

Religious Education at Barnes Primary

Principles

- This curriculum has been designed to ensure balance, breadth and depth of study of both religious and non-religious beliefs and traditions to make sense of the complex world.
- Spiritual, moral, social, cultural, personal growth and development and community cohesion in order to live in a complex, multi-religious and multi-secular society underpin all religious education.
- 'Some', 'many' to be used instead of 'all Christians, Sikhs etc. believe' to prevent over-simplification, stereotyping and prevent misconceptions about religion.

Key knowledge and skills for all children

- To think about what they believe and how this might be different from others and to be able to behave with respect and kindness when others describe what they believe.
- To understand and explain that religious stories are passed down over the years and may have special meaning and messages for followers.
- To understand that some people do not believe in any religion. These people may still participate in typically religious rites and celebrations.
- To know that a celebration is an important day or event e.g. a birthday and to be able to share an example of their own celebration with another child or adult.








Definitions

- Abrahamic — The Abrahamic religions are three faiths — Judaism, Christianity and Islam — that all believe in one God and share the story of a man named Abraham.
- Dharmic — Dharmic religions are a group of faiths, including Hinduism, Buddhism and Sikhism, that started in the India subcontinent and teach people how to live kindly, peacefully and follow the right path.
- Personal - our own awareness of values, beliefs and perspectives when studying religious and non-religious traditions.

Progression

- 1st exposure – basics of religion which will include: who, what, where, when, why and how and stories/origin. As a result, KS1 focus (as it is the first time of study) will focus primarily on the who, what, where, why, when aspects. Each unit will still feature one of the lenses below.
- Every single unit will recap on red box knowledge from the KS1 units and then focus on religion through one of the following lenses:
 - Celebrations – important days or events
 - Living a good life – how people belonging to individual religions are advised to 'live their lives' and why.
 - Rites of passage and ceremonies – important parts of life and how and why they are marked.
 - Worship and symbols – how do people show appreciation for a higher power, if they have one.

Annual world religion day and RE day will focus on a comparison of theme and non-religious spirituality. Assemblies will be lead around a range of religious celebrations and festivals including but not limited to: Christmas, Hanukkah, Holi, Eid al-Fitr and Easter.

 Christianity	 Hinduism	 Judaism	 Sikhism
 Humanism	 Buddhism	 Islam	The symbols of the religions taught at Barnes Primary School.

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	Christianity (1) (Abrahamic religion)	Islam (Abrahamic religion)	Hinduism (1) (Dharmic religion)	Buddhism (Dharmic religion)	Sikhism (Dharmic religion)	Judaism (1) (Abrahamic religion)	Humanism (1) (Non-religious)			
	<p>Autumn: This Little Light of Mine (Celebrations) Spring: Worship and Prayer in Christianity and Hinduism (Worship and Symbols) Summer: Let's get married! (Rites of Passage and Ceremonies) Visit to local Church (as part of Christmas Carol concert)</p>		<p>Spring: Worship and Prayer in Christianity and Hinduism (worship and symbols)</p>			<p>Autumn: This Little Light of Mine (Celebrations) Summer: Let's Get Married! (Rites of Passage and Life Ceremonies)</p>	<p>Summer: Let's Get Married! (Rites of Passage and Life Ceremonies)</p>			
Y1 Religious Education	<p>Key knowledge Who To know we call people who follow Christianity Christians. To know Christians believe in one God. What To know that Christianity is a religion. To know that Christians worship Jesus and God. To know that the Bible is the Christian special book. To know the Christian religious symbol (cross). To know the cross represents Jesus. To know there are traditions which have special religious meaning e.g. kneeling and putting your hands together to pray. Where To know a church is a sacred place where Christians can worship Jesus and God. To know that churches often have stained glass windows which have pictures from Bible stories. Celebrations To know light is important in the Christian faith because it represents God as the 'light of the world.' To know that Advent is the time leading up to Christmas and is an important time of preparation for the church and Christians. To know that the Bible tells the story of the Nativity. To know the basic outline of the Nativity story. Worship and symbols To know that Christians might come together at a church to worship God and Jesus.</p>	<p>Key skills To be able to identify features of a church. To be able to behave with respect in the church. To be able to recognise, describe and talk about what they have seen or noticed in the church. To be able to describe three basic facts about the Christian religion. Celebrations To be able to share some of their own experience of Christmas celebrations and find out if these are religious or not. To be able to sequence the key stages of the Christmas story. To be able to identify similarities and differences between Christmas and Hanukkah, with specific reference to light. To be able to name the parts of a Christingle and understand what they represent for Christians e.g. red ribbon, the candle and sweets. Worship and symbols To be able to explain how Christians might worship God. To be able to explain why and how Christians pray. To be able to explain how Christians might celebrate Easter. Rites of passage and life ceremonies To be able to talk about any weddings/marriages they have been to or have seen. To be able to identify simple differences and similarities between Jewish, Christian and Humanist wedding traditions. To plan and act out a pretend wedding ceremony through role play (Barnes Bear marriage) with Christian, Jewish and Humanist traditions.</p>		<p>Key knowledge Who To know that Hindus believe in one main god who comes in many forms. To know that Ganesh is a Hindu god/deity with an elephant head. His mother is Parvati. What To know that religions have traditions e.g. prayer. To know that religions have signs called symbols. To know the main events in the story of Ganesh and the cat. Where To know that Hindus can worship at a Mandir. To know that Hindus often make a shrine inside their home to worship at. Worship and symbols To know that the Hindu symbol is Om. To know that the Hindu way of praying is called 'puja'. To know the puja is a special religious ceremony that takes place in Hindu family homes and has important steps in it. To know that Hindus do not have a special day for worship and rest.</p>	<p>Key skills To be able to talk about people and things that are special to them and to others they know. To be able to use religious and non-religious words to name parts of religious and non-religious traditions and worship. To be able to reflect on and interpret a story to think about what the moral of the story is and what it teaches us about what Hindus believe. To be able to think about our own ideas of what is right or wrong. To be able to remember and retell religious stories and act out the main parts and suggest meanings in the story. To be able to create their own picture of Ganesh from what they have learnt about him. To be able to name, order and talk about their own values with another child or adult according to how important they are to them.</p>		<p>Key knowledge Who To know that Jews believe in one God. To know people who follow this religion are called Jews. What To know the Torah is the Jewish holy book of the Old Testament and written on a scroll. To know that the Torah is special to Jewish people and is treated with care. To know that the star of David is the symbol for Judaism. Where To know that a synagogue is a Jewish place of worship. Celebrations To know that light is important in Judaism. To know that candlelight reminds Jewish people of the miracle of Hanukkah. To know the basic outline of the story of Hanukkah. To know how a menorah is used. Rites of passage and life ceremonies To know that marriage is a legal agreement between two people who love each other. To know that many Jewish people are married in a synagogue by a Rabbi. To know that there are traditions in a Jewish wedding.</p>	<p>Key skills Celebrations To be able to identify similarities and differences between Christmas and Hanukkah, with specific reference to light and candles. To be able to sequence the main events of the Hanukkah miracle. Worship and symbols To be able to observe and share the experience of the puja ritual through role play and reflect on these experiences. To be able to observe similarities and differences between religious traditions e.g. Christian prayer and Hindu puja. To be able to describe three basic facts about the Hindu religion.</p>	<p>Key knowledge Who To know that Humanists do not believe in any gods. What To know that Humanists believe you can live a good life without being religious. Where To understand that Humanists do not have a place of worship but instead choose to meet in a place they consider special. Rites of passage and life ceremonies To know that Humanists can follow their own vows which are not blessed by a God but are based on living a good life. To know that marriage is a legal agreement between two people who love each other. To know that Humanists may choose to have a wedding in any place that has a special meaning to them. To know the person who leads the Humanist wedding service is called the celebrant.</p>	<p>Key skills To be able to experience what it means to be religious and non-religious through drama and music (Barnes Bear marriage) and reflect on those experiences. To be able to use religious and non-religious words and phrases to recognise and name parts of religious and non-religious traditions e.g. veil, cake, vow, ring traditions. Rites of passage and life ceremonies To be able to plan and act out a pretend wedding ceremony through role play (Barnes Bear marriage) with Christian, Jewish and Humanist traditions. To be able to identify simple differences and similarities between a Jewish, Christian and Humanist wedding. To use religious and non-religious words and phrases to explain religious traditions in a Christian wedding. To be able to talk about any weddings/marriages they have been to or have seen. To use religious and non-religious words and phrases to explain religious traditions in a Jewish wedding. To be able to identify simple differences and similarities between Jewish, Christian and Humanist wedding traditions. To plan and act out a pretend wedding ceremony through role play (Barnes Bear marriage) with Jewish, Christianity and Humanist traditions.</p>

<p>To know that the Christian day of worship and rest is a Sunday.</p> <p>To know that when Christians pray, they show respect for God and Jesus.</p> <p>To know that when Christians pray, they might ask God for help and forgiveness.</p> <p>To know that Christians believe Jesus died on a cross on Good Friday.</p> <p>To know that Christians believe that Jesus rose from the dead on Easter Monday.</p> <p>To know that Easter eggs remind Christians of the new life that Jesus was given by God.</p> <p>Rites of passage and life ceremonies To know that marriage is a legal agreement between two people who love one another.</p> <p>To know that many Christians choose to get married by a vicar/father/priest in a church and we call this a wedding.</p> <p>To know that there are traditions in a Christian wedding such as wedding vows in front of the altar and a blessing by the vicar.</p>									
<p>Personal reflection How is light important to you and how might this be different to what others (some Christians and Jews) may believe?</p>		<p>Personal reflection: What objects are important to you? Are they special for the same reasons as objects are special to other people (like Hindus)?</p>				<p>Personal reflection: How is light important to you and how might this be different to what others (some Christians and Jews) may believe?</p>		<p>Personal reflection: What place is special to you? Is it special for the same reasons as a place is special to other people (like Humanists)?</p>	
<p>Key vocabulary (tier 2) Core: differences importance role play similarities different similar</p> <p>Celebrations: candle celebrate light ribbon star world celebration miracle</p>	<p>Key vocabulary (tier 3) Core belief/believe Bible church Christian/Christianity God interpret investigate Jesus religion/religious/non-religious represents respect stained glass windows tradition worship Jew/Jewish/Judaism Old Testament Star of David synagogue Torah</p> <p>Celebrations Advent angel Christingle the Nativity Egypt Hanukkah</p>		<p>Key vocabulary (tier 2) Core cat elephant events recognise remember retell right role play understand wrong</p> <p>Worship and symbols candle family flowers home offering died/dead egg</p>	<p>Key vocabulary (tier 3) Core experience Ganesh god/deity Hindu Hinduism importance interpret links moral Parvati reflect religion/religious/non-religious worship</p> <p>Worship and symbols buried cross Easter prayer tomb ceremony incense Mandir om pray/praying puja shrine symbol</p>		<p>Key vocabulary (tier 2) Core: differences importance role play similarities different similar</p> <p>Celebrations: candle celebrate light ribbon star world celebration miracle</p>	<p>Key vocabulary (tier 3) Core belief/believe Christian/Christianity God interpret investigate religion/religious/non-religious represents respect stained glass windows tradition worship Jew/Jewish/Judaism Old Testament Star of David synagogue Torah</p> <p>Celebrations Advent angel Christingle the Nativity Egypt Hanukkah</p>	<p>Key vocabulary (tier 2) Rites of passage and life ceremonies belief celebration different similar special bride bride groom groom love love music</p>	<p>Key vocabulary (tier 3) Core Humanist/Humanism religion/religious/non-religious</p> <p>Rites of passage and life ceremonies altar blessing bride font groom legal agreement marriage priest/father/vicar vow wedding celebrant legal married/marriage traditions vow wedding hora legal married/marriage rabbi traditions union</p>

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	Christianity (Abrahamic religion)	Islam (1) (Abrahamic religion)	Hinduism (Dharmic religion)	Buddhism (1) (Dharmic religion)	Sikhism (1) (Dharmic religion)	Judaism (Abrahamic religion)	Humanism (Non-religious)
Y2 Religious Education	Autumn: Eid al-fitr (Celebrations)		Spring term: Water, water, everywhere (Celebrations) Visit: Pagoda at Kew Gardens		Summer Term: What is Sikhism? (Worship and Prayer)		
		<p>Key knowledge Who To know that Islam is the religion and the worshippers are called Muslims.</p> <p>To know that Muslims believe in one God, whom they call Allah.</p> <p>To know that Prophet Mohammed is important to Muslims.</p> <p>To know that Muslims do not show images of Mohammed because he is too special. We do not either in order to show respect.</p> <p>To know that Prophet Mohammed believed humans should be kind to animals.</p> <p>What To know that some Muslims give presents and cards to each other to show their love.</p> <p>To know that Muslims believe it is right to give Zakat (charity) in the form of food and money to those less fortunate.</p> <p>To know that the holy book of Islam is the Quran.</p> <p>To know that the Quran contains important stories with morals like the Crying Camel which can guide Muslims.</p> <p>To know that Muslims believe that the Quran is the word of Allah and should be treated with respect.</p> <p>To know that Muslims believe in the Five Pillars of Islam which guide them to live a good life.</p> <p>Where To know that Muslims visit a mosque to worship and pray to Allah.</p> <p>Celebrations To know that Eid al-Fitr is a Muslim festival marking the end of Ramadan fasting.</p> <p>To know that Ramadan is a month of fasting.</p> <p>To know that some Muslims fast during Ramadan because it allows them to devote themselves to their faith.</p> <p>To know that during Ramadan, Muslims who fast will have a meal before sunrise and another one after sunset.</p> <p>To know that Muslim families often come together to celebrate Eid al-Fitr in a mosque and in their homes.</p>	<p>Key skills Who To be able to explain how and why Muslims worship and show respect to Allah, Prophet Mohammed and the Quran.</p> <p>What To identify key religious values of Islam and the importance of special places, people and customs e.g. Zakat, prayer and fasting.</p> <p>To be able to retell religious stories which are important to Muslims.</p> <p>To be able to give reasons for the respect shown to the Quran and Mohammed.</p> <p>To be able to see the world through the eyes of others and show respect for others' beliefs and customs.</p> <p>To be able to identify morals within stories that can guide us to lead a good life.</p> <p>To be able to empathise and interpret what it means to be religious through art, drama and evaluate and reflect upon those experiences.</p> <p>To be able to identify how our actions can affect other people and animals.</p> <p>To be able to identify things that are important in our own lives.</p> <p>To discuss what they find important and what they believe with other children and adults in a polite and respectful way.</p> <p>Where To be able to explain why Muslims visit a mosque.</p> <p>Celebrations To be able to explain what Ramadan is.</p> <p>To be able to explain why some Muslims fast during Ramadan.</p> <p>To be able to explain what Eid al-fitr is.</p> <p>To be able to explain how Eid al-fitr might be celebrated.</p>	<p>Key knowledge Who To know that a Buddhist follows the teachings of a special leader, Buddha.</p> <p>To know that Buddhists do not believe in gods, but they do believe in higher, supernatural powers.</p> <p>To know that Buddhists believe there have been many Buddhas and that there will be more in the future.</p> <p>To know that the first Buddha was a prince – Prince Siddhartha.</p> <p>To know that the Buddha is important to Buddhists because he gained Enlightenment and taught others how to reach it too.</p> <p>What To know that enlightenment means to truly understand reality and the world around us.</p> <p>To know most Buddhists follow a set of rules called the Five Precepts.</p> <p>To know that Buddha taught Buddhists that nothing in the world is perfect.</p> <p>To know that Buddhists practise meditating in order to reach enlightenment.</p> <p>Where To know that Buddhists might visit the temple to pray and meditate.</p> <p>To know that Buddhism began in Asia.</p> <p>Celebrations To know that Songkran is a Buddhist festival marking Thai New Year.</p> <p>To know that Songkran usually takes place in April.</p> <p>To know that not everybody who celebrates Songkran is a Buddhist.</p>	<p>Key skills Who To be able to consider the role and responsibilities of special people e.g. Buddha.</p> <p>To be able to explore what it means to be a Buddhist through discussion and story.</p> <p>To be able look at how Buddhist values can affect the individuals in a community.</p> <p>What To be able to recall at least 2 of the 5 Precepts: 1. Do not harm or kill living things. 2. Do not steal. 3. Lead a good life. 4. Do not tell lies. 5. Do not drink alcohol.</p> <p>To be able to recall 2 key practices of Buddhism, such as: going to the Temple to pray, meditating with chanting and not eating meat.</p> <p>To be able to make associations between the religion of Buddhism and their personal beliefs.</p> <p>To be able to experience what it means to be religious and non-religious through drama and music and reflect upon those experiences.</p> <p>To be able to develop an understanding of values: their own and respecting those of others.</p> <p>To be able to understand that there are similarities and differences between people and their beliefs.</p> <p>Celebrations To be able to participate in a Songkran water fight to mark Thai New Year.</p> <p>To be able to explain why Songkran is celebrated.</p>	<p>Key knowledge Who To understand that followers of Sikhism are called Sikhs.</p> <p>To know that Sikhs believe in only one god.</p> <p>What To know that Guru means teacher and Sikh means learner.</p> <p>To know that the khanda is a Sikh symbol.</p> <p>To know that most Sikhs believe that everybody is equal and that kindness is the golden rule.</p> <p>To know that most Sikhs believe that different religions are all pathways to the same God because they believe that all humans are children of the same God.</p> <p>Where To know that a Sikh holy place of worship is called a gurdwara.</p> <p>Worship and Symbols To know that there are 5Ks in the Sikh religion.</p> <p>To know that the Sikh holy book is called the Guru Granth Sahib.</p> <p>To know that Sikhs might visit a Gurdwara to come together and pray.</p> <p>To know that a Gurdwara is a place for charity.</p> <p>To know that Sikhs prepare a free vegetarian meal called langar in a Gurdwara.</p> <p>To know that when you enter a Gurdwara, you must take off your shoes, wash your hands and cover your head.</p> <p>To know that the Diwan Hall is where Sikhs pray.</p> <p>To know that everyone sits on the floor in the Diwan Hall to show respect.</p>	<p>Key skills What To be able to give reasons for the respect shown to symbols and objects of Sikhism.</p> <p>To be able to recognise the specialness of the 5Ks for followers of Sikhism.</p> <p>To be able to recall at least 2 of the 5 Ks: Kesh – uncut hair Kara – bracelet Kanga – wooden comb Kaccha – cotton underwear Kirpan – steel sword.</p> <p>Where To be able to make links between Sikhism and other religions learnt about so far this year as well as their own personal beliefs.</p> <p>To be able to identify things that are important in my life, e.g. what is their golden rule?</p> <p>To be able to show respect for others' beliefs and give their views politely even if they are different from their own.</p> <p>Worship and Symbols To be able to name 2 rooms in a Gurdwara.</p> <p>To be able to explain what you must do when you enter a Gurdwara.</p> <p>To be able to explain what langar is.</p>

	<p>To know that Muslims might decorate their homes to celebrate Eid al-Fitr.</p> <p>To know that Muslims prepare for Eid al-Fitr celebrations in different ways.</p>		<p>To know that to prepare for the new year, Buddhists and others who celebrate Songkran may clean houses, schools, offices and other public spaces.</p> <p>To know that many families may visit the temple to offer food and listen to monks during Songkran.</p> <p>To know that clean or scented water is sprinkled over statues of Buddha for good fortune.</p> <p>To know that some people celebrate Songkran with street parties and water fights.</p>	<p>To be able to explain why not everybody who celebrates Songkran is Buddhist.</p> <p>To be able to explain how people might prepare for Songkran.</p> <p>To be able to explain how people might celebrate Songkran.</p>	<p>To know that the langar kitchen is a community kitchen where langar is made.</p>			
	<p>Personal reflection: How do you celebrate special days? Is it the same or different to other people (like Muslims)?</p>		<p>Personal reflection: What values are important to you? Why are they important? Are they different or the same to those of other people (like Buddhists)?</p>	<p>Personal reflection: Are there any rules that you think are important to follow in life? Why? Are these rules the same or different to those of other people (like Sikhs)?</p>				
	<p>Key vocabulary (tier 2)</p> <p>Core ant belief/believe camel charity different similar</p> <p>Celebrations decorating gift important present</p>	<p>Key vocabulary (tier 3)</p> <p>Core Allah Arabic holy Islam moral mosque Muslim pray Quran religion/religious Zakat</p> <p>Celebrations Eid al-Fitr fasting Prophet Muhammed Ramadan tradition</p>		<p>Key vocabulary (tier 2)</p> <p>Core Asia belief/believe followers rules symbol water</p>	<p>Key vocabulary (tier 3)</p> <p>Core alcohol Buddha Buddhists/Buddhism community enlightenment meditation Pagoda Prince Siddhartha Precepts religion/religious temple the Tripitaka values worship New Year Songkran</p>	<p>Key vocabulary (tier 2)</p> <p>Core belief/believe different equal learner recognise similar symbol teacher understand</p> <p>Worship and symbols charity pray</p>	<p>Key vocabulary (tier 3)</p> <p>Core God/gods Golden rule Guru Sikh Sikhism</p> <p>Worship and symbols Diwan hall Gurdwara Guru Granth Sahib Kaccha Kanga Kara Kesh Khanda Kirpan langar langar kitchen The 5 Ks</p>	

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	Autumn: The importance of Christmas (Celebrations) Summer: Learning from Holy Books (Living the good life)					Spring: Yom tov!: Jewish celebrations (celebrations) Summer: Learning from Holy Books (Living the good life) Visit: Synagogue	Autumn: The importance of Christmas (Celebrations)		
Y3 Religious Education	<p>Key knowledge Celebrations To know the story of the Nativity in detail.</p> <p>To know that Christians may prepare churches and their homes for Christmas by decorating them with candles, a Christmas tree or the Nativity scene.</p> <p>To know Christians may worship Jesus and God in churches at Christmas with special Christmas services.</p> <p>To know that not all people who celebrate Christmas are Christians.</p> <p>To know that there are many British Christmas traditions that are linked to Christianity.</p> <p>To know that Year 3 of Barnes Primary School performs a Christmas concert with songs and messages in it. These messages link to British values and our school values.</p> <p>To know that even if Humanists are not religious, they might still celebrate Christmas.</p> <p>Living a good life: To know that Christians believe the Bible contains God's messages and Jesus' teachings for people to live a good life.</p> <p>To know the Bible has an Old and New Testament.</p> <p>To know that Christianity and Judaism both believe that the Old Testament is the word of God so many of the stories are the same.</p> <p>To know that the Old Testament does not have Jesus' life in it because it was written before he was born.</p> <p>To know that the New Testament is the story of Jesus' life.</p> <p>To know the Torah contains God's teaching for a good life.</p> <p>To know that Christianity and Judaism both believe that the Old Testament is the word of God so many of the stories are the same.</p> <p>To understand that Moses went to the top of Mount Sinai and found the 10 commandments which were God's rules written on stone slabs to be followed by Jewish people.</p>	<p>Key skills Celebrations To be able to remember, recall and sequence the Nativity story and main facts.</p> <p>To understand why Christmas is important for Christians and their sense of belonging to the Christian faith.</p> <p>To be able to describe how the Church may be used at Christmas.</p> <p>To be able to explain how and why Christians may decorate for Christmas.</p> <p>To be able to work collaboratively with peers to discuss and prepare the special message of the Christmas concert.</p> <p>To be able to join in with the Christmas concert to share its special message.</p> <p>To be able to share how their families spend the Christmas period.</p> <p>To be able to explain how others might spend the Christmas period, even if they are not religious.</p> <p>Living a good life: To be able to explain why the Bible is important to Christians and how it may be used in daily practice and traditions.</p> <p>To be able to give examples of messages and lessons the Bible contains.</p> <p>To be able to explain the religious connections between Christianity and Judaism, specifically around their holy books.</p> <p>To be able to think about their set of rules for life and how these are similar and different to the Ten Commandments.</p> <p>To be able to identify how religious objects (like the Torah) are involved in daily practices.</p> <p>To be able to show respect for religious writing and others' belief in them by taking care when looking at the Torah.</p> <p>To be able to refer to religious figures (e.g. Moses) and holy books e.g. the Old Testament.</p> <p>To be able to retell stories from the Torah, like the story of Rebecca and the camel.</p> <p>To be able to identify similarities and differences between Christian and Jewish religions and respect those differences.</p>				<p>Key knowledge Celebrations To know that Rosh Hashanah is the Jewish New Year and celebrates the world being created.</p> <p>To know that Yom Kippur happens 10 days after Rosh Hashanah.</p> <p>To know that Yom Kippur is the day of atonement, when Jews ask for forgiveness for their wrongdoings from God and people around them.</p> <p>To know that Hanukkah celebrates the story of a miracle where the light of a menorah lasted for 8 nights when it should have only lasted for 1.</p> <p>To know that a menorah is a special candlestick with 9 branches. There is 1 candle to light per night plus 1 helper candle.</p> <p>To know that Passover celebrates how the Jews escaped slavery over 3000 years ago.</p> <p>To know that the Seder plate is an important part of Passover containing symbolic foods.</p> <p>To know that Shabbat is celebrated on a Friday night by Jewish families coming together for a meal before the holy day of the Sabbath, Saturday.</p> <p>To know that the synagogue is an important meeting place for Jews, especially during Jewish holidays.</p> <p>Living a good life: To know that Christians believe the Bible contains God's messages and Jesus' teachings for people to live a good life.</p>	<p>Key skills Celebrations To be able to explain the key traditions, stories and meanings behind celebrations like Passover, Hanukkah, Rosh Hashanah and Yom Kippur.</p> <p>To be able to explain the symbolism of the menorah.</p> <p>To be able to explain what the foods on a Seder plate represent.</p> <p>To explain how the practice of Shabbat dinner before the Sabbath is important for Jewish people and their sense of belonging to the Jewish community.</p> <p>Living a good life: To be able to explain why the Bible is important to Christians and how it may be used in daily practice and traditions.</p> <p>To be able to give examples of messages and lessons the Bible contains.</p> <p>To be able to explain the religious connections between Christianity and Judaism, specifically around their holy books.</p> <p>To be able to think about their set of rules for life and how these are similar and different to the Ten Commandments.</p> <p>To be able to identify how religious objects (like the Torah) are involved in daily practices.</p> <p>To be able to show respect for religious writing and others' belief in them by taking care when looking at the Torah.</p> <p>To be able to refer to religious figures (e.g. Moses) and holy books e.g. the Old Testament.</p> <p>To be able to retell stories from the Torah, like the story of Rebecca and the camel.</p> <p>To be able to identify similarities and differences between Christian and Jewish religions and respect those differences.</p> <p>To understand the concept of rules and respect and be able to explain how these might be interpreted.</p> <p>To recognise and respect the differences between religious rules and traditions from Judaism, other religions and non-religions.</p>	<p>Key knowledge Celebrations To know the story of the Nativity in detail.</p> <p>To know that Christians may prepare churches and their homes for Christmas by decorating them with candles, a Christmas tree or the Nativity scene.</p> <p>To know Christians may worship Jesus and God in churches at Christmas with special Christmas services.</p> <p>To know that not all people who celebrate Christmas are Christians.</p> <p>To know that Year 3 of Barnes Primary School performs a Christmas concert with songs and messages in it. These messages link to British values and our school values.</p> <p>To know that even if Humanists are not religious, they might still celebrate Christmas.</p>	<p>Key skills Celebrations To be able to remember, recall and sequence the Nativity story and main facts.</p> <p>To understand why Christmas is important for Christians and their sense of belonging to the Christian faith.</p> <p>To be able to describe how the Church may be used at Christmas.</p> <p>To be able to explain how and why Christians may decorate for Christmas.</p> <p>To be able to work collaboratively with peers to discuss and prepare the special message of the Christmas concert.</p> <p>To be able to join in with the Christmas concert to share its special message.</p> <p>To be able to share how their families spend the Christmas period.</p> <p>To be able to explain how others might spend the Christmas period, even if they are not religious.</p>

	<p>To understand the concept of rules and respect and be able to explain how these might be interpreted.</p> <p>To recognise and respect the differences between religious rules and traditions from Judaism, other religions and non-religions.</p>		<p>To know the Bible has an Old and New Testament.</p> <p>To know that Christianity and Judaism both believe that the Old Testament is the word of God so many of the stories are the same.</p> <p>To know that the Old Testament does not have Jesus' life in it because it was written before he was born.</p> <p>To know that the New Testament is the story of Jesus' life.</p> <p>To know the Torah contains God's teaching for a good life.</p> <p>To know that Christianity and Judaism both believe that the Old Testament is the word of God so many of the stories are the same.</p> <p>To understand that Moses went to the top of Mount Sinai and found the 10 commandments which were God's rules written on stone slabs to be followed by Jewish people.</p>								
<p>Personal reflection: Is Christmas important to you? Is it important to you for the same reasons as others (like Humanists or Christians)? Is there book or other form of media which gives you advice on how to live your life? Is the advice similar or different to that in religious books like the Bible or the Torah?</p>				<p>Personal reflection: Is Christmas important to you? Is it important to you for the same reasons as others (like Humanists or Christians)? Is there book or other form of media which gives you advice on how to live your life? Is the advice similar or different to that in religious books like the Bible or the Torah? How do you celebrate important events? Is it the same or different to others (like Jews)?</p>							
<p>Key vocabulary (tier 2)</p> <p>Celebrations: appeared, belief/believe, concert, decorate, donkey, gifts, inn, king, message, son, star, stable, songs, travelled</p> <p>Living a good life: books, messages, stories, book, different, respect, rules, similar, traditions</p>		<p>Key vocabulary (tier 3)</p> <p>Celebrations: angel, Bethlehem, Bible, census, Christian/Christianity, Christmas, discuss, frankincense, God, gold, Jesus, Joseph, Mary, manger, myrrh, prepare, practise, remember, religion/religious, shepherds, sequence, the Nativity, Wise Men</p> <p>Living a good life: connections, God, Holy, Jesus, links, New Testament, Old Testament, religion/religious, teachings, 10 commandments, God, Jew/Jewish/Judaism, Mount Sinai, Moses, Old Testament, religion/religious, symbol, Torah, Yad</p>		<p>Key vocabulary (tier 2)</p> <p>Celebrations: belief/believe, candles, celebrate, come together, family, Friday, miracle, New Year, recognise, supper, tradition</p> <p>Living a good life: books, messages, stories, book, different, respect, rules, similar, traditions</p>		<p>Key vocabulary (tier 3)</p> <p>Celebrations: atonement, God, Hanukkah, Israel, Jew/Jewish/Judaism, aism, menorah, Passover, Rosh Hashanah, Sabbath, Seder plate, Shabbat, symbol, synagogue, Yom Kippur, Yom Tov</p> <p>Living a good life: connections, God, Holy, Jesus, links, New Testament, Old Testament, religion/religious, teachings, 10 commandments, God, Jew/Jewish/Judaism, Mount Sinai, Moses, Old Testament, religion/religious, symbol, Torah, Yad</p>		<p>Key vocabulary (tier 2)</p> <p>Celebrations: appeared, belief/believe, concert, decorate, donkey, gifts, inn, king, message, son, star, stable, songs, travelled</p>		<p>Key vocabulary (tier 3)</p> <p>Celebrations: angel, Bethlehem, Bible, census, Christian/Christianity, anity, Christmas, discuss, frankincense, God, gold, Jesus, Joseph, Mary, manger, myrrh, prepare, practise, remember, religion/religious, shepherds, sequence, the Nativity, Wise Men</p>	

Spiritual, moral, social, cultural, personal growth and development and community cohesion in order to live in a complex, multi religious and multi secular society underpin all Religious Education.

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	Christianity (Abrahamic religion)		Islam (Abrahamic religion)		Hinduism (Dharmic religion)		Buddhism (Dharmic religion)		Sikhism (Dharmic religion)	Judaism (Abrahamic religion)	Humanism (Non-religious)	
	Summer: Welcome to the World! (Rites of Passage and Life Ceremonies)		Spring: Muslim worship (worship and prayer) Summer: Welcome to the World! (Rites of Passage and Life Ceremonies) Visit: Hounslow Mosque		Summer: Welcome to the World! (Rites of Passage and Life Ceremonies)		Autumn 2: Reaching Enlightenment (rites of passage and life ceremonies)				Autumn 2: Living the good life: Humanism (living a good life) Summer: Welcome to the World! (Rites of Passage and Life Ceremonies)	
Y4 Religious Education	Key knowledge Rites of passage and Life ceremonies To know that the birth and naming of a baby is one of the special stages of life for Christians. To know that a Christening or baptism is a Christian celebration welcoming a baby to the religion. To know that the Christening or baptism ceremony involves different rituals. To know that not all Christians are baptised or christened at birth.	Key skills Rites of Passage and Life Ceremonies To be able to consider and share important events in their life so far. To be able to understand that there are similarities and differences between people and respect those differences.	Key knowledge Worship and symbols To know that a mosque has special parts, each with a purpose. To know that Friday is the key day of worship in the Islamic faith. To know that when Muslims pray, they must kneel on a prayer mat and face Makkah (Mecca) in Saudi Arabia. To know that Makkah is important to Muslims because they believe it is where Prophet Mohammed was born. To know that there are rituals Muslims may follow when praying (e.g. men wearing a small cap and men and women praying separately). To know that Muslims did not represent animals and humans in art and instead use geometric patterns. To understand that Mohammed is believed to be the last prophet sent by God (Allah) to teach Muslims how to live according to His law. To understand that Muslims believe that they must follow the five pillars of Islam to lead a good life. Rites of passage and Life ceremonies To know that there are 2 important rites of passage upon the birth of a baby for Muslims. To know that when a baby is born, many Muslims pray in the ear of the baby so that Allah is a part of their life	Key skills Worship and symbols To be able to explain what the purposes of different parts of a mosque are. To be able to explain the key rituals involved in Islamic worship. To be able to locate Makkah on a map and explain its significance for Muslims. To be able to create geometric patterns in response to the study of Islamic art and pattern, understanding that Muslims do not usually represent animals or humans in art. To be able to explain why Prophet Mohammed is important to Muslims. To be able to recall at least 2 of the 5 pillars of Islam: 1. Shahadah (there is no god but God and Mohammed is the messenger of God). 2. Salat (Muslims must pray five times a day, at dawn, noon, mid-afternoon, sunset and after dark). 3. Sawm (fasting during Ramadan to remind one of self-control and of others who do not have enough food). 4. Zakat (giving money to charity to remind Muslims that their wealth is on loan from Allah). 5. Hajj (a pilgrimage to Makkah). To demonstrate a developing sense of citizenship. Rites of Passage and Life Ceremonies	Key knowledge Rites of passage and Life ceremonies To know that the Hindu baby naming ceremony is a rite of passage and has a series of rituals. To know that when a baby is born to a Hindu family, a religious teacher called a Swami uses astrology to tell the parents the initial letter they should take for their baby's name. To know that there are different elements in the Hindu naming ceremony. To be able to understand that there are similarities and differences between people and respect those differences. To be able to explain the similarities between the Hindu baby naming ceremony and those of other religions. To be able to research and reflect on their own birth and naming rituals and compare this to the Hindu baby naming ritual. To recall at least 2 of the elements in the Hindu naming ceremony: Jatakarma (honey is placed in the baby's mouth) for sweet words. Namakarna (naming) of the baby. Karnavedha (the baby's ear is pierced). Mundan (hair cut) to cleanse the baby. Upanayana (sacred thread) When the child reaches school-going age, the ceremony takes place.	Key skills Rites of Passage and Life Ceremonies To be able to consider and share important events in their life so far. To be able to explain the similarities between the Hindu baby naming ceremony and those of other religions. To be able to research and reflect on their own birth and naming rituals and compare this to the Hindu baby naming ritual. To be able to understand that there are similarities and differences between people and respect those differences. To be able to explain the similarities between the Hindu baby naming ceremony and those of other religions. To be able to research and reflect on their own birth and naming rituals and compare this to the Hindu baby naming ritual. To recall at least 2 of the elements in the Hindu naming ceremony: Jatakarma (honey is placed in the baby's mouth) for sweet words. Namakarna (naming) of the baby. Karnavedha (the baby's ear is pierced). Mundan (hair cut) to cleanse the baby. Upanayana (sacred thread) When the child reaches school-going age, the ceremony takes place.	Key knowledge Rites of passage and Life ceremonies To know the story of the first Buddha and how and why he founded Buddhism. To know that Buddhists believe there are Four Noble Truths which summarise the Buddha's teachings. To know that Buddhists believe in the Noble Eight-Fold Path which Buddhists believe will lead to enlightenment. To know that a mandala is a symbolic picture of the universe which Buddhists believe helps them achieve enlightenment. To know that the Buddhist holy book, the Tripitaka, contains teachings from the first Buddha about how to live a good life. To know that Buddhist meditation has a series of steps which Buddhists follow to seek enlightenment. To know that not all Buddhists will commit their lives to reaching enlightenment. They are called lay people. To know that Buddhists who commit their lives to Buddhism and reaching enlightenment are called Monks (male) or Nuns (female). To know that most monks live as part of a monastic community in a monastery. To know that a person can join a Buddhist monastery at any age.	Key skills Rites of passage and Life ceremonies To be able to retell the story of the first Buddha and offer suggestions for his choices. To be able to recall at least one of the Four Noble Truths: 1. Sufferings exists 2. Suffering has cause 3. Suffering has an end 4. We can stop our suffering by the way we live. To be able to recall at least two of the Noble Eight-fold path: Right view Right resolve Right speech Right action Right livelihood Right effort Right mindfulness Right concentration. To be able to compare Buddhist ethics (like the Noble Eight-Fold Path, Four Noble Truths and the 5 Precepts) to our own moral code. To describe how shared values e.g. shared choice of morals in a community can affect behaviour and outcomes for that community. To be able to create a mandala of patterns in response to the study of Buddhist mandalas, thinking about one's own values and meaning and how these can be expressed in art. To be able to follow the steps of a guided meditation and discuss how it made them feel. To be able to explain what life inside a			Key knowledge Living a good life To know that Humanists believe that the world was created naturally, not by a god. To know that Humanists create their own set of rules for a good life based on their world views. To know that Humanists often use reason and science to support their choices. To know that Humanists believe humans only live one life and do not believe in heaven or hell. Rites of passage and Life ceremonies To know that a Humanist naming ceremony is a celebration of the arrival and naming of a baby. To know that this naming ceremony is often performed by a 'celebrant'. To know that a Humanist naming ceremony does not have set traditions as some religions do; instead, parents choose what they would like to include.	Key skills Living a good life To be able to explain what 'living a good life' means to them. To be able to suggest what 'living a good life' might look like for Humanists and begin to offer reasons why. Rites of Passage and Life Ceremonies To be able to consider and share important events in their life so far. To be able to understand that there are similarities and differences between people and respect those differences. To be able to explain the similarities between the Hindu baby naming ceremony and those of other religions. To be able to explain the similarities between the Humanism baby naming ceremony and those of religions. To show respect for the fact that people have different beliefs to each other and to show respect for these by listening carefully. To be able to recall at least two rituals that might be carried out at a Humanist naming ceremony.

		from the beginning. This is called Adhan. To know that the Islamic naming ceremony is called Aqiqah and it involves many rituals.	To be able to consider and share important events in their life so far. To be able to understand that there are similarities and differences between people and respect those differences.			To know that when a person enters the monastery to become a monk, they give up all their possessions and cut off their hair to show they have left the old world behind them and are now focused on becoming a good Buddhist. This is called asceticism. To know that monks follow a strict routine in a monastery.	Buddhist monastery might look like. To be able to explain how a lay person can become a Buddhist monk.				
Personal reflection: What events in your life have been important to you? Why are they important and are the reasons for this the same or different to others (like Hindus, Christians or Muslims)?		Personal reflection: What place is special to you? Is it special for the same reasons as a place is special to other people (like Muslims)? What events in your life have been important to you? Why are they important and are the reasons for this the same or different to others (like Hindus, Christians or Muslims)?		Personal reflection: What events in your life have been important to you? Why are they important and are the reasons for this the same or different to others (like Hindus, Christians or Muslims)?		Personal reflection: Are there any morals or values you share with people around you and in your community? Why are they important? Are the reasons for this the same or different to others (like Buddhists)?				Personal reflection: Can science and reason help you decide what is a good choice, like Humanists? What events in your life have been important to you? Why are they important and are the reasons for this the same or different to others (like Hindus, Christians or Muslims)?	
Key vocabulary (tier 2) Rites of passage and life ceremonies arrival baby/new born/birth becoming belief/believe candle celebration ceremony child different event give thanks hair honey important life name naming/name parent parents sheep/goat similar teacher	Key vocabulary (tier 3) Rites of passage and life ceremonies astrology baptism ceremony celebrant ceremony charity Christening Christian/non-Christian concern consider ear piercing empathy font godparents holy identify initial letter prayer priest religion/religions/non-religious rites of passage rituals sacred sacrifice symbol tradition vicar	Key vocabulary (tier 2) Worship and Symbols belief/believe book cap charity different direction Friday location messenger money patterns pillars recall respect self-control similar Rites of passage and life ceremonies arrival baby/new born/birth becoming belief/believe candle celebration ceremony child different event give thanks hair honey important life name naming/name parent parents sheep/goat similar teacher	Key vocabulary (tier 3) Worship and Symbols ablutions Allah ceremony citizenship demonstrate dome faith fasting geometric God Hajj holy Islam/Islamic Kaaba law minaret Makkah Mohammed (Peace be His Name) mosque Muslims pilgrimage Pillars of Islam prayer/prayer mat/pray Prophet Qibla Quran Ramadan religion/religious rituals Salat Saudi Arabia Sawm Shahadah Taqiyah worship Zakat Rites of passage and life ceremonies Aqiqah Adhan astrology baptism ceremony celebrant ceremony	Key vocabulary (tier 2) Rites of passage and life ceremonies arrival baby/new born/birth becoming belief/believe candle celebration ceremony child different event give thanks hair honey important life name naming/name parent parents sheep/goat similar teacher	Key vocabulary (tier 3) Rites of passage and life ceremonies astrology baptism ceremony celebrant ceremony charity concern ear piercing empathy font godparents Hindu/Hinduism holy identify initial letter Jatakarma Karnavedha Mandir Mundan Namakara prayer priest religion/religions/non-religious rites of passage rituals sacred sacrifice Swarmi symbol tradition Upanayana vicar	Key vocabulary (tier 2) Rites of passage and life ceremonies action belief/believe community concentration effort holy patterns right speech suffering summarise teachings universe view	Key vocabulary (tier 3) Rites of passage and life ceremonies asceticism Buddha Buddhist/Buddhism enlightenment ethics five precepts Four Noble Truths lay person livelihood mandala meditation mindfulness monastic monks moral Noble Eight-Fold Path nuns resolve Tripitaha			Key vocabulary (tier 2) Living a good life actions behaviour belief/believe choice/choices compare concentration created drink end exists followers kill patterns reason rules science shared situations speech world Rites of passage and life ceremonies arrival baby/new born/birth becoming belief/believe candle celebration ceremony child different event give thanks hair honey important life name naming/name parent parents sheep/goat	Key vocabulary (tier 3) Living a good life alcohol community consequence Eight-Fold Path enlightenment ethics followers Four Noble Truths God/gods heaven hell Humanist/Humanism livelihood mandala meditate/guided meditation mindfulness monastic morals non-religious religion/religious suffering symbol Tripitaka universe value/values view wealth worldview Rites of passage and life ceremonies astrology baptism ceremony celebrant ceremony charity Christening Christian/non-Christian concern consider ear piercing empathy

				charity concern consider ear piercing empathy font godparents holy identify initial letter prayer priest religion/religions/non-religious rites of passage rituals sacred sacrifice symbol tradition vicar							similar teacher	font godparents holy identify initial letter prayer priest religion/religions/non-religious rites of passage rituals sacred sacrifice Symbol tradition Upanayana vicar
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	Christianity (Abrahamic religion)		Islam (Abrahamic religion)		Hinduism (Dharmic religion)		Buddhism (Dharmic religion)		Sikhism (Dharmic religion)		Judaism (Abrahamic religion)		Humanism (Non-religious)	
	Autumn: Let's give thanks for the Harvest! (Celebrations)		Summer: Are we nearly there yet?: Religious journeys (Worship and Symbols)		Spring: Living the Hindu good life (Living a good life) Holi (Celebrations) Visit: Neasden Mandir		Summer: Are we nearly there yet?: Religious journeys (Worship and Symbols)		Autumn: Let's give thanks for the Harvest! (Celebrations)		Summer: Are we nearly there yet?: Religious journeys (Worship and Symbols)			
Y5 Religious Education	Key knowledge Celebrations	Key skills Celebrations	Key knowledge Worship and symbols	Key skills Worship and symbols	Key knowledge Worship and symbols	Key skills Worship and symbols	Key knowledge Worship and symbols	Key skills Worship and symbols	Key knowledge Celebrations	Key skills Celebrations	Key knowledge Worship and symbols	Key skills Worship and symbols		
	<p>To know that harvest has been celebrated in the UK for thousands of years.</p> <p>To know that the way the harvest has been celebrated in the UK has changed over time.</p> <p>To know that not all people who celebrate harvest in the UK are Christian.</p> <p>To know that Christians might celebrate harvest to give thanks to God for food and the good things He provides.</p> <p>To know that for some people, harvest has less value today as they do not recognise God as the one who gives and provides for their needs.</p> <p>To know that now, harvest can be marked by gathering food for those in need in a community.</p>	<p>To be able to explain why Christians might have a harvest festival.</p> <p>To be able to describe how Christians might celebrate the harvest festival.</p> <p>To be able to offer reasons for how and why the Christian celebration of harvest has changed.</p> <p>To be able to explain why the importance of harvest has changed over time.</p> <p>To be able to identify similarities and differences between Christian harvest celebrations and Sikh harvest celebrations.</p> <p>To be able to participate in Year 5's Harvest Festival.</p>	<p>To understand that a pilgrimage is a journey to a sacred place – a place that has special religious meaning.</p> <p>To know that Jerusalem is a site of special importance for Jewish people as well as Christians and Muslims.</p> <p>To know that Makkah is a place of religious significance for Muslims because this is where Islam was founded.</p> <p>To know the Kaaba is a site of special importance and the destination of Muslim Hajj (pilgrimage), the Kaaba, the House of Allah, which stands in the heart of Makkah in Saudi Arabia.</p> <p>To know that most Muslims will try and make the pilgrimage to the Hajj in their life if they are well enough and have the money to do so.</p>	<p>To be able to locate pilgrim routes and notable buildings on a map.</p> <p>To be able to recall key knowledge about a religion and use this to put forward suggestions to explain common links with other religions.</p> <p>To know that some practices are shared between religions e.g. pilgrimage.</p> <p>To be able to explain common links between religious pilgrimages learnt about in Year 5.</p> <p>To be able to give reasons why Muslims go on Hajj and explain its importance.</p> <p>To be able to explain the significance of the Kaaba and Makkah for Muslims.</p> <p>To be able to identify similarities and differences between Muslim pilgrimage and pilgrimage of other religions.</p> <p>To have a growing self-awareness of one's own beliefs in relation to other religions and non-religious beliefs.</p>	<p>To know Hindus may follow Hinduism in different ways.</p> <p>To know that karma and reincarnation are central Hindu beliefs.</p> <p>To know that at Mandirs, Hindu people often recite the names of Gods and Goddesses. They also offer water, fruit and flowers to the Gods.</p> <p>To know that there are many Gods and Goddesses worshipped in Hinduism, all of which are carried by different animals.</p> <p>To know that Hindus do not have one holy book, as in Christianity or Islam, but several sacred texts. These contain stories about deities, important figures in Hindu history and moral guidance.</p> <p>To know that Hindu gods are depicted with objects which show their power and significance.</p> <p>Celebrations To know that Holi is a Hindu festival celebrated to mark the arrival of spring.</p> <p>To know the story of Holi.</p> <p>To know that Hindus might celebrate Holi in lots of different ways, for reasons that connect with the Holi story.</p> <p>To know that on Holi, normal rules are suspended for fun and thoughtfulness (e.g.</p>	<p>To be able to summarise a story from Hinduism, like Saraswati and the Peacock, explaining the messages within it.</p> <p>To be able to compare Hindu worship and beliefs with other religions/non-religions.</p> <p>To be able to compare the system of gods within Hinduism to that of other religions.</p> <p>To be able to explain the symbolism of artistic depictions of Hindu deities.</p> <p>To be able to recall at least 2 important Hindu deities and their roles: Brahma – the creator Shiva – the destroyer Vishnu – the protector.</p> <p>Celebrations To be able to explain why Holi is significant for Hindus and others who live in India and other southeast Asian countries.</p> <p>To be able to summarise the story of Holi.</p> <p>To participate in a Year 5 Holi festival.</p> <p>To be able to explain the origins of different Holi rituals.</p> <p>To be able to consider whether Holi is the only festival where normal rules are suspended.</p>	<p>To know that the Bodhi tree is a site of special importance to Buddhists because this is where Buddha is believed to have meditated and reached enlightenment.</p> <p>To know that a pilgrimage is a journey to a place that has special religious meaning.</p>	<p>To be able to locate pilgrim routes and notable buildings on a map.</p> <p>To be able to recall key knowledge about a religion and use this to put forward suggestions to explain common links with other religions.</p> <p>To know that some practices are shared between religions e.g. pilgrimage.</p> <p>To be able to explain common links between religious pilgrimages learnt about in Year 5.</p> <p>To explain the significance of pilgrimage for Buddhists.</p>	<p>To know that harvest has been celebrated in the UK for thousands of years.</p> <p>To know that the way the harvest has been celebrated in the UK has changed over time.</p> <p>To know that for some people, harvest has less value today as they do not recognise God as the one who gives and provides for their needs.</p> <p>To know that Sikhs celebrate Vaisakhi which was originally a harvest festival.</p> <p>To know that Vaisakhi celebrates the founding of the Sikh community, the Khalsa.</p> <p>To know the story of Vaisakhi.</p> <p>To know that on Vaisakhi, Sikhs go to the Gurdwara in the morning for a service.</p> <p>To know that Sikhs celebrate Vaisakhi with a procession through the streets called Nagar Kirtan and they eat a meal with their friends.</p> <p>To know that Sikhs will give thanks for a plentiful harvest and pray for a good one to come on Vaisakhi.</p>	<p>To be able to explain why the importance of harvest has changed over time.</p> <p>To be able to identify similarities and differences between Christian harvest celebrations and Sikh harvest celebrations.</p> <p>To be able to participate in Year 5's Harvest Festival.</p> <p>To be able to explain how and why the Sikh harvest festival has changed over time.</p> <p>To be able to summarise the story of Vaisakhi.</p> <p>To be able to describe how Sikhs may celebrate Vaisakhi.</p>	<p>To understand that a pilgrimage is a journey to a sacred place – a place that has special religious meaning.</p> <p>To know that Jerusalem is a site of special importance for Jewish people as well as Christians and Muslims.</p> <p>To know that Jerusalem is important to Jewish people because it is considered to be where Judaism began.</p> <p>To understand that a pilgrimage is a journey to a sacred place – a place that has special religious meaning.</p>	<p>To be able to locate pilgrim routes and notable buildings on a map.</p> <p>To be able to recall key knowledge about a religion and use this to put forward suggestions to explain common links with other religions.</p> <p>To know that some practices are shared between religions e.g. pilgrimage.</p> <p>To be able to explain common links between religious pilgrimages learnt about in Year 5.</p>		

					people are allowed to throw colours at anyone). To know that not everybody who celebrates Holi is Hindu and that Hindus encourage everybody to be involved.									
Personal Reflection: How do you show you are thankful for things which are important to you? Is it the same or different to others (such as Sikhs and Christians)?		Personal Reflection: Have you ever made a special journey? Is it special for the same reasons a pilgrimage is special to Muslims/Sikhs/Jews?		Personal Reflection: Are there occasions in your life where normal rules are suspended? Is the impact of this the same as in Holi or other religious festivals?		Personal Reflection: Have you ever made a special journey? Is it special for the same reasons a pilgrimage is special to Muslims/Sikhs/Jews?		Personal Reflection: How do you show you are thankful for things which are important to you? Is it the same or different to others (such as Sikhs and Christians)?		Personal Reflection: Have you ever made a special journey? Is it special for the same reasons a pilgrimage is special to Muslims/Sikhs/Jews?				
Key vocabulary (tier 2) Celebrations celebrate change community festival give thanks grateful harvest plentiful procession thankful	Key vocabulary (tier 3) Celebrations Gurdwara Khalsa Nagar Kirtan Vaisakhi	Key vocabulary (tier 2) Worship and Symbols belief/believe buildings connections differences importance journey location/located map relate religious significance site special suggest symbolism texts worship	Key vocabulary (tier 3) Worship and Symbols 5 pillars of Islam Allah Amritsar Bodhi tree Buddha Buddhists constructed enlightenment God Golden Temple Guru Hajj India Islam Jerusalem Jewish/Jew/Judaism Kaaba Makkah meditated Muslim pilgrim/pilgrimage Saudi Arabia self-awareness Sikh/Sikhism Vishnu	Key vocabulary (tier 2) Living a good life belief/believe compare different/difference explain importance India/Indians offer site special statues story temple travel understand water world	Key vocabulary (tier 3) Living a good life altar ancient Brahman Creator deities Destroyer followers Ganesh Ganges Goddess/God Hanuman Hinduism/Hindu holy book Kashyapa Mandir peacock pilgrimage protector Puranas recite religion/non-religions /religious reveal sacred Saraswati Shiva shrine symbolism texts Vishnu worship	Key vocabulary (tier 2) Worship and Symbols belief/believe buildings connections differences importance journey location/located map relate religious significance site special suggest symbolism texts worship	Key vocabulary (tier 3) Worship and Symbols 5 pillars of Islam Allah Amritsar Bodhi tree Buddha Buddhists constructed enlightenment God Golden Temple Guru Hajj India Islam Jerusalem Jewish/Jew/Judaism Kaaba Makkah meditated Muslim pilgrim/pilgrimage Saudi Arabia self-awareness Sikh/Sikhism Vishnu	Key vocabulary (tier 2) Celebrations celebrate change community festival give thanks grateful harvest plentiful procession thankful	Key vocabulary (tier 3) Celebrations Gurdwara Guru Khalsa Nagar Kirtan Vaisakhi	Key vocabulary (tier 2) Worship and Symbols belief/believe buildings connections differences importance journey location/located map relate religious significance site special suggest symbolism texts worship	Key vocabulary (tier 3) Worship and Symbols 5 pillars of Islam Allah Amritsar Bodhi tree Buddha Buddhists constructed enlightenment God Golden Temple Guru Hajj India Islam Jerusalem Jewish/Jew/Judaism Kaaba Makkah meditated Muslim pilgrim/pilgrimage Saudi Arabia self-awareness Sikh/Sikhism Vishnu			

Spiritual, moral, social, cultural, personal growth and development and community cohesion in order to live in a complex, multi religious and multi secular society underpin all Religious Education.

*'Some', 'many' to be used instead of all Christians, Sikhs etc. believe to prevent over simplification, stereotyping and prevent misconceptions about religion. To think about what they believe and how this might be different from others and to be able to behave with respect and kindness when others describe what they believe.

	Christianity (Abrahamic religion)		Islam (Abrahamic religion)		Hinduism (Dharmic religion)		Buddhism (Dharmic religion)		Sikhism (Dharmic religion)		Judaism (Abrahamic religion)		Humanism (Non-religious)	
	Summer: Attitudes towards animals; Choices, Ethics and Morals (living a good life)		Summer: Attitudes towards animals; Choices, Ethics, Morals (Living a Good Life)		Summer: Attitudes towards animals; Choices, Ethics, Morals (Living a Good Life)		Summer: Attitudes towards animals; Choices, Ethics, Morals (Living a Good Life)		Autumn: Sikh Weddings (Rites of Passage and Life Ceremonies) Summer: Attitudes towards animals; Choices, Ethics, Morals (Living a Good Life) Visit: Gurdwara		Summer: Attitudes towards animals; Choices, Ethics, Morals (Living a Good Life)		Summer: Attitudes towards animals; Choices, Ethics and Morals (Living a Good Life)	
Y6 Religious Education	<p>Key knowledge Living a good life To know that Christian ethics are taken from teachings in the New Testament.</p> <p>To know that these teachings encourage Christian values of love, mercy and forgiveness of sin.</p> <p>To know that Christians generally believe that all beings, including animals, should be treated with kindness and consideration.</p> <p>To know that there are different denominations in Christianity and that opinions may differ within them.</p>	<p>Key skills Living a good life To be able to consider both sides of a debate and give one's own ethical point of view, with reasoning.</p> <p>To be able to make connections between points of view from different religions and non-religions.</p> <p>To be able to explain practices and lifestyles associated with belonging to a faith or non-religious group.</p>	<p>Key knowledge Living a good life To know that Muslims believe they have a moral responsibility to submit to God's will and follow the teachings of Muhammad as set out in the Quran.</p> <p>To know that Islamic law forbids Muslims from eating certain foods, such as pork and shellfish.</p> <p>To know that meat must be prepared in a particular way – halal.</p>	<p>Key skills Living a good life To be able to consider both sides of a debate and give one's own ethical point of view, with reasoning.</p> <p>To be able to make connections between points of view from different religions and non-religions.</p> <p>To be able to explain practices and lifestyles associated with belonging to a faith or non-religious group.</p>	<p>Key knowledge Living a good life To know that Hindus are guided by Dharma which means living according to Hindu rules of good behaviour.</p> <p>To know that there are 10 virtues that are required to live a Dharmic life in Hinduism. These include courage, forgiveness, truthfulness and wisdom.</p>	<p>Key skills Living a good life To be able to consider both sides of a debate and give one's own ethical point of view, with reasoning.</p> <p>To be able to make connections between points of view from different religions and non-religions.</p> <p>To be able to explain practices and lifestyles associated with belonging to a faith or non-religious group.</p>	<p>Key knowledge Living a good life To know that the ethics of Buddhism are founded on the 5 precepts which include no killing, stealing or lying.</p> <p>To know that Buddhists do not believe in killing animals and live a vegetarian life.</p>	<p>Key skills Living a good life To be able to consider both sides of a debate and give one's own ethical point of view, with reasoning.</p> <p>To be able to make connections between points of view from different religions and non-religions.</p> <p>To be able to explain practices and lifestyles associated with belonging to a faith or non-religious group.</p>	<p>Key knowledge Rites of passage and ceremonies To know that there were ten Gurus in the Sikh faith.</p> <p>To know that the Guru Granth Sahib is a holy text, written by the gurus which tells Sikhs how to lead a good life.</p> <p>To know that the Gurdwara is a building where Sikhs can learn spiritual wisdom, hold religious ceremonies like weddings and offer community support.</p> <p>To know that the goal of life for a Sikh is to be at one with God and that Sikhs aim to become close to Waheguru (God) by performing Sewa or duties to God.</p> <p>To know the 5Ks and what each symbolises for Sikhs.</p> <p>To know 3 main features of the Gurdwara: -The Diwan hall is where people come to pray. -Manji Sahib is a platform which holds the Guru Granth Sahib holy book. -The langar kitchen is the community kitchen where food is cooked for the community to share.</p>	<p>Key skills Rites of passage and ceremonies To be able to give reasons why the Gurus are important to Sikhs.</p> <p>To be able to recall the 5Ks and what each one symbolises for Sikhs.</p> <p>To be able to explain what the purpose of the Gurdwara is.</p> <p>To be able to explain some rituals of a Sikh marriage ceremony and give reasons for their purpose.</p> <p>To be able to consider both sides of a debate and give one's own ethical point of view, with reasoning.</p> <p>To be able to make connections between points of view from different religions and non-religions.</p> <p>To be able to explain practices and lifestyles associated with belonging to a faith or non-religious group.</p>	<p>Key knowledge Living a good life To know that the ethics of Judaism are contained in a collection of texts called the Talmud.</p> <p>To know that some Jewish people follow kosher rules. This includes ritual slaughter, separation of meat and dairy and not eating pork or shellfish.</p> <p>To know that Judaism teaches that animals are part of God's creation and should be treated with compassion – humans should not cause any pain to any living creature.</p>	<p>Key skills Living a good life To be able to consider both sides of a debate and give one's own ethical point of view, with reasoning.</p> <p>To be able to make connections between points of view from different religions and non-religions.</p> <p>To be able to explain practices and lifestyles associated with belonging to a faith or non-religious group.</p>	<p>Key knowledge Living a good life To know that Humanists do not believe in a God or other supernatural being and tend to be agnostic or atheist.</p> <p>To know that Humanists make their ethical decisions based on reason, empathy and a concern for human beings and animals.</p> <p>To know that Humanists believe there is no heaven or hell but that they only live one life. They therefore believe they should do their best to make this life the best life, and help others do the same.</p>	<p>Key Skills Living a good life To be able to consider both sides of a debate and give one's own ethical point of view, with reasoning.</p> <p>To be able to make connections between points of view from different religions and non-religions.</p> <p>To be able to explain practices and lifestyles associated with belonging to a faith or non-religious group.</p>

love moral pork reason reincarnation respect responsibility shellfish Sikh/Sikhism soul teachings truthfulness vegetarian wisdom	halal Hindu/Hinduism Humanist/Humanism Jew/Jewish/Judaism kosher mercy Muslim/Islam New Testament Prophet Muhammed Quran sin the Talmud vegetarian	love moral pork reason reincarnation respect responsibility shellfish Sikh/Sikhism soul teachings truthfulness vegetarian wisdom	halal Hindu/Hinduism Humanist/Humanism Jew/Jewish/Judaism kosher mercy Muslim/Islam New Testament Prophet Muhammed Quran sin the Talmud vegetarian	love moral pork reason reincarnation respect responsibility shellfish Sikh/Sikhism soul teachings truthfulness vegetarian wisdom	halal Hindu/Hinduism Humanist/Humanism Jew/Jewish/Judaism kosher mercy Muslim/Islam New Testament Prophet Muhammed Quran sin the Talmud vegetarian	love moral pork reason reincarnation respect responsibility shellfish Sikh/Sikhism soul teachings truthfulness vegetarian wisdom	halal Hindu/Hinduism Humanist/Humanism Jew/Jewish/Judaism kosher mercy Muslim/Islam New Testament Prophet Muhammed Quran sin the Talmud vegetarian	creation debate empathy ethics/ethical forgiveness hospitality kindness love moral pork reason reincarnation respect responsibility shellfish Sikh/Sikhism soul teachings truthfulness vegetarian wisdom	Manji Sahib Sewa Sikh/Sikhism spiritual Waheguru	love moral pork reason reincarnation respect responsibility shellfish Sikh/Sikhism soul teachings truthfulness vegetarian wisdom	halal Hindu/Hinduism Humanist/Humanism Jew/Jewish/Judaism kosher mercy Muslim/Islam New Testament Prophet Muhammed Quran sin the Talmud vegetarian	love moral pork reason reincarnation respect responsibility shellfish Sikh/Sikhism soul teachings truthfulness vegetarian wisdom	halal Hindu/Hinduism Humanist/Humanism Jew/Jewish/Judaism kosher mercy Muslim/Islam New Testament Prophet Muhammed Quran sin the Talmud vegetarian
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