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| **Religious Education Curriculum Intent**  Our school is a place where everyone is given an education that builds on their strengths and addresses their individual needs to ensure progression. We believe that all children should be able to achieve their full potential academically, socially, emotionally and physically. Religious Education is an essential area of learning which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We aim to nurture children’s awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present and, in some instances, learning to appreciate the way that religious beliefs shape life and behaviour. We are passionate about building upon the children’s cultural capital and there is an increasing need for greater understanding that mutual respect and tolerance should be the solid foundations for human interaction. We prepare our children for life in Britain and the wider world by enabling them to acquire an understanding of the diverse beliefs and religious practices, faith communities and respect the right of personal choice. The skills, values and attitudes developed in Religious Education are at the heart of a cohesive community where the children are encouraged to have a positive sense of identity and belonging. We actively pursue the importance of a healthy body and mind, through the teaching of Religious Education it promotes connectedness, which enhances self-esteem and well-being. Children are able to reflect on their own beliefs, values and experiences in the light of their learning and we encourage expression and the sense of belonging.  **Religious Education Curriculum Implementation**  In Portobello Primary we facilitate the best possible outcomes for all our children. We have an inclusive approach when delivering our diverse, broad and balanced curriculum and recognise the needs and strengths of all our individual children. All children will succeed in this curriculum area because of our bespoke approach to their learning requirements. Teachers are trained to use formative assessment accurately within lessons to ensure the provision of targeted support and challenge effectively. Where appropriate, adaptations are made to the curriculum in response to individual or groups of children. In lessons children are supported in a number of appropriate ways until they no longer require the scaffolded support and are then encouraged to progress their independence, to embed skills and fully develop their own potential and to ensure independent excellence is achieved. We ensure we promote, teach and celebrate diversity and equality though the delivery of the curriculum. We recognise the importance of retrieval and the impact that this has on learning for all our children to be able to remember and do more. Therefore, we ensure that sufficient time for high quality retrieval practise is firmly embedded into the teaching sequence. To strengthen their understanding and consolidate knowledge and skills we ask that retrieval practise takes place not just during the lesson but over time. Children actively participate in high quality rehearsal, summarising, analysing or application activities.  Religious Education teaching at Portobello Primary delivers the requirements of The Gateshead Locally Agreed Syllabus for Religious Education. It is planned and sequenced to equip our children with the knowledge they need to understand how different people perceive their world and their place in it and how they answer and respond to the big questions in life:   * Why are we here? * How should we live? * How do followers of this religion worship? * How do followers of this religion live? * What do followers of this religion celebrate? * What does this religion teach?   During each Key Stage children are taught knowledge, skills and understanding through learning about Christianity, Judaism and in Key Stage Two, Hinduism and Islam. The curriculum is organised into engage, explore and reflect learning opportunities.  Prior learning is progressively built upon as they gain the knowledge and skills to understand the diverse beliefs and religious practices of our faith communities and embedded into our teaching is showing respect to those who make personal choices. Suitable links are made to specific religious festivals taking place throughout the year and children gain a deeper understanding of the religions studied through the use of high-quality resources such as artefacts.   |  | | --- | |  |   **Religious Education Curriculum Impact**  Through delivering the Gateshead locally planned syllabus for Religious Education, the objectives enable our children to acquire knowledge, understand themselves and other people better, and respond appropriately to difference. By the time they leave us they are able to demonstrate a positive, respectful attitude towards people of different religions and show an understanding of cultural beliefs different to their own. This enables them to understand the world in which they live and reflect upon their own experiences and values. We aim to have equipped our children with the skills to be able to deal with issues that form the basis for personal choices and behaviour. All of these skills are transferable outside of school in the wider community which our children can use for the rest of their lives.  **Supporting the development of Spiritual Moral Social Cultural Development**  Through the teaching of Religious Education, we aim to explore and grow beliefs, experiences and understanding of their own and others’ views. Children experience fascination, awe and wonder as they search for meaning and purpose. They can reflect on and interpret their own lives spiritually and discuss key questions which explore values, beliefs, feelings and emotions. We organise the curriculum, so it enables our children to develop informed values. They discuss people’s responsibility towards the world and respond to right and wrong in everyday life, understanding the consequences of actions. Socially, children are assisted to consider their place within society and the influence they have. They explore the similarities and differences in religions and cultures. We provide them with purposeful opportunities to co-operate and use their social skills to develop their personal qualities. Our children achieve positive attitudes towards diversity through teaching them about the different religions and cultures. They begin to understand and appreciate the wide range of cultural influences that have shaped their own heritage. We believe it is crucial they have the opportunity to see what it means to belong, and they are taught to respond positively to similarities and differences in our multi-faith and changing society. In Portobello Primary we have a growth mindset approach firmly embedded in everything we do. Children understand that learning takes place over time and that they are required to make the most of all learning opportunities, mistakes are one part of this.  **Religious Education Curriculum Assessment and Monitoring**  Religious Education is monitored by the subject leaders throughout all year groups using a number of strategies including learning outcomes moderations and discussions with teaching staff and children. Subject Leaders also discuss Religious with the Senior Leadership Team once termly and they complete a written report to Governors in Summer Term Two. Teaching staff are encouraged to provide evidence where appropriate to support judgements of attainment and progress of children against the National Curriculum objectives. Throughout lessons children are provided with reflection time for them to self and peer assess against the learning objectives. At the end of each half term teaching staff assess the children against the essential knowledge learning objectives as set in the progression documents. They make accurate and informed assessments using the language of ‘all/most/some children’. Specific children who required further support or who excelled at their learning are identified. Comments refer to taught vocabulary and if this is embedded or requires further consolidation. Next steps in learning are identified for the next half term or the next teacher so gaps in learning are effectively and immediately taught and children make progress. |
| **Year 1** |
| **Autumn 1 – Christianity – Does God want Christians to look after the world?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, world |
| **What We Will Remember**  - To know how to look after the world  - To know that Christians believe God created the world  - To retell the Christian creation story  - To know Christians want to look after the world  - To know God wants people to look after the world |
| **Additional Learning Opportunities**  Children can explore what natural objects they can find around our school |
| **Autumn 2 – Christianity – What gifts might Christians in my town have given Jesus to show friendship?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel |
| **What We Will Remember**  - To know we give gifts to be meaningful to the person receiving the gift  - To retell the Christmas story  - To know what frankincense, myrrh and gold represent in the Christmas story  - To give an example of a meaningful gift for baby Jesus  - To explain why their chosen gift is meaningful |
| **Additional Learning Opportunities**  Children to explore Christmas symbols around school.  Visitor from local church. |
| **Spring 1 – Christianity – Was it always easy for Jesus to show friendship?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel |
| **What We Will Remember**  - To know the qualities of a good friendship  - To know it is not always easy to show good friendship  - To say some parts of the story of Zacchaeus and Stilling the Storm  - To give examples of when it was not easy for Jesus to show friendship  - To know Christians believe Jesus taught them to be a good friend even when it is difficult |
| **Additional Learning Opportunities**  Use of RE box and artefacts. |
| **Spring 2 – Christianity – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Messiah, Palm Sunday |
| **What We Will Remember**  - To say what makes a person special or a celebrity  - To say how to welcome a special person  - To retell the Easter story  - To say how Jesus was welcomed to Jerusalem  - To know why Jesus was welcomed like a king |
| **Additional Learning Opportunities**  Children will take part in Easter performance. |
| **Summer 1 – Judaism – Is Shabbat important to Jewish children?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh |
| **What We Will Remember**  - To know Jewish people celebrate Shabbat on Friday and Saturday  - To name symbols of Shabbat  - To know meaning of the symbols of Shabbat  - To know Jews worship in a Synagogue  - To give a reason why Shabbat is important to a Jewish child |
| **Additional Learning Opportunities**  Jewish vistor to come to school to expain Shabbat.  Use of Judaism artefacts box. |
| **Summer 2 – Judaism – Are Rosh Hashanah and Yom Kippur important to Jewish children?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh |
| **What We Will Remember**  - To know why Jews celebrate Rosh Hashanah  - To recognise some symbols of a table at Rosh Hashanah  - To know Jews believe they can ask for forgivness and show forgivness for 10 days between these holidays  - To say what happens at Yom Kippur  - To say why Rosh Hashanah and Yom Kippur are imprtant to Jewish children |
| **Additional Learning Opportunities**  Children can access Jewish artefacts displayed within school.  Whole school assemblies to raise awareness of different religious festivals. |

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| **Year 2** |
| **Autumn 1 – Christianity – Is it possible to be kind to everyone all of the time?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Ten Commandments |
| **What We Will Remember**  - To know what it means to be kind and what makes it difficult to be kind all the time  - To retell the story of The Good Samaritan/The Kind Man and say which part is most important  - To know the term ‘Love your neighbour as yourself’ and discuss what this could look like in everyday life  - To say who and how kindness was shown in the story of the Paralysed Man  - To say what Christians believe about kindness |
| **Additional Learning Opportunities**  Guest speaker or visit to local church. |
| **Autumn 2 – Christianity – Why do Christians believe God gave Jesus to the world?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Advent |
| **What We Will Remember**  - To know Christians believe Jesus was sent to save the world and therefore look forward to celebrating his birth  - To give reasons why the world may need saving or rescued  - To understand the reasons why Christians use an advent calendar  - To use the story of The Paralysed Man and The Story of Zacchaeus to understand that Jesus was showing love/rescuing others  - To discuss how loving somone can save or rescue them |
| **Additional Learning Opportunities**  Reference and use of Bible images held within artefacts box. |
| **Spring 1 – Judaism – How important is it for Jewish people to do what God asks them to do?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh |
| **What We Will Remember**  - To know the different aspects of the Seder meal  - To retell the story of Exodus and know that God allowed the Israelites to be free from slavery  - To say why it was important they followed God’s instructions that night  - To know that the Seder meal is one way Jews remember their special relationship with God  - To say ways that Jews do what God asks such as mezuzah/prayer and shawls/sabbath laws |
| **Additional Learning Opportunities**  Jewish artefacts box including real Seder plate. |
| **Spring 2 – Christianity – How important is it to Christians that Jesus came back to life after his crucifixion?** |
| **New Words We Will Use and Understand**  Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, crucifixion, salvation |
| **What We Will Remember**  - To know the symbols of Easter (Easter egg, hot crossed bun)  - To retell the Easter story  - To know that Christians believe Jesus came back to life  - To know that Jesus died to save them from suffering  - To know that Christians believe Jesus gave them salvation and believe in life after death |
| **Additional Learning Opportunities**  Children to take part in an Easter assembly. |
| **Summer 1 – Judaism – How special is the relationship Jews have with God?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh, Covenant, Ten Commandments |
| **What We Will Remember**  - To know that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship  - To retell the Covenant (covenant/promise) story of Abraham as told in the Book of Genesis  - To know that Jewish people believe that God has always kept His promise to look after them e.g. helping them escape from slavery in Egypt  - To recall some of the ten commandments and know that God asked Jewish people to live by these rules  - To know the Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep His rules. |
| **Additional Learning Opportunities**  Guest speaker to support delivery of sessions where available. |
| **Summer 2 – Judaism – What is the best way for a Jew to show commitment to God?** |
| **New Words We Will Use and Understand**  Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh |
| **What We Will Remember**  - Recap what we already know about Jewish people’s commitment to God  - To know what happens in a Bar/Bat Mitzvah ceremony  - To say why Bar/Bat Mitzvah ceremony is important to Jewish people  - To say how a Bar/Bat Mitzvah ceremony shows a commitment to God  - To say the most/least important ways to show commitment to God |
| **Additional Learning Opportunities**  Jewish artefacts box.  Exploration of sacred texts including the Torah. |

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| **Year 3** |
| **Autumn 1 - Hinduism - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?** |
| **New Words We Will Use and Understand**  Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana, Lakshmi |
| **What We Will Remember**  - To retell the story of Rama and Sita  - To know how Hindus celebrate Diwali at home  - To know how Hindus celebrate Diwali at the temple  - To understand the strong sense of belonging within the Hindu community  - To know and understand the importance of Lakshmi to Hindus |
| **Additional Learning Opportunities**  Hindu visitor to school to dicuss Diwali and different celebrations.  Possible visit to Hindu temple to support lesson delivery. |
| **Autumn 2 – Christianity - Has Christmas lost its true meaning?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven |
| **What We Will Remember**  - To know the meaning of different Christmas symbols  - To retell the events of the Christmas story  - To understand the importance of different characters within the Christmas story  - To understand the non-Christian aspects and celebrations of Christmas  - To know symbols and the importance of the Church at Christmastime |
| **Additional Learning Opportunities**  Visit to local Church at Christmastime.  School assembly during Advent and Christmas performances. |
| **Spring 1 – Christianity – Could Jesus heal people? Were these miracles or is there some explanation?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Miracle |
| **What We Will Remember**  - To retell the events of Jesus and the Blind Man  - To retell the events of Jesus and the Paralysed man  - To know what a miracle is  - To be able to discuss personal views about miracles  - To discuss examples of miracles or other similar events in real life |
| **Additional Learning Opportunities**  Children to explore Christainity artefacts box. |
| **Spring 2 – Christianity - What is good about Good Friday?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Good Friday |
| **What We Will Remember**  - To retell the events of the crucifixion with reference to the Bible  - To know the story of the Last Supper and the importance for Christians  - To understand the meaning of different Christian Good Friday symbols  - To sequence the events of the Easter Christian period  - To understand why Christians believe Jesus’ death was important |
| **Additional Learning Opportunities**  Whole school Easter assemblies and discussion during class activities. |
| **Summer 1 – Hinduism – How can Brahman be everywhere and in everything?** |
| **New Words We Will Use and Understand**  Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana |
| **What We Will Remember**  - To understand Hindu beliefs about God  - To discuss different Hindu Gods and what they represent  - To know and explain the main Hindu deities  - To discuss how Hindus worship at home and at the temple  - To retell at least one story about a Hindu God and discuss how it affects a Hindus life |
| **Additional Learning Opportunities**  Exploration of Hindu artefacts box and supporting quizzes.  Potential visit to Hindu temple. |
| **Summer 2 – Hinduism – Would visiting the River Ganges feel special to a non-Hindu?** |
| **New Words We Will Use and Understand**  Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana, River Ganges |
| **What We Will Remember**  -To locate the River Ganges and India on a map  -To know why the River Ganges is important to Hindus  -To know and define what a pilgrimage is  -To give reasons why a Hindu might go on pilgrimage  -To understand why the River Ganges is special to Hindus but may not be for other people |
| **Additional Learning Opportunities**  Hindu guest speaker to visit during study of this religion. |

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| **Year 4** |
| **Autumn 1 – Judaism – How special is the relationship Jews have with God?** |
| **New Words We Will Use and Understand**  Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah |
| **What We Will Remember**  - To know Jews, have one God who they have a special relationship with  - To retell different stories linked to promises including the covenant between Abraham and God  - To know the importance of the synagogue to Jewish people  - To understand the different activities Jewish people carry out in their homes  - To know the Jewish affirmation Shema and be able to write their own promises |
| **Additional Learning Opportunities**  RE artefacts box and video resources to support. |
| **Autumn 2 – Christianity – What is the most significant part of the Nativity story for Christians today?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Advent, Nativity |
| **What We Will Remember**  - To know different Christian symbols including the Advent wreath  - To know the meaning and symbolism of different characters within the Nativity story  - To retell the nativity story  - To understand the most significant part of the Nativity story for Christians  - To recap the meaning of Christingle symbols |
| **Additional Learning Opportunities**  Possible Church visit and Advent wreath exploration.  Christmas performances in school. |
| **Spring 1 – Judaism – How important is it for Jewish people to do what God asks them to do?** |
| **New Words We Will Use and Understand**  Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah |
| **What We Will Remember**  - To know that Jews stick to certain rules about what they eat  - To retell the story of the Exodus from Egypt under Moses  - To understand the importance of Passover and the elements of the Seder meal  - To know ways Jewish people, worship God including Sabbath laws  - To understand the difficulties Jewish children face to keep their agreements with God |
| **Additional Learning Opportunities**  Jewish artefacts box with example Seder plate to explore and discuss. |
| **Spring 2 – Christianity – Is forgiveness always possible?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Lord’s prayer |
| **What We Will Remember**  - To know that Jesus had enemies and was let down by others  - To know and recite the Lord’s prayer  - Recap different stories about forgiveness including Jesus on the cross (crucifixion)  - To retell the story of Jesus overturning the traders’ tables at the temple – Did Jesus always forgive?  - To explore real life examples of forgiveness in everyday life |
| **Additional Learning Opportunities**  Christianity artefacts box including possible wider Bible study/reading. |
| **Summer 1 – Judaism – What was the best way for a Jew to show commitment to God?** |
| **New Words We Will Use and Understand**  Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah, Bar/Bat Mitzvah, Ten Commandments |
| **What We Will Remember**  - To know Jews make important decisions in their lives including Bar/Bat Mitzvah  - To know Jews follow the Ten Commandments as a way of leading a good life  - To recall ways Jews show commitment to God.  - To understand the work different Jewish charities carry out  - To recall different ways Jewish people look after the environment |
| **Additional Learning Opportunities**  Additional research opportunities including list of suggested websites to carry out further research. |
| **Summer 2 – Christianity – Do people need to go to church to show they are Christians?** |
| **New Words We Will Use and Understand**  Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven, Church, Holy Communion, Baptism |
| **What We Will Remember**  - To know reasons why Christians go to Church  - To understand the stages of a Christians Church life including Baptism  - To recall what happens during a Holy Communion  - To understand the importance of the Holy Communion ceremony to some Christians  - To be able to say whether going to Church is non-negotiable for a Christian |
| **Additional Learning Opportunities**  Church visitor to school to discuss the importance of Church to Christians. |

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| **Year 5** |
| **Autumn 1 – Hinduism – What is the best way for a Hindu to show commitment to God?** |
| **New Words We Will Use and Understand**  Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma, pilgrimage, Puja |
| **What We Will Remember**  - To know Hindus, have one universal God called Brahman  - To know the different traditions and objects associated with Puja (worship at home)  - To understand the importance and significance of Hindu pilgrimage to India  - To be able to give reasons why the River Ganges is important to Hindus  - To understand different Hindu deities and their representations |
| **Additional Learning Opportunities**  Suggested links for additional research.  Hinduism artefacts box including Puja symbols.  Hinduism guest speaker to lead an assembly. |
| **Autumn 2 – Christianity – Is the Christmas story true?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape |
| **What We Will Remember**  - To retell the events of the Christmas story  - To understand the Christmas story has been retold through different representations including artwork  - To understand recounts of the Christmas Story, differ (Luke Chapter/ Matthew account)  - To know how the Christmas Story is celebrated by Christians  - To understand Incarnation and the impact of the Christmas Story on Christians lives |
| **Additional Learning Opportunities**  Class assembly with church leader to explore Christmas within the church.  Christmas performances within school. |
| **Spring 1 – Hinduism – How can Brahman be everywhere and in everything?** |
| **New Words We Will Use and Understand**  Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma, Aum |
| **What We Will Remember**  - To recap that Hindus, have one universal God called Brahman  - To know the three main Hindu deities: Brahma, Vishnu and Shiva and what they represent  - To know other Hindu Gods and Goddesses and their representations for Hindus  - To understand why Hindus meditate including the ‘Aum’ chant  - To know different ways Hindus look after the environment |
| **Additional Learning Opportunities**  Hinduism artefacts box including symbolism of Lotus flower and other key symbols. |
| **Spring 2 – Christianity - How significant is it for Christians to believe God intended Jesus to die?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, Judas’ betrayal |
| **What We Will Remember**  - To recap the key events of Palm Sunday and its teaching for Christians  - To recap the key events of Jesus turning over the tables in the temple and its teaching for Christians  - To recap the key events of Judas’ betrayal and its teaching for Christians  - To know Christians believe Jesus was sent to Earth to show us how to live good lives  - To understand the term destiny including study of real-life examples (eg. Martin Luther King/ Florence Nightingale) |
| **Additional Learning Opportunities**  Research project focused on people who have a strong purpose or destiny including Martin Luther King exploration. |
| **Summer 1 – Hinduism - Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?** |
| **New Words We Will Use and Understand**  Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma, reincarnation |
| **What We Will Remember**  - To understand Hindu beliefs about birth, marriage and death  - To understand Hindu beliefs about Karma  - To know Hindus believe in reincarnation after death  - To understand the term Moksha including Hindu actions to achieve this  - To share and express personal views about life and death |
| **Additional Learning Opportunities**  Hinduism arefacts box and Hindu visitor to discuss beliefs about life after death. |
| **Summer 2 – Christianity - What is the best way for a Christian to show commitment to God?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, Ten Commandments |
| **What We Will Remember**  - To know examples of the Ten Commandments  - To know famous Christians including Mother Theresa who have shown their commitment to God  - To understand the importance of Sunday worship for Christians  - To know how and why Christians pray to God  - To understand the term commitment with Christian examples |
| **Additional Learning Opportunities**  Christian artefacts box including key symbols.  Church visitor or representative to visit school. |

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| **Year 6** |
| **Autumn 1 – Islam - What is the best way for a Muslim to show commitment to God?** |
| **New Words We Will Use and Understand**  Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur’an, Hadith, Mosque, Hajj. |
| **What We Will Remember**  - To know the meaning of the five pillars of Islam  - To understand the importance of the Mosque for Muslims  - To know the importance of prayer in Islam  - To know the importance of giving to charity in Islam (Zakah)  - To understand that Muslims are expected to visit Makkah once in their lifetime |
| **Additional Learning Opportunities**  Islam arefacts box and key symbols of Islam exploration. |
| **Autumn 2 – Christianity - Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, Advent, Tradition |
| **What We Will Remember**  - To know how Christmas in celebrated in the Church  - To know non-Christian symbols of Christmas and compare with Christian symbols  - To know Christian Christmas traditions including carol singing and Advent  - To know who Jesus was and why he was born  - To understand how different Christian traditions remind Christians about Jesus’ birth |
| **Additional Learning Opportunities**  School assembly based on Christian Christmas celebrations.  Exploration of Advent wreath and symbols. |
| **Spring 1 – Christianity – Is anything ever eternal?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape |
| **What We Will Remember**  - To know the meaning of the term eternal (including examples)  - To understand the importance of vows in a Christian wedding ceremony  - To know the meaning of the term unconditional (including examples)  - To retell the story of Jesus forgiving the criminal crucified next to him  - To know Christian beliefs about the afterlife |
| **Additional Learning Opportunities**  Christian visitor to discuss beliefs about life after death. |
| **Spring 2 – Christianity - Is Christianity still a strong religion 2000 years after Jesus was on Earth?** |
| **New Words We Will Use and Understand**  Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape, Lent, relevance |
| **What We Will Remember**  - To know a range of Christian festivals including Lent  - To know Christian symbols associated with different festivals. E.g. cross necklace to represent crucifixion  - To understand the work of different Christian charities including CAFOD  - To understand different views on the relevance of the Church  - To discuss whether Christian traditions are becoming dated |
| **Additional Learning Opportunities**  Christian aretefacts box for symbols discussion.  Exploration of Bible and associated topic stories. |
| **Summer Term 1-2 – Islam - Does belief in Akhirah (life after death) help Muslims lead good lives?** |
| **New Words We Will Use and Understand**  Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur’an, Hadith, Mosque, Hajj, Akhirah, perspective |
| **What We Will Remember**  - To recap Islamic views about God including the Qur’an  - To know the importance of the prophet Muhammed in Islam  - To understand how Muslim’s worship God  - To know Islamic views on the world (including marriage, food and education)  - To know Islamic beliefs about the afterlife |
| **Additional Learning Opportunities**  Possible group research project based on Islamic views on the world.  Islam artefacts box to support and prompt discussions.  Possible Islamic visitor/representative to visit school and lead an assembly. |