# Progression of Knowledge, Experience and Skills in Religious Education and World Views

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Autumn 1**<br><br>**Knowledge** | How do we choose what food to eat?<br>**B/F Jainism and Judaism**<br><br>Children will be helped to understand the importance of physical activity and to make healthy choices in relation to food, how different religions eat certain food during celebrations and about being thankful. They will be exposed to different foods, such as the challah bread, honey and apples, yeast less fresh bread, etc. and learn about their significance. | What can we learn from the Diwali story about good and evil in our own lives?<br>**A/E Hinduism**<br><br>Children will learn to understand the importance of good and bad choices and how they are important in religion too. They will explore religious stories, such as Ram and Sita, to understand the idea of good versus evil and how good triumphed through Diwali celebrations. They will explore other good over evil stories too e.g. Prophet Ismail and Ibrahim stoning the devil, Mahabharat, Pesach (story of Moses and Pharoah.) This will encourage them to think about their own choices and reflect on any bad choices they may have made and how they were able to learn from them. | What makes a home?<br>**C/D Hinduism and Jainism**<br><br>Children will be encouraged to share and learn about why their homes are special and why some people use it as a special prayer space. They will also be taught about different food in the home and why some food may not be welcome because of faith e.g beef in Hinduism or Pork in Islam. Also to explore how behaviour in home teaches people of faith and other belief systems to behave in a certain way in order to respect their special prayer space. | Does God exist?<br>**A/E Christianity**<br><br>Children will learn about different stories that show the presence of God e.g Jonah and the Whale, Hindu creation story, Prophet Muhammed and the story of Moses. They will also be encouraged to share the views of opposition e.g. Humanists and Atheists who don't believe in God. Children will begin to understand why some people have a close relationship to God and share their deepest feelings with God. | What does it mean to be sorry and how can we tell?<br>**A/D Judaism**<br><br>Children will learn about the different ways people say sorry and ways they show that they are. They will also explore how different religions require an element of sacrifice to show someone they are sorry e.g. Yom Kippur and during Rosh Hashanah to forgive those from the previous year. Children will also learn about the story of Jonah and the Whale, especially how difficult it was for Jonah to forgive the people of Ninevah. They will be able to reflect upon their own mistakes using the story of 'Max' which depicts his choices and how they affected those around him. Children will also learn that actions speak louder than words when saying sorry because it is used so often. | Is the Eightfold path still relevant today? **B/F Buddhism Jainism**<br><br>Children will be encouraged to learn about the 8 fold path and the 8 ways to lead the 'right life' according to the teachings of Buddha. They will also learn about the 3 Jewels and 5 vows followed by people who are of the Jain faith. Children will understand how people of these faiths look up to these rules and understand how their lives will become better if they are followed. They will explore if these rules are relevant today and if they should be changed in order to keep up with change. | Why do people prayer? **B/D Islam**<br><br>Children will learn about the importance of prayer and how people pray in different ways across all of the 6 major religions. They will learn about the process of prayer in Islam and why it is an integral part of the religion. They will also understand how the Qur'an depicts the importance of prayer, as it is one of the 5 pillars of Islam and praying 5 times a day. |
| **Experiences and Skills** | • To explore artefacts, including foods, from different faiths and religions.<br>• To understand how making good food choices is good for their health.<br>• To explore different foods that are important across a range of the 6 major religions and used in different ceremonies and festivals.<br>• To begin to associate different foods with different celebrations.<br>• To take part in celebrations with special foods. | • Reflect on their own choices and their consequences, whether they were good or bad.<br>• Help others to make better choices in order to develop empathy.<br>• Understand that bad choices affect others.<br>• Learn from different stories about good versus evil from different faiths: Hinduism (Mahabharat), Islam (Abraham being goaded by the devil when God asked him to sacrifice his son Ishmail, and Buddhism (Prince Siddarth seeing the 4 downfalls of mankind.<br>• Identify similarities and differences between | • To be able to explore temples in Hindu and Jain homes and how certain rooms are specifically used to set up shrines.<br>• Children to name specific parts of a temple room and the role of each item.<br>• Encourage children to question how different dishes are kept separately when using them for prayer at home.<br>• Understand why different rooms are decorated differently to make them special and help others know it is special e.g pictures, artefacts, incense sticks, | • Learn to explore different symbols that mean God.<br>• Explain why God is represented in different ways in different religions.<br>• Compare different stories from different religions and reflect on their similarities and differences.<br>• Debate the existence of God according to Humanists and Atheists.<br>• Generate questions to ask God if they had a chance to interview God.<br>• Role play an 'Interview with God' choosing answers using the meaning of religious stories from other | • Explore different symbols of forgiveness that children are aware of today.<br>• Retell the story of Jonah and re-enact Jonah's dilemma at the end when he found it difficult to forgive others.<br>• Express and understand how forgiving others affects people around them.<br>• Enhance their empathetic nature by reading the 'Max's story' and using drama techniques like conscience alley and hot seating to share how others feel, including Max. | • Children will discuss the role of rules in general in the context of an scenario – 'desert island' Using this, children will be able to shar their views about the rules and if they help them to become better or not. Do we have these rules in society today?<br>• Compare rules found in 3 of the 6 major religions: 10 commandments, 5 pillars of Islam and the 8 fold path. Explore any themes that are present in each one – why is this the case?<br>• To learn about the 8 fold path and 3 Jewels through discussions and | • Children will explore prayer in different religions and create an illustrated mind map about all 6 major religions.<br>• Write a set of instructions about how to pray according to Islamic laws.<br>• Debate the importance of prayer in society today and if people need to pray.<br>• To write a prayer of their own whether it is personal one or global depending on what is happening in the world.<br>• Children will listen to different types of prayer and view prayer in different religions.<br>• Analyse the call to prayer - how does this help to bring the community |

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| | | different good and bad stories.<br>• Retell the story using expression.<br>• Act out the story of Ram and Sita.<br>• Create their own celebration to mark good versus evil and reflect on decisions they have made in the past that were not the correct ones. | statues.<br>• To discuss similarities and difference between rooms in their homes and how some maybe more significant than others e.g. their bedrooms or family time in the family room. | religions mad stories from the Bible. | • Use popular Disney movies to show a before and after version of a sincere apology and one that is not very heartfelt. | why they are still important today.<br>• Create their own religious rules by combing old religious rules with the needs to modern day society. | together? |
| **Autumn 2**<br><br>**Knowledge** | How can we help other people?<br>**C/F Baha'i and Sikhism**<br><br>Children will relate familiar people in their lives with those at school who also help them e.g. caretaker, class teacher, welfare team, cleaners etc. They will relate this to the Baha'i and Sikh faiths which hold a strong belief in working as a team to help others.<br><br>What is interesting about the Christmas story?<br>**A/E Christianity**<br><br>Children will use stories from other cultures and topics to discuss why the Christmas story is so special around the world. This will relate to their own performance of the Nativity. | Is it important to have a day that is different to other days?<br>**B/F Judaism and Christianity**<br><br>Children will be encouraged to learn about different faiths having a particular special day, on which they perform certain ritual, eat special foods or wear special dresses. To understand why special days are important in Judaism and Christianity as the Sabbath and how this relates to the Bible. Children will also be encouraged to infer how special days help to bring together families and communities. | How do we remember people and why?<br>**C/E Humanism and Christianity**<br><br>Children will share memories of people who are special in their lives and those who may not be in their lives anymore. They will explore the role of soldiers during the World Wars and reflect on how they are remembered during November. Children will also discuss why it is important to remember people, including people from the Humanist and Christian faiths during certain celebrations e.g remembering Jesus during Easter and Christmas, as well as celebrating lives according to the Humanist belief system. | What do Christians do when they pray?<br>**A/E Christianity**<br><br>What can we learn from the life of Buddha about being happy? **A/F Buddhism**<br><br>Children will understand different ways people pray whether it is at home or in a place of worship. They will also look at different types of prayer from different religions. Children will explore how prayer is a private conversation with God, where people can share their deepest thoughts and feelings, as well as asking for guidance.<br><br>Children will learn about the full story of Buddha and his path to enlightenment. They will discuss how the 4 apocalypses to mankind changed his views on life. They will also discuss how their own families shelter them from bad things – what does that stop you from learning or doing? Is it to do with age? Children will learn about the importance of being happy with others and within themselves. They will learn about the Wheel of Dharma and the 8 fold path. | What do we mean by peace and where is it to be found?<br>**C/E Christianity**<br><br>Children will learn about the different symbols of peace from the 6 major religions. They will also understand how the Beatitudes help those who follow the Christian faith learn to make choices about Peace. Children will learn how the birth of Christ symbolises PEACE around the world, especially during Christmas time. They will also be given the chance to create their own symbol of peace and express their opinion about their creation. | Is it better to give than to receive? **C/F Islam Christianity**<br><br>Children will learn to understand how both religions place a specific emphasis on helping others and why it is so integrated in their belief system. They will also compare this belief with other religions e.g. Sikhism, who also share this belief about helping mankind for the better good. Children will learn to explore the role of charity in this country and why they are so popular – does this mean this country is still a Christian country? They will explore how acts of kindness help to bring the community together. | How responsible are we for the environment? **A/F Christianity Hinduism**<br><br>Children will understand how important Christians value the environments because the world was created by God. They will also understand how Hindus value the environment and the importance placed on the value of the world around, by teaching everyone how much the world has to give and to use the resources sparingly. |

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| **Experiences and Skills** | • Respond to stories from religious and other traditions through reflecting on their own experiences and exploring them in a different way.<br>• Explore the word and actions of persons from different faiths.<br>• Reflect on their own experiences about Christmas and their understanding of the story.<br>• Perform the Nativity.<br>• Take part in Christingle assembly<br>• Recognise helpful people at school<br>• Use own understanding of people at home who help to recognise helpful people at school<br>• Begin to draw out similarities out helpfulness in Sikhism and Baha'i<br>• Invite people who help outside school e.g. fire fighters, nurses, doctors<br>• Develop own skills in expressing themselves and their opinions about experiences familiar to them.<br>• Talk about some of the ways in which people show care, concern and love for each other and why that is important.<br>• Interview people at school who help to keep them safe. | • Use their own experiences of regular special days to help others understand their significance and importance.<br>• Experience how people from different faiths treat one day differently e.g. the Sabbath, Fridays in Islam etc.<br>• Encourage children to express their views about special days.<br>• Infer how the special days help people of faith to make the right choices and be part of a religious community<br>• Retell the creation story and what God did on the seventh day.. | • Share and discuss children's own memories of special people, objects or places in their lives and share their feelings about them.<br>• Learn about World War 1 and 2 and the impact of loss in this country and around the world.<br>• Reflecting on Remembrance Day and why it is important never to forget those who made the ultimate sacrifice.<br>• Plan their own celebrations to remember special people, objects or places in their lives.<br>• Design their own symbol of peace and explain the story behind it using empathy. | • Children will reflect on their own lives and write their own prayers using the UNICEF rights of the Child (UNCRC) and the value of the month: PEACE<br>• Compare the importance of prayer in different religions and the actions used to prayer e.g. folding of hands, bowing, singing, eyes closed.<br>• Children will share their own experiences about prayer and share this with the class e.g. children from the Islamic faith to show their prayer actions, Hindus to show their folding of hands etc.<br>• Children to write their own peace prayer reflecting on troubled times around the world and in their own lives.<br>• Retell the story of Buddha using a story board.<br>• Create their own Buddha wheel using origami and explaining the 8-fold path to enlightenment and happiness. Also write their own 8 fold path to happiness to include well-being. | • Explore different symbols of peace across the 6 different religions.<br>• To compare similarities and differences of Peace across different religions and identify common themes.<br>• To learn about the Beatitudes and understand their relevance in society today by re-enacting certain lines. Children will use freeze frames to illustrate this.<br>• Create their own symbols of Peace for the world today, explaining how it is relevant and relating this to the different belief systems about peace across difference religions.<br>• Retell the story of the birth of Christ and how it helped to develop peace around the world. Is this true today? | • To explore the role of particular prophets and messengers in different religions who depicted acts of humility e.g. Jesus, Ram, Moses, Prophet Muhammed, Guru Gobind Singh, Buddha.<br>• To use the guidance shown by religious prophets and messengers and begin to create their own charities to understand the importance of giving.<br>• Debate if by giving they are receiving – does this mean that charities give in order to feel better about themselves? Where is the humility? Is it truly selfless?<br>• To learn about the 3rd Pillar of Islam – Zakkat. Share their feelings about this pillar and if religion should adopt this feature.<br>• Share their feelings and thoughts about giving and receiving presents during Christmas through role play and freeze frames – how would they really feel if they didn't receive one? Does it matter if it is helping someone else? | • Children will explore Christian texts and Hindu texts to discover the religious views about the environment.<br>• Write a letter as a religious leader i.e. Humanist, Christian, Hindu to environmental charities about the importance of saving the environment and protecting it in relation to the climate change.<br>• To compare the similarities and difference between Christianity and Hinduism about their message about the environment and then compare this to the Humanist message.<br>• To combine the message given by famous scientist such as Sir David Attenborough, with that of the religions in the form of a planned peaceful protest march or video message to the scientist<br>• To explore the role of the Chipko women in India and write a protest poem about the importance of saving trees today.<br>• To watch videos about environmental issues today and ways to make these changes through Earth Week and using ethical questions to be debated.<br>• To understand why Hindus believe in vegetarianism, karma etc in order to be free of the material world and how this contributes to the environment through environmentally friendly recipes. |
| **Spring 1**<br><br>**Knowledge** | What can we learn from faith and other stories?<br>**A/F Christianity and Humanism**<br><br>Children will consolidate their understanding about retelling | What makes faith buildings so special? **B/F Sikhism**<br><br>Children will be encouraged to learn the correct names for religious buildings and the names for each part. They will | How are we the same and different from other people and does it matter?<br>**B/D Islam and Baha'i**<br><br>Children will learn about the founders of both religions i.e. Baha'I and Islam and how both | Should holy books be treated differently to other books?<br>**C/E Islam**<br><br>Children will learn about the importance of their own books and how they are treated compared to religious books. | Does it matter what we wear and why? **C/F Sikhism**<br><br>Children will recognise different religious clothing across the 6 major religions. | Why did a Chief Rabbi say "religion is about the why of creation, science is about the how?" **A/E Judaism Humanism**<br><br>Children will learn about different creation stories e.g. | What do Christians believe is the most important event that has ever happened? **C/F Christianity**<br><br>Children will learn about important |

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| | stories by looking at stories with a moral such as Aesop's fables. They will be encouraged to think about moral and ethical questions which they will then use to discuss what they would do in that particular situation. | also recognise that each part of a religious building has a specific purpose. Children will understand why these buildings are special and how religious buildings are used all over the world. They will also learn about role of places of worship in the lives of those of a faith i.e. Sikhism and the Gurdwara. | believe that God is one. They will also explore different names of God. Children will discuss how they are similar but the same and how this is reflected in school, as well as wider society. They will observe prayer in Islam and the practice which involves everyone praying together with the same actions, celebrations and following guidance from God. Children will compare this to the Baha'I faith that all religions and rooted from one God and everyone is equal regardless of faith. | They will understand the importance of religious books mad the correct names of holy books for the 6 major religions. Children will explore the role of the Qur'an using personal reflection from children in the class and share how they treat their holy book at home, as well as attending Arabic classes to read the Qur'an. They will reflect on different parts of the Qur'an and how it guided Muslims to lead good lives, including what they should eat and wear. | They will learn about the 5 K's in Sikhism and the importance of each piece of clothing to Sikhs. Children will understand why people of different faiths change their everyday clothes when they visit a place of worship and recognise specific clothing worn during celebrations e.g. Eid, Rosh Hashanah, Diwali, Confirmation etc. | Hinduism with Brahma, Jewish creation story and Humanist one. They will then compare and contrast these stories to answer the question of the unit. Children will learn about the 'big bang theory' and explore if any religions depict this in their belief systems. To ultimately understand that each religion has a viewpoint about the origins of the world. | events in Christianity e.g. Christmas and Easter, along with major celebrations in other religions, e.g. Diwali, Eid, Rosh Hashanah, Baisakhi. They will learn about the importance of the resurrection and how Christians believe this to be the turning point in their religion, as Jesus made the ultimate sacrifice in order to save mankind. |
| **Experiences and Skills** | • Respond to other familiar stories and retell them using expression.<br>• Begin to question actions from a story and express their views and opinions.<br>• Use their own experiences to help answer moral and ethical dilemmas.<br>• Understand the importance of learning from stories and how it helps them to make their daily choices.<br>• Read the story of the Hare and the Tortoise and understand the moral.<br>• They can re enact different fables to understand morals too and what morals mean. | • To learn and use the correct names of religious buildings form different faiths.<br>• To recognise the specific roles of each part of a religious building.<br>• To visit a place of worship and be able to express their feelings about it.<br>• To begin to share their views about different places of worship – similarities and differences. | • To explain similarities and differences both physically and emotionally between themselves.<br>• To research the lives of Prophet Muhammed and Baha'u'llah, in order to understand how both faiths evolved and shared to the world.<br>• To compare and contrast both religions.<br>• To debate both religions using their beliefs about everyone being equal and how they show this in their religion. | • Write book review to emphasise their own views about their book.<br>• Explore facts about the Qur'an and why it is important to Muslims.<br>• Compare and contrast how holy books are kept differently from their everyday books in different religions e.g. Guru Grant Sahib.<br>• To share and reflect on items that are important to them and how they are treated differently. | • To explore religious clothing in the 6 major religions using the children's own knowledge and understanding.<br>• To learn about the importance of the 5K's in Sikhism create their own versions of each piece of clothing.<br>• To debate the relevance of religious clothing in society today – does it really matter? Using various drama techniques: conscience alley, hot seating, persuasive debating.<br>• To be able to express their views and opinions about religious clothing through writing a balanced arguments.<br>• To design their own religious clothing for a specific celebration in the 6 major religions and share their designs by planning a fashion show, as well as explaining why they created those particular clothes. | • Express their feelings and views about different creation stories by using a Venn diagram to highlight similarities and difference between them.<br>• Write a balanced argument about the origins of the world using religious views from 1 of the major religions, and Humanism.<br>• Debate their own personal views about the answer to this question and persuade their peers using evidence.<br>• Explore the nature of creation stories and ask who were they really for even when Greek philosophers were already questioning this thousands of years ago. | • Children will discuss major events in their life and lifetime that has had a major affect on them e.g. Brexit, SATs, moving house, a new sibling etc.<br>• Children will recall Christmas, the life of Jesus and his teachings from previous years using the New Testament and videos.<br>• They will retell and re-write the story of Easter and will explore words such as 'saviour' and 'resurrection.'<br>• Children will explore the major celebrations in one other religion and how they are valued by the people who follow that belief system.<br>• Write a guide about an Easter Service and then compare this with a guide about a Christmas service.<br>• Debate how Easter and other major Christian celebrations have become commercialised – organise a way to bring back the religious elements e.g. posters, talks etc. |
| **Spring 2** | What kind of person was Jesus? **C/D Christianity**<br><br>They will begin to single out | What can Christians learn from the teachings of Jesus **C/E Christianity** | Why is the cross important to Christians? **A/E Christianity** | What are our most religious artefacts and symbols? How do they show what we believe? **B/D Judaism** | In what ways is religion relevant today and in the future? **B/D Christianity**<br><br>Children will learn how and why | How did the teachings of Guru Nanak influence the teachings of Guru Gobind Singh? **A/E Sikhism** | What is the truth about the Baisakhi story? **C/E Sikhism** |

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| **Knowledge** | personality and physical features of Jesus through different stories about him and about what makes him so special. | Recall gospel stories from the Bible, learnt from EYFS about helping others. Children will be encouraged to remember the role of Jesus in Christianity and the stories that helped to shape his presence e.g. the Good Samaritan, 2 loaves and 5 fishes etc. They will also begin to infer how the stories help Christians to lead good lives and make good choices in order to help each other. Children will also relate this to stories from other religions e.g. Rama, Prophet Muhammed and the Spider, Moses and the parting seas etc and how their good deeds are used to teach people today. | Children will learn about the significance of the cross and its importance to Christians during Easter. They will also understand the significance of symbols from other religions and their importance e.g. wheel of Dharma, Aum, Star and Crescent, etc. Children will reflect on the days leading up to the death of Jesus and how the cross symbolises the sacrifice he made to help mankind learn from their mistakes, as well and guiding them to be at peace with themselves and with each other. | Children will explore the role of artefacts and how they give clues about the past. They will encouraged to question past events and how our ancestors may have lived. Children will also explain how different symbols depict different areas of their lives, including those in Judaism e.g. star of David, Mezuzah etc. Children will explore Jewish artefacts to help understand their significance even after so many years. | religion developed and why there are different religions around the world. They will explore similarities and differences between the 6 major religions and the common themes between them. Children will compare belief systems between a non-religious and 1 major religion (Humanist and Christianity.) To understand how the role of Jesus has changed through time and how his importance has also changed with time – is this for the best or not? | Children will learn about the lives of Guru Nanak and Guru Gobind Singh and how their teachings shaped Sikhism as we know it today. They will also understand why the Guru Grant Sahib was give the ultimate title of the Guru after the 10th Guru passed. | Children will learn about the origins of Vaisakhi and how this is depicted in the Guru Grant Sahib. They will also understand how the origins of Sikhism helps Sikhs to understand the importance of this story and how it brings the message of togetherness and community, for which it is renowned for. |
| **Experiences and Skills** | • Begin to infer what type of person Jesus was using the stories from the Bible.<br>• Share stories about Jesus using small world scenes.<br>• Reflective discussions using Bible stories as a stimulus to explain why they believe Jesus was a nice person.<br>• Sing songs about Jesus and learn what type of person he was form the words.<br>• Use a description of Jesus to create a wordscape as a class and pictures about his personality. | • To remember and recall a story or other belief system and talk about it.<br>• Retell stories and begin to use the moral to explain how it teaches people to make a good choice.<br>• Listen to stories from the gospel, through audio and videos as well as acting them out to consolidate their understanding about the story.<br>• Learn to question the role of Jesus and why he had to part of so many stories. | • Recall and re-enact the story of Easter through role play and retelling of the story.<br>• Reflect on symbols they associate with their own lives e.g. matching everyday symbols that they are familiar with such as stop signs, no entry etc.<br>• Learn about different symbols from different religions and their significance to those people who follow those faiths and then justify their importance using Diamond 9 set up<br>• Create their own symbols for their own belief systems or alternative ones for their own faith.<br>• Explore different crosses and reflect on their differences according to different sets of beliefs and be encouraged to question why the same symbol is show differently. | • Use different artefacts from around the world to allow children to question what they are, what they were used for and why they were used.<br>• Explain how different symbols mean different things e.g. different symbols in Christianity such as the fish, dove of peace etc.<br>• Design their own symbol that represents who they are.<br>• Investigate different Jewish artefacts and what they symbolise today, which is not different from the past – religious detectives. | • Compare and contrast common themes between the 6 major religions.<br>• Discuss and share their views about a non-religious belief system – Humanism and express their opinions about a religious set of beliefs through Christianity.<br>• Create a combined religion that incorporates a set of beliefs relevant in today's society using the 'movie maker' programme.<br>• To debate the relevance of the death of Jesus at Easter and if it has become too commercialised. | • Children will recall their learning from Year 4 and Year 2 and Year 4 about Sikhism.<br>• Discuss the role of teachers in their lives both at school and at home.<br>• Compare the teachings of Guru Nanak and Guru Gobind Singh using a Carroll Diagram – where there any common themes?<br>• Share their understanding about both Gurus and if their teachings are relevant today in the form of a persuasive piece of writing.<br>• Debate which Guru was the most influential using evidence. | • Children will learn about the story of Vaisakhi and re-tell it through role play and freeze frame.<br>• Children will compare important stories and explore their similarities and difference e.g. story of Easter, Vaisakhi story, using a Venn Diagram. What sacrifices were made? By who?<br>• To learn about the Khalsa and other initiation ceremonies. How strong is the Khalsa today?<br>• Learn about the importance of community in Sikhism and the roles they undertake on a daily basis e.g. Langar everyday. Children will plan a way to involve poorer members of the local community e.g. soup kitchen, food banks, charity shops etc.<br>• To write a letter to the Head teacher about ways we can help the poor using different fund raising ideas and link this to the UNCRC charter - how can we help others as a Rights Respecting School?<br>• Visit a soup kitchen, shoe share, help out in food bank etc. |
| **Summer 1** | How do Islam and other faiths use water and why?<br>**B/E Islam** | How do holy books teach religious people about being close to God? | What rules are the most important and why?<br>**B/F Judaism** | How do faith groups mark naming ceremonies?<br>**B/E Hinduism** | What role do places of worship have in communities? **B/F Islam** | Could the Lord's Prayer be universal? **C/D Christianity**<br><br>Children will be encouraged to | Who do we look for inspiration?<br>**B/D Buddhism Humanism**<br><br>Children will learn about |

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| **Knowledge** | Children will be helped to understand the importance of hygiene when entering a place of worship and how water is used in special ceremonies. As well as the value of water and its significance in other faiths such as Hinduism (Pooja) and Christianity (baptism) | **A/F Christianity and Zoroastrianism**<br><br>Children will learn about the importance of books and how they are values in society today. They will then learn to understand how religious books are different and yet full of stories like their own. Children will learn to explore how the Bible helps Christians live their lives and also learn from the holy scriptures in Zoroastrianism. Why do holy books share how we should be living our lives? | Children will learn how the Torah is used by Jewish people as a guide to live their daily lives. They will also learn about some of the 10 commandments, which were shared by Moses to the Israelites and the rest of the world as God's own words. Children will compare school rules and how they are similar or different to their own. They will also address why religion has rules and how different religions e.g. Islam also uses rules from the Qur'an to help Muslims lead a good Muslim life. | Children will learn about the significance of certain names, including their own. They will share how their names were chosen and understand that different religions mark naming ceremonies in different ways e.g. Chutti in Hinduism, using the first letter of a specific page in the Guru Grant Sahib, 99 names of Allah in Islam and a Humanist naming ceremony. They will also explore religious names of famous religious leaders and how it links to their personalities e.g. Jesus, Ram, Moses. | Children will explore the origins of places of worship in this country e.g. the first temple in Bradford, Gudwara in Shepherd's Bush, Woking Mosque etc. They will learn to understand why people from abroad needed a community that shared the same values as they did and ways to keep them alive in a different country. Children will also learn about the strength of community in Islam and debate whether there is any need for places of worship anymore in this country. | become familiar with the Lord's prayer and its significance to Christians around the world – all denominations. They will also look at other prayers in different religions and understand if they are as well known as the Lord's Prayer. Children will be made aware that this prayer is well known in different languages. | inspirational figures in Buddhism e.g. Buddha, who inspire them to carry out good deeds, say good things and think good things. They will also learn about inspiring Humanists too such as Dr Brian Cox and the influential figures in science. |
| **Experiences and Skills** | • Share own experiences about using water every day.<br>• Respond carefully to resources about water and how they are used in different faiths.<br>• Ask questions about the role of water and why it is important in certain religions like Islam and Christianity – baptism, wudu, Christenings.<br>• Begin to relate the purification of water with that of being clean when entering a place of worship or praying. | • Recognise holy books as an important part of daily life for people of faith and different belief systems.<br>• Illustrate similarities and differences between their school books and holy books.<br>• Understand the huge respect placed on holy books by the way they are kept and treated both at home and in holy places.<br>• Children will be encouraged to share own experiences about holy books and how they are treated. | • Look at the school Golden Rules, Class Charter and class rules and discuss why we need rules in our lives – how do they help us to make good choices?<br>• Children will be encouraged to question the importance of rules.<br>• Explore 5 of the 10 commandments and relate these to their own lives – which ones do they follow already?<br>• Reflect on who makes the rules in their lives? Parents? Teachers? Peers?<br>• Play 'Diamond 9' and create their own tiered reasons for having rules and why the 10 commandments are still used in society today. | • Create their own namescapes that reflect their personalities and actions.<br>• Explore the origins of their names using safe online websites.<br>• Explore the Hindu naming ceremony, including shaving a baby's head and ordering its significance.<br>• Comparing different naming ceremonies and debating if they have to be religious or not.<br>• Reflecting on naming ceremonies today- did they have a naming ceremony? Asking families about it and sharing it with the class. | • Explore the reasons for opening different places of worship and why they became popular when people from different countries immigrated to England form Africa and India.<br>• Debate the relevance of places of worships in society today and persuade others to their way of thinking using emotive and persuasive language.<br>• Write a letter to the council sharing their views about places of worship: if there should be more or not.<br>• Explore the strength of community by visiting a Gudwara and the importance of Langar to maintain the importance of community. | • Annotate the Lord's Prayer to understand its significance.<br>• To explore the concept of prayer in each religion and if it is the same or different.<br>• To share their feelings about prayer through reflective pieces of writing about the relevance of prayer today.<br>• To write a modern version of the Lord's Prayer using issues of concern today and ways in which mankind can help each other.<br>• To explore themes in the Lord's Prayer and how they can be found in different religions using a comparative chart. | • Children will re-tell the story of Buddha from Year 2 and 3 in the form of freeze frames for their peers to guess and then put into order.<br>• Explore the role of Buddha – how does he inspire Buddhists to be better people? Use the story to find evidence.<br>• Create top trump cards about people who inspire them.<br>• Learn about famous Buddhists and Humanists and debate who is the most inspirational.<br>• Write a short biography about the person that inspires them the most and use exerts from religious texts to support this.<br>• Using the 'random acts of Kindness' concept, children to write to someone who inspires them at school. |
| **Summer 2**<br><br>**Knowledge** | How do Islam and other faiths use water and why?<br>**B/E Islam**<br><br>Children will be helped to understand the importance of hygiene when entering a place of worship and how water is used in special ceremonies. As well as the value of water and its significance in other faiths such as Hinduism | How do we respond when we hear certain sounds?<br>**C/D Islam**<br><br>Children will learn about how music and song are connected to our memories which hold a special place in our hearts and minds. It also helps people of faith to think about God as well as helping people to clear their | What does faith say about change? How does it make us feel and how can we become better? **A/F Buddhism**<br><br>Children will begin to learn about the story of Prince Siddarth and his transformation in the Buddha. They will share how they have | What makes some places sacred? **C/F Christianity and Islam**<br><br>Children will learn about different places that are important to people of different faiths but not to others. They will explore Lourdes and Hajj as significant | How is Humanism the same as and different to religion?<br><br>**A/D Humanism**<br><br>Children will learn about the belief systems of the major religions and compare and contrast their themes. They will also begin to explore the role of Humanism and its belief | How do faiths define themselves? **C/D Baha'i**<br><br>Children will learn that every religion has certain practices, prayers and events that shapes them. They will also understand how and why each practice has developed over time, but still | Religious responsibility: What does it mean to grow up? **A/F Judaism Zoroastrianism**<br><br>Children will learn about how both Judaism and Zoroastrianism mark coming of age and therefore the turning point of independence when concerning religious responsibility. They will also learn about other coming of age |

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| | (Pooja) and Christianity (baptism) | minds when praying. To know the order of prayer in Islam and how different words are sung to represent the different stages of prayer. Children will also be able to relate different sounds from other religions and their significance too e.g. bell in Hinduism, singing in Sikhism, singing hymns, gong in Buddhism, shofar in Judaism | changed from Reception to Year 2 children and reflect on these changes as good or bad ones. Children will learn to develop empathetic and sympathetic skills in order to help each other. These positive skills will enable children to feel better about themselves. Children will also relate changes in the seasons and how each season brings its own feelings. | places for Christians and Muslims. Children will explore the journey of Hajj and why it is important for every Muslim to go on this pilgrimage at least once in their lifetime. They will also understand the stories behind these places and why people continue to visit special places. | embedded in science. Children will find similarities between religions and Humanism to explore how different they really are. Children will learn about Humanist celebrations including naming ceremony and a wedding. | managed to define themselves today. Children will learn that the Baha'I faith accepts all religions before its own and to know the history of the Baha'I faith and what it represents. | ceremonies and how they lend themselves to religious responsibility, however, how relevant are these today, especially in such a secular society? |
| **Experiences and Skills** | • Share own experiences about using water every day.<br>• Respond carefully to resources about water and how they are used in different faiths.<br>• Ask questions about the role of water and why it is important in certain religions like Islam and Christianity.<br>• Begin to relate the purification f water with that of being clean when entering a place of worship or praying. | • Listen to different sounds from different religions and understand their significance.<br>• Invite members of different faiths to sing or use a particular instrument e.g. shofar.<br>• Relate music that is significant to them e.g. specific lullabies or songs from when they were younger.<br>• Encourage children to share their feelings about particular sounds and memories attached to them. | • Illustrate the changes in themselves through a 'this is me' booklet, depicting their changes from Reception to Year 2.<br>• Create collages about changing seasons and how it makes them feel – share their own views about different seasons.<br>• Retell the story of Buddha and how he changed from a prince to the Buddha – what sacrifices did he make?<br>• Children will re-enact the storey of Buddha and how he reached happiness.<br>• Children to compare their personal changes – which ones have helped them to become better people? Who helped them? | • Share and reflect about a special place of their own whether it is at school, home or a place that holds fond memories.<br>• Compare Lourdes to Hajj and discuss similarities and differences.<br>• Retell the story of St Catherine and how the story supports the religious significance of Lourdes.<br>• Become religious detectives again to explore the Hajj pilgrimage and re-enact a few activities followed by Muslims e.g. throwing the stones, walking around the Ka'bah etc.<br>• Create a persuasive leaflet about visiting either Lourdes of Hajj using emotive language. | • Use a Venn Diagram to map out similarities and difference between religions and then between Humanism.<br>• Explore Humanist values and re-enact them through role play and freeze frames.<br>• Discuss the origins of Humanism and famous people who are Humanists.<br>• Pen a letter to the Harrow Humanist Society to find out more about their faith and beliefs.<br>• Be encouraged to reflect on their own beliefs - do some of the Humanist beliefs resonate with them?<br>• Debate if Humanism will break into the 6 major religions around the world. | • To create a mind map about faith today and share their ideas about this concept.<br>• To explore the role of each of the 6 major religions using different media and create a 3D informative poster about it.<br>• Learn about the key elements of the Baha'I faith by completing different carousel activities such as writing a Baha'I prayer, finding our facts about their founder Baha'u'llah.<br>• To plan and write a persuasive letter to a faith leader about the role of faith in society today and ways to make it important again. In what ways does faith need to evolve in order for it to be relevant?<br>• Debate the role of faith in society today using conscience alley and persuasive sides. | • To recall the Jewish and Zoroastrian coming of age celebrations and their importance of these events in a time line.<br>• Compare growing up events using a Venn Diagram.<br>• To reflect on their day to day responsibilities and how they will change with age – chart of growth.<br>• Write a guide about the Jewish and Zoroastrian growing up events in their places of worship.<br>• To reflect of their responsibility in High school and how it differs to primary school – why does it change? Answer the question as a learning mentor and suggest ways to overcome anxieties.<br>• To pan a modern coming of age ceremony but include religious rules from either Judaism or Zoroastrianism to help guide young people. |