs try by their lifestyle to emulate the ten gurus (teachers of God's word), trying to make the world a more honest place.</p> <p>Children know that Sikhs can worship in their own homes or in the gurdwara where the Guru Granth Sahib (the holy book) is kept.</p> <p>Children know that Sikhs do not cut their hair (<i>kesh</i>), and the men cover their hair with a turban. The men wear special undershorts (<i>kachera</i>) and a symbolic small dagger (<i>kirpan</i>). Both men and women wear a steel band round their wrists (<i>kara</i>), and use a special comb (<i>kangha</i>) that represents personal cleanliness and tidiness. These make up the Five Ks.</p> <p>Children know that Sikhs are vegetarians.</p> <p style="text-align: center;"><u>Hinduism</u></p> <p>Children know that there are many different kinds of Hindus.</p> <p>Children know that Some Hindus believe in one god, others in many gods, others that the one god can be seen</p>
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						<p>through many gods in many forms.</p> <p>Children know that Hindus believe in a cycle of rebirth: good living in this life leads to better standing in the next incarnation.</p> <p>Children know that the concept of Dharma is important: law, duty, justice and virtuousness are central to Hindus' faith.</p> <p>Children know that A popular festival is Divali – the festival of light which is held at the Hindu New Year.</p> <p>Children know that Many Hindus have shrines in their homes where they can pray in the morning and evening.</p>
<b>Comparing religions</b>	<p>Children are aware that families celebrate the birth of a baby in different ways.</p> <p>Children know that people who follow a religion have a sense of belonging and the people from that religion become friends and family.</p>	<p>Children know that families will celebrate occasions in different ways, and some families will celebrate different things.</p> <p>Children compare similarities and differences between the celebrations studied. (E.g Christians and Sikhs both celebrate the birth of an important figure, and share food during celebrations; Jews and Sikhs both light candles; Christians and Jews both read stories from holy books.)</p>			<p>Children know that both Jews and Christians believe and teach some of the same stories.</p> <p>Children explore similarities and differences between the stories learnt, and the beliefs of the faiths (e.g. the Sikh, Muslim and Christian stories teach about kindness and love).</p>	<p>Children compare the beliefs of the religions studied. E.g. if they worship one or more gods, if they share key values, the different ways they show their devotion to their religion and how they worship.</p>
<b>Reflection and personal growth</b>	<p>Children consider what is important to them and special times in their lives.</p> <p>Children consider the groups they belong to and the important people in their lives.</p> <p>Children understand that other people may have different experiences from their own.</p>	<p>Children consider the importance of the harvest to them, and if they are thankful for the food they have.</p> <p>Children consider the important events in their lives that they celebrate, and why these are important.</p>	<p>Children consider important people at home and school, and why they are special. They use this to decide what qualities makes a good leader.</p> <p>Children consider how they have helped others or could help others.</p> <p>Children consider rules that of behaviour for an athlete and for a</p>	<p>Children consider the idea of new beginnings and hope after forgiveness, and how they could apply this to their own lives.</p>	<p>Children consider which of the lessons learnt from the stories they would like to apply to their own lives, and how they could do this.</p> <p>Children reflect on the river story by considering how they could help care for the environment.</p>	<p>Children reflect upon the different beliefs about God to begin to consider what they believe.</p> <p>Children reflect on the different beliefs within their class respectfully.</p>

			religious person, finding the overlaps (e.g. treat everyone with respect).			
Year 2	Unit 1 - What's worth celebrating?	Unit 2 - What can I learn from stories?	Unit 3 - Who makes the rules?	Unit 4 - Where do I belong?	Unit 5 - What are the main faiths around the world?	
Beliefs and practices	<p><u>Islam</u> Children know that Id-ul-Fitr is celebrated on the first day of Shawal, at the end of Ramadan. It is a joyous day when Muslim men and women give thanks for their health, strength and the good things that Allah has given to them to thank them for fasting and doing good deeds during Ramadan. Children know that they dress in new clothes and go to the mosque to say special prayers. People sometimes exchange gifts and eat special food, sharing the celebration with their families and friends.</p> <p><u>Judaism</u> Children know the story of the Exodus (Moses leading the Hebrews from Egypt to Israel). Children know that the Jewish festival of Sukkot is celebrated to remember the difficult years the Jews spent travelling in the desert, and to thank God for caring for them in a difficult time.</p> <p><u>Hinduism</u> Children know that Diwali is the day Lord Rama, his wife Sita Devi and brother Lakshmana return to their homeland after 14 years in exile. The villagers lit a path for Rama, who had defeated the demon king Ravana. Children know that Diwali is the festival of lights to represent the villagers lighting the path home for Rama.</p> <p><u>Christianity</u> Children know that Christians celebrate harvest to thank God for</p>	<p><u>Christianity</u> Children know the story of the Widow's offering, and understand that the Widow gave more than the rich people because she gave all she had, whereas the rich only gave a small percentage of what they had. Children know that Jesus used this to teach his followers to give what they can.</p> <p>Children know the nativity story and how it shows the importance of giving and receiving through the wise men's gifts and the gift of Jesus to the world.</p> <p><u>Sikhism</u> Children know the story of Baisakhi, and that Sikhs celebrate this every year with the festival of Baisakhi with processions, singing and dancing. Children also know that Sikhs use this story to teach trust in God and the Guru.</p> <p><u>Islam</u> Children know the story of the wise rabbit and that it teaches Muslims to not judge by appearances alone and that all people, and animals, are special to God.</p>	<p><u>Judaism</u> Children know the story of the Exodus from Egypt, and the build up to the Hebrews leaving. Children consider Moses as a leader, and times he might have found it hard to lead.</p> <p><u>Islam</u> Children know that Muslims believe that Muhammad (pbuh) brought the message of Allah (God) to the people and that he lived his life by this message. Muslims believe that the Qur'an is the message, which is written in Arabic.</p> <p>Children know the 5 pillars of Islam:</p> <ul style="list-style-type: none"> <li>• Profession of Faith (shahada). The belief that "There is no god but God, and Muhammad is the Messenger of God".</li> <li>• Prayer (salat).</li> <li>• Alms (zakat).</li> <li>• Fasting (sawm).</li> <li>• Pilgrimage (hajj).</li> </ul> <p>Children know that Muhammad (pbuh) was unhappy that people of his time were too interested in making money to help those less fortunate, and consider how this makes him a good role-model and leader.</p> <p><u>Sikhism</u> Children know the story of when Guru Nanak disappeared and how he founded Sikhism.</p> <p>Children know Guru Nanak's message to the world: There is one God. All people are equal.</p>	<p><u>Christianity</u> Children know that a Christian congregation assembles in the church. They sing hymns together and listen to readings from the Bible. The priest or vicar leads the service. Confirmed Christians take communion, where they share bread and wine. The bread symbolises Jesus' body and the wine symbolises Jesus' blood. Children should also know that candles are also important in the Christian faith. Jesus is seen as 'the light of the world' and is able to lead people out of darkness into light, represented by the candle.</p> <p><u>Sikhism</u> Children know the 5 ks and their representations:</p> <ul style="list-style-type: none"> <li>• Kangha – steel comb, representing tidiness and cleanliness. Rule: you have to be disciplined in all aspects of life.</li> <li>• Kara – bangle, circular because it shows that God's love is eternal. It is worn on the right wrist and shows an attachment to God. Rule: you must love and respect God.</li> <li>• Kirpan – sword, a symbol of freedom from oppression; shows that Sikhs are loyal to their faith and would defend it; reminds them of Guru Gobind Rai. Rule: you must be true to your faith and be prepared to defend it.</li> </ul>	<p><u>Judaism</u> Children know that the Torah contains the most holy scriptures of the Jewish people. It is made up of the first five books of the Hebrew Bible. These books are also found in the Old Testament of the Christian Bible.</p> <p>Children know that the Torah is written in Hebrew, and Jews believe it is God's most precious gift to them.</p> <p>Children know how Jews show the Torah is special and precious (a yad is used instead of touching it, and heads are covered when reading as a sign of respect).</p> <p><u>Christianity</u> Children understand from the story of May Jones' Bible how precious Bibles are to Christians.</p> <p><u>Hinduism</u> Children know that Hindus believe that there is essentially one God, Brahman, but that he takes many forms. Children know the trimurti (the trinity of supreme divinity in Hinduism) consists of Vishnu the preserver, Shiva the destroyer and Brahma the creator.</p> <p>Children know the Indian story of the blind men and the elephant.</p> <p><u>Sikhism</u> Children know that the Guru Granth Sahib is the Sikh holy book.</p>	

all he gives to the world by collecting food and other products to share with those less fortunate.

You must respect other people's faiths.  
You must lead a decent and good life.

Children know that Guru Nanak was a good leader because he behaved in a way that showed his followers how to lead a good life. Children particularly focus on how he helped those who were less fortunate than himself. Children to be aware that this is reflected in the dining hall called the langar in gurdwaras where anyone can go for a meal.

#### Christianity

Children know Matthew chapter 6, verses 9–13 and chapter 22, verses 35–40.

Children know that Jesus had 2 main rules for his followers: 'to love the Lord your God with all your heart, with all your soul, with all your mind and with all your strength' and 'Love others the way you would love yourself'.

- Kachera – shorts, worn to remind Sikhs of moral purity. Rule: you must lead a good and modest life.
- Kesh – uncut hair, as hair is a gift from God. Uncut hair symbolises devotion to God. Rule: be thankful for all that God provides.

#### Hinduism

Children know that many Hindus consider worship to be a private experience, even when they are in a mandir (temple). Most Hindus have a shrine in their home where puja (worship) is performed. Children know the significance of each item on the puja tray:

- Aum – the sign of peace
- Bell – to signal the beginning of worship
- Diva – shows that God is eternal (worshippers pass their hands over the flame and then over their foreheads to feel nearer to God)
- Ganesha – known as the remover of obstacles.

#### Islam

Children know the 5 pillars of Islam:

1. To bear witness that there is none worthy of worship save Allah and that Muhammad (pbuh) is the messenger of Allah (shahadah)
2. To observe prayer (salah)
3. To give money to the poor (zakah)
4. To perform the pilgrimage to Makkah (hajj)
5. To observe fasting during Ramadan (sawm).

Children to be aware that some of these are personal targets and

Children know that Sikhs show how important the Guru Granth Sahib is by keeping it in a special room and having a procession each morning as the Guru Granth Sahib is carried into the main hall of the gurdwara and placed upon a platform/throne, called the Takht. The book is placed under a canopy (Chanani) and covered with an expensive cloth when it is not being read. During a service a fan (Chauri) is waved over the book.

When Sikhs enter the gurdwara they make sure they are clean, and cover their heads. They bow their heads right to the floor to the Guru Granth Sahib. People also place offerings of food or money. No one should sit with their feet facing the holy book.

				<p>others are related to the wider community.</p> <p style="text-align: center;"><u>Humanism</u></p> <p>Children know humanists do not believe that God or holy books reveal the way we are to lead our lives. They believe that our experiences and rational thinking allow us access to knowledge and give us a moral code by which to live our lives. Children consider how this applies to both people, and the environment.</p>		
Comparing religions	Children find similarities between the festivals they have studied with harvest. (E.g. thanking God for something, remembering the hardship of others).	Children know that many religions use stories to teach their followers important lessons.	Children consider the similarities between the leaders of the religions they have looked at (e.g. they all believed that nothing was more important than God; they were all peaceful people; they all encouraged people to look beyond physical appearance)	Children know that every religion has symbols and rituals to show belonging.	Children make a link between Jews covering their heads when they read the Torah and Sikhs covering their heads as a sign of respect.	
Reflection and personal growth	<p>Children compare the celebrations and festivals they have learnt about with celebrations from their own lives, and reflect on why these celebrations were important to them.</p> <p>Children reflect on how the Hebrews trusted Moses during the Exodus and how God cared for them, by considering who they turn to and trust to look after them when they are scared.</p>	<p>Children consider the morals of the Hare and the Tortoise (e.g. it's wrong to be boastful or think you're better than others, take your time). The children then reflect on the talents of the members of the class, and how they can share their talents, and consider when they need to slow down and take their time.</p> <p>Children reflect on the story of the Widow's offering by considering why it is important to give to those in need. They then find ways they could give to those in need (e.g. donate old clothes or toys).</p> <p>Children reflect on the theme of trust from the story of Baisakhi by considering who they trust and why, and how they could be trustworthy.</p> <p>Children reflect on the story of the wise rabbit by considering how</p>	<p>Children consider who helps them to behave well and make the right choices in life to reflect how Muhammad did this.</p> <p>Children reflect on how Sikhs feed those in need, no matter their faith, by considering who they would invite to share a meal, thinking particularly of those who would be in need of the food and/or the company.</p> <p>Children consider Jesus' second rule, and how they would like others to treat them, and therefore, how they should treat others.</p> <p>Children consider what they think makes a good leader.</p>	<p>Children consider where they belong (groups, family, school, clubs).</p> <p>Children reflect on the 5 pillars by setting themselves targets, some being personal, other relating to their school community.</p>	<p>Children reflect on Jews believing the Torah is a precious gift, by considering the most precious gift they have been given, thinking beyond material items (e.g. love, compassion, hope).</p> <p>Children use the story of Mary Jones' Bible to consider what is so precious in their life that it would be worth waiting 6 years for.</p> <p>Children reflect on the idea that the Hindu God (Brahman) takes on many forms, by considering how they and their classmates can show 'different faces' (e.g. they could be kind, they could create, or they could destroy). Children then consider which of these faces is the one they want to wear the most.</p>	

		they would treat someone different to them and how they could make them feel welcome. The children will think about a range of things they could do, some small scale, some larger scale.				
<b>Year 3</b>	<b>Unit 1 – How do we welcome new babies?</b>	<b>Unit 2 – What is right and wrong?</b>	<b>Unit 3 – Who was Jesus?</b>	<b>Unit 4 – What made Jesus special?</b>	<b>Unit 5 – How was the world made?</b>	<b>Unit 6 – Why should we respect our planet?</b>
<b>Beliefs and practices</b>	<p><u><b>Christianity</b></u></p> <p>To know that a sin is a bad choice, and Christians believe they should say sorry, make it right and ask to be forgiven.</p> <p>Children know the story of John the Baptist, and that Christians believe that baptism washes them clean from sin.</p> <p>Children know that Christians baptise children and babies as a promise to God that they will help their baby grow up making the right choices.</p> <p>Children can recognise and understand the meaning behind the key aspects of a baptism service (everyone in the church takes part because they are all welcoming the child into the church, parents and godparents make special promises to help the child make right choices, water is poured over the baby 3 times for the Father, Son and Holy Spirit, a cross is made on the baby's forehead and are given a candle as a sign of the light that has been placed in the baby's life).</p> <p><u><b>Islam</b></u></p> <p>To know how Muslims show Allah (God) cares for a baby:</p>	<p><u><b>Christianity</b></u></p> <p>Children know the bible story from John:8 1-11 and that Christians use this story to teach that everyone makes bad choices, so we cannot judge others that make bad choices.</p> <p>Children know the story of David and Goliath, and how David's belief in God helped him find the inner strength to do the right thing.</p> <p>Children know that Christians believe in standing up for what is right, even when it's hard, and that they believe God will be with them and reward them through exploring the story of Eric Liddell.</p> <p><u><b>Sikhism</b></u></p> <p>Children know the Sikh story of 'Kauda the cannibal' and Sikhs use this story to show that people you spend time with can impact the decisions you make.</p>	<p><u><b>Christianity</b></u></p> <p>Children know the nativity story, and that Christmas is an important time for Christians because it celebrates the birth of Jesus.</p> <p>Children know the story of the wise men, and how Christians think Jesus was God's gift to the world, and was part man, part God.</p> <p>Children know that Jesus knew from a young age that he had a mission and was doing God's work through the story of Jesus getting lost in Jerusalem.</p> <p>Children know that the meaning of a baptism is just a symbol of washing sins away and it's the changes people make on the inside that is important.</p> <p>Children know the story of Jesus being tempted in the desert, and know that Christians use the story to teach that you should always do the right thing, even when no-one is watching like Jesus did.</p> <p>Children know that Jesus chose friends to be his disciples, who then followed and believed in him.</p>	<p><u><b>Christianity</b></u></p> <p>Children Jesus' miracles of Bartimaeus, Jairus' daughter and healing the blind, lame and deaf and that Christians believe that miracles are a sign of God's love and mercy towards a world in need, not to 'prove' that God exists.</p> <p>Children know Jesus' 'lost' parables of the lost sheep and the lost son, and how Christians believe Jesus came to earth to find those who were 'lost' and bring them to God.</p> <p>Children know how Jesus died that Christians believe Jesus dying was the punishment for everyone's sins, and his death saved their relationship with God.</p> <p>Children know that Christians believe Jesus rose from the dead, which they celebrate with Easter.</p> <p>Children should be aware that different Christians put importance on different parts of the Easter story. Some believe Jesus dying for their sins, others believe it was him rising again.</p> <p>Children know that a church is any place of worship for Christians and a cathedral is a larger church run</p>	<p><u><b>Christianity</b></u></p> <p>Children know that Christians believe the world was created by God in 6 days, each day creating something new and resting on the 7<sup>th</sup>.</p> <p><u><b>Judaism</b></u></p> <p>Children know that Jews believe the world was created by God in 7 days, each day creating something new.</p> <p><u><b>Hinduism</b></u></p> <p>Children know that Hindus believe it is impossible to answer the question 'How did the world begin?' and the answer would not help them to live a good life.</p> <p>Children know that for Hindus, reflecting on the beauty of the world and respect its maker is important, so their creation stories reflect the character of the maker.</p> <p>Children know the Hindu story of creation.</p> <p><u><b>Islam</b></u></p> <p>Children know that Muslims believe Allah created the world in 6 days,</p>	<p><u><b>Buddhism</b></u></p> <p>Children know the story of the student and the ants, and learn from this that Buddhist believe they should show kindness to everyone, even the smallest of animals.</p> <p><u><b>Judaism</b></u></p> <p>Children know the Jewish celebration of Tu B'Shevat and the emphasis on trees in the celebration.</p> <p><u><b>Islam</b></u></p> <p>Children know the story of 'Muhammad washes' and learn the moral of not wasting the gifts Allah provides.</p> <p><u><b>Hinduism</b></u></p> <p>Children learn about the Bishnoi, and how they live their lives on the Hindu belief that all life is sacred. Children should know that a few hundred years ago, they protected their forest by hugging trees to prevent them being chopped down, many dying in the process.</p>

	<ul style="list-style-type: none"> <li>• Baby's head is shaved to remove misfortune. The hair is weighed and an equivalent amount of silver is given to the poor as a way of thanking Allah for the birth of the baby.</li> <li>• The baby is given something sweet and something bitter to taste to show they will have both good and difficult times in life.</li> <li>• When they are born, the first thing they hear is the Islamic call to prayer (Adhan) which is whispered in their ear.</li> </ul> <p style="text-align: center;"><u>World views</u></p> <p>Children know that humanists also celebrate the birth of children with naming ceremonies, that can include music, readings and promises, but every ceremony is different.</p>			<p>by a bishop who is in charge of all churches in the surrounding area.</p> <p>Children can identify aspects of a cathedral which link to their learning about Jesus through a visit to a cathedral. The font Crucifix Stories on stained glass windows</p> <p>Children have an overview of Jesus' life and teachings through the film 'The miracle maker'.</p>	<p>and rested in the 7<sup>th</sup>. They believe all life come from Allah, and is precious.</p> <p style="text-align: center;"><u>World views</u></p> <p>Children know the scientific theory of 'the big bang' to answer the question 'How was the world made?'.</p> <p>Children are aware that many people of faith still believe in the scientific theory.</p>	
<p>Comparing religions</p>	<p>Children can find similarities and differences between baptism and how Muslims celebrate the birth of a baby. (God is important in both, both introduce the baby to the religion. Both consider bad times in the baby's life, Christians through sin, Muslims with bitter food. Muslims include helping the poor as part of their celebrations, and shave the baby's head which Christians don't do.)</p> <p>Children can find similarities and differences between religious birth ceremonies and non-religious ceremonies such as humanist naming ceremonies. (They all make promises to the baby, all celebrate the birth, Christians and Muslims have God as a big part of the ceremony and Humanists focus on the child.)</p>	<p>Children know that all religions teach followers to love God and love others.</p> <p>Children can find the similarity between religions that all believe they should forgive people, but only God can judge people for the choices they have made.</p>			<p>Children can compare the similarities between Christian and Jewish belief of the creation of the world (the same story).</p> <p>Children can find similarities between the Islam and Christian/Jewish stories of creation. (Both took 6 days and rested on the 7<sup>th</sup>.)</p> <p>Children can find the differences between the Christian, Jew, Islam creation stories and the Hinduism creation story. (Hindus do not emphasise how the earth was made, but why.)</p>	<p>Children can find similarities in the way different religions care for the planet (they all believe it's important to care for our planet as it was a gift created by God).</p>



<p><b>Reflection and personal growth</b></p>	<p>Children reflect on the Christian idea of sin and baptism by thinking about their own bad choices, asking for forgiveness, and making them right.</p> <p>Children reflect on Muslims whispering the Adhan to babies when they're born because they are the most important words to them. Children then apply this to their lives, considering what phrases and beliefs are most important to them, and what they would like to have whispered to them.</p>	<p>Children apply the teachings of 'Kauda the cannibal' to their own lives by thinking about how they could be a good influence on others, and choosing friends that will be a good influence them.</p> <p>Children use the story of Eric Liddell to reflect on inner strength and how they could stand up for what they think is right, even when it's hard to.</p>	<p>Children apply Christians beliefs about Jesus being a gift from god to their own celebrations at Christmas by reflecting on how they can think of others and give to them.</p> <p>Children reflect on Jesus having a mission and doing God's work at an early age, thinking about how they could make a difference despite their age.</p> <p>Children apply the Christian belief of baptism to their own lives by considering changes they can make in their life to be a better person.</p> <p>Children can reflect on the story of Jesus being tempted in the desert, and consider if they make the right choices when no-one is watching.</p>	<p>Children reflect on miracles, and what life changing events they would want to happen.</p> <p>Children can apply the 'lost' parables to their life by thinking about how they could help guide someone who is 'lost'.</p> <p>Children can reflect on Easter, and how Christians celebrate what Jesus did for them at this time, by thinking about how they could celebrate what other people have done for them.</p>	<p>Children can begin to develop their own ideas and beliefs on how the world was created.</p>	<p>Children use the stories and teachings of the different religions to reflect on how they believe they should treat our planet and animals, and why.</p>
<p><b>Ultimate questions</b></p>					<p>Children can begin to explore an answer the question 'How was the world made?' using their beliefs.</p> <p>Children recognise that there are multiple answers to the question 'How was the world made?' and understand that everyone has personal beliefs.</p>	
<p><b>Year 4</b></p>	<p><b>Unit 1 – Who is my neighbour?</b></p>	<p><b>Unit 2 – Is baptism the only welcome into faith?</b></p>	<p><b>Unit 3 – Who is your hero?</b></p>	<p><b>Unit 4 – How can God allow suffering?</b></p>	<p><b>Unit 5 – What religion did Jesus follow?</b></p>	<p><b>Unit 6 – Who is Guru Nanack?</b></p>
<p><b>Beliefs and practices</b></p>	<p><u><b>Christianity</b></u></p> <p>To know the moral of the story 'The Good Samaritan' and how Christians 'love thy neighbour as themselves'.</p> <p>Children know how Barnardo's charity was founded by the belief of love thy neighbour.</p> <p>To know that Christians celebrate harvest to thank God for all he gives to the world by collecting food and</p>	<p><u><b>Christianity</b></u></p> <p>To know that Christians confirm their faith through confirmation ceremonies in CoE/Catholic churches as a way of reaffirming their faith, and starting a new life with God.</p> <p>To know that Christians are baptised as a way of washing away sin and starting a life with God.</p>	<p><u><b>Christianity</b></u></p> <p>To know the story of Mother Tereasa, and explore how she is inspirational to Christians. (She dedicated her life to helping others in any way she could – Christian value of love thy neighbour.)</p> <p><u><b>Judaism</b></u></p> <p>To know about the story of Anne Frank, and explore how she is inspirational to Jews. (She kept her faith and ideals in spite of everything</p>	<p><u><b>Christianity</b></u></p> <p>To know the story of 'the sheep and the goats', and how it teaches Christians to care for those who are suffering.</p> <p>To know that it is possible to ease suffering and create peace in the midst of conflict through the exploration of the Christmas day truce during WWI.</p>	<p><u><b>Christianity</b></u></p> <p>To know that Christianity derived from Judaism, which is the religion Jesus followed.</p> <p><u><b>Judaism</b></u></p> <p>To know that Jews learn to trust in God through the story of Abram</p> <p>To use the story of Moses to learn that:</p>	<p><u><b>Sikhism</b></u></p> <p>To know the importance of Guru Nanak to the Sikh community by studying his life (their belief that he was a messenger from God, he spread his ideology that what religion you follow doesn't matter so long as you are a good person, and he created the first Sikh community).</p>

other products to share with those less fortunate.

Judaism

To know that the Jewish initiation ceremony (Bar Mitzvah and Bat Mitzvah) are how children enter into the adult Jewish community, are different for boys and girls. Boys are usually 13 and girls 12; boys can then read from the Torah, whereas girls cannot.

To know that Bar/Bat Mitzvah is important to Jews because it is their celebration of becoming an adult with more responsibility and a part of the Jewish community.

Sikhism

To know that Sikhs commit to their faith through the Amrit ceremony.

To know that Sikhs promise to keep the 5 duties during Amrit. (To wear the 5 ks; to follow teaching of Guru Granth Sahib, to not smoke or take drugs, to accept Sikhs as equal and be prepared to sacrifice everything for the Sikh faith, to give a tenth of their income to charity.)

To know the 5 ks that Sikhs must wear once they have taken Amrit, and what they represent. (Kesh – they let their hair grow as a symbol of their faith; Kangha – comb kept in hair as a symbol of cleanliness; Kara – bangle worn to remind them to follow their faith a refrain from doing wrong; Kachera – underwear worn as a symbol of leaving old ideas behind and following new, better ideas; Kirpan – sword to remind Sikhs to fight a spiritual battle and defend what is right.)

World views

To know how people without a faith or who are not sure about faith become adults, by looking at the legal age we can do things in

that happened to her, she saw the beauty in the world above the misery, everyone has the ability to make others happy.)

Hinduism

To know about the story of Gandhi, and explore how he is inspirational to Hindus. (His belief in ahimsa, non-violence, despite the hardships in his life, and teaching others to do the same.)

Judaism

To know how Jews respond to those who are suffering through exploring the charity ‘World Jewish Aid’ and their relief efforts to those in poverty throughout the world, regardless of race or religion.

Sikhism

To know Guru Gobind Singh’s rules of war: war should always be a last resort, war should never be fought out of hate but for the desire for ‘right to defeat ‘wrong’, War should never be fought for revenge, no land or property should be taken, soldiers should not harm anyone not fighting; the war should have clear objectives, and should end once it has been achieved.

To know Sikhs respond to those who are suffering by giving what they can, both financially and by giving their time. The children also explore ‘Khalsa Aid’, a Sikh charity, and their relief efforts for the Kosovo war.

Islam

To know that Muslims have an obligatory form of ‘charity’ called Zakah, and a charity called Islamic aid has been set up to use this money to help those suffering around the world.

World Views

To know that it’s not only religions that create charity organisations to support those who are suffering and in need through the exploration of the charities ‘Comic Relief’ and ‘Oxfam’.

- Jews can be scared or upset by the things God asks them to do, but they trust in him to do what’s best and what’s right.
- The Exodus from Egypt is still important to Jews today because it represents God protecting the Jewish people.
- That Jews still celebrate when the plagues passed over them through the celebration of Passover, where they eat symbolic food. (Beitzah represents the offerings Jewish people made to God as part of their worship. Karpas reminds people of the tears the slaves in Egypt would have shed. Chazeret is a symbol of the suffering of the Jewish people in Egypt. Maror is a symbol of the suffering of the Jewish people in Egypt. Z’ro’a is a symbol of the offerings that the Jewish people made to God as part of their worship. Charoset reminds people of the mortar (paste) that the Jewish slaves had to use when building things in Egypt.)
- Children know that there are different accounts of the story, some where Moses knew his heritage, others where he didn’t.

Children understand that Jews can also be referred to as Hebrews or Israelites.

To know that the holy book for Sikhs is the Guru Granth Sahib, written in Punjabi, and how it is used for worship. Children should know that this was written once the final Guru (Guru Gobind Singh) decided no more Gurus were needed.

		England (buy alcohol, be employed, be a babysitter, get married with and without parental consent, drive a car, drive a moped, leave home with or without parental consent, buy a house, buy cigarettes, leave school, vote, be left at home on your own, buy fireworks, change your name)			To know that Jews follow the 10 commandments, and to explore how they are split into how believers should treat God, and how they should treat each other.  Children know the layout and key features of a synagogue through a local visit. (Ner Tamid, The bimah, the Torah, Aron Hakodesh and that men and women sit separately)	
Comparing religions		Children can find similarities and differences between confirmation and baptism. (CoE/Catholic confirmation and Baptism in a Baptist Church are both Christians choosing the religion for themselves. They also know that Confirmation is a reaffirmation of faith after it was chosen for them at a christening, but Baptists are not christened as children - their baptism is their confirmation of faith.  Children can find similarities and differences between Bar Mitzvahs and confirmation. (Bar/Bat Mitzvahs are done at a certain age, confirmation/baptism is at any point in their life. Both are a way of affirming faith and joining the community of the religion.)  Children can find similarities between Bar/Bat Mitzvahs and Amrit ceremonies. (Both mean the follower takes more responsibilities within their religion, and make promises to God. Bar/Bat Mitzvahs are at certain ages, Amrit is generally older, and some choose to never take Amrit).	To find similarities between inspirational people of different faiths – Anne Frank, Mahatma Gandhi, Mother Teresa. (Their faith through hardship, their belief in helping others)	Children can find similarities between how Sikhs, Jews, Muslims and Christians respond to those suffering. (They will all give what they can, no matter their race, religion or nationality.)	Children know the similarities and differences between Christianity and Judaism. (Both believe in the same God and follow old testament stories but Jews have the stories in the Torah, Christians, the Bible. Christians believe Jesus was the son of God, Jews believe he was a prophet.)	
Reflection and personal growth	Children can apply the moral of 'The Good Samaritan' to their own lives.	Children can apply the idea of baptism washing away sins to their	Children can identify characteristics that are inspirational to them through the exploration of different	Children can use their learning in 'How can God allow suffering' to reflect on their own beliefs on war	Children can understand how Christians and Jews trust in God to protect them and they tell God their	Children can take the idea from Guru Nanak about being a good person and

	Children can reflect on how they could help others at harvest time, and have a collection of food.	own life, by 'turning over a new leaf'. Children can apply the concepts of how people become adults in faith to their own lives by thinking about how they might celebrate becoming an adult, and the responsibilities it will bring.  Children can apply the teaching of Sikh's 5 duties they keep to be part of the Sikh community to their own life by making promises they must keep to be part of the school community.	inspirational people (Anne Frank, Mahatma Gandhi, Mother Tereasa), and explore ways they could show these traits.  Children can sympathise with the struggles and persecution of people with faith have had to overcome through looking at the holocaust (Anne Frank and Oscar Schindler).	and justification, and, in turn, apply this to their own conflicts.  Children can apply their learning of who suffers in a war to their own lives by thinking about who would suffer from their own conflicts.  Children can apply the way Christians, Jews, Sikhs and Muslims treat those who suffer to their own lives, and find ways that they can help others.  Children can apply the idea of the Christmas day truce to their own lives by finding ways to create a truce in their own conflicts.  Children can create an answer the question 'How can God allow suffering' and begin to use their learning to justify their answer, including religious examples (Sikh rules of war)	problems. They can apply this to their own lives by considering the people they could tell their problems to and who would look after them.  Children can apply the ideas of the 10 commandments by creating 10 rules to follow in school, separating them into ways to treat teachers, and ways to treat each other. Children can be respectful and considerate during a visit to a synagogue.  Children can sympathise with the struggles and persecution of people with faith have had to overcome through looking at Jewish slaves in ancient Egypt.  Children can develop their answer and justification of the question 'How can God allow suffering' through the exploration of God sending the plagues to Egypt).	reflect on what they can do to be a good person, whether they believe in God or not.
Ultimate questions				Children can create an answer the question 'How can God allow suffering' and begin to use their learning to justify their answer, including religious examples (Sikh rules of war).  Children recognise that there are multiple answers to the question 'How can God allow suffering?' and understand that everyone has personal beliefs.	Children can develop their answer and justification of the question 'How can God allow suffering' through the exploration of God sending the plagues to Egypt.	
Year 5	Unit 1 – Why are we here?	Unit 2 – What is love?	Unit 3 – What do Christians believe?	Unit 4 – Is that really what you mean?	Unit 5 – Do we live in a just world?	Unit 6 – Is Buddhism a religion
Beliefs and practices	<u>Hinduism</u> Children know the Hindu story of 'The bowl and the milk' and consider what rules for life Hindus could take from the story (Be fair and just, love God, love others).  <u>Buddhism</u>	<u>Christianity</u> Children know that love is one of the most important parts of being a Christian as they believe God is love, and his first commandment was the love others. Children read 1 Corinthians 13 to understand the Christian view of love (love is patient, love is kind....)	<u>Christianity</u> Children know the story of Jesus calling Matthew to be a disciple and to understand how Christians today believe that Jesus 'calls' them too. Children also learn from the story that Christians believe it is never too late to turn your life around.	<u>Christianity</u> Children know Jesus's movements on each day of holy week (Entering Jerusalem on a Donkey, turning of the tables, teaching, resting, last supper, crucifixion).	<u>Sikhism</u> Children consolidate their learning from year 4: <ul style="list-style-type: none"> <li>The main principles of Sikhism (To wear the 5 ks; to follow teaching of Guru Granth Sahib, to not smoke or take drugs, to accept Sikhs as equal and be</li> </ul>	<u>Buddhism</u> Children know the story of Siddattha Gotama and the four sights and the Buddhist ideas of impermanence.  Children know that Siddattha Gotama became the Buddha after living both a rich

	<p>Children know the story of 'The unhappy stonecutter' and consider what rules for life Buddhists could take from the story (Be happy with what you have, enjoy life).</p>	<p>Children know what a Christian marriage ceremony looks like (readings, hymns, sermon and vows), and the symbolism of the rings for eternity. Children should also know the importance of God in their marriage ceremonies, particularly their belief that God has brought them together, and no man should part them.</p> <p style="text-align: center;"><u>Judaism</u></p> <p>Children know how Jews celebrate marriage. They know that the couple sign a contract and fast prior to the wedding. They know the huppah is significant because it is a symbol of God's presence, and that stamping on a wine glass is important because it reminds them of the destruction of the Jewish temples. Children know that Jews also symbolise eternity with rings.</p> <p style="text-align: center;"><u>Islam</u></p> <p>Children know that many Muslims agree to arranged marriages where their parents will help find them a partner because they believe it is too important to be left to chance, and should be approached sensibly, prayerfully and with God's guidance. Children know the difference between arranged marriage and forced marriage, and that forced marriage is forbidden in Islam. Children also know that the parents only help them find a partner, and they can turn them down. Children know that the Qur'an permits men to marry more than one wife, but in the UK, they follow the law and have only one wife.</p>	<p>Children know Jesus' parable of 'The 2 builders' and can understand the meaning behind the story (followers need a strong foundation of faith and how to strengthen that faith so that it doesn't crumble in hard times).</p> <p>Children know the story of the feeding of the 5000 and how it symbolises God providing.</p> <p>Children know Christians believe Jesus used miracles not just as amazing tricks so people knew he was special, but as ways of making clear just how amazing God was and how he wanted people to live their lives.</p> <p>Children know the Beatitudes and how Christians believe they show the way that God wants them to think and behave.</p> <p>Children know the Lord's prayer, and that it is used by Christians to remind them of the kind of things they can talk to God about. Children know that the Lord's prayer is an important part of worship for Christians as it was the prayer Jesus used to teach them to pray.</p>	<p>Children know Christians believe Jesus was resurrected from the dead.</p> <p>Children know that Jesus described himself in metaphors (use the I am sheet in the lesson resources), and can discuss what he might mean by them.</p> <p>Children know Christian beliefs about Easter:</p> <ul style="list-style-type: none"> <li>• Jesus' death was not an unfortunate accident. He gave his life on purpose.</li> <li>• Since he died without ever having made a mistake, God is able to forgive Christians for the mistakes (sins) they make.</li> <li>• Because he did not stay dead, death has no power over those who believe in Jesus.</li> <li>• He returned to his Father in Heaven, where Christians believe they will join him forever when their lives end.</li> </ul>	<p>prepared to sacrifice everything for the Sikh faith, to give a tenth of their income to charity.)</p> <ul style="list-style-type: none"> <li>• The 5 Ks and what they symbolise (Kesh – they let their hair grow as a symbol of their faith; Kangha – comb kept in hair as a symbol of cleanliness; Kara – bangle worn to remind them to follow their faith a refrain from doing wrong; Kachera – underwear worn as a symbol of leaving old ideas behind and following new, better ideas; Kirpan – sword to remind Sikhs to fight a spiritual battle and defend what is right.)</li> <li>• How each Guru contributed towards the 10<sup>th</sup> Guru (Guru Granth Sahib) through combining their teachings into a book.</li> <li>• Graphic symbolism (Khanda and Ikomkar)</li> </ul> <p>Children visit a Gurdwara to experience this learning first hand.</p> <p style="text-align: center;"><u>Christianity</u></p> <p>Children know the story of the Christian Michael Watson and use this story to understand that forgiveness is an important part of the Christian belief. Christians follow the example of Jesus by choosing to forgive others and love them.</p> <p>Children know the importance of justice to Christians through looking at Bible quotes (Isaiah 1:17, Luke 3:10-14, Matthew 5:6, Proverbs 19:17, Proverbs 14:31).</p> <p>Children know that Fairtrade was partially set up by Christian organisations and that it is based on</p>	<p>luxurious life, and a life where he barely survived. He wanted to find a middle ground and so meditated until he did. Buddhists believe that he understood the cause of unhappiness and how he could help people overcome it.</p> <p>Children know the 4 noble truths of Buddhism:</p> <ol style="list-style-type: none"> <li>1. Although life has happiness within it, all life has suffering or unsatisfactoriness, known as Dukkha, within it. No one ever experiences total satisfaction and nothing is permanent.</li> <li>2. The causes of suffering are greed, desire and selfishness. People are greedy and self-centred. It is because of this that they are reborn.</li> <li>3. To remove desire, people need to recognise and get rid of feelings of greed and dissatisfaction. If people stop trying to hold on to things they like and stop avoiding the things that cause them pain, they can be released from Dukkha.</li> <li>4. The path of enlightenment is open to all people and this is called the Noble Eightfold Path.</li> </ol> <p>Children know that the Buddhist scriptures are called Tipitaka and that different branches of Buddhism believe</p>
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					<p>the Christian value of justice, particularly justice for the poor.</p> <p style="text-align: center;"><u>Judaism</u></p> <p>Children know some quotes from the Torah about Justice and that it is an important belief to Jews.</p> <p style="text-align: center;"><u>Islam</u></p> <p>Children know some quotes from the Qur'an about Justice and that it is an important belief to Muslims.</p> <p style="text-align: center;"><u>Hinduism</u></p> <p>Children know a Hindu prayer for justice and that it is an important belief to Hindus: Here is thy footstool and there rest thy feet where live the poorest, and lowliest, and lost. When I try to bow to thee, my obeisance cannot reach down to the depth where thy feet rest amongst the poorest, and lowliest and lost. Pride can never approach to where thou walkest in the clothes of the humble among the poorest, and lowliest and lost. My heart can never find its way to where thou keepest company with the companionless among the poorest, the lowliest and the lost.</p>	<p>in different parts of the scriptures (some Buddhists follow no scriptures at all) because Buddhism began using an oral tradition.</p> <p>Children know that the Tipitaka is formed of 3 parts:</p> <ol style="list-style-type: none"> <li>1. Rules for monks and nuns which were written down not long after the death of the Buddha.</li> <li>2. The Buddha's teachings including the Jataka tales which are about the previous lives of the Buddha. These tales show the best way to live if you want to achieve enlightenment.</li> <li>3. More in-depth teachings on the ideas in the second section.</li> </ol> <p>Children know the story of Kisagotami and the mustard seeds and that it shows the Buddhist values of understanding and kindness.</p> <p>Children know the Five Precepts:</p> <ul style="list-style-type: none"> <li>• Not harming any living beings – trying to show more loving kindness and concern for all life.</li> <li>• Not stealing – trying to be more generous in your thoughts, words and deeds.</li> <li>• Not misusing the senses – practising stillness, simplicity and contentment.</li> <li>• Not speaking cruelly or telling lies – trying to speak the truth and say kind and helpful things.</li> </ul>
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						<ul style="list-style-type: none"> <li>• Not taking drinks or drugs that stop you thinking clearly – trying to be aware of all your thoughts, words and deeds.</li> </ul> <p>Children know that the Buddha created the The Noble Eightfold Path to help keep these promises</p> <ul style="list-style-type: none"> <li>• Right Understanding – Developing the understanding that all life involves suffering and that the Noble Eightfold Path is the way to move beyond suffering and live a life that is happy;</li> <li>• Right Thought – Developing thoughts that are unselfish, and show loving kindness and compassion;</li> <li>• Right Speech – Speaking the truth and saying helpful and positive things;</li> <li>• Right Action – Following the Five Precepts;</li> <li>• Right Livelihood – Choosing a job that isn't harmful to others, but that helps people;</li> <li>• Right Effort – Practise having thoughts which are kind and helpful to people;</li> <li>• Right Mindfulness – Using meditation to become more self aware and aware of the world around you;</li> <li>• Right Concentration – Training the mind through meditation to develop wisdom.</li> </ul>
Comparing religions	Children know that religions believe God is always watching and always consider the consequences of their actions in relation to God.	Children find similarities between Christian, Jewish and Muslim beliefs about marriage and the wedding ceremony (it's for life, share in good times and support in			Children know that all religions use teachings from their sacred texts and the inspiration of their founders and leaders to show them how to behave fairly and with justice.	

	<p>Children know that members of all religions with a God communicate with their God in some way through thought, words and action.</p> <p>Children know that religious and non-religious people believe in stewardship of the Earth. The world doesn't belong to us but it is our duty to look after it. Religious people believe we look after the world for God.</p>	<p>the bad, to raise children, both Jews and Muslims sign a contract and they have readings from their holy book).</p> <p>Children find differences between Christian and Jewish weddings (Jews sign a contract while Christians say vows, Jews have the huppah and smash a wine glass).</p> <p>Children find differences between Muslim marriage and Christian/Jewish marriage. (Muslims often have arranged marriage and the bride's parents pay a dowry).</p>			<p>Children know that religious people believe God can judge right or wrong and make things right.</p> <p>Children know that many religions have set up and support fair trade products.</p> <p>Children know that all religions believe in justice, and know some quotes from the Bible, the Torah, and the Qur'an. They will also know some prayers from Hinduism, Christianity and Islam. The children will be able to find the similarities between these prayers (helping those in need, God loves those who are just).</p>	
<p><b>Reflection and personal growth</b></p>	<p>Children consider how their views influence the way they think or act. They consider how opposing views could influence others' thoughts and actions.</p> <p>Children apply the idea of communication with God to create a closer relationship to their own lives by considering how they could communicate more with people they want close relationships with.</p> <p>Children apply the idea of stewardship to their own lives and consider how they could look after our planet.</p> <p>Children apply the learning from the Hindu and Buddhist stories to their own lives by considering any rules they want to live their life by.</p>	<p>Children apply their exploration of love, marriage and relationships to their own lives by thinking about what they might want in future partners and their relationships.</p>	<p>Children can apply the idea of Christians being 'called' by Jesus to think about what they have been 'called' to do (art, musical instrument, sport etc).</p> <p>Children apply the idea of a strong foundation from the 2 builders parable to their own lives by thinking about the foundations they will need to reach their goals and dreams (e.g. hard work, dedication, practice).</p> <p>Children apply their learning of the beatitudes to consider their own values and the way they want to live their lives.</p>	<p>Children reflect on each of the events of holy week and the messages they can learn from them in their own lives (being humble, anger can be a positive emotion if it's against injustice, listen to advice, it's important to have rest and quiet, thinking about when it's right to be loyal and when it's right to think out).</p> <p>Children reflect on the resurrection by thinking about how endings can be a good opportunity for new beginnings.</p>	<p>Children use the story of the Christian Michael Watson to reflect on people in their lives they could forgive for things, and how forgiveness could help them feel better.</p> <p>Children reflect on their personal beliefs while looking at Fairtrade and f they would support the charity through their purchases.</p> <p>During the Gurdwara visit, the focus is on respect, charity and equality which is experienced first hand and they can reflect on how to implement this in their own lives.</p>	<p>Children apply the story of Siddattha Gotama and the four sights by thinking about 4 bad sights that might be seen in the modern word.</p> <p>Children apply the Buddhist ideas of impermanence to their own lives by considering if the things that make them happy or sad are permanent or not.</p> <p>Children reflect on the 4 noble truths by considering if they agree with them (whatever their religion).</p> <p>Children use the story of Kisagotami and the mustard seeds to reflect on times they, and others have shown kindness and understanding. They think about how it made them feel and if these are values they want to live their life by.</p> <p>Children apply the idea of The Five Precepts to their own life by thinking of 5 promises they want to keep into make the world a better place.</p>



						Children reflect on The Noble Eightfold Path by considering how they could apply the ideas to their own lives.
<b>Ultimate questions</b>	Children can answer the question ‘Is there a God?’ drawing on personal experience and their learning about different religion’s beliefs and world views (non-religious . Children can begin understand opposing views to their own.	Children can answer the question ‘What is love?’ drawing on personal experience and their learning about different religion’s beliefs about love and marriage. Children can also begin to use evidence to support any opposing views to their own.				Children begin to ask some of their own ultimate questions, and consider a Buddhist response to these through the 4 noble truths. Children then think about if this reflects what they believe.
<b>Year 6</b>	<b>Unit 1 – What are the 5 pillars?</b>		<b>Unit 2 – What should I do?</b>		<b>Unit 3 – What happens when we die?</b>	
<b>Beliefs and practices</b>	<p><u>Islam</u></p> <p>Children know the 5 pillars of Islam, and that Muslims are expected to uphold these beliefs and act upon them:</p> <ol style="list-style-type: none"> <li>1. Shahadah – declaration of faith</li> <li>2. Salah – daily prayer</li> <li>3. Zakah – giving money to the poor</li> <li>4. Sawm – fasting for Ramadan</li> <li>5. Hajj – pilgrimage to Makkah</li> </ol> <p>Children know the Shahadah (‘There is no God except Allah and Muhammad is the Messenger of Allah’) is one of the main beliefs of Islam.</p> <p>Children know the story ‘The placing of the Black Stone’ and can infer characteristics of the prophet Muhammad (hard-working, dedicated, wise, honest..)</p> <p>Children know that Islam do not allow images of prophets or Allah.</p> <p>Children know that many Muslims go on pilgrimage to Makkah because this is near the cave at Hira where Prophet Muhammad (pbuh) received his messages from God.</p>		<p><u>Christianity</u></p> <p>Children know the story of Jonah, and can discuss what influenced decisions he made (e.g. fear). They can also speculate on lessons he learnt through the story (e.g. to listen to God).</p> <p><u>Sikhism</u></p> <p>Children know the story of ‘Bhai Kanhaya and Guru Gobind Singh’ and the importance of the story for teaching Sikhs to stand up for what they believe in, and treating everyone equally.</p> <p><u>Islam</u></p> <p>Children visit a mosque where they see firsthand and can experience Muslim prayer and see and write in Arabic. They also identify the different aspects of a mosque:</p> <ul style="list-style-type: none"> <li>• Minaret – A tower or high point for the call to prayer. Many purpose-built mosques in Britain have minarets but the call to prayer takes place inside the mosque.</li> <li>• Ablutions area – To carry out wuzu (ritual washing) before prayer.</li> </ul>		<p><u>Hinduism and Buddhism</u></p> <p>Children know that reincarnation is the belief believe that when you die, your soul is reborn in another life. It may go to another person or an animal. The idea is that life and death are a cycle where one leads to the other. The conscious mind will not know about previous lives, but the soul will be passed along on its journey.</p> <p>Children know that karma is like a measure of how healthy and happy someone’s spirit or soul is. Children know that this is applied to reincarnation by souls making the right choices to improve their karma and be reincarnated into a better animal/human, as well as the opposite.</p> <p><u>Christianity</u></p> <p>Children know the main features of a Christian funeral (prayers, hymns, readings and a eulogy) and that Christians have a funeral to celebrate the life of the deceased, and believe they are now with God.</p> <p><u>Islam</u></p>	

Children know the key aspects of the pilgrimage to Makkah and the significance of them: Everyone wears the same clothes for equality; walk 7 times around the Ka'bah and kiss it as a sign of respect; run between two hills in the centre of Makkah to remember Ibrahim's wife; a day spent in deep meditation and prayer to Allah; pilgrims throw stones at the pillars representing the devil as a way of showing that they reject evil; sacrifice of a goat, cow, sheep or camel to show how much they are willing to give up for God.

Children know that Muslim men and women sit separately to pray, and pray 5 times a day.

Children understand the importance of prayer to Muslims, and how it can make them feel, knowing that every person will have a slightly different opinion about prayer.

Children know the story 'The revelation of the Qur'an'.

Children know that the Qur'an is written in Arabic and how Muslims show respect for their holy book (hands must be washed before touching, kept wrapped in cloth to keep it clean, it must be kept higher than any other book).

Children know the importance of the pillar zakah, and that Muslims give away 2 1/2 % of their wealth to charity each year.

Children understand Muslim ideas of ummah (community) and that they believe it is their responsibility to help their neighbours.

- Shoe rack – remove shoes as a sign of respect.
- Qiblah wall and mihrab – The wall and niche which point east to Makkah.
- Madrasa – The school for learning Arabic, the Qur'an and Islamic studies. There are separate classes for boys and girls.
- Minbar – The pulpit.
- Clocks – There are clocks showing the different prayer times.
- Prayer hall and women's prayer hall – Place for the five times daily prayer.
- Prayer mats – The carpet often has a prayer mat pattern on it, with each mat pointing east.
- Library area – Many mosques have a library area with the Qur'an kept wrapped in a clean cloth on the top shelf. Qur'an stands are available to use.

Children know that Muslims believe there is life after death and that Allah will judge them upon death. Muslims hope to say the Adhan before they die to show how important their faith is to them and friends and family will read the Qur'an and say prayers. Their hands are laid across their chest so they look as if they are still worshipping, and the body is taken to a place of worship where it is buried facing the city of Makkah, just as all Muslims face that city when they pray.

World views

Children know that many people who don't believe that there is a God believe that human life begins at birth and ends with death. This often means that they want to live their lives to the full (as do people who follow a religion).

<p>Comparing religions</p>	<p>Children know that most of the 'great prophets' of Islam, are also found in Christianity and Judaism.</p> <p>Children can spot similarities between Islam and Christianity with their ideas of neighbours, community and giving.</p>		<p>Children know that Muslims, Jews and Sikhs all have religious clothing, and the importance of the clothing to the followers. They could also link this to wearing religious symbols such as Christians wearing a cross.</p> <p>Children use their knowledge of different religions to compare how they believe someone following that religion would respond in certain dilemmas.</p>		<p>Children know that both Hinduism and Buddhism follow the belief in reincarnation.</p> <p>Children know that Judaism, Christianity and Islam all believe God will judge a person after death based on their choices in life. This then leads to rewards for good choices and consequences for bad ones.</p>	
<p>Reflection and personal growth</p>	<p>Children reflect on the 5 pillars and create 5 things they hope to do in their lifetime in a similar format (eg, instead of daily prayer they will choose something they would do every day). They then consider if these will be hard to keep or not, and if keeping them would make their lives better.</p> <p>Children reflect on the practice of throwing stones at the pillars representing the devil to drive him out, and consider what they would like to dive out of the world and why.</p> <p>Children reflect on the pillar zakah by considering what charities they would like to support, and different way of supporting that charity (not just financially).</p>		<p>Children use the story of Jonah to reflect on who or what influences their decisions, and who they would turn to in a dilemma.</p> <p>Children reflect on the Sikh belief of standing up for what you believe in by thinking about a belief they have (not necessarily religious) and how they would react if they were pressured to go against this belief.</p> <p>Children listen to the view of others, and their beliefs (religious or moral) and their justification of this belief. They then consider if they would change their opinion or beliefs based on this.</p> <p>Children consider the different choices that could be made when facing a difficult situation. They think about the beliefs that they and others hold, that help them to make a decision. They apply this to various situations, and come up with multiple responses to the dilemma.</p>		<p>Children apply the idea of karma to their lives by considering how far up the karma ladder they are and why. What are some of the good/bad choices they have made to put them there?</p> <p>Children reflect on the idea of judgement by considering how they would be judged and if they have led a good life.</p> <p>Children reflect on the idea of living their lives to the full by discussing their hopes and dreams for their lives.</p>	
<p>Ultimate questions</p>					<p>Children can answer the question 'what happens when we die?', using multiple opinions (including religious opinions) with evidence.</p> <p>Children can begin to ask their own questions within the topic to support them with finding their own beliefs.</p>	

					Children begin to understand the uncertainties surrounding ultimate questions.	
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