



Curriculum and Progression in RE at Thursby Primary School

Disciplinary approaches from Y1 to Y6:

Theology: Thinking through believing

Philosophy: Thinking through thinking

Human Sciences: Thinking through living

EYFS - to investigate the beliefs and practices of religions and other world views. Retell, recognise and find meanings.

Areas of Learning links: Communication and Language, Personal, Social and Emotional and Understanding the World.

Children listen and share their feelings and talk about why they respond to experiences in particular ways. Support children to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events. Help children know about similarities and differences between themselves and others, and among families, communities, traditions, faiths and world views (religious and non-religious).

Vocabulary - Christianity: Bible, Christmas, Church, Easter, Palm Sunday, The Last Supper, Cross, Tomb, God, Harvest, Jesus, Parable, Prayer, Vicar.

Sanatana Dharma: Diwali, Sanatanis (Hindus) Hinduism, Pray, Rama, Sita, Brahmin, Holi, Nowruz, Vishnu **Islam:** Allah (One God), Islam, Mosque, Minaret, Muslim, Qur'an. **Judaism:** Synagogue, Ark, Kippah, Torah, Chanukah (Hanukkah) Moses. **Sikhism:** Sikh, Sikhism, Sadhana, Guru Nanak.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Christianity</u> Reflect on special people: families, friends, role- models and Jesus (performing miracles). <u>Judaism</u>	<u>Christianity</u> Christmas: Giving, saying Thank you and the Christmas story and celebrating.	<u>Sanatana Dharma</u> Reflect on different celebrations: New Year Chinese New Year Persian New Year (Nowruz) Holi (Sanatanis Festival of Colours)	<u>Christianity</u> Easter and new beginnings: Signs of Spring Easter celebrations	<u>Christianity, Islam, Sanatana Dharma and Sikhism</u> Story time: What we can learn from different stories?	<u>Christianity, Islam and Judaism</u> Reflect on Special places: What and why places are special? Our homes, world, churches, mosques and synagogues.

Talk_about school rules. Moses (role-model for Jews) and the Ten Commandments.					
<p>Year 1 - to investigate the beliefs and practices of religions and other world views. Retell, recognise and find meanings.</p> <p>Christianity: I can express an opinion about some Christian beliefs about God. I am starting to link Christian beliefs and good actions (Enquiry 1). I can suggest a gift a Christian might give to Jesus. I am starting to explain why Jesus is special to Christians (incarnation) (Enquiry 2). I can show awareness that Jesus is special to Christians. I am starting to explain why Jesus is special to Christians (Enquiry 3). I know the Christian Creation Story. I can remember some Christian beliefs about God and talk about them. I am starting to say actions a Christian might take because of their beliefs about God (Enquiry 1). I can remember some of the Christmas story. I am starting to link meaning to parts of the story: for example - what the gifts said about Jesus (Enquiry 2). I can recall parts of the Easter story (Palm Sunday) and I can recognise some symbols in the story (Enquiry 3). I can say how to take care of things or people. I can say how it felt to take care of something or somebody (Enquiry 1). I can talk about a gift that is special to me. I am starting to explain how it felt to receive a special gift (Enquiry 2). I can talk about a person I admire. I am starting to discuss how I might treat a special person and say why (Enquiry 3).</p> <p>Judaism: I can talk about an agreement Jewish people make with God and begin to explain why this is important. I am starting to say why these covenants might make Jewish people feel they have a special relationship with God (Enquiry 1). I can start to make connection between being a Jewish child and decisions about behaviour or actions (Enquiry 2). I can talk about how Jewish children may feel closer to God if they visit the synagogue. I am starting to explain reasons why a Jewish child might feel closer to God in the synagogue (Enquiry 3). I know the stories of Abraham and the Idols, Abraham's Covenant with God, Moses leading the slaves out of Egypt and Moses and the Ten Commandments. I can say why Abraham and Moses are important to Jewish people today. I know The Creation Story from Genesis (Enquiry 1). I can use the right names for things that are special to Jewish people during Shabbat and explain why (Enquiry 2). I can explain what happens when Jews visit the synagogue for worship and prayer. I am starting to name items at the synagogue and explain how they are used (Enquiry 3).</p> <p>I can say what rules I follow in my life. I can explain why agreements are important and why they should be kept. I am starting to think about rules I choose to keep and say why they are important to me (Enquiry 1). I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal (Enquiry 2). I can talk about a place that is special to me. I can explain feelings I have when I visit a place that is special to me (Enquiry 3).</p> <p>Vocabulary - Christianity: Christian Christianity God Jesus Son of God Holy Spirit Bible create creation creator proud protective respect harvest sacred agape precious gift/present meaningful gold frankincense myrrh wisemen/magi anointing incarnate/incarnation special important admire/admiration qualities celebrity saviour Disciples Messiah Romans Judas miracle tomb Judaism: Jews Judaism Torah Rabbi Synagogue Star of David God trust agreement rules charter promise Covenant Abraham Ten Commandments rules Canaan journey consequences Mount Sinai Moses Mitzvah/Mitzvot priority routine sacrifice creation Sabbath commandment Shabbat Challah Bread Kiddush cup wine blessing prayer Kippah/Kippur Havdalah candle spice box Shalom feelings emotions activities atmosphere appearance Ark Yad Hebrew Bimah Ner tamid Tallit Mezuzah Western Wall/Wailing Wall Jerusalem Temple Reform Orthodox Tanakh sofer mantle community celebrate.</p>					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Christianity</u> <i>What do Christians believe about God?</i> Creation, God the Father as an introduction to the Trinity.	<u>Christianity</u> <i>What gifts might a Christian in my town have given Jesus if he had been born here rather than in Bethlehem?</i> Incarnation, God the Son – continuation of introduction to the Trinity.	<u>Judaism</u> <i>Who is God to Jews?</i> Introduction to Judaism including God’s covenant with Abraham, the Jewish belief in one God, the story of Moses and the 10 Commandments and the 613 Mitzvot.	<u>Christianity</u> <i>Why was Jesus welcomed like a king or celebrity on Palm Sunday?</i> Salvation, God the Son – continuation of introduction to the Trinity.	<u>Judaism</u> <i>Is Shabbat important to Jewish children?</i> Shabbat – The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat.	<u>Judaism</u> <i>Does visiting the synagogue help Jewish children feel closer to God?</i> Synagogue – The importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community.
<p>Year 2- to investigate the beliefs and practices of religions and other world views. Retell, recognise and find meanings. Begin to explore and respond sensitively. Christianity: I can say if I think most Christians think they should be kind and give a reason (Enquiry 1). I can tell you why Christians think God gave Jesus to the world (Enquiry 2). I can suggest what I think happened to Jesus after the tomb was found empty (Enquiry 3). I can start to explain what Christians might believe about the resurrection of Jesus, and give my own opinion, and to evaluate how important this might be to them (Enquiry 3). I can remember something Jesus said or did to be kind (Enquiry 1). I can re-tell a story Jesus told about being kind (eg: The Good Samaritan or Zacchaeus and the Tax Collector) (Enquiry 1). I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God (Enquiry 2). I am starting to explain how Jesus coming to the world might show Christians how they could love or help people and the world (Enquiry 2). I can recall what Christians believe happened on or after Easter Sunday (Enquiry 3). I am starting to explain the Christian belief in the resurrection of Jesus and why this might be so important to them (Enquiry 3). I can talk about a person I admire (Enquiry 3). I am starting to discuss how I might treat a special person and say why (Enquiry 3). I can tell you when I have been kind to others even when it was difficult (Enquiry 1). I can say how I could help people in the world by showing love (Enquiry 2). I can explain what I believe happens to you when you die (Enquiry 3).</p> <p>Sanatana Dharma: I can say how a Sanatani’s beliefs might impact their life (Enquiry 1). I am starting to explain the actions a Sanatani might or might not take because of their beliefs (Enquiry 1). I can say how Diwali helps a Sanatani child feel like they belong (Enquiry 2). I can explain why the story of Rama and Sita might be important to Sanatanis today (Enquiry 2). I know the stories of Ganesha and Lakshmi (Enquiry 1). I can remember some Sanatani beliefs about Brahman (Enquiry 1). I am starting to explain the different roles Brahman might have (Enquiry 1). I know the story of Rama and Sita (Enquiry 2). I can describe some of the ways a Sanatani might celebrate Diwali and how these celebrations relate to the story of Rama and Sita (Enquiry 2). I can talk about different parts of my personality (Enquiry 1). I can say some of the different roles I take in life (Enquiry 1). I can tell you why belonging is important to me (Enquiry 2).</p>					

Humanism: I can say how Humanists might act in the daily lives (Enquiry 1). To be able to tell how I might care for people, animals and the planet (Enquiry 1). I can say some things that Humanists might believe (Enquiry 1). I am starting to remember the Golden Rule and what it means (Enquiry 1).

Vocabulary - Christianity: kind/kindness, difficult, Jews, Samaritan, gospel, Zaccheus, parables, tax collector, unpopular, Galilee, Peter, Environment, pollution, recycling, reduce, repair, respect, reuse, saving, saviour, behaviour, Advent, calendar, diverse, diversity, expecting, preparation, respect, Aboriginal, Australian, forgiveness, gift, healing, Love symbol/symbolise, Autumn, Seasons, Spring, Summer, Winter, arrest, Crucifix/crucifixion, Easter, Garden of Gethsemane, Palm Sunday, Symbol, Emmaus, resurrection, interpretation, saviour, Heaven, Last Supper. **Sanatana Dharma:** Atman, Brahman, Sanatana Dharma, Sanatani, Brahma, Deity, God, Supreme, Aspect, Character, Face, Personality, Role, Creator, Destroyer, Preserver, Shiva, Ganesha, Lakshmi, Puja, Vishnu, Respect, Belonging, Commitment, Promise, Gratitude, Included, Excluded, Welcoming, Diwali, Festival, King Ravana, Hanuman, Lakshmana, Ramayana, Rama, Sita, Light, Dark, Good, Evil, Right, Wrong, Rangoli, Mendhi patterns, Diya lamps, prayer. **Humanism:** Humanism, Humanist, Non-religious, Worldview, Happy Human, Respect, Rules, Golden Rules, Big Band, Curiosity, Evolution/Evolved, Freedom, Problem, Solution, Celebration, Freedom, Symbol, Environment, Food Bank, Resources, Wildlife.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Christianity</u> Is it possible to be kind to everybody all the time? Jesus's example as the Son of God, Zacchaeus.</p>	<p><u>Christianity</u> Why do Christians believe God gave Jesus to this world? Jesus as a gift from God (incarnation).</p>	<p><u>Sanatana Dharma</u> Who is God to Sanatanis (Hindus)? Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship.</p>	<p><u>Christianity</u> How important is it to Christians that Jesus came back to life after his crucifixion? Salvation, God the Son – continuation of introduction to the Trinity.</p>	<p><u>Sanatana Dharma</u> What might Sanatanis (Hindus) learn from the story of Rama and Sita and the celebrations of Diwali? The story of Rama and Sita, what a Sanatani might learn from it and how it informs some elements of Sanatani practice.</p>	<p><u>Humanism</u> What do Humanists believe? Introduction to what Humanists may believe including the Golden Rule, basic beliefs and the use of the Happy Human symbol.</p>

Year 3 - to investigate how religions and other world views address questions of meaning, purpose and value. Describe, discover more and respond thoughtfully. **Christianity:** I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts (Enquiry 1). I can talk about some of the things in the world that people think of as miracles and whether there might be another explanation (Enquiry 2). I can reflect on what I think might or might not be good about the story of Easter as a rescue (Enquiry 3). I can tell you what the nativity story might tell Christians about Jesus (given to the world by God) (Enquiry 1). I can start to explain that Jesus was God in human form and why God gave him to the world (Enquiry 1). I can retell a story about Jesus healing someone (eg: Jesus healing the Leper, Jesus healing the blind man or Jesus healing the paralysed man) (Enquiry 2). I can explain

one Christian viewpoint about one of Jesus' healing miracles (Enquiry 2). I can say what some of the symbols of Easter represent (cross, bread, wine) (Enquiry 3). I can tell you why Christians might see Jesus's death as important (Enquiry 3). I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians (Enquiry 1). I can start to tell you what Christmas means to Christians and what it's true meaning might be to them and to me (Enquiry 1). I can say what I think happened in one of Jesus' healing miracles (Enquiry 2). I can say whether I think Jesus actually healed people or not (Enquiry 2). I can reflect on the Easter story and explain what might be good about Good Friday to a Christian (Enquiry 3).

Sanatana Dharma: I explain why water might be important to me (Enquiry 1). I can explain how different aspects of my character help others see who I really am (Enquiry 2). I can explain different ways I could lead a good life (Enquiry 3). I know a quote from the Puranas about The Ganges (Enquiry 1). I can describe a ritual that might happen at or in the Ganges and explain why it is important to the Sanatanis taking part (Enquiry 1). I am starting to link Sanatani belief in Brahman to rituals performed at the river (Enquiry 1). I know stories of Ganesha, Ganesha's Wisdom and Lakshmi (Enquiry 2). I can describe different deities and explain why they may be important to Sanatanis (Enquiry 2). I know Chapter 2 Verse 22 from the Bhagavad Gita (Enquiry 3). I can say how a Sanatani might lead a good life (Enquiry 3). I can explain the significance of the Ganges to Sanatanis and how carrying out a ritual there might make a person feel like a better Sanatani (Enquiry 1). I can explain why or how these deities might tell Sanatanis more about God (Enquiry 2). I can explain why I think some actions might be a better way than others for a Sanatani to lead a good life (Enquiry 3). I am starting to explain why I think some actions lead to a better life than others (Enquiry 3).

Vocabulary – Christianity: Christian, Christianity, God, Jesus, Son of God, Holy Spirit, Bible, Christmas, meaning Bethlehem, incarnation, stable, Prince of Glory, Lord of Love, Saviour of the World, Health, Injury, Miracle, Operation, Sickness, Healing, Leper, Leprosy, Blindness, saliva, paralysed, beached, recue, save, saviour, situation, betray, Communion Covenant, disciples, Gospel, Last Supper, salvation, Easter Sunday, Good Friday, role-model, sacrifice.

Sanatana Dharma: Atman, Brahman, Sanatana Dharma, Sanatani, Brahma, Deity, God, Supreme, Dehydrated, Fertile, Flood plain, Nutrients, Source, Vital, Water, Waterfalls, Impurity, Pilgrimage, Purifying, Ashes, Cremation, Rituals, Pollutant, Toxins, Aspects, Attributes, Personality, Reflections, Avatar, Essence, Trimurti, Ganesha, Lakshmi, Positive, Actions, Consequences, Decisions, Outcome, Karma, Moksha, Samsara, Mandir, Mediation, Puja, Shrine, Sewa.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Sanatana Dharma</u> <i>Does visiting the Ganges make a person a better Sanatani?</i> The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are	<u>Christianity</u> <i>Has Christmas lost its true meaning?</i> The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).	<u>Christianity</u> <i>Could Jesus heal people? Did he perform miracles or was there some other explanation?</i> Jesus's Miracles including the healing of the person with leprosy, the healing of the wise man and the healing of the paralysed man.	<u>Christianity</u> <i>What is 'good' Friday about Good Friday?</i> The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death.	<u>Sanatana Dharma</u> <i>What do some deities tell Sanatanis about God?</i> Belief in the deities and their aspects of the one supreme being which is Brahman. Focus on Ganesha and Lakshmi and what particular blessings they bestow.	<u>Sanatana Dharma</u> <i>What is the best way for a Santani to lead a good life?</i> How the Sanatanis beliefs in Karma, Atman and Moksha may affect the action they take in their lives including devotion to

<p>taken at Varanasi because of the belief of Brahman in everything including the waters of the river.</p>					<p>God and actions to help society.</p>
<p>Year 4 - to investigate how religions and other world views address questions of meaning, purpose and value. Describe, discover more and respond thoughtfully. Observe and suggest reasons. Islam: I can explain how commitment can be hard and can describe how it would feel to reach a goal (Enquiry 1). I can consider a special journey I have taken or would like to take and explain the feelings it may cause (Enquiry 2). I can explain what living a good life means to me (Enquiry 3). I know the story of the Night Journey (Enquiry 1). I can describe the Muslim prayer routine and where they might choose to pray (Enquiry 1). I am starting to give reasons to explain why Muslims might pray in different places (Enquiry 1). I know the story of Hijra (Enquiry 2). I can describe important places and actions on the Hajj (Enquiry 2). I am starting to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God (Enquiry 2). I can consider the different actions a Muslim might take to lead a good life (Enquiry 3). I can explain how Muslims might be helped in their everyday lives by regular prayer (Enquiry 1). I can consider if completing the Hajj makes a person a better Muslim and say why or why not (Enquiry 2). I can explain the best ways I think a Muslim could lead a good life (Enquiry 3). I am starting to explain why I think some actions lead to a better life than others (Enquiry 3).</p> <p>Christianity: I can design a Christmas symbol and say what it means to me (Enquiry 1). I can say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me (Enquiry 1). I can say whether I think showing forgiveness might be important (Enquiry 2). I can describe some of the symbolism of Christmas and explain a Christian belief about Jesus (Enquiry 1). I am starting to explain incarnation (Jesus becoming human) (Enquiry 1). I can recall a Christian story about forgiveness and say what it tells people about how to treat each other (Enquiry 2). I can describe what a Christian might learn about forgiveness from a Bible text (Enquiry 2). I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus (Enquiry 1). I am starting to reflect on how I feel about Christian beliefs about Christmas and the incarnation (Enquiry 1). I can show an understanding of how Christians might believe God can help them show forgiveness (Enquiry 2). I am starting to give examples of when Jesus showed forgiveness and explain why I think he asked people to follow this example (Enquiry 2). Humanism: I can describe a time when I made somebody happy (Enquiry 1). I can explain some actions a Humanist might take to lead a good life (Enquiry 1). I can name a Humanist symbol (Enquiry 1). I can explain some things that Humanists might believe (Enquiry 1). I can explain how Humanists might act in their daily lives (Enquiry 1).</p> <p>Vocabulary – Islam: Story, Muslims, Qur’an, Islam, Exercise, Commitment, Prayer (Salat/Salah), Thankfulness, Self-discipline, Respect, Mosque, Ka’bah, Pilgrimage, Hajj, Dome, Minaret, Washroom, Important, Forgotten, Remembering, Journey, Preparation, Ka’bah, Makkah, Pilgrim, Grand Mosque, Mina, Arafat, Belonging, Commitment, Ummah, Ihram, Good life, Unselfish, Ramadan, Muhammad, Zakat/Zakah, Wealth, Purify, Sawm, Fasting, Charity, Charities, Volunteering. Christianity: diverse/diversity, meaningful, symbol, cultural, local, represent, worldwide, universal, incarnation, religious, secular, Clergy, significant, lens/lenses, Christingle, deliberate, forgive/ness, hurtful, resentment, arrested, enemy, teaching, beliefs, crime, heaven, kingdom, Messiah,</p>					

paradise, salvation, saviour. **Humanism:** Humanism, Humanist, Non-religious, Worldview, Happy Human, actions, choices, consequences, atoms, Big bang, curiosity, evolution/evolved, freedom, gases, problem, solution, carbon, climate, global warming, symbol, environment, food bank, resources, wildlife.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Islam</u> Does praying at regular intervals help a Muslim in their everyday lives? Looking at the importance of Prayer (Salat/Salah) and prayer times, why Muslims might pray, prayer at home and at the mosque, story of the Night Journey, preparations for prayer, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim.</p>	<p><u>Christianity</u> What is the most significant part of the nativity story for Christians today? Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle.</p>	<p><u>Islam</u> Does completing a pilgrimage make a person a better Muslim? Exploring Pilgrimage – preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.</p>	<p><u>Christianity</u> Is forgiveness always possible for Christians? Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).</p>	<p><u>Islam</u> What is the best way for a Muslim to lead a good life? The importance of the Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur’an and Hadith, Zakat, Sadaqah, fasting during Ramadan.</p>	<p><u>Humanism</u> What motivates Humanists to lead good lives? Humanists beliefs on how the word began and why it is important to look after it, using the example of Humanist Climate Action.</p>

Year 5 – to investigate how religions and other world views influence morality, identity and diversity. Reflect and make connections between different ideas. Consider, compare and contrast responses. **Sanatana Dharma:** I can explain what commitment means to me and how I show it (Enquiry 1). I am starting to explain why one way of showing commitment may not be better than another (Enquiry 1). I can explain how I see different aspects of myself in different roles and to different people (Enquiry 2). I can say how considering the outcomes of an action can affect how you choose to act (Enquiry 1). I can express my views on life after death and start to make a difference to how I live my life (Enquiry 3). I can explain some different ways in which Sanatani might show commitment to God (Enquiry 1). I can recall the Story of Ganesha (Enquiry 2). I can make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives (Enquiry 2). I can recall Chapter 2 Verse 22 from Bhagavad Gita (Enquiry 3). I can explain some Sanatani beliefs about life after death (Enquiry 3). I can say what I think is the best way for a Santani to show commitment to God and explain my reasons (Enquiry 1). I am starting to explain that individuals choose to show different degrees of commitment to their religion (Enquiry 3). I can express my understanding of how Brahman can/cannot be in everything (Enquiry 2). I can express an opinion whether the Sanatani belief in reincarnation helps them lead good lives and explain why I think this (Enquiry 3).

Christianity: I can explain how “true” could mean different things to different people, and how stories can be “true” in different ways (Enquiry 1). I can explain on my own definitions of purpose and destiny (Enquiry 2). I can show an understanding of why people show commitment in different ways (Enquiry 3). I am starting to explain why one way of showing commitment may not be better than another (Enquiry 3). I can describe what a Christian might learn from the Christmas story (Enquiry 1). I can start to explain the Christian belief that Jesus was the incarnation of God (Enquiry 1). I can say how some events in Holy Week tell Christians about Jesus’ purpose/destiny (Enquiry 2). I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of the Holy Week (Enquiry 2). I can recall key Christian verses: The 10 Commandments and ‘Love your neighbour as yourself’ (Enquiry 3). I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others (Enquiry 3). I can express an opinion on whether the Christmas story is true and what this might mean to Christians (Enquiry 1). I can consider important questions about whether Jesus knew he was going to be crucified (Enquiry 2). I can start to express an opinion on whether Jesus’ crucifixion was his destiny or purpose (Enquiry 2). I can explain why I think some ways of showing commitment to God might be better than others for Christians (Enquiry 3). I am starting to explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life (Enquiry 3).

Vocabulary – Sanatana Dharma: Commitment, Improvement, Determination, Perseverance, Sacrifice, Attentiveness, Loyalty, Resilience, Puja, Shrine, Murti, Devotion, Mandir, Pilgrimage, Prayer, Worship, Achievement, Difficulties, Resilience, Role, Family, Essence, Attributes, Murti, Tri-murti, Aum, Vishnu, Shiva, Personification, Ganesh, Arti, Puja, Choices, Consequences, Reincarnation, Dharma – Duty, Karma – Action, Atman, Samsara, Moksha, Sadhu.

Christianity: Christian, Christianity, God, Jesus, Son of God, Holy Spirit, Bible, account, eye-witness, historical, lens, media, personal, scientific, scholar, source, substance, version, communion, denomination, rites of passage, incarnation, destiny, free will, intention, purpose, crucifixion, forgiveness, life after death, Pharisee, resurrection, salvation, saviour, Pilate, conscience, commitment, dilemma, ideals, values, Commandments, denominations, promises, Trinity, communion.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Sanatana Dharma</u> <i>What is the best way for a Sanatani to show commitment to God?</i> Explore Prayer and Worship including significance of Puja and how Puja shows commitment to God, devotion to gods and goddesses and</p>	<p><u>Christianity</u> <i>Is the Christmas story true?</i> Incarnation, focussing on he elements of the Christmas story which may cause debate (eg: shepherds being on the hills in December, a census in the winter when people had to travel) and how this</p>	<p><u>Sanatana Dharma</u> <i>How can Brahman be everywhere and in everything?</i> How Brahman takes on many forms (the children will look at a selection) and these show aspects of one supreme deity, the Trimurti and the Aum.</p>	<p><u>Christianity</u> <i>How significant is it for Christians to believe that God intended Jesus to die?</i> Salvation, focussing on whether this was Jesus’ destiny or his free will, looking at the actions taken in Holy Week.</p>	<p><u>Sanatana Dharma</u> <i>Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives?</i> Sanatani belief in Karma and Reincarnation and different types of Dharma, Samsara and Moksha. The impact of these beliefs on the lives</p>	<p><u>Christianity</u> <i>What is the best way for a Christian to show commitment to God?</i> Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work, prayer and worship practises.</p>

pilgrimage to the Ganges.	may or may not affect people's beliefs.			of Sanatanis including Sadhu.	
<p>Year 6 - to investigate how religions and other world views influence morality, identity and diversity. Reflect and make connections between different ideas. Consider, compare and contrast responses. Christianity: I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not (Enquiry 1). I can explain how the influence people have had on me has affected my views (Enquiry 3). I can explain why Christmas is important to Christians (Enquiry 1). I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born (Enquiry 1). I can describe one way that Christianity seems to be a strong religion today (Enquiry 3). I am starting to suggest opposing arguments as well (Enquiry 3). I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus (Enquiry 1). I can give my opinion as to whether Christianity is a strong religion and why I think this (Enquiry 3).</p> <p>Islam: I can name a commitment that is important to me and say why it is important (Enquiry 1). I can explain what I have learnt from a text and how I might care for things which are important to me (Enquiry 2). I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow (Enquiry 3). I am starting to explain how my beliefs about life after death make a difference to how I see things (Enquiry 3). I can explain some of the ways that Muslims might show commitment to God (Enquiry 1). I am starting to understand that some examples of commitment are more significant to some Muslims than others (Enquiry 1). I know the story of the Night of Power (Enquiry 2). I can explain facts about the treatment of the Qur'an and how it was revealed (Enquiry 2). I am starting to explain why the Qur'an is shown respect by the actions Muslims take (Enquiry 2). I can explain how believing in Akhirah influences Muslims to do their best to lead good lives (Enquiry 3). I am starting to explain different Muslim interpretations of Jihad and explore their justifications for these (Enquiry 3). I can say which I think is the best way for a Muslim to show commitment to God and say why (Enquiry 1). I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today (Enquiry 2). I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims (Enquiry 3). I can explore my own and other people's attitudes towards interpretations and recognise and challenge stereotyping (Enquiry 3).</p> <p>Humanism: I can explain something which has inspired me and how I live (Enquiry 1). I am starting to discuss the impact of an inspirational person or experience on my life (Enquiry 1). I can explain what a Humanist might find as an inspiration and say why (Enquiry 1). I can explain how Humanists might act as a result of this inspiration (Enquiry 1).</p> <p>Vocabulary – Christianity: celebration, meaningful, reminders, symbols, traditions, incarnation, personal, significant, forever, influence, inspiration, legacy, festival, charity, poverty, starvation, symbol, British Values, impact, persecution, prejudice, respect, Commandments.</p> <p>Islam: Allah, Qur'an, Muslim, Islam, commitment, belonging, Ramadan, Makkah, Zakat, charity, purify, Sawm (Fasting), Afterlife, Akhirah, Mosque, compassionate, merciful, dedication, effort, guidance, free will, consequences, Surah, Jibr'ail, Muhammed, Night of power, Kursi, interpret, Ayat, respect, special, motivation, achievement, satisfaction, Hadith, Jihad, strive, struggle, vision.</p>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Islam</u>	<u>Christianity</u>	<u>Islam</u>	<u>Christianity</u>	<u>Islam</u>	<u>Humanism</u>

<p><i>What is the best way for a Muslim to show commitment to God?</i></p> <p>The importance of prayer, helping the poor and needy, purification of wealth, Ramadan, importance of Allah in the life of a Muslim and why they want to show Allah respect and commitment.</p>	<p><i>Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?</i></p> <p>Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas.</p>	<p><i>How is the Qur'an vital to Muslims today?</i></p> <p>To look at the important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations.</p>	<p><i>Is Christianity still a strong religion over 2000 years after Jesus was on Earth?</i></p> <p>Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.</p>	<p><i>Does belief in Akhirah (life after death) help Muslims lead a good life?</i></p> <p>To explore the interpretations of what the Qur'an says about life after death (Akhirah), actions a Muslim might take as Jihad, greater and lesser Jihad, how believing in Akhirah influences Muslim in their lives today.</p>	<p><i>How do inspirational people impact on how Humanists live today?</i></p> <p>Humanist role models and how they impact on actions a Humanist might take.</p>
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