



Allenton Community Primary School

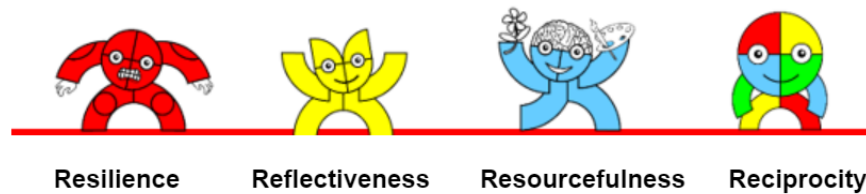
Progression Map

RE

At Allenton Community Primary school, we want to ensure that all children gain an increasing understanding of the importance of the diversity of religious and non-religious world views, while exploring their own beliefs and questions of meaning. We want to enable our children to thrive as members of their communities and as citizens in a diverse society.

Through the RE curriculum at Allenton Community Primary School, we aim to:

- Engage children in a systematic enquiry into big human questions that major religions and worldviews try to answer.
- Help children learn about and understand a range of religious and non-religious beliefs, exploring their meaning, importance, and impact on people's lives.
- Encourage children to share their ideas, think carefully, and respect different viewpoints, while developing their own thoughtful responses.
- Support children in developing skills to explore, appreciate, and evaluate varied answers to these significant human questions.



Resilience

Reflectiveness

Resourcefulness

Reciprocity

RE for Allenton Primary School

RE at Allenton Primary School is compliant with the National Curriculum for England and follows the Derby City Agreed Syllabus.

Statutory basis of the Agreed Syllabus

The National Curriculum states that every state-funded school must offer a curriculum which is balanced and broadly based, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and which prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools must teach RE to pupils at every key stage. The RE Syllabus for Derbyshire and Derby City establishes what shall be taught in RE, providing teachers with practical support and guidance about how to teach RE effectively.

The Derby City Syllabus 2025-2030 for RE aims:

Religious education contributes dynamically to children's and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

- In RE pupils learn about and from religious and non-religious worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religious and non-religious worldviews, enabling them to develop their ideas, values and identities.
- It should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religious and non-religious worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.
- Pupils should be given opportunities to reflect upon their own personal responses to the fundamental human questions to which religious and non-religious worldviews respond.

- Pupils should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

This broad purpose of RE is captured in the principal aim, which is intended to be a shorthand version for day-to-day use. Teachers should use it for short-term and long-term planning, to remind them of the purposes articulated above.

Principal aim of RE

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborates the principal aim

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religious and non-religious worldviews¹, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom² found in religious and non-religious worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:

- explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.³

3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

¹ The phrase 'religious and non-religious worldviews' is used in this document to include what are sometimes called 'organised' religions (e.g. Buddhism, Christianity, Hindu Dharma, Islam, Judaism, Sikhi) and 'organised' non-religious worldviews (e.g. Humanism). It also incorporates the implication that people have personal worldviews, which may reflect any organised tradition to which they belong, but also contain individual and personal elements.

² The sources of wisdom found in religions and worldviews will include the key texts, the teachings of key leaders, and key thinkers from different traditions and communities. Examples include the Bible, the Torah and the Bhagavad Gita; the Buddha, Jesus Christ, the Prophet Muhammad, Guru Nanak and humanist philosophers. Other sources of wisdom might come from texts, thinkers, leaders and scientists in the contemporary world as well as from experience and informed personal reflection and conscience.

³ The RE Programme of Study usually refers to 'religious and non-religious worldviews' to describe the field of enquiry. Here, however, the aim is to consider religion itself as a phenomenon which has both positive and negative features, and is open to many interpretations: in this aspect of the aims, pupils are to engage with the concept of religion and non-religion, not merely with individual examples, and similar critiques should apply to both.

Legal requirements: What does the legislation in England say?

RE must be provided for all registered pupils in state-funded schools in England. It is a necessary part of a 'broad and balanced curriculum'.

RE is determined locally, not nationally:

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference for adoption by a local authority.
- Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned) or devise their own curriculum.

RE is plural:

- The RE curriculum drawn up by a SACRE, or by an academy or free school, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.⁷
- The agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'.⁸ Note that the term 'religion' encompasses both religious and non-religious beliefs.

Right of withdrawal

This was first granted when religious education was religious *instruction* and carried with it the connotation of induction into the Christian faith. RE has been very different from this for some time. It is inclusive and wide-ranging, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

For more guidance on withdrawal, see www.natre.org.uk/membership/guidance-on-withdrawal/

Academies and free schools

Free schools are academies in law and have the same requirement to provide RE and collective worship. In this document, any reference to academies includes free schools. As set out in their funding agreements, all academies are required to provide RE for all pupils, from Reception to Sixth Form, except those whose parents exercise their right to withdrawal.

An academy must adopt a syllabus for RE. There is no requirement for an academy to adopt a locally agreed syllabus, as long as its own RE syllabus meets the requirements for a locally agreed syllabus, set out in section 375(3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and

Framework Act 1998. The requirements are that a syllabus must ‘reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain’.

RE is not subject to nationally prescribed purpose of study, aims, attainment targets, and assessment arrangements, but it is subject to inspection. Where schools are not using an agreed syllabus, standards will be judged in relation to the expectations set out in the RE Council’s *Curriculum Framework for Religious Education in England* (2013).

The Agreed Syllabus 2025 - 2030 for Derby fulfils the legal requirements set out above, has its roots in the REC’s *Framework* (2013), and takes account of some key messages from the 2018 Commission on RE final report, the Ofsted 2019 Education Inspection Framework, the Ofsted RE Research Review 2021, and the REC 2024 Handbook on religion and worldviews. It is written to support academies in meeting the requirements of their funding agreements. Academies are encouraged to adopt the syllabus, taking advantage of the resources and support that it offers.

What worldviews are to be taught?

This agreed syllabus requires that all pupils study Christianity in each key stage. In addition, pupils will study the principal religions represented in the UK, in line with the law. These are Islam, Hindu Dharma, Sikhi, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all our classrooms. Non-religious worldviews, including ‘organised’ examples such as Humanism, will also be the focus for study.

- Notice the language: Christians rather than Christianity, Muslims rather than Islam. This is to reflect the fact that RE starts with encounters with living faiths rather than the belief structures of traditions. This also recognises the diversity within and between people of the same and different religions.
- Notice that many Sikhs prefer the term *Sikhi* instead of *Sikhism*; *Sikhi* is a verb and signifies that this faith is not just about a system of belief, it is a path to follow, a way of life – about learning to be human. The term ‘Sikh’ comes from the word *sikhna* which means ‘to learn’: hence a Sikh is a learner.
- **Non-religious worldviews.** Good practice in RE, as well as European and domestic legislation, has established the principle that RE in schools without a religious character should be inclusive of both religions and non-religious worldviews. Schools should ensure that the content and delivery of the RE curriculum are inclusive in this respect.
- This syllabus requires that, in addition to the religions required for study at each key stage, nonreligious worldviews should also be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different worldviews.
- Key questions in this syllabus allow schools to draw in different traditions where they fit the theme and question, and where there are representatives of those traditions in the school and local community.

Time for religious education

Schools have a statutory responsibility to deliver religious education to all pupils.

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in this agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages.

There is no single correct way of making appropriate provision for RE as long as the outcomes are met. In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is **a minimum allocation of 5 per cent of curriculum time for RE**. This is set out in the table below, and based on the most recent national guidance.

- **4–5s 36 hours of RE per year** (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
- **5–7s 36 hours of tuition per year** (e.g. an hour a week, or less than an hour a week plus a series of RE days)
- **7–11s 45 hours of tuition per year** (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Important notes:

- **RE is legally required for all pupils.** Plural RE that conveys and accords equal respect to different religions and non-religious worldviews (e.g. Humanism) is a core subject and an entitlement for all pupils throughout their schooling.

RE is different from assembly. Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE would be good practice. The times given above are for religious education.

Flexible delivery of RE is often good practice: an RE themed day, or week of study can complement – but not usually replace – the regular programme of timetabled lessons.

RE should be taught in clearly identifiable time. There is a common frontier between RE and such subjects as literacy, citizenship or PSHE. However, the times given above are explicitly for the clearly identifiable teaching of religious education. Where creative curriculum planning is used, schools must ensure that RE objectives are clear. In EYFS, teachers should be able to indicate the opportunities they are providing to integrate RE into children's learning.

Coherence and progression. Whilst schools are expected to make their own decisions about how to divide up curriculum time, schools must ensure that sufficient time is given to RE so that pupils can meet the expectations set out in the locally agreed syllabus and this handbook to provide coherence and progression in RE learning. Any schools in which head teachers and governors do not plan to allocate sufficient curriculum time for RE are unlikely to be able to enable pupils to achieve appropriate standards in their RE.

Progression of Derby City RE Syllabus : Units of Study from KS1 to KS3

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying & interpreting)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?	3.1 <i>Do we need to prove God's existence?</i>
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?		3.2 <i>Does living biblically mean obeying the whole Bible?</i>
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	3.3 <i>What is so radical about Jesus?</i>
				U2.3 What do religions say to us when life gets hard?	3.4 <i>Is death the end? Does it matter?</i>
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?	3.5 <i>Why is there suffering? Are there any good solutions?</i>
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.5a* How do people from religious and non-religious communities celebrate key festivals? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	3.6 <i>Should religious buildings be sold to feed the starving?</i>
				U2.9*** What can be done to reduce racism? Can religion help?	3.7 <i>How can people express the spiritual through the arts?</i>
Living (Religious practices and ways of living; questions about values and commitments)	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? L2.10** How do family life and festivals show what matters to Jewish people?	U2.6 What does it mean to be a Muslim in Britain today?	3.8 <i>What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</i>
					3.9 <i>Should happiness be the purpose of life?</i>
		1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists? U2.10*** Green religion? What do religious and nonreligious worldviews teach about caring for the Earth?	3.10 <i>Does religion help people to be good?</i>
	F6. What is special about our world?	1.9 Who is a Hindu and how do they live? 1.10 Who is a Sikh and how do they live?		U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	3.11 <i>What difference does it make to believe in...?</i>
				Unit 2.11 What does it mean to be a Sikh in Britain today?	3.12 <i>Is religion a power for peace or a cause of conflict in the world today?</i>

* This unit is optional but can be integrated with L2.5. It offers a way of looking at Christmas through different academic disciplines.

** If schools have not done the systematic unit on Jewish people (1.3) in KS1, they should include this systematic unit in LKS2.

*** These units are optional. They could be done in addition to the other UKS2 questions or in place of a question in the same strand.

RE Yearly Overview for Allenton

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	FS2 floating units of work across whole of year- linked to topic and timings of religious festivals/events. F1 Which stories are special and why? F2 Which people are special and why? F3. What places are special and why? F4. What times are special and why? F5. Being special: where do we belong? F6. What is special about our world?					
Year 1	1.1 Who is a Christian and what do they believe? (part 1)	1.6 How and why do we celebrate special and sacred times? (part 1)	1.2 Who is a Muslim and what do they believe? (part 1)	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred? (part 1)	1.5 What makes some places sacred? (part 2)
Year 2	1.2 Who is a Muslim and what do they believe? (part 2)	1.6 How and why do we celebrate special and sacred times? (part 2)	1.10 Who is a Sikh and what do they believe?	1.1 Who is a Christian and what do they believe? (part 2)	1.4 What can we learn from sacred books?	1.8 How should we care for others and the world, and does it matter?
Year 3	L2.1 What do different people believe about God?	L2.5 Why are religious festivals important to religious communities? (Eid focus) [check calendar for date of Eid]	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are religious festivals important to religious communities? (Easter focus)	L2.8 What does it mean to be a Hindu in Britain today?	L2.4 Why do people pray?
Year 4	L2.3 Why is Jesus inspiring to some people?	L2.7 What does it mean to be a Christian in Britain today?	L2.5a How do people from religious and non-religious communities celebrate key festivals?	L2.10 How do family life and festivals show what matters to Jewish people?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
Year 5	U2.1 Why do some people think God exists? (part 1)	U2.1 Why do some people think God exists? (part 2)	U2.6 What does it mean to be a Muslim in Britain today?	U2.10 Green religion? What do religious and non-religious worldviews teach about caring for the Earth?	U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century?	U2.4 If God is everywhere, why go to a place of worship?
Year 6	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	U2.7 What matters to Christians and Humanists?	U2.3 What do religions say to us when life gets hard?	Unit 2.11 What does it mean to be a Sikh in Britain today?	U2.9 What can be done to reduce racism? Can religion help?	What do other world religions believe?

Links to Learning in Early Years Foundation Stage (EYFS)

Prime area: Communication and Language.

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development.

RE enables children to:

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably
- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development.

RE enables children to:

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy.

RE enables children to:

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religions and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

World in which they live.

Specific area: Mathematics.

RE enables children to:

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.

- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

FS2	F1: Which stories are special and why?			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
• Some people have religious faith, some don't. Listening to stories from sacred texts can teach lessons about how to be a good person who is kind, fair, and brave. • The Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19). • Other faiths' religious texts also contain stories and these are important to those who follow those faiths, e.g. Moses in the Bulrushes; Prophet Muhammad and the Night of Power, story of Diwali, The mouse and the Buddha, Guru Nanak and the boulder, • Jesus teaches about saying 'thank you', and why it is good to thank and be thanked • Learn what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. • Be able to name some sacred texts e.g. Bible, Qur'an, Torah, The Vedas, Upanishads, Puranas (Hinduism) Tripitaka and the Mahayana Sutras (buddhism) • Be able to talk about simple similarities and differences between religious communities in Britain.				
Vocabulary				
Belief, faith, Christian, God, Jesus, teachings, Bible, Qur'an, Torah, story, lesson, kindness/sharing/respect/ brave/helping				

FS2		F2 Which people are special and why?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				

- Some people have religious faith, some don't. Learning about and meeting religious leaders provides an opportunity for all to learn about being kind, forgiving and to think of others.
- There are significant people within the school and the wider community, who protect, take care of and guide us, and we may admire e.g. teacher, the caretaker, lollypop person, headteacher, vicar, police community support officer etc.
- Begin to form an idea of what qualities of a good friend and hold conversations on and reflect on the question 'Am I a good friend?'
- The Bible teaches about friendship and care for others, with a focus on what Jesus did and said, e.g. Zacchaeus (Luke 19); Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4:17–22); stories of Jesus helping and healing people e.g. Jairus' daughter (Mark 5:21–43); healing the man at the pool (John 5:5–9); blind Bartimaeus (Mark 11:46–52).
- Other stories from key religious leaders from another religion and are important to people today (e.g. Moses, Guru Nanak, Prophet Muhammad, the Buddha).
- Begin to describe some simple similarities and differences between religious communities in Britain.

Vocabulary

Religious leader, guide, teacher, community, wise, listen, respect, care, helper.

FS2		F3: Which places are special and why?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
• Some people have religious faith, some don't. When visiting places of worship, all can appreciate the feeling of kindness, the community support, beauty, spiritual significance and peaceful nature of these places. • We do different things in different places. There are places to be happy, to have fun, to be quiet or to feel safe. When do you go to these places and what is it like being there? • Religious people have places which have special meaning for them. • Know what it is like to visit a church, learn appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church. • Know what it is like to visit another religious place of worship, learn appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting. • Learn about some of the religious objects and acts of worship in different religious places. • Begin to describe some simple similarities and differences between religious communities in Britain •				
Vocabulary				
Place, worship, pray, quiet, respect, welcome, peaceful, God, community, church, Mosque, Synagogue, Gurdwara, Temple, Mandir,				

FS2	F4: Which times are special and why?
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Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
- Some people have religious faith, some don't. All communities have celebrations that bring people together, one should be respectful and keep an open mind when engaging in or learning about new celebrations. - All families and communities have special occasions and celebrations, this is often a time when people come together (e.g. religious and non-religious: weddings, birthdays, christenings, Halloween, bonfire night, etc) - Learn about major religious festivals and celebrations, including seasonal festivals including Christmas, Easter, Sukkot, Eid-ul-Adha, Diwali. - Know why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith - Know and recall simple stories connected with Christmas / Easter and a festival from another faith - Know and use simple new vocabulary to identify some similarities and differences between religious communities in Britain				
Vocabulary				
Celebrate, festival, tradition, family, friends, food, music, share, happy.				

FS2		F5: Where do we belong?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
- Some people have religious faith, some don't. A birth of a child is a significant, busy and happy event in everyone's lives whether your family is religious or not. All religious communities hold ceremonies to welcome the baby. - Know that each person is unique and valuable, learning some new vocabulary about religious beliefs that each person is unique and valuable. E.g 'Child of God', fellowship, Ummah (the worldwide Muslim community), teams, co-operation, togetherness. - Know about some other religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and they are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Christian beliefs about Jesus believing children to be very special. Tell the story of children wanting to see Jesus: the disciples tried to stop them until Jesus himself made time to welcome them (Mark 10:13–16). - Know how God's love for children is shown in Christianity through infant baptism and dedication and through ways churches welcome children. - Know how children are welcomed into another faith or belief community e.g. the Islamic aqiqah ceremony, the whispering of the Shahadah and cutting of hair. Humanist baby-naming and welcoming ceremonies are good for learning too				

- Know some signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle, the Aum symbol used by Hindus.
- Know some ways of showing that people are special from different religions e.g. Hindus celebrate Raksha Bandhan to enjoy the special bonds between brothers and sisters. A sister ties a band or Rakhi of gold or red threads around the right hand of a brother.
- Know new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication and that of other religious beliefs in the setting.
- Know and use simple new vocabulary to identify some similarities and differences between religious communities in Britain

Vocabulary

Baby, name, family, welcome, blessing, water, font, celebrate, promise, gift, special.

FS2

F6: What is special about our world?

Skills

Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves

Knowledge

- Some people have religious faith, some don't. Our world is full of wonderful things: plants and animals, new life, life-cycles, growth and decay and some people believe it was created by God. Throughout history and across all cultures there are many creation stories (Maori (New Zealand) Creation Story, Yoruba (West Africa) Creation Story, Chinese Creation Story (Pangu), Iroquois (Haudenosaunee- native American) Creation Story – Sky Woman).
- know about the wonders of the natural world, respond imaginatively and expressively to the beauty and delight of the natural world.
- Know stories and poems to talk about creation (e.g. 'God's Quiet Things' by Nancy Sweetland); explore stories with stilling exercises, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts).
- Know the Bible's creation story, e.g. 'In the Beginning' by Steve Turner.
- Know stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the ant' (talk about caring for animals, looking after pets); 'Muhammad and the thirsty camel' (talk about how the camel felt; whether they have ever done something they are sorry for) Seven new kittens'/ 'The tiny ants' (Muslim stories retold by Gill Vaisey. NB: in Islam, don't role-play the part of the Prophet – Muslims never do, out of respect).
- Know and use simple new vocabulary to identify some similarities and differences between religious communities in Britain including different people's ideas about the world.

Vocabulary

Creation, world, beginning, nature, light/dark, animals, people, plants, sky/land

Year 1		1.1 Who is a Christian and what do they believe? (part 1)		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. - A Christian believes in God and follows the example of Jesus - Christians believe that God is all-powerful, loving, close to every person, symbols and images used to express ideas about God show this. - The bible helps Christians to understand God. The book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13). - Jesus is a very important part of the Christian faith , (The Lion Storyteller Bible or New International Children’s Version), a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. - Jesus was kind to people in need, performed miracles was the son of God and he lives. A Wedding Party’ The Beginner’s Bible p320-325 - Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways - Christians pray to God to thank Him for good things in their lives and to ask Him for help - Christians sing songs to worship God				
Vocabulary				
Christian, God, Jesus, all-powerful, loving, forgiving, miracles, Bible, pray, worship				

Year 1	1.6 How and why do we celebrate special and sacred times? (part 1 – focus on Christmas)			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. - Different religions have many different festivals and celebrations - At Christmas, Christians celebrate the birth of Jesus, The Beginner’s Bible p269-298 [children should know the Christmas story] - Christians call the birth of Jesus the ‘Incarnation.’ It is when God became human in the person of Jesus Christ. God became full human and experienced human life (including suffering).				

- People celebrate Christmas in different ways. In the UK, most Christians decorate their houses with a Christmas tree, lights and other decorations.
- On Christmas Day, Christians give presents to remember that God gave his son Jesus as a gift to the world. They also eat special food.

Vocabulary

Festivals, celebration, Christmas, Jesus, Christmas tree, Incarnation, suffering, birth, nativity story, God

Year 1

1.2 Who is a Muslim and what do they believe? (part 1)

Skills

Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves

Knowledge

- Many pupils may have no personal belief in God but learning what others believe helps us understand others.
- Muslims believe in God (Allah) and follow the example of the Prophet Muhammed
- Muslims believe that following God shows them how to behave (for example towards animals, e.g. the story of Muhammed and the cat, 'The crying camel')
- Muslims believe that there is only one God – tawhid. Tawhid is the belief in the absolute 'oneness of Allah'. Muslims believe that everything in existence depends on God, and nothing is comparable to Him (God).
- There are many names of Allah (99) these describe the characteristics of God.
- Nasheeds are songs that praise God
- The place of worship is called a Mosque and the holy book is called the Qu'ran.
- Religious faiths share similar ideas of love, forgiveness and being kind to others etc.

Vocabulary

God (Allah), Muslim, Prophet Muhammed, tawhid, nasheeds, mosque, Qu'ran, Forgiveness, love, kindness

Year 1

1.7 What does it mean to belong to a faith community?

Skills

Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves

Knowledge

- Many pupils may have no personal belief in God but learning what others believe helps us understand others.

- Belonging means being happy or comfortable as part of a group
- Different people belong to different religions
- Some people do not belong to any religious community
- There are special ceremonies to help people belong to their religion
- In some churches, babies are baptised (christened). This is to welcome them into the church.
- Muslim people perform *Aqiqah* when a baby is born to say thank you to God for the gift of a child
- Jewish people have a special naming ceremony for girls – *Brit Bat*
- When people get married, they make special promises to each other to show they belong together. They also exchange rings as a symbol of belonging to each other.
- The promises made and how the ceremony looks differs in different religions
- Although people belong to different religions, they live and work alongside each other showing respect to each other's beliefs
- There are times when people from different religions work together to help people, for example, Christian Aid and Islamic Relief

Vocabulary

Belonging, religion, religious community, ceremony, baptism, christening, Aqiqah, Brit Bat, promises, respect.

*Names of religious communities: **Christian** – congregation or church community, **Muslim** – ummah (all Muslims worldwide) or jamaat (local community), **Buddhist** – sangha (community of monks, nuns, and sometimes lay followers) **Hindu** – sampradaya (a spiritual or religious community/tradition), **Sikh** – sangat (local gathering of Sikhs) or Khalsa (community of committed Sikhs), **Jewish** – kehillah (local community) or Jewish community*

Year 1		1.5 What makes some places sacred? (part 1 & 2)		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
• Many pupils may have no personal belief in God but learning what others believe helps us understand others. • Sacred means to deserve respect because of its connection to God • Holy means set apart for God • Most religions have places that they consider to be sacred • We should show respect for other people's sacred belongings and places • Religious people go to a place of worship to worship God • Places of worship look different for different religions • Christian's place of worship is called a church • In a Church of England church, there are special artefacts: altar, cross/crucifix, font, lectern, candles, pulpit • Jews worship at a synagogue • In a synagogue, you will usually find: ark, Ner Tamid, Torah scroll, tzitzit, tefillin, tallit, kippah				

- Muslims worship at a mosque
- In a mosque, you will usually find: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin
- Religious believers sometimes use music to help them to worship

Vocabulary

Sacred, holy, worship, church, synagogue, mosque [plus key vocabulary linked to first-hand experience of visiting places of worship]

Year 2

1.2 Who is a Muslim and what do they believe? (part 2)

Skills

Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves

Knowledge

- Many pupils may have no personal belief in God but learning what others believe helps us understand others.
- Muslims believe that the Holy Qur'an was given to the Prophet Muhammed by the Angel Jibril
- Muslims learn Arabic to be able to read the Holy Qur'an
- There are objects that are significant to Muslim believers, e.g. prayer beads, prayer mat, compass, headscarf, Qur'an and stand
- Ramadan is a special time for Muslims every year. During Ramadan, Muslims fast during daylight hours. Fasting means not eating anything.
- At the end of Ramadan, there is the celebration of Eid-ul-Fitr [note there is a unit studying festivals especially Eid in Year 4]
- During Eid, special food is eaten, new clothes are worn and presents are given

Vocabulary

Holy Qur'an, Angel Jibril, Arabic, prayer beads, prayer mat, compass, headscarf, Eid-ul-Fitr, Ramadan

Year 2

1.6 How and why do we celebrate special and sacred times? (focus on Diwali)

Skills

Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves

	Beginning to speak about religious topics			
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. - Different religions celebrate different festivals - There are some similarities between festivals: fasting during Ramadan before Eid (Muslim) giving up things for Lent on the lead up to Easter (Christian) fasting during Yom Kippur (Jewish), majority of followers of Buddhism are vegan/vegetarian, during Navarati Hindus fast or eat only certain foods for 9 days. - Light is an important symbol in different festivals, e.g. Christmas and Hanukkah - Diwali is an important festival of light for Sikhs and Hindus – light is symbolic of the victory of light over darkness - Diwali is celebrated over 5 days - The Hindu Diwali story remembers the story of Rama and Sita [children should know this story] while the Sikhi community Commemorates the historical event in Sikh history- the release of Guru Hargobind Ji from prison along with 52 princes. - During Diwali, Hindu people decorate their homes with clay lamps (divas) and create design patterns (Rangoli) on the floor with coloured rice, sand or powders - Hindu families often have fireworks as part of their Diwali celebrations [Note. What Hindus believe and how Hindus live will be learnt about in KS2]				
Vocabulary				
Hindu, Diwali, Christmas, Hanukkah, Rama, Sita, diva, Fireworks, Rangoli, Sikhi,				

Year 2		1.10 Who is a Sikh and what do they believe?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. - Sikhs believe in one God and follow the teachings of the Gurus, including Guru Nanak. - The Sikh place of worship is called a gurdwara. A gurdwara has a prayer hall, where the takht holds the Guru Granth Sahib (sacred text), and a Granthi reads the scriptures. In the prayer hall, worshippers sit on the floor as a sign of respect. - A gurdwara has a langar, where people prepare, serve, share, and eat food together, such as karah parshad. - Sikhs treat the Guru Granth Sahib (sacred text) as a living Guru. - Sikhs believe it is important to treat everyone equally and to serve others, no matter who they are. - Stories from Guru Nanak’s childhood teach lessons about helping others, caring for animals, and sharing food. - Guru Nanak’s story also teaches that there is only one God, which is shown in the Ik Onkar symbol and the Mool Mantar. - Some Sikhs make a special commitment by joining the Khalsa, which is shown through the Five Ks and certain lifestyle choices.				

- Sikh teachings emphasize equality and respect for all people, shown in stories such as Bhai Lalo and Malik Bhago.

Vocabulary

Sikhi, Gurdwara, prayer hall, Takht, Guru, Guru Granth Sahib, Granthi, Langar, Worshipers, Guru Nanak – the first Sikh Guru. Khalsa – a group of committed Sikhs who follow special rules. Ik Onkar – symbol showing there is only one God. Karah parshad – sweet food shared in the gurdwara. Five Ks – symbols worn by Khalsa Sikhs [Kesh – uncut hair, showing respect for how God made you. Kanga – wooden comb, used to keep hair tidy, symbolizing cleanliness and order. Kara – steel bracelet, worn on the wrist as a reminder to do good deeds. Kachera – special cotton undergarment, symbolizing self-control and modesty. Kirpan – small sword or dagger, representing courage and the duty to protect others.]

Year 2		1.1 Who is a Christian and what do they believe? (part 2)		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
• Many pupils may have no personal belief in God but learning what others believe helps us understand others. • Christians follow teaching from the Bible about how to live their lives • Jesus told stories to his followers called parables • Parables help Jesus’s followers (or disciples) know how to live good lives, e.g. ‘The Widow’s Coins’ from The Lion Storyteller Bible p134 (where the poor widow donates all she could, Jesus says she sacrificed/gave more than the rich donors). • Christians pray to God to thank Him for good things in their lives and to ask Him for help • Jesus told a story about prayer ‘The Pharisee and the Tax Collector’ The Lion Storyteller Bible p126 (this teaches that those who are proud and self-righteous, like the Pharisee, are not favoured by God, while those who are humble and acknowledge their sinfulness, like the tax collector, are justified.) • Christians sing songs to worship God known as hymns				
Vocabulary				
Christians, Jesus, disciples, Bible, parables, prayer, worship, widow, rich/poor, sacrifice, proud, humble, sin, hymn,				

Year 2		1.4 What can we learn from sacred books?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising

Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice similarities in teachings across many religious stories and texts (for example: kindness/caring/forgiving etc). - A sacred book is a book which contains stories (and other texts) from a religion. These often teach followers of the faith how to be kind, forgiving and helpful to others. - Different religions have different sacred books - The Bible is a sacred text for Christians - The Holy Qur'an is a sacred text for Muslims - The Tenakh is the sacred text for Jews - The Torah (part of the Tenakh) is often read from scrolls in the synagogue written in Hebrew - The Bible is translated into lots of different versions and languages to make it accessible to all - The Holy Qur'an is kept in its original Arabic as Muslims believe this was how it was revealed to Prophet Muhammad - There are some stories which occur in more than one sacred text, e.g. the story of Noah - Some stories about Prophet Muhammad include: 'Muhammad and the hungry stranger'; Muhammad and Bilal - Jesus told stories (parables) to help his followers (disciples) learn about God, e.g. 'The Good Shepherd' The Lion Storyteller Bible p116; 'The Lost Coin' The Lion Storyteller Bible p 118 - Some stories from the Tenakh also form part of the Christian Bible, including David and Goliath 'David the Giant Killer' The Lion Storyteller Bible p54				
Vocabulary				
Sacred book, Bible, Holy Qur'an, Tenakh, Torah, similarity, differences, compare				

Year 2	1.8 How should we care for others and the world, and does it matter?			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Beginning to ask questions about religions	Beginning to think about religious beliefs and practices Beginning to speak about religious topics	Talking about religious practices	Showing through art work their understanding of different aspects of religions	Beginning to understand that different people have different beliefs to themselves
Knowledge				
Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice similarities in teachings across many religious stories and texts (for example: kindness/caring/forgiving etc).				

- Religions teach that people are valuable, for example Psalm 8 (use International Children's Bible version <https://www.biblegateway.com/passage/?search=Psalm%208&version=ICB>) talks about God creating the world and crowning humans with glory and honour and putting them in charge of caring for creation
- In the Bible, there are stories about care for each other, e.g. 'Down through the roof' The Lion Storyteller Bible p94 tells of 4 friends taking a paralysed man to Jesus to be healed
- We all have special gifts we can use to help others
- Most religions teach that helping others and supporting the poor are important, e.g. Zakat (alms giving) in Islam; tzedakah (charity) in Judaism
- Some people have been inspired to care for people because of their religious beliefs, e.g. Dr Barnardo, Sister Frances Dominica
- The Golden Rule is 'treating others how you would want to be treated' this can be found in all religions
- Jewish, Christian and Muslim believers believe that God created the world and that humans were created to care for it, e.g. 'In the Beginning' The Lion Storyteller Bible p8 (for the Jewish and Christian version of the creation story)
- Muslims believe that people are 'khalifahs' (custodians) and that we should look after the world <https://www.truetube.co.uk/resource/charlie-and-blue-ask-about-allah-and-creation/>
- Jewish believers celebrate Tu B'shevat 'New Year of the Trees' as an ecological awareness day and trees are planted

Vocabulary

Bible, gifts, Zakat, tzedakah, Golden Rule, creation, paralysed, healed, khalifahs, Tu B'shevat,

Year 3		L2.1 What do different people believe about God?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice similarities in teachings across many religious stories and texts (for example: kindness/caring/forgiving etc). - Christians believe in one God (Father, Son and Holy Spirit) - Christians believe that Jesus is the Son of God (fully human and fully man) - Christians learn about God from the Bible - Muslims believe in one God; the Arabic word for God is Allah - Muslims learn about God (Allah) from the Qur'an				

- The Qur'an contains 99 Beautiful Names of Allah
- Hindus believe that Brahman is the Supreme Being (God). Brahman is The supreme, unchanging reality underlying the universe. Brahman is Eternal, beyond description, and unchanging.
- Since Brahman is formless, Hindus often worship personal deities (sometimes referred to as 'Gods and Goddesses') that represent different aspects of the divine. These are more approachable and relatable for daily devotion.
- The Hindu sacred text is the Vedas
- Jews believe in one God; they never write full name it would be written as G_d
- Jews learn about God from the Torah and other writings which form the Old Testament of the Christian Bible
- Faith is believing in something that we cannot see
- Humanists and others of non-religious beliefs do not believe in God
- Humanists believe that they should be a good human because it is morally the right thing to do

Vocabulary

Belief, God, Christianity, Christians, Bible, Muslims, Allah, Qur'an, Hindu, the Vedas, Supreme Being, Brahman, Jewish, Torah, Humanists

Year 3		L2.5 Why are festivals so important? (Eid focus)		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice similarities in teachings across many religious stories and texts (for example: kindness/caring/forgiving etc). - Many religious festivals are based on the lunar calendar rather than fixed dates each year - Know that believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. - Eid-ul-Fitr is the celebration at the end of Ramadan where Muslims thank Allah for giving them strength in the previous month - Ramadan is a time of daylight fasting for Muslims - Ramadan remembers the time that the Qur'an was given to the Prophet Muhammed - Eid-ul-Fitr is celebrated with feasting, presents and new clothes				

- Begin to discuss the questions: Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent); why do they keep on celebrating ancient events?; Should everyone be allowed a day off work for their festivals?; Can the real meaning of a festival be preserved, or do the shops and shopping always take over?

Vocabulary

Festival, Symbolism, Ramadan, Eid-ul-Fitr, Celebrate, Community, Lunar calendar

Year 3

L2.2 Why is the Bible so important for Christians today?

Skills

Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness

Knowledge

- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice similarities in teachings across many religious stories and texts (for example: kindness/caring/forgiving etc).
- Christians believe that the Bible is inspired by God and contains God's teachings
- The Bible teaches Christians about God and the world
- The Bible is made up of 2 main sections the Old and New Testaments
- These are divided into different books then chapters and verses
- The Old Testament is an important part of Jewish scripture too
- There is range of different kinds of writing in the Bible: history, poetry, prayer, stories
- The Bible begins with the story of creation NB. Most Christians today think the 7 day account is story to explain a longer process of time not a literal 7 days.
- The Bible uses images to describe what God is like: shepherd (Psalm 23:1); potter (Isaiah 64:8); light (John 8:12)
- Jesus told stories called parables to give his followers guidance for how to live their lives
- Some examples of the parables are: The Prodigal Son (Luke 15:11-32), The Good Samaritan (studied in 6), The Lost Sheep (Luke 15:3-7)
- Christians use the Bible in different ways: for everyday prayer and Bible reading; in Bible study groups; read aloud in church

Vocabulary

Guidance, Wisdom, Bible, Christian, Old and New Testaments, Chapters, Verses, Creation, study

Year 3

L2.5 Why are religious festivals important to religious communities? (Easter focus)

Skills

Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice similarities in teachings across many religious stories and texts (for example: kindness/caring/forgiving etc). - Christians celebrate Easter as a remembrance of the death and resurrection of Jesus (Mark 14:12 – 16:20) - For many Christians, Easter is a more important festival than Christmas - At Easter, Christians remember Jesus dying on the cross on Good Friday and being raised from the dead on Easter Sunday - Eggs are given at Easter as a symbol of new life as reflected in the resurrection of Jesus - Lent is the 40 days leading up to Easter; many Christians give up a luxury in preparation for Easter - Different Christian traditions celebrate Easter in different ways, e.g. decorating an Easter tree, decorating the house, exchanging chocolate eggs				
Vocabulary				
Christian, Church, celebration, festival, community, Easter, death, crucifix, crucifixion, resurrection, Good Friday, Lent				

Year 3		L2.8 What does it mean to be a Hindu in Britain today?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice similarities in teachings across many religious stories and texts (for example: kindness/caring/forgiving etc). - Hindus believe in one supreme being, Brahman. Brahman is the source of everything; it is infinite, eternal, and beyond description. Brahman, the ultimate, infinite, and formless reality that underlies everything in the universe.				

- Since Brahman is formless, Hindus often worship personal deities that represent different aspects of the divine.
- Hindu sacred texts include the Vedas
- Objects that might be found in a Hindu's home include: murtis (statues and pictures of deities), family shrine, puja tray, sacred texts
- The *puja* tray usually includes incense, fruit, bells, flowers, candles
- During the week, a Hindu family might do daily puja, visit the temple (Mandir), sing hymns, read holy texts, bless their food
- <https://www.truetube.co.uk/resource/autism-hinduism-me/> describes and shows Hindu worship in the home and briefly in the temple for Diwali
- The 4 aims of life are: *dharma* (religious or moral duty); *artha* (economic development – providing for family and society by honest means); *karma* (regulated enjoyment of the pleasures and beauty of life; *moksha* (liberation from the cycle of birth and rebirth – reincarnation)
- Karma = actions bring good or bad karma (good actions bring good karma; bad actions bring bad karma)
- At the temple, a Hindu worshipper will perform rituals, pray, sing praise hymns/songs (*bhajans*), make offerings, share and receive *prashad* (an apple or sweet) which represents the grace of God
- Hindus represent deities to show their character and attributes

Vocabulary

Murtis, Puja tray, Incense, Sacred, Reincarnation, Hymns, Deities, Dharma, Artha, Karma, Moksha, Bhajans, Prashad, Character, attributes

Year 3		L2.4 Why do people pray?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
• Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice similarities in teachings across many religious stories and texts (for example: kindness/caring/forgiving etc). • Prayer is talking to God • For Muslims, prayer is one of the pillars of Islam: Salat; they should pray 5 times a day • Muslims pray facing Makkah using set prayers and movements • Muslims prepare themselves for prayer: Wudu • Muslims may use Subha beads in prayer • Christians pray in a range of ways and places • The Lord's Prayer was taught by Jesus as a template for Christian prayers (Matthew 6:5-13) • Christians believe that God answers prayers in different ways				

- Many Hindu homes have a shrine where they worship
- Puja tray is used by Hindus as a part of their prayers
- Jews are supposed to pray 3 times
- The Jewish prayer book (Siddur) has special services for these prayers
- Many Jews pray with their heads covered: men wear a kippah (also known as yarmulke) and women may use a scarf

Vocabulary

Prayer, Private, Public, Lord's Prayer, Practice, Salat, Subha beads, Wudu, Makkah, Puja, Mandir, Synagogue, Siddur, Kippah

Year 4

L2.3 Why is Jesus inspiring to some people?

Skills

Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness

Knowledge

- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc).
- The Christian sacred text is called the bible. The bible has two parts: the Old Testament and the New Testament.
- The first 4 books of the New Testament part of the Bible are called the Gospels
- The Gospels tell the story of the life of Jesus and were written by 4 different people
- Jesus is portrayed in different ways by different cultures/people groups – he would not have had blonde hair and blue eyes
- Jesus described himself using metaphors (imagery) e.g. I am the good shepherd (John 10:11); I am the light of the world (John 8:12)
- Jesus performed miracles which inspired people to follow him, e.g. feeding the 5 thousand (Matthew 14:13-21); healing the sick (Mark 2:1-12); calming the storm (Luke 8: 22-25)
- Jesus told stories called parables that taught his followers (disciples) how to live better lives.
- Jesus told his followers that the two most important rules in life are these: 'Love the LORD, your God with all your heart, all your soul, all your strength, and all your mind.' And, 'Love your neighbour as yourself' (Matthew 22: 37-39) – this still inspires people today
- Mother Teresa was inspired by this to help poor people in India

- People in all walks of life are Christians and live their lives inspired by Jesus, e.g, Allisson Becker (Liverpool and Brazil goalkeeper); Stormzy (musician); Angela Bassett (actor – Black Panther); Dan Walker (sports and TV presenter)

Vocabulary

Inspirational, Role model, Christians, Jesus, Parables, miracles, disciples, Portrayal, Gospels, New Testament,

Year 4		L2.7 What does it mean to be a Christian in Britain today?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - Things you might find in a Christian's home include; Bible; cross/crucifix; Christian books or magazines; Christian music; Bible verses on display - During the week, a Christian family might: say grace (thank you to God) before meals; have family prayers and Bible readings; private prayers and Bible readings; give to charity; meet in a small group for prayer and Bible study; attend Church on a Sunday - Some Christians show their faith by helping their local community - In Derby, Derby City Mission does many different things to help people, e.g. food bank, community shop, helping homeless people - Most Christians go to church once a week on a Sunday - In a church service, there will usually be singing, prayers, Bible reading(s) and a sermon (a talk) - Christians express their faith through singing hymns (e.g. The Lord's my Shepherd; Abide with Me) and songs (e.g. My lighthouse; My God is so big) - Different Christian Churches have different traditions and different ways of showing their faith				
Vocabulary				
Bible, cross, crucifix, grace, faith, community, Christian, God, Jesus, Belief, Family, Charity, Faith, Bible, Church, Hymns, Traditional, sermon,				

Year 4	L2.5a How do people from religious and non-religious communities celebrate key festivals?
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Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - There are different ways to examine religion and religious practices. - People of different religions may take on traditions from other cultures/religions from what they experience in their lives, particularly if they move to a different country. - Know the theology is studying and examining what people believe [RS lens]. A RS lens can help us to look at evidence to find out how Christians celebrate at Christmas; we don't answer questions about Christmas from the point of view of a Christian when we look through an RS lens - Know the sociology is studying and examining what people do. In Sociology we can look at data (e.g. on how Christmas is celebrated in the UK) from large groups of people, or small groups or individuals. - Know the philosophy is studying and examining what people think - Use sociology lens, Philosophy lens and Theology lens to be a Religious studies (RS) investigator - Investigate Christmas celebration practices, religious and secular. Ask questions about what pupils can see, what they guess is happening, and questions they would like to ask. Choose a series of Christmas practices to explore, at least one celebrated at church and one from home e.g. nativity service, Christingle service, decorating the house, carol singing. Find out information about how, why and by whom these are done. Plan one of these activities e.g. a nativity service, explaining why certain parts of the celebration happen, who might join in or not join in. Look at information about how many people in the UK celebrate Christmas and how they say they celebrate. What is interesting or surprising? Create a questionnaire as a class to find out how people celebrate Christmas and what is important to them about Christmas. Ask a variety of people from different religious and non-religious worldviews. Analyse the results. Can pupils see any patterns? Do lots of people give similar information in their response? Are all the responses different? - Begin to debate based on knowledge gained: the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Is there a 'real' meaning of a festival?				
Vocabulary				
Theology, philosophy, sociology, debate, change, meaning, Christmas, tradition, gift, culture,				

Year 4	L2.10 How do family life and festivals show what matters to Jewish people?
Skills	

Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - Jewish people believe in God [note that some Jewish people write G_d out of respect] - The Shema expresses the Jewish belief in God – ‘God is one, creator and cares for all people’ - Most Jewish homes have a Mezuzah on the outside of their house next to the door. The Mezuzah has the words of the Shema inside. Jewish people touch the Mezuzah every time they pass it and kiss the fingers that touched it. This is to connect to God. - Shabbat (Saturday) is a special day of the week for Jewish people. There is a special family meal on the Friday evening before Shabbat with wine, challah bread, candles and special prayers - Rosh Hashanah and are the Jewish new year. Jewish people look at their deeds from the past year and make a fresh start for the next one; find out about the shofar, eating sweet foods, tashlich. - Yom Kippur is the ‘Day of Atonement’: a day of fasting and praying for forgiveness; what happens and why; the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God’s readiness to forgive) - Pesach/Passover is the story of the Exodus, exploring the relationship between the people and God; find out how this story is remembered at Pesach and celebrated in Jewish homes (e.g. preparation and the seder meal). - Pesach has themes of freedom, faithfulness of God; the Jewish people’s place as God’s Chosen or Favoured People – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. - Slavery is still present in the world today, how important freedom is, and how we might bring freedom. - After their escape from Egypt, the Jewish people were given the Ten Commandments. - Know the importance of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today.				
Vocabulary				
Mezuzah, Shema, Shabbat, Rosh Hashanah, tashlich, Yom Kippur, repentance, deliverance and salvation, Pesach/Passover, Ten Commandments.				

Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - Religions have teachings which act as guides for living - The 10 Commandments (Exodus 20:1-21) guide the lives of Jews - The 2 Commandments of Jesus to love God and to love others (Mark 12:28-34) guide the lives of Christians - Humanists follow the 'golden rule': treat others how you would like to be treated yourself. - There are also religious teachings that give examples of how to live 'a good life'. - There are Jewish teachings about being thankful. The Talmud – ancient Jewish teachings – says that Jews should say 'thank you' 100 times a day. - Christian teachings include the story of Jesus resisting temptation (Matthew 4:1-11); and living a new life (Ephesians 2:22-32).				
Vocabulary				
Right, Wrong, Guide, Advice, 10 Commandments, Path, Belief, Rule, Dilemma, Temptation, Differences, Support, Inspired, Faith, Help, Golden rule				

Year 4	L2.6 Why do some people think life is like a journey?			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions Knowing there are different types of sources to gather information	Thinking about religious beliefs, practices and ultimate questions Thinking about their own feelings, relationships and experiences Speaking about religious and spiritual topics	Describing concepts, rituals and practices Describing their beliefs Beginning to respond to religious issues	Drawing meaning from artefacts and works of art Beginning to understand some religious language Starting to suggest meaning of religious texts	Being considerate of the feelings, experiences, attitudes, beliefs and values of others Starting to use the power of imagination to identify feelings such as love, wonder and forgiveness
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - Ceremonies are used in different religions to mark milestones in life - In Christianity, these are: baptism and confirmation (Roman Catholics also have first holy communion and first confession); marriage; and death				

- Christians believe that when they die they will go to heaven and live forever in God's presence
- In Hinduism, there are many life ceremonies, such as: naming a child (Namakarana); child's first outing (Niskramana); first solid food (Annaprashana); thread initiation; marriage; and death
- Hindus believe that when they die their soul will be reborn in a different form depending on how they have lived this life (reincarnation)
- In Judaism, these are: *Brit Milah* (boys); *Simchat Bat* (girls); *Bar* or *Bat Mitzvah*; marriage; and death
- Jews believe that when they die righteous souls will go to live in *Gan Eden* (a place of paradise) and impure souls will go to *Gehenna*.
- Commitment ceremonies such as marriage look different in different religions (and between people with no religion) but they all involve making promises

Vocabulary

Ceremony, Community, Journey, Believer, Identity, Vows (promises), Baptism, Christening, Reincarnation, Heaven, Initiation, Bat Milah, Simchat, Bar/Bat Mitzvah, Commitment, marriage

Year 5	U2.1 Why do some people believe God exists? (AUT1 and AUT2)			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - A theist is someone who believes that God exists - An atheist does not believe that God exists - An agnostic is not sure if God exists or not - The bible uses lots of different metaphors to explain what go is like: God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light - Christians believe that the Bible explains what God is like through the use of metaphors and stories, e.g. Alpha and Omega (Revelation 22:13); Eagle (Deuteronomy 32:11); fortress (2 Samuel 22:2)				

- Different people have different reasons for believing (or not believing) in God
- Some reasons people believe in God include: family background; religious experience; extraordinary intricacies of the natural world can only point to a creator/designer, experienced a sense of 'the presence of God' or had prayer answered
- Some reasons people do not believe in God include: existence of suffering; scientific explanations for creation
- Some Christians take a literal understanding of the creation story in Genesis. Others read it as expressing truths about God alongside our growing scientific understanding.
- Being a scientist does not stop people believing in God, e.g. Jennifer Wiseman, Stuart Burgess
- Believing in God (or not) impacts the way people live in different ways
- People with a religious belief believe that their holy books show them how to live a good life
- Humanists do not believe in God; they believe that they should live happy, good lives and have a duty to support other people.

Vocabulary

Faith, God, Science, Leader, Bible, Humanist, Humanism, Agnostic, Atheist, Theist, suffering, spirit, eternal, prayer, sacred, fortress, shepherd, almighty, light, eagle, holy books,

Year 5	U2.6 What does it mean to be a Muslim in Britain today?			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - Muslims worship at mosques or in any safe space. Worship is called <i>ibadah</i> (worship and belief in action) - The 5 pillars of Islam are: <i>shahadah</i> (belief in one God and his Prophet); <i>salat</i> (daily prayer); <i>sawm</i> (fasting); <i>zakat</i> (alms giving); <i>hajj</i> (pilgrimage) - Muslims believe that the Qur'an is the direct word of Allah (Allah is the Arabic word for God) - The Holy Qu'ran was revealed to the Prophet Muhammed through the angel Jibril; it teaches Muslims how to worship God and how to live good lives.				

- The Qu’ran contains 2 main forms of guidance for Muslims: hadith (these is the historical narrative of the life of the Prophet); sunnah (this is the action a Muslim with make to follow the example of the Prophet)
- The design and features of a Mosque vary accordingly to regional traditions
- The common use for the Mosque is for congregational prayer so all Mosques have a large prayer hall. There is also water for ritual cleansing (done before prayer).
- Many mosques have a minaret (a tower from where the call to prayer is announced) and a dome (symbolising the vault of heaven)
- In the prayer hall, the Imam stands in a minbar (pulpit) to deliver sermons
- When Muslims pray (not at the mosque) they use a prayer mat facing towards Makkah

Vocabulary

Ibadah, 5 pillars, Shahadah, Salat, Sawm, Zakat, Hajj, Mosque, Prayer mat, Wudu, Minaret, Minbar, Imam, Sermon, Makkah, prophet Muhammad, hadith, sunnah

Year 5 U2.10 Green Religion? What do religious and non-religious worldviews teach about caring for the Earth?

Skills

Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.

Knowledge

- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc).
- Know about the issues of: climate change, environmental protection and the future sustainability of the planet, in the light of teaching and practice from different religions.
- Know who Greta Thunberg is and the issues of climate justice. From her story, what can pupils tell about her personal worldview? What matters most to her? Greta is non-religious. Why do humans pollute their own earth? Why do extinctions matter? Can we care better for our planet? Who is most at risk from environmental change? Does the Earth belong to God? If some people believe the Earth does belong to God, how should they live?
- Know about key concepts such as khalifa (Islam- humanity's role as God's stewards or vicegerents on Earth), stewardship (Christianity- the belief that God created the Earth and entrusted it to humans to care for it responsibly on his behalf), Bhumi (goddess in Hindu dharma- the goddess personifying the Earth and is considered the sacred mother of all life, embodying qualities like patience, fertility, and nourishment) and Tu B'Shevat (Jewish- New Year for Trees that celebrates the earth, nature, and the fruits of the land by focusing on trees) which have implications for care of the earth. Connect these ideas to words and stories from sacred texts.

- Know about the work of projects such as the Jewish Ecological Coalition, Islamic Relief's tree-planting, the Hindu Bhumi Project, Christian projects Eco Church or Operation Noah. Consider some reasons why these projects may need to grow and influence their traditions more strongly. Should religions be greener?
- Know about green spirituality from different faiths in works of art, music, drama, prophecy and activist protests or actions: what are the spiritual roots of such expression, and what impacts can they have?
- Begin to discuss whether your personal opinions on caring for the Earth have similarities and/ or differences to religious beliefs on this subject. What must happen for people and planet to survive and re-balance the ways humans have exploited the earth.

Vocabulary

Climate change, global warming, pollution, extinction, sustainability, stewardship, Khalifa, Bhumi, Tu B'Shevat, worldview, activist, protest,

Year 5	U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty-first century?			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - Jesus declared his mission in Luke 4: 18-19: <i>‘to proclaim good news to the poor; freedom for prisoners; healing the blind; and setting oppressed people free’</i> - Examples of Jesus fulfilling his mission can be found in the gospels - Jesus taught about love (Matthew 22:37-40); forgiveness (Luke 7:36-50); justice and fairness (Mark 9:35-37; Luke 11:39-42); generosity and not being greedy (Mark 12:41-44); Mark 10: 17-27) - Jesus taught about the ‘kingdom of God’ where people live the way God wants them to live (Mark 12: 30-32; Matthew 13:44-46) - Christians believe that they should live the way that Jesus lived. - Christians believe that Jesus’ death on the cross (and his resurrection) bought forgiveness from God so they should live in a way which honours God.				
Vocabulary				
Gospels, Jesus, Love, Forgiveness, Generosity, Justice, Fairness, Morality, Kingdom of God, Christians, Honour, oppressed, proclaim,				

Year 5	U2.4 If God is everywhere, why go to a place of worship?			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - Worship means to give honour and respect to God - Worship can be expressed in many ways, e.g. praying, singing - Not all places of worship look the same even within the same religion - Hindu's believe they have a duty of pilgrimage; this concerns the need to be seen by the deity worshipping at a particular shrine. - The Western Wall in Jerusalem is a very special places for Jews. It is the last remaining wall from the ancient Jewish temple which was destroyed by the Romans in AD70. - The Jewish temple was called the 'house of God' - Modern Jews worship at a synagogue (house of assembly) also called a schul (school – a place to learn) - Reformed and Orthodox synagogues look different and how they are used differs - In Reformed synagogues, men and women worship together. In Orthodox synagogues, men and women worship separately. - The word 'church' can mean a physical church building or a group of people coming together to worship God - Some Christian churches look different to each other, e.g. Anglican and Baptist churches - Some Christians do not worship in traditional buildings, e.g. Fresh Expressions movement which seeks to encourage people to come together to worship God in non-traditional settings - Pupils know some of the similarities and differences between world religions from 3 view-points: Theological (what people believe), sociological (what people do) and philosophical (what people think)				
Vocabulary				
Worship, Place of worship, Pilgrimage, Duty, Love, Prayer, Reformed, Orthodox, Anglican, Baptist, similarities, schul, The Western Wall, traditional, honour, respect				

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Year 6	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). <i>Ahimsa</i> is the principle of not causing harm to other living beings. <i>Ahimsa</i> is a key virtue in Hinduism (and other Indian religions – Jainism and Buddhism) <i>Grace</i> is the belief, within Christianity, that God loves people unconditionally. Because of Jesus’ death and resurrection, God is willing to offer forgiveness to anyone who believes in him. - There are 3 virtues in Christianity: faith, hope and charity - The story of the forgiving father/lost son (Luke 15:11-32) is a story Jesus told to illustrate grace. <i>Ummah</i> is the worldwide community of Muslims. - Being part of the Ummah is expressed through pilgrimage (<i>hajj</i>) and shared welfare (<i>zakat</i>) - Pupils know some of the similarities and differences between world religions from 3 view-points: Theological (what people believe), sociological (what people do) and philosophical (what people think)				
Vocabulary				
Ahimsa, Grace, Ummah, Forgiveness, Unconditional, Pilgrimage, Community, Zakat, Hajj, Virtue				

Year 6	U2.7 What matters most to Christians and to Humanists?			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising

Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
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Knowledge

- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc).
- Christians believe that humans are made in the image of God (Genesis 1:28) and are also sinful (the 'Fall' Genesis 3). This explains why humans are good and bad.
- A Humanist 'code for living' includes: Be honest; Use your mind; Tell the truth; Treat others how you would like to be treated.
- The Christian 'code for living' can be summed up in Jesus' 2 rules: love God and love your neighbour.
- The story of the Good Samaritan explains how to love your neighbour (Luke 10: 25-37).
- When values clash, doing the 'right' thing can be difficult.
- Pupils know some of the similarities and differences between world religions from 3 view-points: Theological (what people believe), sociological (what people do) and philosophical (what people think)

Vocabulary

Humanist, Humanism, Christian, sin, Sinful, values, The Fall, moral,

Year 6		U2.3 What do religions say to us when life gets hard?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view,

				deepening understanding of beliefs and practices.
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - Religion can help believers when times are hard, through: prayer; sense of purpose; membership of a community who care for each other. - Most religions teach about some form of life after death this can bring comfort to people if they are suffering or bereaved. - Some people believe that death is the end of life and there is no afterlife. - Christians believe that they will live eternally with God in heaven because of salvation through Jesus - Hindus believe that when they die their soul will be reborn in a different form depending on how they have lived this life (reincarnation). - Humanists have no belief in the afterlife so they focus on seeking happiness in life. - There are often special prayers and songs used when someone has died - Prayers for the dying and the dead are common across many religions and express a hope for comfort, peace, and a restful afterlife for the deceased. Examples include the Christian "Eternal rest" prayer, the Islamic "Dua for the Deceased", the Jewish El Malei Rachamim prayer for mercy, and the Hindu mantra "Om Namo Narayanaya" - Ideas about heaven and the afterlife can be expressed in works of art - Pupils know some of the similarities and differences between world religions from 3 view-points: Theological (what people believe), sociological (what people do) and philosophical (what people think)				
Vocabulary				
Communication, Faith, God, Prayer, Right, Rules, Heaven, Reincarnation, Karma, salvation, eternally, afterlife, soul, reborn, reincarnation,				

Year 6	U 2.11 What does it mean to be a Sikh in Britain today?			
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Knowledge				

- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc).
- Know the key beliefs of a Sikhs: Sikhs believe: that there is only one God; all humans are children of God; everyone is equal and should be treated the same; they should live honestly and share with others; reincarnation; follow the teachings of Guru Nanak
- The Sikh symbols are the Five Ks (Kesh (unshorn hair), Kangha (comb for the Kesh), Kara (bracelet usually made of iron or steel), Kachera (an undergarment), Kirpan (small curved sword)
- The Sikh place of worship is the Gurdwara. The Gurdwara Darbar Sahib Kartarpur is a holiest Sikh shrine located in Pakistan.
- The Sikh flag, known as the Nishan Sahib, is a triangular, saffron-colored banner that symbolizes the Sikh faith
- The Sikh holy book is the Guru Granth Sahib. Know its importance and why it is treated as a living Guru. Find out how is it used, treated and learnt from. What differences are there between 'special', 'enjoyable', 'inspiring' and 'holy' texts?
- Know about Guru Gobind Singh and the founding of the Khalsa. What does it mean to be a member of the Khalsa? Explore the Five Ks and talk about ways in which being a Khalsa Sikh might be challenging and rewarding in Britain today.
- Know key Sikh values: remembering and serving God; working hard and honestly; sharing with people who are less fortunate; treating people equally; serving other people, no matter who they are.
- Talk about the idea of God: what words can pupils use to describe what religious believers say about God? Compare their words with the Mool Mantar, the first hymn composed by Guru Nanak, expressing core Sikh ideas about God. Note similarities and differences between ideas of God already studied.
- Pupils know some of the similarities and differences between world religions from 3 view-points: Theological (what people believe), sociological (what people do) and philosophical (what people think)

Vocabulary

Sikhi, sangat, Guru Nanak, Guru Gobind Singh, Khalsa, Granthi, Gurdwara, Kartarpur, Mool Mantar, **Five Ks** – Kesh, Kara, Kanga, Kachera, Kirpan, langar, shrine, Nishan Sahib,

Year 6		U2.9 What can be done to reduce racism? Can religion help?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Knowledge				

- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc).
- Racism is when people are treated unfairly or badly because of their skin colour, where they come from, or their race.
- Religious discrimination is treating someone unfairly because of their beliefs or because they follow (or don't follow) a religion.
- Religious intolerance is not accepting or respecting someone else's religion or beliefs.
- Religious prejudice is having negative ideas or stereotypes about people of a certain religion without really knowing them.
- Hypocrisy is pretending to have certain beliefs, values, or feelings, but acting in a way that shows the opposite.
- There are statues of Colston and Wesley in Bristol
 - Colston was a wealthy merchant, politician, and philanthropist in Bristol. Much of his wealth came from the transatlantic slave trade, through the Royal African Company, which transported enslaved African people. His statue became controversial because it did not show or explain his link to slavery. In 2020, during Black Lives Matter protests, the statue was pulled down and thrown into the harbour. It has since been placed in a museum for discussion about history and memory.
 - Wesley was a Christian preacher and the founder of Methodism. He came to Bristol often and preached about helping the poor, education, and social justice. Wesley's statue marks the impact of a religious leader who worked for social change and education
- Early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism.
- The Prophet Muhammad taught his followers to set racial difference aside.
- Research their own inspiring person of significance who has worked to unite people and reduce hatred from prejudice/ intolerance/discrimination and racism.
- Debate questions such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals?
- Pupils know some of the similarities and differences between world religions from 3 view-points: Theological (what people believe), sociological (what people do) and philosophical (what people think)

Vocabulary

Racism, intolerance, prejudice, discrimination, hypocrisy, slavery, Methodist, debate, compare and contrast, protest, merchant, stereotypes, unity, preach,

Year 6		What do other world religions believe?		
Skills				
Investigating	Reflecting	Expressing	Interpreting	Empathising
Asking relevant questions and suggesting ways to find answers Knowing how to use different types of sources as ways of gathering information Knowing what may constitute evidence for understanding religion(s).	Reflecting on religious beliefs and practices and ultimate questions Reflecting upon feelings, relationships, and experiences Thinking and speaking carefully about religious and spiritual topics.	Explaining concepts, rituals and practices Identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media.	Drawing meaning from, for example, artefacts, works of art, poetry and symbols Interpreting religious language Suggesting meanings of religious texts.	Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow

				Seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices.
Knowledge				
- Many pupils may have no personal belief in God but learning what others believe helps us understand others. Pupils may begin to notice that some of their own values and ideas may be similar to the teachings found across many religious stories and texts (for example: kindness/caring/forgiving etc). - In the UK, there are people who follow other religions, e.g. Pagan, Buddhism and Rastafarians - Paganism a group of ancient, nature-based religions. Many Pagans believe nature is sacred and celebrate the changing seasons. - pagans celebrate special festivals, such as Yule (winter solstice) and Beltane (spring), Samhain (October 31st), Litha (Summer Solstice) - Pagans may follow different traditions and stories rather than one set of rules. There is no single holy book. - Some Pagans believe in many gods and goddesses, and some focus on nature spirits. They often honour the sun, moon, earth, and elements. - Buddhists believe: there are 4 noble truths; Dukkha – life is suffering; the noble 8-fold path that leads to the end of suffering; follow the teachings of Buddha who was human not a god - The Buddhist place of worship is the Buddhist temple - The Buddhist holy book is the Tripitakas - Rastafari is a young Africa-centred religion developed in Jamaica in the 1930s. It spread globally following the success of Bob Marley and his music in the 1970s - Rastafarians believe: Haile Selassie is God and that he will return to Africa members of the black community who are living in exile as a result of colonisation and the slave trade; they follow a number of Old Testament laws; they are forbidden to cut their hair – instead grow it and twist it into dreadlocks; eat clean and natural products avoiding meat especially pork; reincarnation - Rastafari religious ceremonies consist of chanting, drumming and meditating - The lion is the symbol of Rastafari - The Rastafarian colours are red (signifying the blood of those killed for the cause of the black community throughout Jamaican history), green (representing Jamaica's vegetation and hope for the eradication of suppression); gold (symbolising the wealth of Ethiopia; black (signifies the colour of the Africans who initiated Rastafari). - Pupils know some of the similarities and differences between world religions from 3 view-points: Theological (what people believe), sociological (what people do) and philosophical (what people think)				
Vocabulary				
Buddhist, Rastafarian, , dukka, Buddha, Haile Selassie, sacred, spirits, Yule, summer solstice, tradition, ritual				