

# Religious Education Long Term

## Religious Education

Our overarching aim of spiritual, moral, social and cultural education is to provide all children with opportunities to develop the skills they will need to become a good citizen. One who is proud to belong to a diverse and multicultural community that extends into the wider world. Our Religious Education curriculum equips children with a systematic knowledge and understanding of a range of religions and world views that encourages them to develop their own ideas, values and identities. We nurture children's curiosity to explore their community and strive to develop in all of our students an aptitude for dialogue so that they can participate positively in our society with its diverse religions and world views. We promote mutual respect and tolerance, teaching our pupils to challenge prejudice and see the value of others.

Foundation Stage		
	FS1	FS2
People, Cultures and Communities	<p><b>Continue developing positive attitudes about the differences between people.</b>                      Circle Time activities to get to know each other.                      Celebrate differences and diversity.                      Raise awareness of diversity through special days and events.                      Talk about the similarities and differences between people, families and communities.</p> <p><b>Continue developing positive attitudes about the differences between people.</b>                      Talk about different appearances, skin colours and hair types.                      Celebrate and value cultural, religious and community events and experiences.</p>	<p><b>Talk about members of their immediate family and community.</b>                      Talk time about your family.                      Share information about your own family, asking questions and make comments.                      Share pictures of your family and talk about them.                      Using examples from real life and books, talk about how there are many different families.</p> <p><b>Understand that some places are special to members of their community.</b>                      Name, explain and talk about the purpose of places of worship and places of local importance to the community – visit Normanby Methodist Church and the Salvation Army Church.                      Visit places of worship and places of local importance to the community.                      Visitors from different religious and cultural communities into the classroom to share their experiences with children.</p> <p><b>Recognise that people have different beliefs and celebrate special times in different ways.</b>                      Engage with religious and cultural communities and their practices                      Build a rich bank of vocabulary with which to describe their own lives and the lives of others.</p> <p><b>See Reception Themes for more detail.</b></p>
ELG: People, Cultures and Communities		
	<p>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.</p>	

Year Group	Reception Theme 1	Reception Theme 2	Reception Theme 3
Learning Theme	Where do we belong? Why is Christmas special for Christians?	Why is the word 'God' so important to Christians? Why is Easter special for Christians?	Why places are special and why? What stories are special and why?
Substantive Knowledge	<p>Everyone is special and has things that make them unique. Christians believe Jesus valued children and that God made everyone special. People belong to families, communities, schools, and faiths. Symbols help show belonging. Christians use baptism to welcome babies. Muslims say the Adhan and hold an Aqiqah ceremony.</p> <p>The Nativity tells the story of Jesus' birth in Bethlehem, with Mary, Joseph, shepherds, angels, and wise men. Christians sing carols to remember Jesus' birth and give gifts like the wise men gave to Jesus. Christians believe Jesus is God come to Earth — this is called <i>incarnation</i>. Christians still celebrate Jesus' birth today because it reminds them of God's love and Jesus' importance.</p>	<p>Christians believe God created the world. The Creation story is in the Bible. Christians celebrate Harvest to thank God. Christians give and share to show gratitude. Christians believe God asked people to care for the world. Adam named the animals. Christians believe God loves them Parables teach about God's love (e.g., Precious Pearl).</p> <p>Palm Sunday marks Jesus' arrival in Jerusalem People shouted "Hosanna" recognising Jesus as saviour. Christians receive palm crosses on Palm Sunday to remember Jesus' entry. The cross is a Christian symbol. Christians believe Jesus died for sins although he had done nothing wrong. The cross reminds them of Jesus' sacrifice. Christians give eggs to represent new life.- Jesus' resurrection is seen as a promise of new life. Christians believe Easter celebrates Jesus' death and resurrection Forgiveness and hope are central to Easter.</p>	<p>People have places that feel safe or special Christians go to church to worship and learn about God Churches have items like crosses, fonts, stained glass Muslims go to the mosque to pray and learn about Allah Mosques have prayer halls, Qur'ans, and Islamic art</p> <p>People have different things and stories that are special to them. Religions have their own special books. The Bible is the Christian holy book. 'Jesus Calms the Storm' teaches trust in Jesus. Jesus was kind and forgiving. Christians believe he helped people change. Jewish people read the Torah. David and Goliath is a story about faith and courage. Muslims read the Qur'an. It teaches lessons such as patience, kindness, and respect.</p>
Disciplinary Knowledge	<p>Talk about their feelings and what makes them feel valued. Listen to a story and understand Christian beliefs about children. Identify groups and communities they belong to; recognise and create symbols. Compare ways different religions celebrate new life and welcome babies.</p> <p>Sequence and retell a simple religious story; talk about important characters. Make links between Christmas traditions and religious beliefs. Act out and retell the story in role; connect story to belief. Compare versions of the Nativity story; explore how meaning is remembered over time.</p>	<p>Listening to and interpreting religious stories Responding to religious ideas Exploring beliefs through art and play. Observing Christian celebrations and making links to own experiences. Expressing thankfulness and reflecting on responsibility and care. Making connections to real life. Understanding religious symbolism Reflecting on feelings of value and love. Using stories to learn about beliefs.</p> <p>Using religious vocabulary Exploring religious symbols and practices Observing global celebrations. Reflecting on Christian beliefs about sin and forgiveness. Understanding symbols Retelling religious stories. Connecting events in sequence</p>	<p>Reflect on personal experiences of special places Identify features of a place of worship Ask questions about places and objects in a church Compare different places of worship Interpret images and artefacts used in worship</p> <p>Talking about special items and why they are important. Asking questions and making links to personal experiences. Identifying religious artefacts and texts. Sequencing and retelling religious stories. Exploring character motives. Reflecting on actions and moral lessons in stories. Recognising shared stories between religions. Understanding themes of bravery and trust. Understanding religious respect. Interpreting messages in stories and religious behaviour.</p>

Year	Year 1 Theme 1	Year 1 Theme 2	Year 1 Theme 3
Learning Theme	What does it mean to belong to a Faith community? What do Christians believe God is like?	Who is a Jew and how do they live?	Who do Christians and Jews believe created the world? How should we care for the world and for others, and why does that matter?
Substantive Knowledge	<p>We belong to families, schools, and clubs. Symbols and clothes can show our belonging.</p> <p>Christians belong to a faith family. They worship together and share beliefs.</p> <p>Baptism welcomes people into the Christian faith. Symbols like water, candles, and crosses show belonging.</p> <p>People show they belong through weddings. Christians believe everyone is precious to God (e.g. parable of the lost coin).</p> <p>Christians believe God is loving, powerful, forgiving, and present everywhere. Jesus used parables to teach.</p> <p>The story of the Lost Son teaches that Christians believe God always welcomes people who say sorry.</p> <p>The story of the Lost Sheep teaches Christians that God searches for and forgives those who are lost.</p> <p>The story of Jonah shows Christians that God is all-knowing and wants people to follow His path.</p>	<p>Jews believe in one God (G-d)</p> <p>God is caring and protects them</p> <p>Torah contains stories about God.</p> <p>God gave Moses the Ten Commandments on Mount Sinai.</p> <p>These are rules for living a good life.</p> <p>Jewish homes have special items (mezuzah, challah, Star of David)</p> <p>These represent faith and identity.</p> <p>Mezuzahs contain the <i>Shema</i> prayer</p> <p>Touching it reminds Jews of God's words.</p> <p>Shabbat is the Jewish day of rest.</p> <p>Begins Friday evening with rituals.</p> <p>Sukkot celebrates God's provision in the wilderness</p> <p>Jews build a sukkah.</p> <p>Chanukah celebrates the rededication of the Temple.</p> <p>The miracle of the oil lasted 8 days.</p>	<p>Christians and Jews believe God created the world</p> <p>Creation is something special that should be cared for</p> <p>Christians believe God created the world in 6 days and rested on the 7th (Genesis 1)</p> <p>God created light, sky, land, plants, animals, and people</p> <p>Jews believe the same creation story is written in the Torah</p> <p>God created the world in 6 days and rested on the 7<sup>th</sup></p> <p>Shabbat is a special day of rest in Judaism</p> <p>Both Christians and Jews believe God created the world</p> <p>Both believe in a day of rest</p> <p>Jews celebrate Shabbat weekly; Christians worship on Sundays</p> <p>Care means looking after someone and showing kindness</p> <p>People care for each other in many ways</p> <p>Jesus taught people to love and care through stories (parables)</p> <p>Jesus healed and helped others</p> <p>Mother Teresa was a Christian who helped the poor</p> <p>Christians aim to copy Jesus' kindness</p> <p>The Salvation Army and Christian Aid help others because of Jesus' teaching</p> <p>We should protect and look after nature, even if we're not religious</p>
Disciplinary Knowledge	<p>Recognise and name the groups they belong to and describe how it feels to belong.</p> <p>Identify how belonging to a faith community is similar and different from other types of belonging.</p> <p>Explore how ceremonies and symbols communicate belonging in a religion.</p> <p>Reflect on relationships and promises; respond to religious ideas with empathy and creativity.</p> <p>Reflect on words used to describe God; respond to religious stories with imagination and understanding.</p> <p>Respond to the message of forgiveness and talk about emotions linked to doing wrong and being forgiven.</p> <p>Explore religious stories, ask questions, and connect ideas about God's nature with actions in the stories.</p>	<p>Recognising religious symbols and beliefs.</p> <p>Listening to and discussing stories.</p> <p>Retelling and sequencing a religious story.</p> <p>Applying religious rules to daily life.</p> <p>Comparing what is valuable to self and others.</p> <p>Using artefacts to explore beliefs.</p> <p>Interpreting the meaning behind symbols and practices.</p> <p>Exploring religious language.</p> <p>Understanding ritual and tradition.</p> <p>Making links with personal experiences of rest.</p> <p>Linking stories to practices today.</p> <p>Making connections to wider themes (e.g., shelter).</p> <p>Understanding religious celebration.</p> <p>Reflecting on feelings of joy, memory, and identity.</p>	<p>Reflect on personal experiences- Express opinions</p> <p>Recognise specialness in nature</p> <p>Recall events from a religious story</p> <p>Sequence story events</p> <p>Identify religious beliefs through text and images</p> <p>Interpret religious symbols (Torah, Shabbat)</p> <p>Compare stories from different faiths</p> <p>Ask questions about beliefs</p> <p>Compare religious practices</p> <p>Identify similarities and differences</p> <p>Reflect on own experiences and express opinions about caring</p> <p>Communicate feelings</p> <p>Retell a Bible story and interpret moral meanings</p> <p>Express empathy through drama</p> <p>Identify people who follow religious examples</p> <p>Make connections between belief and action</p> <p>Ask and answer questions and make and justify suggestions</p> <p>Understand actions influenced by belief</p> <p>Identify human responsibility for the environment</p>

Year	Year 2 Theme 1	Year 2 Theme 2	Year 2 Theme 3
Learning Theme	Who is a Muslim and how do they live? Why does Christmas matter to Christians?	Who is a Muslim and how do they live? (Part 2) Why does Easter matter to Christians?	What is the ‘good news’ Christians believe Jesus brings? What makes some places sacred to believers?
Substantive Knowledge	<p>Muslims believe Allah made everything and that there is nothing and no one greater than Him. Muslims call Allah by many special names to show what He is like, such as The Merciful or The Wise. The Shahadah is a very important sentence Muslims say every day to show their belief. Muslims believe Prophet Muhammad (PBUH) was chosen by Allah to share His message. The Qur’an is the holy book of Islam, and Muslims believe it is the word of Allah.</p> <p>Key events of the Nativity: Mary &amp; Joseph travel to Bethlehem, Jesus born in a stable, shepherds and wise men visit.</p> <p>Jesus as Son of God, significance of gifts and symbols (candles, decorations).</p> <p>Christmas as a celebration of God’s gift to the world; Jesus as a guide for living.</p> <p>Advent as a preparation period, Christian Christmas traditions, charity, church services.</p>	<p>Prophet Muhammad is the final prophet in Islam. Muslims believe he received God’s message in the Qur’an and he is respected and followed by Muslims.</p> <p>The Five Pillars are the foundation of Muslim life: Shahada (belief), Salah (prayer), Zakat (charity), Sawm (fasting), and Hajj (pilgrimage). Each helps Muslims remember and worship Allah.</p> <p>Salah happens five times a day; it connects Muslims to Allah, builds discipline, and encourages reflection.</p> <p>Prostration shows submission.</p> <p>Salah unites Muslims globally.</p> <p>The Qur’an is the holy book of Islam, is the word of Allah, teaches Muslims how to live and worship and includes rules about prayer, fasting, and charity.</p> <p>Zakat is giving to charity to purify wealth and help others.</p> <p>Sawm is fasting during Ramadan, showing obedience and empathy.</p> <p>Both practices help Muslims grow spiritually and worship Allah.</p> <p>Holy Week includes Palm Sunday, the Last Supper, crucifixion, and resurrection.</p> <p>Jesus was arrested, crucified, and rose again.</p> <p>Good Friday is when Jesus died on the cross.- Easter Sunday is when Christians believe Jesus rose from the dead (resurrection)</p> <p>These events are central to the Christian belief in salvation.</p> <p>Eggs represent new life and the resurrection</p> <p>Christians believe Jesus opened the way to life after death (heaven)</p> <p>Jesus is seen as a saviour who brings hope.</p> <p>Christians celebrate Holy Week in different ways.</p> <p>Easter is a joyful festival remembering Jesus’ resurrection.</p>	<p>Gospel means “good news”- Jesus’ birth was announced by an angel to shepherds (Luke 2:1-20)</p> <p>Jesus came to help everyone</p> <p>Jesus healed a paralysed man (Mark 2:1-12)</p> <p>Jesus forgives sins, shown by the story of the Lost Son (Luke 15:11-32)</p> <p>Jesus died on the cross and rose again after three days (Luke 23:32-24:12)</p> <p>Resurrection means eternal life with God</p> <p>Places make people feel safe and happy.</p> <p>Respect shown in special places.</p> <p>Sacred places are for worship.</p> <p>Places of worship serve the community.</p> <p>Different sacred places exist for different religions.</p> <p>Churches have specific features like altar, cross, Bible.</p> <p>Synagogues include Torah, Ner Tamid, prayer practices.</p> <p>Meaning of Jewish symbols.</p> <p>Mosques have prayer etiquette: shoes off, head coverings.</p> <p>Minaret and call to prayer significance.</p> <p>Sacred places share worship, community, respect.</p> <p>Religions have unique symbols and artefacts.</p> <p>Similar objects have different meanings in different religions</p>
	<p>Listening, discussing beliefs, creative responses to faith ideas</p> <p>Exploring names and meanings, linking ideas to own lives</p> <p>Connecting belief and practice, recognising symbols of faith</p> <p>Using stories to explore beliefs and values, sequencing events</p> <p>Comparing treatment of sacred texts, reflecting on rules and respect</p> <p>Sequencing story events, retelling in own words, discussing story elements.</p> <p>Reflecting on meaning of religious stories and symbols; making personal connections.</p> <p>Role play and discussion to understand how stories influence behaviour and beliefs.</p> <p>Observing traditions; understanding preparation and reflection; discussing community help.</p>	<p>Retell a religious story and its meaning.</p> <p>Understand why Muslims admire and follow the Prophet.</p> <p>Identify key aspects of Muslim practice.</p> <p>Understand how beliefs shape behaviour.</p> <p>Recognise how religious ritual supports belief.</p> <p>Reflect on how rituals create spiritual discipline.</p> <p>Identify sacred texts and understand their influence.</p> <p>Explain how religious texts guide worship.</p> <p>Reflect on how religious practices affect empathy and self-discipline.</p> <p>Consider personal responses to religious rituals.</p> <p>Sequence religious stories and describe key events.</p> <p>Reflect on how people felt during the events.</p> <p>Use texts to explore religious beliefs.</p> <p>Identify emotions linked to belief and ritual.</p> <p>Connect symbols to religious beliefs.</p> <p>Reflect on meanings of new life and hope.</p> <p>Link religious practice with belief.</p> <p>Reflect on how people celebrate and why festivals matter.</p>	<p>Understanding meaning of gospel as good news</p> <p>Connecting stories to meaning</p> <p>Sequencing Bible stories</p> <p>Discussing meanings of healing and forgiveness</p> <p>Understanding Christian belief in resurrection</p> <p>Reflecting on its significance</p> <p>Reflect on personal experiences. Compare special places.</p> <p>Categorise sacred places and objects.</p> <p>Discuss purpose and respect.</p> <p>Observe and ask questions.</p> <p>Describe artefacts and symbolism.</p> <p>Research synagogue features.</p> <p>Listen, note, simulate mosque practices.</p> <p>Reflect on experience.</p> <p>Categorise facts.</p> <p>Match objects to religions.</p> <p>Discuss similarities and differences.</p>

Year	Year 3 Theme 1	Year 3 Theme 2	Year 3 Theme 3
Theme	What do Christians learn from the Creation story? What is it like for someone to follow God?	How do festivals and family life show what matters to a Muslim? How do festivals and family life show what matters to Jewish people?	What kind of world did Jesus want? How and why do people try to make the world a better place?
Substantive Knowledge	<p>Creation = making the world. God created world in 6 days, rested on 7th. Key events on each day. Stewardship means caring for the world. The Fall = Adam and Eve's disobedience and consequences.</p> <p>Christianity, Judaism, Islam: similarities/differences in creation stories. Evolution as scientific theory. Humanism's approach to understanding life and world.</p> <p>People follow God for guidance and support. Covenant is a special promise between God and people. Jesus fulfilled God's promises. Noah trusted God because of a covenant. God's promise symbolised by the rainbow. Noah's faith helps Christians trust God. Faith influences actions and choices in daily life. Examples of Christian public figures. Christians make promises to live by Jesus' teachings.</p>	<p>Muslims express their submission to Allah through five daily acts of faith: Shahadah, Salah, etc. Surah Al-Fatiha praises God's mercy, power, and guidance, and is central to Muslim daily life. Muslims pray 5 times a day, face Makkah, and follow specific rituals to connect with Allah. The mosque is a place for prayer, learning, reflection, and community. Eid-ul-Fitr ends Ramadan, Eid-ul-Adha follows Hajj; both are joyful religious celebrations shared.</p> <p>Shabbat is a day of rest beginning Friday evening, based on Creation and the Ten Commandments. Shabbat observance can differ (Orthodox vs Progressive); schools and daily life adjust to accommodate it. Rosh Hashanah is the Jewish New Year; traditions include apples and honey, Shofar, sweet foods. Yom Kippur is a day of atonement with fasting, prayer, asking for forgiveness, and synagogue services. Passover (Pesach) commemorates the Exodus; the Seder meal includes symbols that help Jews remember the story of freedom.</p>	<p>Jesus was a teacher who lived in Palestine about 2,000 years ago. Jesus chose 12 disciples who were ordinary men to help him teach about God. Disciples are followers who spread Jesus' message. Jesus called his disciples "fishers of men" meaning they were to bring people to God. The Good Samaritan is a story Jesus told to teach kindness and love towards everyone, even strangers. Jesus used parables (simple stories) to explain God's love and how to behave. Jesus performed miracles like feeding 5,000 people with five loaves and two fishes. Jesus washed his disciples' feet showing humility and service. Miracles show Jesus' care and love for people. Christians follow Jesus' teachings by loving others, forgiving, and helping those in need. Churches organise activities to support their community. Christians help globally through charities like Christian Aid. Evangelists spread the Christian message through words and actions. Missionaries share Jesus' love by helping communities around the world. Charities like Gideons International donate Bibles to spread Jesus' teachings.</p> <p>Greta Thunberg campaigns for climate action; Martin Luther King Jr. and Mother Teresa inspired change through justice and kindness. Christians and Jews follow God's commandments (Ten Commandments). Forgiveness is asked for sins. 'Tikkun Olam' means repairing the world (Judaism). Muslims practice charity (Zakat) and seek God's mercy. Humanists follow the Golden Rule: "Do to others as you want done to you". People help through charity and community actions without religion.</p>
Disciplinary Knowledge	<p>Sequencing story events. Describing meaning of 'creation'.</p> <p>Reflecting on responsibility. Explaining religious stories and their meanings.</p> <p>Comparing religious texts and beliefs. Creating comparison tables.</p> <p>Researching, debating, evaluating scientific vs religious explanations.</p> <p>Listening and discussion. Connecting promises to actions. Storytelling and role play. Research and presentation skills. Reflecting on promises and making personal commitments.</p>	<p>Make links between beliefs and practices; reflect on the meaning of commitment.</p> <p>Explore meaning in sacred texts; reflect on religious beliefs through scripture.</p> <p>Use religious vocabulary to describe prayer; interpret religious practices.</p> <p>Reflect on prayer and community.</p> <p>Investigate how religious festivals express beliefs; compare to own experiences.</p> <p>Using census data and contemporary examples to interpret lived religion.</p> <p>Comparing personal and religious ways of celebrating the New Year.</p> <p>Exploring how rituals express core beliefs (e.g. repentance).</p> <p>Exploring how ritual and story work together to preserve religious identity; using artefacts to make meaning from history.</p>	<p>Understanding discipleship and roles.</p> <p>Reading and discussing parables.</p> <p>Interpreting stories to find moral lessons.</p> <p>Understanding symbolic actions like foot washing.</p> <p>Reflecting on connections between past teachings and present actions.</p> <p>Researching Christian charities and missionary work.</p> <p>Discussing impact and motivations.</p> <p>Case study analysis and exploring role models.</p> <p>Reading scripture and religious teachings.</p> <p>Exploring values and practices.</p> <p>Researching religious ethical teachings and comparing ethical systems.</p> <p>Researching charity work and reflecting on motivations behind helping.</p>

Year	Year 4 Theme 1	Year 4 Theme 2	Year 4 Theme 3
Theme	What is the Trinity and why is it important for Christians? What do Hindus believe God is like?	What does it mean to be a Hindu in Britain today? Why do Christians call the day Jesus died 'Good Friday'?	What was the impact of Pentecost for Christians? How and why do people mark the significant events in life?
Substantive Knowledge	<p>Christianity teaches there is one God. God is Creator and sustainer of the universe. God is one but known in three Persons.</p> <p>The Trinity means one God in three Persons: Father, Son, Holy Spirit. Different analogies help explain the Trinity.</p> <p>God the Father is Creator and protector. God the Son (Jesus) shows God's love and sacrifice.</p> <p>God the Holy Spirit is always present, giving strength. Spirit guides believers.</p> <p>The Trinity is expressed in prayers (The Grace), baptism, and worship. Artwork shows all three Persons together.</p> <p>Brahman is ultimate reality, represented by Aum. Aum is the sacred sound of creation.</p> <p>Brahman is divine energy in everything. Atman is the spark of Brahman in all beings. Implications for ethical living.</p> <p>Hindu deities represent different aspects of Brahman. Trimurti: Brahma (creator), Vishnu (protector), Shiva (transformer). Life is cyclical.</p> <p>Ganesh is remover of obstacles. Symbolism in Ganesh's form.</p> <p>Devotion and rituals involving Ganesh.</p>	<p>Hindu Dharma has no single founder or scripture; it is pluralistic and practiced by 1M+ people in the UK</p> <p>Puja is a form of daily worship involving murti, offering, and prayer to connect with Brahman</p> <p>Dharma means responsibility and is unique to each person's role or stage of life</p> <p>King Yudhishtira and the Ramayana show how dharma is about truth, duty, and selflessness</p> <p>Diwali marks Rama and Sita's return; it symbolises good over evil and is widely celebrated by Hindus in Britain</p> <p>Holy Week includes Palm Sunday, Good Friday, and Easter Sunday; each marks a key event in Jesus' final days</p> <p>Good Friday is considered "good" because Christians believe Jesus died to save humanity from sin</p> <p>Salvation means being saved from sin; Christians believe Jesus' death was a sacrifice to atone for humanity</p> <p>Christians take part in Holy Week services such as processions, special prayers, and symbolic acts (washing feet, etc.)</p>	<p>Pentecost as a key Christian festival</p> <p>Concept of the Trinity: Father, Son, Holy Spirit. The seven gifts of the Holy Spirit</p> <p>Symbols of the Holy Spirit: red, flames, dove, wind. The invisible but powerful presence of the Spirit</p> <p>Pentecost as the "birthday" of the church. Spread of Christianity worldwide.</p> <p>Church as people, not buildings</p> <p>Milestones are important because they mark growth and change</p> <p>Baptism is a Christian ceremony that welcomes a person into God's family</p> <p>Infant baptism is common in many Christian denominations</p> <p>The baptism candle symbolizes receiving the light of Christ</p> <p>Bar Mitzvah (for boys) and Bat Mitzvah (for girls) mark the transition to adulthood in Judaism and responsibility for following Jewish laws (mitzvot)-</p> <p>The words Bar/Bat Mitzvah mean 'son/daughter of the commandment'</p> <p>The ceremony often involves reading from the Torah and celebration with family and community</p> <p>Samskaras are Hindu rites of passage marking important life stages</p> <p>Namakarana is the naming ceremony held about 10 days after birth</p> <p>The name chosen often reflects family tradition and astrological beliefs</p> <p>Upanayana is the sacred thread</p> <p>Ceremony marking the start of spiritual education - a 'second birth' where the child becomes 'twice-born' and ready to learn sacred texts</p> <p>Ceremonies include symbolic actions, promises, and community involvement</p> <p>They signify growth, responsibility, and spiritual development</p> <p>Differences exist in the rituals, timing, and specific beliefs behind the ceremonies</p>
Disciplinary Knowledge	<p>Reflect on how Christians show belief.</p> <p>Use analogies and creative thinking to represent the Trinity.</p> <p>Interpretation skills.</p> <p>Bible story analysis. Character role exploration. Compare roles.</p> <p>Interpret art and stories. Discuss feelings of presence and support.</p> <p>Text analysis (Grace, baptism rites). Art interpretation. Creative response with artwork.</p> <p>Reflecting on abstract concepts.</p> <p>Linking belief to lifestyle choices.</p> <p>Image analysis and comparison. Conceptual understanding of divine roles.</p> <p>Story analysis. Symbolism interpretation. Discussion of religious practice and its meaning.</p>	<p>Making links between religion, culture, and migration</p> <p>Investigating the role of worship in home life</p> <p>Applying abstract religious concepts to daily living</p> <p>Interpreting sacred texts to explore moral ideas</p> <p>Analysing how story and tradition are embedded in festival celebration</p> <p>Interpreting scripture and retelling events from multiple perspectives</p> <p>Evaluating religious terminology and beliefs</p> <p>Making links between theology and real-life choices; understanding beliefs about sacrifice</p>	<p>Reading and interpreting biblical texts</p> <p>Reflecting on religious significance</p> <p>Connecting beliefs with lived experience</p> <p>Symbolism and interpretation- Using metaphor to understand religious concepts</p> <p>Historical significance of religious events- Understanding impact over time and geography</p> <p>Reflecting on personal experiences</p> <p>Exploring religious rituals and symbolism</p> <p>Understanding promises and community</p> <p>Describing rites and their meanings</p> <p>Explaining religious traditions</p> <p>Research and collaborative learning- Presenting and comparing findings</p>



Year	Year 5 Theme 1	Year 5 Theme 2	Year 5 Theme 3
Theme	What does it mean if Christians believe God is holy and loving? What does it mean to be a Muslim in Britain today?	What do Christians believe Jesus was the Messiah? Why is the Torah so important for Jewish people?	What would Jesus do? What matters most to Humanists and Christians?
Substantive Knowledge	<p>Christians describe God as holy, loving, omnipotent, omniscient, eternal, and spirit. God is holy and loving; holiness means moral purity and separation from sin; love means caring &amp; forgiving. Christian art reflects God's holiness and love through symbols, images, and text. Worship is a way Christians respond to God's nature through prayer, singing, and lifestyle. Church architecture and art symbolize God's holiness and love (stained glass, altar, font, cross). Christians believe God is both holy and loving, shaping worship and life.</p> <p>Muslim demographics in Britain and mosque numbers. Reasons for population changes. The Five Pillars as foundations of Islamic life. Importance of belief and practice in daily life. Zakat as obligatory charity. Role of generosity in Islam and personal life. The story of Bibi Hajra and Zam Zam water. Its ritual significance during pilgrimage. The meaning of Hajj rituals. Spiritual renewal, unity, and challenge. Following prophets' footsteps.</p>	<p>Jesus is believed by Christians to be the Messiah foretold in the Old Testament; His life, death and resurrection fulfil prophecy Incarnation = God becoming flesh in Jesus; Christmas celebrates Jesus' arrival as the long-awaited saviour (Messiah) The transfiguration and resurrection confirm Christian belief in Jesus as divine; Christians believe he fulfils messianic prophecy Jews live across the UK in diverse communities; Jewish identity includes ethnicity, culture and religion</p> <p>The Torah is the first five books of the Hebrew Bible; it contains laws and teachings given by God to Moses A Sefer Torah is handwritten on parchment and treated with great respect; it's central to synagogue worship There are different denominations in Judaism (e.g. Orthodox, Progressive); practices and synagogue designs Jewish dietary laws (Kashrut) come from the Torah; 'kosher' means permitted; eating habits are shaped by religious law Jewish people adapt traditions while keeping Torah values; festivals, food, and worship reflect diverse Jewish identities</p>	<p>Gospels describe Jesus' life and actions. Christians follow his example today. Jesus used parables to teach values. His teachings are seen as wise and life-guiding. The Sermon on the Mount teaches values like mercy, humility, forgiveness, and love. Jesus helped the sick and outcasts. Christian charities continue his work today. Jesus' teachings inspire global justice and compassion. Many charities reflect similar values, religious or not.</p> <p>Worldviews can be religious or non-religious; values and experiences shape them. Humanism is a non-religious worldview; it promotes reason, empathy, and treating others well. Humanists use stories like "Two Wolves" to explain moral thinking; they rely on empathy and reason. Christians follow Jesus' teachings and strive to live out values like love, compassion, and justice (Fruits of the Spirit). Both Christians and Humanists aim to act morally, though they draw on different sources of authority (Bible vs. reason/experience).</p>
Disciplinary Knowledge	<p>Developing understanding of religious vocabulary and concept formation. Extracting meaning from biblical text; identifying key ideas and making connections. Analysing and creating art to communicate religious ideas. Listening, interpreting worship songs; discussing personal responses to belief. Observational skills; linking symbolism to beliefs; Synthesizing knowledge and expressing understanding in own words.</p> <p>Research skills using IT. Interpreting demographic data. Reflecting on religious practice and personal application. Making connections to own lives. Using research to explore religious practice. Critical thinking about charity and generosity. Storytelling and visual mapping. Understanding ritual significance through narrative. Analysing religious rituals and their social/spiritual functions.</p>	<p>Interpreting Biblical texts to identify key theological themes; sequencing in a biblical timeline Exploring religious practices and making connections to belief and symbolism Analysing and evaluating theological concepts from Christian and Jewish perspectives Using census data and interpreting lived experience; identifying religious diversity and identity</p> <p>Interpreting sacred texts; identifying theological beliefs and their origins Exploring religious artefacts; understanding religious symbolism and sacred treatment of text Comparing religious communities and their practices; identifying continuity and change in tradition Understanding how beliefs impact daily life; making links between text and practice Reflecting on lived religion; evaluating how sacred texts shape community identity in different settings</p>	<p>Interpreting religious texts to understand beliefs and practice. Analysing religious stories to understand moral messages and behaviour. Evaluating religious teachings for relevance and challenge. Exploring how beliefs influence action in real life. Connecting religious and secular values to global action and justice.</p> <p>Make sense of the concept of worldview and how different people form their beliefs. Understand and interpret belief systems through lived experience and principles. Analyse moral messages in non-religious stories and explain their significance. Interpret biblical texts and evaluate their moral teachings. Compare and contrast moral frameworks; reason about similarities/differences in ethical decision-making.</p>

Year	Year 6 Theme 1	Year 6 Theme 2	Year 6 Theme 3
Theme	Are creation and science conflicting or complementary? Why do some people believe in God and some do not?	Why do Hindus want to be good? What do Christians believe Jesus did to 'save' people?	What kind of king is Jesus? How does faith help people when life gets hard?
Substantive Knowledge	<p>Creation story from Genesis 1. Key phrases like "created," "good," "light."</p> <p>Role of religious art in storytelling. Christian views on creation. God as creator and goodness of creation. Big Bang theory basics. Georges Lemaître's scientific and religious identity. Faith and science relationships. Historical and modern scientists' religious beliefs. Examples from various faiths and non-belief. Scientific achievements. Complementarity and conflict between science and religion. Jennifer Wiseman's scientific work and faith. Balancing belief and evidence.</p> <p>Range of Christian views on creation. Science addressing "how," religion addressing "why." "Critical thinking and debate.</p> <p>Religious affiliations worldwide and in the UK. Census data interpretation. Local vs global comparisons. Definitions of theist, atheist, agnostic. Examples of reasons people believe or don't. Role of philosophy in exploring belief. Reasons for disbelief. Humanism and its focus on evidence and reason. How humanists explain the world's origin. Personal belief reflection. Understanding diversity of belief. Respect for different views.</p>	<p>Brahman is the one supreme God; all deities are aspects of Brahman; every being has an <i>atman</i></p> <p><i>Atman</i> is the soul – eternal, unchanging; Hindus believe in reincarnation</p> <p><i>Samsara</i> = cycle of life, death, rebirth; karma affects future lives</p> <p>Dharma = duty; living according to your dharma leads to good karma and eventually moksha</p> <p><i>Ahimsa</i> = non-violence, respect for all life; inspired by Gandhi and rooted in Hindu belief in unity of life</p> <p>Hindus aim to escape samsara and merge with Brahman through living a life of dharma, karma and ahimsa</p> <p>Holy Week marks Jesus' final days: Palm Sunday, Last Supper, Crucifixion and Resurrection</p> <p>Sin = separation from God; Jesus' death is seen as the ultimate sacrifice to bring salvation</p> <p>Gospels (esp. Mark) describe Jesus' arrest, trial, death and resurrection; multiple figures played key roles</p> <p>Christians take bread and wine to remember Jesus' words and actions at the Last Supper</p> <p>Some Christians are inspired to sacrifice time, comfort or safety to help others, as Jesus did</p>	<p>Traditional kings are powerful, wealthy and commanding – Jesus was born humbly and chose a different path</p> <p>Jesus showed love, mercy, inclusion, and leadership through service</p> <p>Herod ruled through fear and violence; Jesus through compassion, humility, and wisdom</p> <p>Not all people treated Jesus like a king – the crowds praised him, but he was arrested and crucified</p> <p>Jesus redefined kingship – his "kingdom" is not of territory but of hearts and lives; his leadership inspires Christians</p> <p>Life includes both happiness and hardship; religions offer support and meaning</p> <p>Death raises ultimate questions; views vary from religious to non-religious</p> <p>Christians believe in life after death with God; heaven is seen as a place of peace and reunion</p> <p>Hindus believe in samsara (cycle of life), karma, and moksha (liberation) based on past actions</p> <p>Christians use funerals and faith for comfort; non-religious people focus on celebrating a life well lived</p>
Disciplinary Knowledge	<p>Textual analysis. Vocabulary building. Class discussion. Visual analysis. Creative expression. Interpretation of meaning.</p> <p>Role play. Group collaboration. Scientific concepts explained simply.</p> <p>Research. Oral presentation. Comparative analysis. Critical discussion. Video analysis. Reflection writing. Debate skills. Argument construction. Reflective writing. Peer discussion.</p> <p>Data analysis. Comparison. Discussion and reasoning. Conceptual understanding. Continuum placement. Reasoned debate.</p> <p>Research. Critical thinking. Reflection. Discussion and respectful sharing of views.</p>	<p>Comparing beliefs about God; exploring theological symbolism</p> <p>Interpreting sacred stories; connecting narrative with belief</p> <p>Evaluating moral ideas; sequencing cause and consequence</p> <p>Applying abstract belief to daily life; linking sacred texts to ethical action</p> <p>Analysing case studies; evaluating how values impact real-world behaviour</p> <p>Synthesising learning into personal and theological explanation</p> <p>Interpreting religious events and symbolism</p> <p>Theological understanding of salvation and sacrifice; linking belief to biblical narrative</p> <p>Comparing practices and interpretations between denominations; analysing religious symbolism</p> <p>Evaluating impact of belief on ethical living and modern discipleship</p>	<p>Reflecting on leadership and symbolism; contrasting cultural expectations with religious interpretations</p> <p>Analysing moral values and behaviour from scripture; evaluating lived theology</p> <p>Comparing historical/religious figures and texts to identify values and intent</p> <p>Exploring diverse interpretations of biblical events; recognising perspective and power dynamics</p> <p>Reflecting on life experiences and religious texts</p> <p>Philosophical and theological questioning of life and death</p> <p>Interpreting Christian scriptures and symbols of hope</p> <p>Exploring Hindu theology and how belief influences ethical living</p> <p>Analysing rituals and worldviews; comparing beliefs and practices</p>