

Stamford Green Primary School and Nursery



Religious Education Compendium

“Religions are different roads converging to the same point. What does it matter if we take different roads as long as we reach the same goal? In reality, there are many different religions as there are individuals.”

Gandhi

What is the vision for Religious Education at Stamford Green?

It is our vision that our children:

- Develop a secure understanding of the tradition, core beliefs and practices of the world's major religions
- Learn a range of learning skills such as reflection, empathy, evaluation and expression, that they can apply independently
- Show positive attitudes to their learning about religion and the beliefs of others
- Develop acceptance and understanding of the beliefs and traditions of different religions; knowing that different people may have different views to their own

Our RE curriculum is brought to life by our seven commitments:

H A P P I N E S S

We want our children to feel engaged and happy when learning during their Religious Education lessons, through the inspiring, informative teaching that takes place. Our RE lessons ensure that children learn about a range of different world religions and that this is a celebration of them. For children who are Christian, Hindu, Buddhist, Muslim, Jewish, Sikh or Humanist, their religion and traditions are explored in further detail so that they feel special and engaged in their learning. In addition, children will enjoy learning about the different world religions as this gives them a better understanding of the world around them.

I N S P I R I N G

Children will be inspired in their RE learning as they will learn to be self-aware, open minded and will develop an appreciation and wonder of the world. Their self-awareness includes pupils feeling confident about their own world views, beliefs and identity and sharing these without fear or embarrassment. Their open-mindedness ensures that they are inspired and willing to learn and gain a new understanding, including within their own personal knowledge. They will develop a positive and informed sense of their own world views, beliefs, morals and spiritual ideas. They will recognise their own uniqueness as human beings and affirm their own self-worth. In addition, children will appreciate the sense of wonder at the world in which they live, develop their capacity to respond to questions of meaning and purpose and recognise that knowledge is bounded by mystery and curiosity.

L E A R N I N G

The RE curriculum has been written following the Surrey SACRE's Agreed Syllabus for Religious Education in Surrey Schools 2023 - 2028. In each year group, the children will study three units of Christianity learning, two units of world religion learning and a thematic unit each year. The thematic units are designed to draw together key ideas that are present across other units; consolidating prior knowledge and helping pupils to make links, whilst introducing new material from religions or beliefs. Each unit will last half a term and will be taught on a weekly basis. Throughout primary school the children will learn about the following world religions:

- Christianity
- Judaism

- Islam
- Sikhism
- Humanism
- Buddhism
- Hinduism

In order to complement the learning and teaching that takes place, each year the children visit a religious place of worship to allow the children to make meaningful links and to bring their learning alive.

TOGETHERNESS

Our RE teaching ensures that the children are respectful and show an understanding of togetherness. The children will develop the skills of listening and a willingness of learn from others, even when others' views are different from their own. The children learn to be ready to value difference and diversity for the common good. Children will appreciate that some beliefs are not inclusive and consider the issues that this raises for society. They are prepared to recognise and acknowledge their own bias and are sensitive to feelings and ideas of others. RE can make a significant contribution to promoting equality and tackling discrimination, particularly with its focus on promoting respect for all.

VALUES

The school's twenty two values complement the RE curriculum. Children's understanding of different world religions will enable them to be respectful, tolerant and empathic of others. They will know that world religions may differ from views and beliefs to their own – they will be respectful of this. Children will be ready to value difference and diversity for the common good and will be sensitive to the feelings of others.

AMBITION

We are ambitious for the children's learning and have ensured that the curriculum allows the children to make links with their learning. Concepts (or Golden Threads) are woven through the curriculum, ensuring that the children can use subject specific vocabulary correctly and in the correct context. Disciplinary knowledge is shaped through key questions reflecting enquiry questions reflecting theological, sociological and philosophical approaches, ensuring that their pupils' learning in RE is not one dimensional.

ACHIEVEMENT

Our RE curriculum ensures that the children have a broad and balanced understanding of the world religions. They will demonstrate an understanding of the key features of each religion and will express their understanding of concepts in theological terms. The RE curriculum ensures that children can explore, gather, select and organise ideas about a religion, belief or world view, drawing on the concepts where appropriate. Children will be able to comment on connections between questions, beliefs, values and practices, explaining their importance to different communities. Children will also develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal world view.

In Surrey, the aims for RE are:

To enable pupils to:

- Demonstrate an appreciation of the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life
- Recognise that someone's world view, including their own, can be influenced by many factors and is an intrinsic part of how they view the world
- Develop knowledge and understanding of Christianity, and of other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience
- Develop interest in and enthusiasm for the study of world views and enhance their own spiritual, moral, social and cultural development
- Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world
- Develop the ability to make reasoned, informed and creative responses to religious and moral issues

By the end of Year 6 at Stamford Green, our children will...

Behaviours	Our children will be respectful and understanding of the world around them. They will listen to each other and will be open minded to views that are different to them. The children will be curious and inquisitive and will show appreciation of the sense of wonder at the world in which they live.
Attitudes	The RE curriculum encourages pupil to develop positive attitudes to their learning and to the beliefs and values of others. In particular, they will demonstrate the attitudes of self awareness, respect for all, open mindedness and appreciation and wonder.
Skills	The following skills are developed across the RE curriculum: <ul style="list-style-type: none"> • Reflection – Reflecting on feelings, relationships, experience, ultimate questions • Empathy – Considering the thoughts and feelings of others • Investigation – Asking questions, knowing how to gather information • Evaluation – Drawing meaning from artefacts, works of art, music, poetry • Analysis – Debating issues of religious significance with reference to evidence and argument • Synthesis – Linking significant features and making connections • Application – Making the association between religion/belief and individual, community, national and international life • Expression – Explaining personal knowledge/views and responding to questions of religion and belief through a variety of media
Knowledge	The children will have an understanding of the beliefs, practices and concepts of the following religions: Christianity, Judaism, Islam, Buddhism, Humanism, Hinduism, Sikhism. In addition, they will also develop their understanding of the term 'world view'. This reflects the practice that everyone has a world view – a way of viewing the world
Experiences	In order to enhance the children's understanding of the different world religions, as part of our Thrive Experiences and Opportunities, the children will visit a variety of different places of worship. This will enable the children to have a deeper understanding and make links with their learning.
Technology	We will ensure that technology will support the children in their RE learning. Videos and photographs will ensure that children are able to visualise places of worship, practices and rituals that take place within each religion. In addition, children will handle artefacts to enhance their knowledge and understanding.
Sustained	The skills the children will have learnt during their RE lessons will encourage the children to be reflective, analytical, evaluative thinkers as they continue their studies in secondary school. They will continue to be engaged in the curriculum and will look forward to studying in further depth.

British Values and Spiritual, Moral, Social and Cultural Learning in Religious Education

British Values: Pupils are taught that mutual respect and tolerance for those of different or no faith, and the shared values of Christianity and other major world faiths. Our religious education programme is based on the Surrey agreed syllabus. The RE curriculum focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews and will be challenged to respect others people who seem the world differently to themselves.

Spiritual: The RE curriculum promotes spiritual development by ensuring that children are able to discuss and reflect on questions surrounding worldviews, faith, belief, ethics and morality. Children learn about and reflect on important beliefs, practices and experiences which are axiomatic to religious and non-religious traditions. This develops the children's own personal knowledge, which may include ideas and views on religious, philosophical and ethical issues.

Moral: Moral development is about knowing what is right and wrong and acting appropriately on this knowledge. The RE curriculum encourages and supports this through exploring how beliefs, teaching and sacred texts influence individuals and groups. The importance of right and responsibilities are considered, developing social awareness.

Cultural: Cultural development encourages appreciating and responding positively to one's own cultural identity as well as that of others. The RE curriculum provides opportunities to promote cultural development through considering cultural diversity within the same religious or non-religious traditions. Tolerance, racial and interfaith harmony and respect for all are promoted, combating prejudice and discrimination.

Social: The children are given the opportunity to develop their social development through considering how religious and other beliefs lead to particular actions and concerns. They will investigate social issues from the perspectives of different worldviews and will express their own personal views on a range of contemporary social issues whilst developing a capacity to consider respectfully the views of others.

Long Term Plan

	Autumn Term	Spring Term	Summer Term
EYFS	Who am I, and where do I belong? Why do we have celebrations?	What makes a place special? What can we learn from stories?	What makes something special? What makes our world wonderful?
Year 1	Christianity – Why do Christians call God 'Creator'? Christianity - What is the 'Nativity', and why is it important to Christians?	Judaism - Why do Jewish families celebrate the gift of Shabbat? Judaism - What is the Torah, and why is it so important to Jewish families?	Christianity - What do Christians learn from stories of Jesus? Thematic - Why do people tell stories?
Year 2	Islam - What is important for Muslim families? Christianity - Why is giving important to Christians?	Christianity - Why do Christians call Jesus 'Saviour'?	Christianity - What is God like for Christians? Thematic - Is giving better than receiving?

		Islam - Who is Allah and how do Muslims worship Him?	
Year 3	Christianity - How can artists help us understand what Christians believe and do? Judaism - What are important times for Jewish people?	Christianity - How did Jesus change lives – and how is it 'good news'? Sikhism -What do Sikhs value?	Christianity - What's the Bible's 'big story' – and why is it like treasure for Christians? Thematic -What is the Golden Rule and why do so many people live by it?
Year 4	Christianity – What did God promise to his people? Islam – How does 'ibadah' (worship) show what's important to Muslims?	Christianity – What did Jesus say about God's kingdom and why is it 'good news'? Hinduism – What helps Hindus to worship?	Christianity – For Christians, is communion a celebration, or an act of remembrance? Thematic – Who am I and where do I belong?
Year 5	Christianity - What do Christians believe about creation? Judaism - What does it mean to be part of a synagogue community?	Christianity - Why is the idea of rescue so important to Christians, and how does the bible show this? Buddhism - What is the 'Buddhist way of life'?	Christianity - How did the Church begin – and where is it now? Thematic – Is life a journey?
Year 6	Christianity - How is God Three – and yet one? Christianity - How do Christians believe about the Messiah – and why is it good news?	Christianity - For Christians, what difference does it make to belong to God's Kingdom? Islam - What helps Muslims to live a good life?	Humanism - How do non-religious people celebrate new life? Thematic - Who am I and where do I belong?

Long Term Plan: Early Years Foundation Stage

Milestones – By the end of the EYFS, children will demonstrate...

- I can talk about how different people belong together in different ways
- I understand the word 'unique' and can talk about how people are unique in different ways
- I am beginning to have an understanding about how people celebrate events
- I can name special people from different religions
- I can talk about the features of a church
- I can discuss my favourite story
- I know that the world is a special place of wonder and we should look after it

The new vocabulary the EYFS children will use will include:

	Tier 1	Tier 2	Tier 3
Who am I, and where do I belong?	special, belong, people	Jesus, Prophet Muhammad (pbuh), Moses, God, wedding, christening	unique, ceremony, religion
Why do we have celebrations?	celebrations, thank you, birthday, happy	Christmas, Easter, Harvest,	festivals

What makes a place special?	buildings, special, think, learn	close, church, spaces	worship
What can we learn from stories?	stories, share,	Bible, Torah, Qur'an	
What makes something special?	careful, special,	respect, objects, memories	religious
What makes our world wonderful?	world, wonderful, happy,	creative, scientists, believe	wonder, naturally, measurements, observations

In the EYFS, the children will be taught to:

Enquiry Question	Purpose of the unit	Knowledge the pupils will learn
Who am I, and where do I belong?	To explore the questions of identity as well as thinking about the different place the children belong	<ul style="list-style-type: none"> • Every person is special and unique • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious and non-religious) • Special people in different religions (e.g. Jesus/Prophet Muhammad (pbuh)/Moses)
Why do we have celebrations?	To explore the idea of 'celebration' as an important concept	<ul style="list-style-type: none"> • Celebrations are joyful times • Celebrations are often a time to say 'thank you' • Each person as a 'birth-day' and this is celebrated on the day they were born • Christians celebrate special times e.g. Harvest, Christmas, Easter • Other religions have different festivals
What makes a place special?	To know that places are special for different people and that some places hold special memories	<ul style="list-style-type: none"> • Some people have spaces that are special to learn • There are special buildings where some people go to think and learn about God • Some people feel close to God anywhere or in their own special places
What can we learn from stories?	To explore a wide range of stories and picture books, religious and secular	<ul style="list-style-type: none"> • People have favourite stories • Through stories people share ideas and values about how to live • Some books are special to religious groups e.g. Bible, Torah, Qur'an • Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh), Moses
What makes something special?	Think about the different ways in which an object might be considered 'precious' or 'special', including religious artefacts and begin to articulate why this is	<ul style="list-style-type: none"> • Different things are special to people for different reasons • How to look after and respect things that are special to others • People can use objects to help them remember special times and places • Some objects are 'religious' objects and help people to think about God • Memories can be special
What makes our world wonderful?	To engage children with their innate sense of wonder about the natural world, and their part	<ul style="list-style-type: none"> • Our world is a place of wonder and we should look after it • People are naturally 'creative' • Some people believe our world was created by God and that this is an important story in their special books

	in it as unique individuals	<ul style="list-style-type: none"> • Others believe that our amazing world came naturally and is best explained by scientists, making observations and measurements
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Long Term Plan: Year 1

Milestones – By the end of Year 1, children will demonstrate...	
	<ul style="list-style-type: none"> • I can talk about how saying thank you to God is part of worship for Christians • I can say that for Christians, Jesus is God's Son and was born as a baby • I can say who the different figures are in the Nativity story • I can retell events from Jesus' life • I can talk about some Christian beliefs about what God is like • I can suggest why the Torah might be valued by Jews • I can talk about how Jewish people show respect for the Torah, using examples from pictures, videos or stories • I can talk about the meanings of stories or what people might learn from them

The children will be inspired by learning about the following world views:	
Christianity	<ul style="list-style-type: none"> • Why do Christians call God creator? • What is the 'Nativity' and why is it important to Christians? • What do Christians learn from stories of Jesus?
Judaism	<ul style="list-style-type: none"> • What is the Torah and why is it so important to Jewish families? • Why do Jewish families celebrate the gif of Shabbat?

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The new vocabulary the Year 1 children will use will include:			
	Tier 1	Tier 2	Tier 3
Why do Christians call God 'creator'?	God, create, thank, love, believe	creator, creation, thankful, grateful, miracles, thankfulness,	emotions, account, Harvest, Christians
What is the 'Nativity', and why is it important to Christians?	special objects, important	nativity, angels, shepherd, Magi, characters,	incarnation, divine, similarities, differences
What do Christians learn from stories of Jesus?	human, live, lives	believe, experiences, earth, , extraordinary,	divine, incarnation, salvation, ascension
What is the Torah, and why is it so important to Jewish families?	rules, book	commandments, Jewish, Judaism, Moses, creation, holy, scroll	Torah, Mitzvot,
Why do Jewish families celebrate the gift of Shabbat?	rest, meal, beginning, end	creation, sunset, symbols	Shabbat
Why do people tell stories?	shared, special, belong	community, comfort,	identity

In Year 1, the children will be taught to:		
Enquiry Question	Concepts covered	Disciplinary knowledge the pupils will learn
Why do Christians call God 'creator'?	God/Creation	<ul style="list-style-type: none"> • Talk about their own emotions • That most Christians believe that God loves them • The Creation account • How the beliefs of Christians link to the event of creation and the events of Jesus' life • That Harvest is a time to be thankful for food • Talk about their own emotions in response to 'creation' and thankfulness with the emotions of those in the accounts explored • That for most Christians, worship / giving is a response to who God is and what he has given
What is the 'Nativity', and why is it important to Christians?	Incarnation	<ul style="list-style-type: none"> • That most Christians believe in Jesus as God's Son, born as a baby ('incarnation') • That most Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father) • That there are different important 'characters' in the Nativity that are part of the Christmas story • That the response of the people in the Nativity was to worship Jesus • That for most Christians, Jesus is the most important element of the Nativity • That there are similarities and differences in the ways that Christians and other people around the world celebrate Christmas
What do Christians learn	Incarnation/Salvation	<ul style="list-style-type: none"> • The key events of Jesus' life from baby -> man -> ascension

from stories of Jesus?		<ul style="list-style-type: none"> • How Jesus' life and experiences shares similarities with their own • How Jesus' life and experiences were also very different from their own • What most Christians believe was Jesus' plan and intention on earth [salvation] • How most Christians try to live their lives following the example that Jesus set
What is the Torah, and why is it so important to Jewish families?	Orah / Mitzvot	<ul style="list-style-type: none"> • What it means to treat something with respect • That the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives • That God's name is holy for Jewish people • That the Torah is a scroll and is written in Hebrew • That the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God • That the synagogue is the place where the Torah is kept and where Jewish people pray
Why do Jewish families celebrate the gift of Shabbat?	Shabbat / Creation	<ul style="list-style-type: none"> • That rest from work is important for everyone • Shabbat is a time of rest and recalls how God rested on the seventh day after creation • That Shabbat and the Friday night meal can be an important part of Jewish family life • That Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end
Why do people tell stories?		<ul style="list-style-type: none"> • That storytelling is a shared, community experience • That there are different types of story [e.g. parable, fable] • That religious communities have special shared stories that help them to express meaning or to explain things that they believe • That these shared stories help to give people and communities identity • That some stories are a source of comfort

Long Term Plan: Year 2

Milestones – By the end of Year 2, children will demonstrate...

<ul style="list-style-type: none"> • I can talk about some Christian beliefs about what God is like • I can retell the story of how the wise men gave, making simple connections with the symbolism of the gifts and things Christians believe about Jesus • I can suggest why Christians might call Jesus 'Saviour' • I know how the Qur'an should be treated and why • I can talk respectfully about core beliefs about Allah • I can give examples of how Allah is worshipped by Muslims • I can talk about why some Muslims might pray together • I can talk about how giving is important to different people, and why • I can give simple reasons for my views

The children will be inspired by learning about the following world views:

Christianity	<ul style="list-style-type: none"> • What is God like for Christians? • Why is giving important to Christians? • Why do Christians call Jesus 'Saviour'?
Islam	<ul style="list-style-type: none"> • What is important for Muslim families? • Who is Allah and how do Muslims worship Him?

The new vocabulary the Year 2 children will use will include:

	Tier 1	Tier 2	Tier 3
Why is giving important to Christians?	God, gifts,	prayer, worship, relationships, nature, volunteer	incarnation, kingdom
Why do Christians call Jesus 'Saviour'?	rescue, saved,	Zacchaeus, saviour, forgiveness	Salvation
What is God like for Christians?	, belief, pictures, listen	images, meaning, symbols, bible	express, connected
What is important for Muslim families?	special	Prophet, Allah, Qur'an, Salaam, Arabic, Muslim, Islam	sacred
Who is Allah and how do Muslims worship Him?	prayer, peace, pray	Allah, positions, Arabic	ritual,
Is giving better than receiving?	giving,	costly, receiving, community,	importance

In Year 2, the children will be taught to:

Enquiry Question	Concepts covered	Disciplinary knowledge the pupils will learn
What is God like for Christians?	God	<ul style="list-style-type: none"> • People use pictures and words to convey meaning • There are many different images of God contained in the Bible • Words and images help us answer the question 'what is God like?' • Christian beliefs about God are connected with these words and images • Most Christians believe God loves them and all people • How to listen to others and express their thought and ideas about what God might be like
Why is giving important to Christians?	Incarnation	<ul style="list-style-type: none"> • That giving is important within all communities as a way of helping others and building relationships • That most Christians believe that God's nature is to give, and that he gave Jesus as a gift to the world • That worship is a way of giving to God • That this giving takes many different forms, including prayer & volunteering • That when most Christians give, they are showing that they are a part of God's Kingdom • That the Church is both a building and the community that meet there • That when Christians give to others at Christmas, it is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him
Why do Christians call Jesus 'Saviour'?	Salvation	<ul style="list-style-type: none"> • That people use pictures and words to convey meaning • That the Bible contains stories about people Jesus met and 'rescued/saved' • That these people were often the poor, the sick and the friendless • That 'salvation' is an important idea for most Christians • That the elements in an Easter garden are symbols of Jesus' death and resurrection

		<ul style="list-style-type: none"> • people's lives were changed by meeting Jesus, including Zacchaeus • That most people believe That Jesus 'saves' them too • That most people believe Jesus' offer of forgiveness is a part of the rescue at the heart of Easter
What is important for Muslim families?	Respect / Prophet / Qur'an / Salaam	<ul style="list-style-type: none"> • That the words 'Islam' & 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace' • Muslims believe that Muhammad (pbuh) is a prophet and the last messenger of Allah • That for Muslims, Muhammad (pbuh) is the best example of a Muslim and every Muslim should try to be like him • The Qur'an is the special /sacred book for Muslims, and is written in Arabic • Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel
Who is Allah and how do Muslims worship Him?	Allah / Salah / Ibadah	<ul style="list-style-type: none"> • Some of the 99 names and how these link to what Muslims believe about Allah • That Muslims think it is better to represent Allah in words rather than pictures • That Muslims worship Allah through prayer • That Muslims believe it is important to be ritually clean before they pray • that Muslims should face Makkah when they pray and have different physical positions in prayer to help them focus on Allah
Is giving better than receiving?		<ul style="list-style-type: none"> • That giving and receiving are shared human values that help build strong communities • That there are links between what people believe and what they do to help others • Many religious and non-religious people give to their community (e.g. money, service and time) • That how and what people give shows what's important to them • That giving your time and effort can be more costly than giving lots of money

Long Term Plan: Year 3

Milestones – By the end of Year 3, children will demonstrate...

- I can identify simple similarities and differences between ideas communicated in different examples of art
- I can recognise diversity in the things that people believe
- I can use subject specific vocabulary such as forgiveness, miracles, restoration
- I can suggest why different parts of the Bible might be important to Christians
- I can link features of Jewish celebrations with stories, beliefs or objects
- I can describe some of the practices associated with the 'milestones' of a Jewish person's life and the impact this can have
- I can describe and explain the importance of Guru Nanak Ji or the Guru Granth Sahib to most Sikhs
- I can investigate and connect features of religions and beliefs, identifying some similarities and differences in people's lived experiences

The children will be inspired by learning about the following world views:

Christianity	<ul style="list-style-type: none"> • How can artists help us understand what Christians believe and do? • How did Jesus change lives – and how is it 'good news'? • What's the Bible's 'big story' – and why is it like treasure for Christians?
Judaism	<ul style="list-style-type: none"> • What are important times for Jewish people?
Sikhism	<ul style="list-style-type: none"> • What do Sikhs value?

The new vocabulary the Year 3 children will use will include:

	Tier 1	Tier 2	Tier 3
How can artists help us understand what Christians believe and do?	Christian, God, belief, worship, Forgiveness,	gospel, kingdom, free will, relationship, identity	incarnation, salvation, theology, humanity
How did Jesus change lives – and how is it 'good news'?	damaged, relationships	outcasts, fisherman, tax collectors, leper, miracles,	eternal
What's the Bible's 'big story' – and why is it like treasure for Christians?	bible,	treasured, guidance, encouragement	Genesis, resurrection
What are important times for Jewish people?	Milestones, laws	Torah, Pesach (Passover), Ten Commandments, Synagogue, ancient, faithful	Covenant, Shalom Mitzvot, Shabbat, Sukkot, Mitzvah, Abraham, Shema,
What do Sikhs value?	special, worship	founder, Sikhi, equality, symbol, Gurdwara	Guru, Guru Nanak Ji, Nishan Sahib
What is the Golden Rule and why do so many people live by it?	peacefully, treated	divine, personally, Golden Rule	impacts, divine

In Year 3, the children will be taught to:

Enquiry Question	Concepts covered	Disciplinary knowledge the pupils will learn
How did Jesus change lives – and how is it 'good news'?	Gospel Kingdom	<p>Most Christians believe that:</p> <ul style="list-style-type: none"> • Encountering Jesus changed the lives of people who met him • Jesus befriended ordinary people e.g. fishermen, and the 'outcasts' of society e.g. tax collectors, lepers, women • Jesus showed he was God's Son by performing miracles • Relationships can be damaged, but can also be mended through forgiveness • That Jesus continues to change lives today • That Jesus' forgiveness enables those who turn to him to have eternal life and be with God forever • That Jesus modelled how to have good relationships with others
What's the Bible's 'big story' – and why is it like	Creation, Free will (Fall) Covenant	<ul style="list-style-type: none"> • That the Bible is made up of different 'books', but all show Christians something about God

treasure for Christians?	People Incarnation Gospel Salvation Kingdom	<ul style="list-style-type: none"> • That the Bible is a very old book with a long history, and is treasured by Christians all over the world <p>That most Christians believe that:</p> <ul style="list-style-type: none"> • the Bible tells one big (unfinished!) story • there are links between events in Genesis and the events of Christmas & Easter • The stories of Jesus' birth, life, death and resurrection are the most important in this big story • the Bible is a source of guidance, comfort & encouragement
How can artists help us understand what Christians believe and do?	Incarnation Salvation	<ul style="list-style-type: none"> • That Christian art often uses symbols and words to communicate ideas about and understandings of God • That Christians have used art for 2000 years to 'talk' about God and to worship God • That the cross and Nativity art are used to express many aspects of the Christian understanding of the Incarnation and the Salvation • That most Christians believe that: <ul style="list-style-type: none"> ➢ God came to live on earth in the person of Jesus Christ (incarnation) ➢ Jesus' life and actions point to his identity as God ➢ Jesus' death on the cross makes Salvation possible for all of humanity
What are important times for Jewish people?	Mitzvot Covenant Shabbat Shalom	<ul style="list-style-type: none"> • that covenants are promises that God made with his people (e.g. with Abraham, promising protection and land to Abraham and his descendants) • That the Ten Commandments formed the basis of God's covenant with Moses • That mitzvot are Jewish laws, which guide Jewish people on how to live a good life • That Jews mark stages in life [milestones] through special ceremonies such as Bar / Bat Mitzvah and weddings • That the Shema contains very important words from the Torah and helps Jewish people know how to live • That Pesach (Passover) and Sukkot are Jewish 'foot festivals' which have ancient links to the past and are linked to stories and special objects, recalling God's faithful provision for his people • About the importance of the home and the synagogue during Shabbat and how different Jewish people might interpret Shabbat rules
What do Sikhs value?		<ul style="list-style-type: none"> • That Guru Nanak Ji* was the founder of Sikhi & that he is not worshipped as a god • That 'guru' means 'teacher' and that there are ten gurus of Sikh <p>That most Sikhs believe:</p> <ul style="list-style-type: none"> • That God is one (il Onkar) and can be found in all living things (Naam) • That equality is very important in Sikhi society • That Sikhs have special symbols which reflect Sikh identity, including the Five Ks • That the Sikh holy book is called 'Guru Granth Sahib Ji'* and that Sikhs consider this to be a living guru (the last of the Gurus), not just a book • That the Gurdwara is the home to the Guru Granth Sahib Ji • That many Sikhs worship at home and at the Gurdwara

		<ul style="list-style-type: none"> • That the Nishan Sahib (the orange flag with the Khanda symbol, flown outside every Gurdwara) is considered to be sacred • That the three main duties of a Sikh are to 'Pray, Work and Give'
What is the Golden Rule and why do so many people live by it?		<ul style="list-style-type: none"> • That we share a common need to be treated well in order to live together peacefully • That many people, religious and non-religious, live by the Golden Rule to treat others as you would like to be treated yourself • That non-religious people believe the Golden Rule does not have a divine source • How the Golden Rule impacts on ways of living and personal worldviews • That the beliefs they have personally (personal knowledge) shape the way that they behave and begin to think about where these ideas come from

Long Term Plan: Year 4

Milestones – By the end of Year 4, children will demonstrate...

- I can identify some similarities and differences between biblical covenants, giving examples from their learning
- I can describe and suggest meanings for covenant symbols
- I can describe and suggest the meaning of the Kingdom of God
- I can discuss the symbolism of communion as it relates to Jesus' sacrifice
- I can explain some key beliefs and concepts in Hindu (Sanatana) Dharma using correct vocabulary
- I can explain how prayer helps Muslims to submit to Allah
- I can suggest reasons why people might want to make the world a fairer or more equal place, giving examples from their learning

The children will be inspired by learning about the following world views:

Christianity	<ul style="list-style-type: none"> • What did God promise to his people?
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	<ul style="list-style-type: none"> • What did Jesus say about God's kingdom – and why was it good news? • For Christians, is Communion a celebration, or an act of remembrance?
Hinduism	<ul style="list-style-type: none"> • What helps Hindus to worship?
Islam	<ul style="list-style-type: none"> • How does worship (ibadah) show what's important to Muslims?

The new vocabulary the Year 4 children will use will include:

	Tier 1	Tier 2	Tier 3
What did God promise to his people?	agreement, biblical, promise	salvation, humanity, resurrection	Covenant, Israel
What did Jesus say about God's kingdom – and why was it good news?	kingdom, treat	gospel, followers, ruler	
For Christians, is Communion a celebration, or an act of remembrance?	celebration, choice, thankful	communion, disciples, sacrifice, unity	Last Supper, Passover
What helps Hindus to worship?	religion, belief, exists, sacred	avatar, incarnations, deities, manifestations, pilgrimages, consorts, attributes, devotion	Sanatana dharma, Brahman, (Tri)Murti, Puja,
How does worship (ibadah) show what's important to Muslims?	equal, worship, guidance, pray, community	mosque, imam, Arabic, revelation,	tawhid, salah, Ummah, Ibadah, Allah, Qur'an,
How do people try to make the world a fairer place?	communities, difference, environment	international laws, social, economic, global citizens	United Nations

In Year 4, the children will be taught to:

Enquiry Question	Concepts covered	Disciplinary knowledge the pupils will learn
What did God promise to his people?	God Covenant people Salvation	<ul style="list-style-type: none"> • Covenants are agreements that's establish relationships • Biblical history of Israel is shaped by covenants • The New Covenant is the promise of salvation for all humanity, made possible through the death and resurrection of Jesus • Most Christians believe that: <ul style="list-style-type: none"> ➢ The New Covenant is made between them and God ➢ God's nature is to give to his people and care for them ➢ All God's promises are fulfilled through the New Covenant in Jesus Christ
What did Jesus say about God's	Gospel Kingdom	<ul style="list-style-type: none"> • Most Christians believe that: <ul style="list-style-type: none"> ➢ God's Kingdom is God's rule on earth

kingdom – and why was it good news?		<ul style="list-style-type: none"> ➤ Jesus is the ruler of God's Kingdom ➤ People who follow Jesus make up the Church and are members of God's Kingdom • Jesus taught his followers how to live in his Kingdom, including: <ul style="list-style-type: none"> ➤ How they should treat others ➤ How they should spend their time ➤ How they should spend their money
For Christians, is Communion a celebration, or an act of remembrance?	Salvation	<ul style="list-style-type: none"> • Jesus was Jewish and so celebrated Passover • The Last Supper is linked to the Passover meal • Most Christians believe that Jesus chose to die • The story of the Last Supper and what Jesus said to the disciples • The symbols of communion are a way of remembering Jesus and his sacrifice • Many Christians talk about celebrating communion, as a way of being thankful for what Jesus has done • By sharing communion as a group, Christians are showing unity
What helps Hindus to worship?	Sanatana dharma Brahman (Tri)Murti Puja Avatar	<ul style="list-style-type: none"> • The religion of Hindus is called 'Sanatana Dharma' (Eternal Truth), which is widely known as Hinduism • That most Hindus (Sanatanis) believe in only one Supreme Being – Brahman – and that other deities are an incarnations/manifestation of Brahman to help them to focus on worship • That most Hindus (Sanatanis) believe that every living thing has a spark of Brahman (atman) in it and therefore that Brahman exists in every living creature • How to recognise a range of deities/avatars/manifestations of Brahman, their consorts and attributes • How religious beliefs are expressed through features and practices of worship, including Puja • Some stories from sacred writings, the key beliefs they communicate and the value they hold for Hindus (Sanatanis) • That festivals and pilgrimage are ways in which some Hindus (Sanatanis) show their devotion for Brahman
How does worship (ibadah) show what's important to Muslims?	Tawhid Salah Ibadah Ummah	<ul style="list-style-type: none"> • That Muslims believe: <ul style="list-style-type: none"> ➤ There is no God but God (Allah) and that He is without equal ➤ That God is one (Tawhid) ➤ Reading the Qur'an is an act of worship as well as a source of guidance; it should be read in the original Arabic ➤ The Qur'an is Allah's final revelation to humanity and was revealed to the Prophet Muhammad (pbuh) in Arabic ➤ Following the guidance from the Qur'an is of high importance ➤ That the mosque is a place of worship and learning is led by an imam ➤ That 'salah' is part of 'ibadah' (worship) and that in salah, Muslims worship and remember Allah ➤ That when they pray, men and women pray separately (to avoid distraction) and they stand

		shoulder to shoulder on a level floor to show that they are equal before Allah as part of the Ummah (community)
How do people try to make the world a fairer place?		<ul style="list-style-type: none"> • That we are all members of communities and that our actions affect others • That we are all human beings with the same needs, which is reflected in international laws such as UN Rights of the Child • That seeing the world from another person's point of view can help make us better global citizens • There are situations of social and economic unfairness in the world • Many religions and beliefs teach that it is important to share and give to those who are in need, and make a difference in the world, which includes environmental action • That they can make a difference in the world

Long Term Plan: Year 5

Milestones – By the end of Year 5, children will demonstrate...

- I can collect ideas about creation, drawing on key texts from the bible
- I can suggest some ways in which different Christians may interpret key biblical texts
- I can explore stories from the Bible and draw conclusions about what Christians might learn about God from them
- I can suggest meanings for a range of Christian worship activities, using accurate vocabulary
- I can describe the role of Jewish objects as part of worship and explain their links with Jewish beliefs
- I can consider how the four Noble Truths or the Eightfold Path might create challenges for a Buddhist
- I can talk about my own journey of life, reflecting what may have influenced me

The children will be inspired by learning about the following world views:

Christianity	<ul style="list-style-type: none"> • What do Christians believe about creation? • Why is the idea of rescue so important to Christians, and how does the bible show this? • How did the Church begin – and where is it now?
Buddhism	<ul style="list-style-type: none"> • What is the 'Buddhist way of life'?
Judaism	<ul style="list-style-type: none"> • What does it mean to be part of a synagogue community?

The new vocabulary the Year 5 children will use will include:			
	Tier 1	Tier 2	Tier 3
What do Christians believe about creation?	creation, fall, humanity	free will, suffering, narrative, themes	denominations
Why is the idea of rescue so important to Christians, and how does the bible show this?	rescuer, impact	salvation, saviour, sin, resurrection	atonement
How did the Church begin – and where is it now?	active, service, diverse, inclusivity	baptism, communion	The Holy Spirit, Pentecost
What is the 'Buddhist way of life'?	awakened, meditation, suffering	Buddhist, Buddha, enlightened, deity, enlightenment,	Nirvana, Eightfold Path, dukkha, Four Noble Truths
What does it mean to be part of a synagogue community?	synagogue, law, teachings, gathering	commandment,	Shema, Torah, Mitzvot, Tzedek (justice), shema, Yom Kippur, chessed, Gemilut Chasaim, Tikun Olam
Is life a journey?	metaphor, unique, journey, pilgrimage	milestones, afterlife, spiritual	

In Year 5, the children will be taught to:		
Enquiry Question	Concepts covered	Disciplinary knowledge the pupils will learn
What do Christians believe about creation?	Creation Fall Salvation	<ul style="list-style-type: none"> • The creation narrative is shared by Jews, Christians and Muslims • Most Christians believe that: <ul style="list-style-type: none"> ➢ God created the world and all living things and has put humanity in charge of its care ➢ Humans are given free will ➢ Human choices have led to the fall of all creation which is the cause of suffering ➢ God will one day make 'all things new' and end all suffering • The 'big Bible story' begins with creation and its themes are woven throughout • Christian views can differ both within and across denominations • Some Christians believe that creation took place over seven days but others have different beliefs
Why is the idea of rescue so important to Christians, and	Salvation	<ul style="list-style-type: none"> • Most Christians believe: <ul style="list-style-type: none"> ➢ Humans were made for relationships with God ➢ God is the great rescuer, who also came to Earth in the person of Jesus, the Saviour

<p>how does the bible show this?</p>		<ul style="list-style-type: none"> ➤ Jesus' life, death and resurrection enable a new relationship with God for all, and are at the centre of his rescue plan ➤ Through his death, Jesus rescued people from sin (atonement) ➤ In his resurrection, Jesus rescued people from death ➤ This story of salvation has an impact on Christian's lives
<p>How did the Church begin – and where is it now?</p>	<p>Kingdom of God</p>	<ul style="list-style-type: none"> • Most Christians believe that: <ul style="list-style-type: none"> ➤ The church is part of God's Kingdom ➤ The Holy Spirit is alive and active in the world, as well as in the hearts of individuals and in the church • Pentecost is the birth-day of the Church • Baptism, sharing communion, worship and service are signs of membership of the Church • The Church has spread throughout the world and is enormously diverse, expressing the inclusivity of Jesus' message
<p>What is the 'Buddhist way of life'?</p>		<ul style="list-style-type: none"> • Know about the story of how Prince Siddhartha Gautama became Buddha • Know that 'Buddha' means 'awakened' or 'enlightened one' • That there is no supreme deity in Buddhism • Most Buddhists follow the teaching of the Buddha to gain enlightenment (Nirvana) which is achieved by meditating • There are Four Noble Truths in Buddhism; these are the causes of suffering, and were set out in the Buddha's first sermon • Most Buddhists follow the Eightfold Path, which is the Middle Way (the 4th of the Four Noble Truths) • The Eightfold Path is the means by which dukkha (suffering) can be ended • Meditation helps the mind to develop 'Right Concentration' and that there are artefacts that help many Buddhists to meditate • Worship and meditation are different
<p>What does it mean to be part of a synagogue community?</p>	<p>Shema Torah Mitzvot Tzedek (justice)</p>	<ul style="list-style-type: none"> • Key beliefs in Judaism are expressed in the shema, the first prayer in the Torah, which is also a mitzvot (commandment) • Jewish people believe the Torah is law, teaching and guidance and is the most important object in the synagogue • What can be found in a synagogue or worn by Jewish people and how items link with key teachings from the Torah and/or to the past • The synagogue (and the home) is a place of learning, worship and gathering, including to show God praise and to give thanks • Remembering events and people from the past (e.g. at Yom Kippur) is often commanded by God and helps to shape the identity of the Jewish community • Most members of the synagogue communities live in accordance in mitzvot in the Torah to show commitment to Tzedek (justice), Chesed (loving kindness) and Gemilut Chasadim (doing good deeds) and to strive for Tikun Olam

Is life a journey?		<ul style="list-style-type: none"> • The idea of a journey is a metaphor for life across many religions and beliefs • That everyone's life journey is unique, but there are similarities and milestones we share • That a person's beliefs can help them to make choices on life's journey • That our experience on life's journey might confirm or change our beliefs • That different religions and beliefs (including Buddhism) have different beliefs and the journey of life and about life after death • That a pilgrimage is a special type of journey, often undertaken for spiritual benefit • What might help them on their own journey through life
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Long Term Plan: Year 6

Milestones – By the end of Year 6, children will demonstrate...

- I can describe the concept of the Trinity and Three and yet One, in their own words
- I can describe and suggest meanings for different aspects of Trinity symbolism
- I can explain links between the words of prophets/Simeon/Jesus and events within the life of Jesus
- I can suggest meanings for actions undertaken by Christians, using accurate vocabulary
- I can describe and connect some key beliefs about Allah, worship practice and the pillars and explain how they help to shape a good life for Muslims
- I can talk about the importance of role models in shaping someone's identity
- I can compare words and actions that are important to me compared with words and actions that are important to others
- I can explain what Humanism is and how and why Humanists celebrate new life

The children will be inspired by learning about the following world views:

Christianity	<ul style="list-style-type: none"> • How is God Three – and yet one? • What do Christians believe about the Messiah – and why is it good news? • For Christians, what differences does it make to belong to God's Kingdom?
Humanism	<ul style="list-style-type: none"> • How do Humanists celebrate new life?
Islam	<ul style="list-style-type: none"> • What helps Muslims to live a good life?

The new vocabulary the Year 6 children will use will include:

	Tier 1 – Anchor	Tier 2 – Goldilocks	Tier 3 – Step On
How is God Three – and yet one?	unique, purpose, distinct, characters	incarnation, salvation, symbols	Holy Spirit, Trinity
How do Christians believe about the Messiah – and why is it good news?	gospel, foretell	prophecy, ancient prophecies, covenant, incarnation, salvation	Messiah, Old Testament
For Christians, what difference does it make to belong to God's Kingdom?	eternal, eternal life	Kingdom of God, resurrection,	Holy Spirit
How do Humanists (non religious people) celebrate new life?	non-religious, celebration, journey	freedom, belonging, expression, reason, empathy	humanist, Humanism
What helps Muslims to live a good life?	eternal, guide, angels	omniscient, omnipotent,	monotheistic, Hadith, Shahadah, Salah, Sawm, Zakah, Hajj
Who am I and where do I belong?	identity, personality, beliefs, community	influences, shape	

In Year 6, the children will be taught to:

Enquiry Question	Concepts covered	Disciplinary knowledge the pupils will learn
How is God Three – and yet one?	God (Trinity) Incarnation Salvation	<ul style="list-style-type: none"> • God is a Trinity – Father, Son and Holy Spirit • God is Three – and yet – One – and each is equal • Each Person of the Trinity has a distinct character and purpose, but is still part of the one God • Understand that this understanding of God is unique to Christianity • Symbols are sometimes used to express deep Christian beliefs about the Trinity • Jesus the Son and God the Father are with Christians in the Person of the Holy Spirit and that this makes a difference to how many Christians live
How do Christians believe about the Messiah – and why is it good news?	Covenant people Incarnation Gospel Salvation	<ul style="list-style-type: none"> • A prophecy is a message from God • That most Christians believe: <ul style="list-style-type: none"> ➢ Ancient prophecies in the Old Testament foretell the birth, life and death of Jesus ➢ Jesus fulfilled many Old Testament prophecies, and because of this, Jesus is the 'Messiah' ➢ Jesus himself prophesied his death and resurrection • How the words of Simeon relate to prophecies about the Messiah • What Jesus said about himself and how these relate to many Christian's beliefs about Jesus as the Messiah

<p>For Christians, what difference does it make to belong to God's Kingdom?</p>	<p>Kingdom of God</p>	<ul style="list-style-type: none"> • Most Christians believe that: <ul style="list-style-type: none"> ➢ They have a new, eternal life in Jesus, who calls them to live distinctly ➢ They have a part to play in the work of God who calls them to act justly, love mercy and walk humbly in the world ➢ The Holy Spirit enables them in this way of living ➢ God is at work in the world through his Kingdom • Many Christians undertake a diverse range of actions in the world in response to new life • These activities may take place at a personal level, a local level, a national level or a global level
<p>How do Humanists (non religious people) celebrate new life?</p>	<p>Science Reason Empathy</p>	<ul style="list-style-type: none"> • What is meant by 'non religious people' and worldview • Have a basic understanding of Humanism • Celebrating new life is important to many people • People choose to celebrate the birth of a baby and how important this celebration is to the different people involved and the wider community • There are similarities and differences in the ways in which religious and non-religious people celebrate the birth of babies • For most Humanists, it's important that a child is given the freedom to chose what they believe for themselves • Ceremonies celebrating new life can help a person develop their identity and recognise how people express belonging through their actions • 'New life' might not just be about celebrating the birth of a child, but can also be a new beginning in a person's journey through life and can be a celebration of a child or person's freedom to find their own path in life
<p>What helps Muslims to live a good life?</p>	<p>Shahadah Salah Sawm Zakah Hajj Hadith</p>	<ul style="list-style-type: none"> • Islam is a monotheistic religion • Allah is eternal, omniscient, and omnipotent • A believer can approach Allah by praying, and by reciting the Qur'an • Hadith (sayings of the Prophet pbuh) guide the way many Muslims live • What the pillars (or duties) of Islam are and how they help many Muslims to have a good life • The purpose of the Two Angels, which are said to sit on either shoulder of a Muslim person • Times of celebrations also help Muslims to live a good life (Eid-ul-Fitr & Eid-ul-Adha)
<p>Who am I and where do I belong?</p>		<ul style="list-style-type: none"> • That someone's identity is part of who they are, and is unique to them • Someone's identity mat come from their personality, beliefs, education, background and/or experiences • Most Christian, Jewish and Muslim people have words, festivals and customs which shape their identity, beliefs and communities • Being part of a school community prepares them for the move to secondary school • What might have shaped and influences their own thinking and beliefs

