



Religious Education overview

Key concepts

Shared human Experiences



Beliefs and values



Living religious traditions



Search for personal meaning



Blacko Primary School

Be Respectful. Be Collaborative. Be Ambitious.

Religious Education Overview

Our Year 1 Geography curriculum builds upon the learning undertaken in the EYFS Understanding the World early learning goal. During their time in Early Years, children will have observed and described their immediate environment including the natural world around them, comparing this with different environments encountered through texts. They will have drawn on their knowledge from stories, non-fiction texts and maps to explain similarities and differences between life in this country and life in other countries.

CLASS 1 - EYFS						
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Religious festivals and celebrations			Big Garden Bird Watch (26 th -28 th January).			
		Bonfire night (safety).	World Story telling week (30 th January-February 6 th).			
		Remembrance Day.		Random acts of kindness day (19 th February).		30 Days Wild (Wildlife trust).
		Diwali (12 th November).	National Hedgehog Day (2 nd February).		World Bee Day (May 20 th)	World Oceans Day (8 th June).
	Harvest festival.	World Kindness Day (13 th November)	Chinese New Year (10 th February)	Mother's Day (10 th March).	Eid Ul Fitr (22 nd April 23).	Father's Day (16 th June).
	Friendship month.	World Nursery Rhyme week (13 th -17 th November).	Shrove Tuesday & Lent (13 th February).	Ramadan.	World Environment Day.	Eid Ul Adha.
	World Smile Day (6 th October).	Hanukkah (7 th -15 th December).	Random acts of kindness day (16 th February).	Holi festival (25 th March).		
		Christmas celebrations.	World Religion Day.	Easter celebrations.		
			100 th Day in Reception.			
	Linked Vocabulary	Belief, God, prayer, Christmas, Easter, festival, celebration, tradition				

CLASS 2 YEAR A

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Key Enquiry	What do people say about God?					
Religion	Christianity (God)	Christianity (Jesus)	Islam	Judaism	Hindu Dharma	Christianity (Church)
Unit Enquiry	Why do Christians say that God is a 'Father'?	Why is Jesus special to Christians?	How might beliefs about creation affect the way people treat the world?	Why might some people put their trust in God?	What do Hindus believe about God?	How might some people show that they 'belong' to God?
Vocabulary	father, God, prayer, rituals, family, church, Christian, symbolic, reflect, support(ed)	Christmas, church, faith, festival, nativity, shepherd, feeling special, looking after, celebration, welcome, beginnings, reflect	Allah, Muslims, stewards, caretaker, khalifahs, value, Islam, creation, created, duty, respect, reflect	sukkot, promise, commitment, Noah, Abraham, religious tradition, influence, commitment, core value, festival, celebrate, celebration, trust	Brahman, universal spirit, deities, murtis, Hindu, God, worship, symbolic, express(ion),role, reflect	Christian, faith, font, church, vicar, baptism, ceremony, godparent, belong(ing), raise(ing), community, family

<p>Key Knowledge and Skills</p>	<p>Shared Human Experiences: Talk about the importance of love in families Talk about the ways in which they are cared for and supported by family members</p> <p>Beliefs and Values: Know that Christians refer to God as 'Father' Talk about why Christians might compare God to a loving parent</p> <p>Living Religious Traditions: Talk about how and why Christians might want to talk to God Suggest symbolic meanings of rituals and items used in Christian prayer</p> <p>Search for Personal Meaning: Reflect on their own role within the family Discuss who they can talk to when they are happy/sad/worried</p>	<p>Shared Human Experiences: Consider how and why babies might be special – and why they need love and care. Talk about the importance of looking after those who cannot help themselves</p> <p>Beliefs and Values: Know a simple version of the nativity story. Talk about why Christians would say that Jesus is a special baby. Talk about how different characters in the nativity welcome the baby Jesus</p> <p>Living Religious Traditions: Identify religious aspects of Christmas celebrations Talk about why Christmas is a special time for Christians</p> <p>Search for Personal Meaning: Talk about their own beginnings and how they were welcomed into the family. Reflect on who has helped them in life so far</p>	<p>Shared Human Experiences: Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</p> <p>Beliefs and Values: Know that Muslims believe in one God (Allah) Know that Muslims believe the world was created by God Talk about why Muslims might value the natural world</p> <p>Living Religious Traditions: Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet Suggest how Muslims might show respect for God by caring for the natural world</p> <p>Search for Personal Meaning: Reflect on how they treat the natural world – and if they have a duty to look after it</p>	<p>Shared Human Experiences: Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)</p> <p>Beliefs and Values: Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham) Give an example of a core value or commitment (trusting that God will keep his promise)</p> <p>Living Religious Traditions: Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot) Notice that for many people, trust is an important part of human life</p> <p>Search for Personal Meaning: Ask questions (about the importance of trust and who they can trust/rely on in their own lives)</p>	<p>Shared Human Experiences: Talk about the different ways that people can be seen and described Consider how people might have multiple roles</p> <p>Beliefs and Values: Know that Hindus believe in one God in many forms Know that Hindus believe that God is present in all living things Suggest what Hindus might learn about God from the story of the blind men and the elephant</p> <p>Living Religious Traditions: Talk about how and why Hindus might use statues and images (murtis) in their worship Suggest symbolic meanings expressed in the images</p> <p>Search for Personal Meaning: Reflect on how others might see them Talk about the different roles that they might have (friend, child, brother/sister etc.)</p>	<p>Shared Human Experiences: Talk about what it means to belong to a family Talk about the role of families in raising children</p> <p>Beliefs and Values: Know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies Talk about what it might mean to belong to the Church family</p> <p>Living Religious Traditions: Identify features of baptism – eg. the font, candles, godparents Talk about why parents might want to have their child baptised</p> <p>Search for Personal Meaning: Talk about their own identity as part of a family and part of the school community</p>
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CLASS 2 YEAR B

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Key Enquiry	How do we respond to the things that really matter?					
Religion	Christianity (God)	Christianity (Jesus)	Hindu Dharma	Islam	Christianity (Church)	Judaism
Unit Enquiry	Does how we treat the world matter?	Why do Christians say Jesus is the 'Light of the World'?	How might people express their devotion?	Why do Muslims believe it is important to obey God?	What unites the Christian community?	What aspects of life really matter?
Vocabulary	creation, creator, festival, Genesis, harvest, influence, impact, express, concern, Christianity	advent, Christ, Messiah, Saviour, Son of God, light, security, comfort, hope, symbol(ic), titles, Son of God, celebration, Christingle	aum, deities, Mandir, Puja, arti lamp, Brahman, temple, shrine, gratitude, worship, qualities, devotion, symbolism, reflect	call to prayer, mosque, wudhu, salah, ummah, adhan, community, gratitude, ritual, Muslim, Islam, submission, motivate(tion), belonging	altar, church, font, pew, priest, pulpit, priest, spire, lectern, worship, sign, symbols, community, unite, belong(ing)	Torah, Jewish sabbath, symbol, Pharaoh, Moses, Ten Commandments, Respect, influence, God, Jew, Jewish, relationships



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<p>Key Knowledge and Skills</p>	<p>Shared Human Experiences: Identify ways in which humans use (and abuse) the natural world About why our planet should matter to all humans – and how this should influence our behaviour</p> <p>Beliefs and Values: Retell (simply) the Genesis 1 story of creation Suggest why Christians might think it is important to look after the world</p> <p>Living Religious Traditions: Suggest ways that Christians might express their concern for the natural world Describe how and why Christians might thank God for creation at Harvest festivals</p> <p>Search for Personal Meaning: Reflect on their own use of the world’s resources Ask questions about what they can do to show that they care about the world</p>	<p>Shared Human Experiences: Identify different ways that humans use light Discuss the importance of light – as a source of comfort, security and hope Talk about how and why light might be an important symbol</p> <p>Beliefs and Values: Suggest what Christians might mean when they refer to Jesus as ‘the Light of the world’ Talk about the different titles that might be given to Jesus – Christ/ Messiah/ Saviour/Son of God</p> <p>Living Religious Traditions: Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning Talk about the different ways that Christians might celebrate Christmas</p> <p>Search for Personal Meaning: Ask questions about the value of sources of light in their own lives Talk about the people who provide comfort, security and hope for them Suggest ways in which they might be a light for others</p>	<p>Shared Human Experiences: Talk about qualities that make some people special Identify ways in which humans show their gratitude to the people who matter in their lives</p> <p>Beliefs and Values: Know that Hindus believe in one God (Brahman) who can be worshipped in many forms Know that these forms (the deities) have different qualities and are portrayed in different ways Suggest why Hindus might believe that it is important to show devotion to the deities</p> <p>Living Religious Traditions: Know that Hindus might worship at a Mandir and/or the home shrine Suggest why worship in the home might be important Describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)</p> <p>Search for Personal Meaning: Talk about who is special to them and why Reflect on who they should be grateful to and how they might show this in words and actions</p>	<p>Shared Human Experiences: Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) Identify ways in which humans show their gratitude</p> <p>Beliefs and Values: Suggest why Muslims believe that it is important to respect God Talk about why Muslims would want to show gratitude to God Know that submission to God is an important aspect of Islamic life</p> <p>Living Religious Traditions: Identify that Islamic beliefs about God motivate most Muslims to pray regularly Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat Suggest how making time for the five daily prayers is an act of submission</p> <p>Search for Personal Meaning: Talk about the things they do on a regular basis as a sign of their commitment and belonging Reflect on who they should be grateful to and how they show this</p>	<p>Shared Human Experiences: Identify signs and symbols in the world around them Talk about the school logo – what values it might represent and how it might unite the school community</p> <p>Beliefs and Values: Suggest beliefs and values that might unite the Christian community Talk about why some Christians might think it is important to come together to worship God</p> <p>Living Religious Traditions: Identify symbols (images and actions) used in Christian worship Talk about how and why symbols might be used in Christianity Identify and describe features of a church</p> <p>Search for Personal Meaning: Ask thoughtful questions about signs and symbols Talk about communities that they belong to – and how they show their commitment to these communities</p>	<p>Shared Human Experiences: Talk about why some people are particularly special to us Suggest how and why it is important to make time for the people who really matter in our lives</p> <p>Beliefs and Values: Retell the story of Moses being given the Ten Commandments Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your parents Suggest ways in which the Ten Commandments might influence the life of a believer</p> <p>Living Religious Traditions: Talk about how keeping the Sabbath day holy might influence a Jewish person Talk about how the Sabbath is a way of making time for God and family Know about the Jewish tradition of Friday night dinner</p> <p>Search for Personal Meaning: Talk about the people who are special to them and identify the importance of these relationships in their lives Give examples of why it is important to spend quality time with the people who matter</p>
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CLASS 3 YEAR A

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Key Enquiry	Who should we follow?					
Religion	Christianity (God)	Islam	Hindu Dharma	Christianity (Church)	Sikhism	Christianity (Jesus)
Unit Enquiry	How (and why) have some people served God?	Why is the Prophet Muhammad (pbuh) an example for Muslims?	Why is family an important part of Hindu life?	What do Christians mean by the 'Holy Spirit'?	Why are the Gurus important to Sikhs?	What does it mean to be a disciple of Jesus?
Vocabulary	Bible, Old Testament, prophet, vocation, inspiration, role model, Abrahamic, Christian, Noah, Abraham, Moses, Jonah, follow(ing), devote(tion)	5 pillars of Islam, Prophet Mohammed (pbuh), zakat, community, society, leader, founder, Muslim, follow(ing), teachings, aspiration	avatar, duty, dharma, Ramayana, inspiration, authority, commitment, deities, Raksha Bandhan, celebration, Rama, Sita	denominations, gifts of the spirit, Holy Spirit, Pentecost, procession of witnesses, success(ful), presence, community, values	Baisakhi/Vaisakhi, guru, Guru Granth Sahib, Guru Nanak, commitment, founder, leaders, Sikh, Sikhism, faith, values	disciple, discipleship, incarnation, Messiah, charisma, leader, follow(ing), values, community

Key Knowledge and Skills

Shared Human Experiences:

Identify inspirational people/role models for the world today
Describe the qualities that inspirational people might have

Beliefs and Values:

Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)
Identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)
Suggest why these prophets chose to listen to and follow God

Living Religious Traditions:

Identify Christians who might be described as people who listened to and followed God
Describe how and why some Christians might devote their lives to serving God
Talk about what is meant by a sense of vocation

Search for Personal Meaning:

Discuss who makes a good role model and why
Raise and discuss questions about following others – including both positive and negative responses

Shared Human Experiences:

Identify characteristics of a good role model
Discuss how good role models can have a positive impact on individuals, communities and societies.

Beliefs and Values:

Develop understanding of the importance of founder leaders of religious communities
Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)
Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)

Living Religious Traditions:

Reflect on their own aspirations for themselves and others
Ask questions and suggest answers about how they can try to make the world a better place

Search for Personal Meaning:

Reflect on their own aspirations for themselves and others
Ask questions and suggest answers about how they can try to make the world a better place

Shared Human Experiences:

Identify sources of authority and inspiration
Consider what our ‘duties’ as human beings are

Beliefs and Values:

Develop an understanding of the importance of duty and commitment to many religions
Know that following dharma (religious duty) is an important part of Hindu life
Suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family

Living Religious Traditions:

Describe how and why Hindus might celebrate Raksha Bandhan
Identify aspects of the celebration which remind Hindus of their dharma
Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)

Search for Personal Meaning:

Reflect on their own duties – to themselves, to their families, to their communities
Discuss who or what they follow – and why

Shared Human Experiences:

Describe aspects of being human that we should be proud of
Discuss what it means to be a successful human – and the different measures of success that might be applied

Beliefs and Values:

Know what Christians mean by the Holy Spirit
Suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities
Identify Christian values exemplified in the gifts/fruits of the Spirit

Living Religious Traditions:

Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations
Describe how and why Pentecost is celebrated
Describe why some Christians might take part in a procession of witness

Search for Personal Meaning:

Discuss their own sense of value and what is good/unique about being them
Reflect on the people that they value in their lives – and how they show their appreciation

Shared Human Experiences:

Identify people and ideas that inspire commitment
Discuss the different ways that people might show that they are committed

Beliefs and Values:

Develop an understanding of the importance of founders and leaders for religious communities
Identify Sikh beliefs and values contained within the stories of the lives of the Gurus

Living Religious Traditions:

Describe how and why the Guru Granth Sahib is treated with great respect
Suggest how and why Sikhs might show commitment to their faith

Search for Personal Meaning:

Reflect on their own commitments and the impact that these have on their lives
Ask questions about the value of having commitments

Shared Human Experiences:

Talk about what it means to have charisma
Describe what makes a good leader and why people might want to follow him/her
Discuss what motivates people to want to make a difference

Beliefs and Values:

Know what is meant by discipleship
Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus
Identify beliefs and values within religious teachings (eg. ‘Follow me and I will make you fishers of men’ – Matt 4:19)

Living Religious Traditions:

Describe how and why Christians might try to follow the example of Jesus through mission & charity work
Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs

Search for Personal Meaning:

Reflect on their own leadership abilities
Discuss their own desires to make a difference in the world/in their communities

CLASS 3 YEAR B

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Key Enquiry	How should we live our lives?					
Religion	Hindu Dharma	Christianity (God)	Sikhism	Christianity (Jesus)	Islam	Christianity (Church)
Unit Enquiry	What might a Hindu learn through celebrating Diwali?	How and why might Christians use the Bible?	How do Sikhs express their beliefs and values?	Is sacrifice an important part of religious life?	Why do Muslims fast during Ramadan?	What does 'love your neighbour' really mean?
Vocabulary	avatar, Brahman, deities, Diwa lamp, Diwali, King Ravana, Rama, Vishnu, dharma, Ramayana, Sita, Trimurti, inspire, guidance, guide, moral, overcome,	Bible, prayer, Old Testament, New Testament, literal, liberal, parable, Gospel, authority, source, moral guidance, conscience,	5 Ks, Dharam, Guru Nanak, khanda, sewa, Gurdwara, behaviours, behave, commitments, values, Sikhism, moral guidance, Guru, concept, equality	bible, Christian, Jesus Christ, Abrahamic Faiths, agape, Lent, mission, wilderness, attitudes, sacrifice(s), Oscar Romero, motivation, commitment, love, agapé	Hajj, Qur'an, Ramadan, Salah, Sawm, shahada, Zakah, commitment, community, fast(ing), Five Pillars of Islam	agapé, love, parables, church, followers, generations, fables, guidance, culture, messages, words of wisdom

Key Knowledge and Skills

Shared Human Experiences:

Discuss (with relevant examples) the importance of the belief that good overcomes evil
Suggest people, words or stories that might be inspiring when trying to overcome difficulties in life

Beliefs and Values:

Explore teachings about good and evil in the story of Rama and Sita
Describe what moral guidance Hindus might gain from the story of Rama and Sita
Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma

Living Religious Traditions:

Use subject specific language to describe how and why Hindus celebrate Diwali
Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil

Search for Personal Meaning:

Reflect on their own concept of 'goodness'
Discuss what gives them hope during difficult times

Shared Human Experiences:

Discuss why people might have different views about what is right and wrong – and where these views might come from
Describe the different sources of authority that humans might look to when making decisions about how to live their lives

Beliefs and Values:

Explore different Christian beliefs about the Bible as the word of God
Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible
Describe why some Christians might view the Bible as an important source of authority and moral guidance

Living Religious Traditions:

Explain why Christians might have different views about how to interpret and apply the Bible
Explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)

Search for Personal Meaning:

Reflect on their own understanding of morality and where it comes from
Raise questions and discuss responses to different ideas about how to live well

Shared Human Experiences:

Discuss (with relevant examples) the importance of how we view and behave towards others
Talk about how our outward behaviour reflects our inner beliefs, values and commitments

Beliefs and Values:

Explore teachings and stories from Sikhism
Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus
Make links between the beliefs, values and practices of Sikhism

Living Religious Traditions:

Use subject specific language to describe how and why Sikhs show their religious commitments and values
Explain how clothing and behaviour might be symbolic of beliefs, values and commitments

Search for Personal Meaning:

Reflect on their own concept of living a good life and how this influences the way that they treat others
Discuss own thoughts and feelings about equality and justice

Shared Human Experiences:

Consider differing attitudes and responses to the concept of sacrifice (both pos & negative)
Discuss why many people are willing to make sacrifices for the people they love
Discuss why some people may be willing to make a sacrifice for someone they don't even know

Beliefs and Values:

Retell story - Jesus & wilderness
Identify Christian beliefs about Jesus reflected in this story
Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)

Living Religious Traditions:

Describe what a Christian might do during Lent and why
Explain what is meant by sacrificial love – agapé & give ex of how Christians do this
Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) & how they were motivated by their faith

Search for Personal Meaning:

Give examples of acts of sacrifice that have been done by or for them
Discuss who/what they would make sacrifices for
Consider the value of sacrifice – as an expression of love and commitment

Shared Human Experiences:

Discuss (with relevant examples) the importance of showing commitment to a belief, value or community
Consider the role of sacrifice within religion and communities

Beliefs and Values:

Explore Islamic teachings about Ramadan from the Qur'an
Make links between Islamic values and the beliefs explored so far in their study of Islam

Living Religious Traditions:

Use subject specific language to describe how and why Muslims fast at Ramadan
Explain the importance of Ramadan in the context of the Five Pillars of Islam
Consider the impact that fasting might have on individuals, families and communities

Search for Personal Meaning:

Reflect on their own beliefs, values and commitments
Consider and discuss how they demonstrate their personal commitments

Shared Human Experiences:

Explain (with examples) how and why people might use stories to pass on wisdom and guidance
Discuss how and why fables might be an important aspect of human history and culture

Beliefs and Values:

Retell some of the main parables of Jesus
Explain how and why these might be an important source of guidance for Christians
Suggest ways that Christians might put these teachings into action in the 21st century

Living Religious Traditions:

Describe and explain (with examples) Christian attitudes about how to treat others
Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed

Search for Personal Meaning:

Discuss examples of wisdom and guidance that they have learnt from stories
Consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this

CLASS 4 YEAR A

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Key Enquiry	Where do we find guidance on how to live our lives?					
Religion	Christianity (God)	Islam	Hindu Dharma	Christianity (Jesus)	Christianity (Church)	Judaism
Unit Enquiry	Why is it sometimes difficult to do the right thing?	Why is the Qur'an so important to Muslims?	What might Hindus learn from stories about Krishna?	What do we mean by a miracle?	How do people decide what to believe?	Do people need laws to guide them?
Vocabulary	Lord's Prayer, original sin, sin, repentance, salvation, temptation, The Fall, Free Will, forgiveness, reconciliation, myth, disobey(ed), Adam, Eve, Genesis, debate,	Night of Power, Qur'an, Shahada, Prophet Muhammad, Ultimate Authority, wisdom, authority, guidance, divine revelation, seal of the prophets	Brahman, Vishnu, avatar, Krishna, scriptures, literal, liberal, devotion, Holi, universal truth, guidance, societies, Prince Prahlad, Atman, devotion, empirical truth, historic truth, spiritual truth	Faith, divine, divinity, Gospel, Holy Land, miraculous events, pilgrimage, resurrection, humanity, miracle, act of God,	Apostles Creed, Denominations, Holy Spirit, Trinity, Anglican, Catholic, Salvation, fact, belief, authority, community, Taizé,	covenant, sacred text, synagogue, Torah, wisdom, guidance, diversity, debate, worship.

<p>Key Knowledge and Skills</p>	<p>Shared Human Experiences: Consider the different ways that myth and stories are and used Explain how a ‘truth’ might be contained within a story</p> <p>Beliefs and Values: Describe and explain how and why Christians might use the Lord’s Prayer Analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</p> <p>Living Religious Traditions: Describe Christian beliefs about sin and forgiveness Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God Suggest different ways that this story might be understood by Christians</p> <p>Search for Personal Meaning: Consider how they decide what is ‘true’ – and how there might be different types of truth Discuss and debate things that they consider to be true that others might disagree with</p>	<p>Shared Human Experiences: Discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority Suggest when & why people might want guidance about how to live</p> <p>Beliefs and Values: Explore Islamic beliefs about the Qur’an as the word of God Explain how & why the Qur’an is a source of guidance for a Muslim Explain the impact of believing that the Qur’an is divine revelation Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets</p> <p>Living Religious Traditions: Explain how & why Muslims might commemorate the Night of Power Describe and explain a variety of ways that Muslims might show respect for the Qur’an – & how this symbolises respect for God Explain how the teachings of the Qur’an might influence the actions and choices of a Muslim</p> <p>Search for Personal Meaning: Discuss who or what has guided them in their own beliefs, values and commitments Reflect on what ‘ultimate authority’ might mean for them</p>	<p>Shared Human Experiences: Explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance & traditions Consider the different ways that myth & stories are used Explain how a ‘truth’ might be contained within a story</p> <p>Beliefs and Values: Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</p> <p>Living Religious Traditions: Describe and explain a variety of ways that Hindus might celebrate the festival of Holi Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate Explain how Holi celebrations might express Hindu beliefs about equality</p> <p>Search for Personal Meaning: Consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) Discuss and debate things that they consider to be true that others might disagree with</p>	<p>Shared Human Experiences: Explain the difference between fact, opinion and belief Consider differing interpretations of the word miracle – i.e. An amazing event, a very lucky experience, a strange coincidence, an act of God</p> <p>Beliefs and Values: Describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</p> <p>Living Religious Traditions: Describe why some Christians might go on pilgrimage to places associated with miraculous events Explain the impact that belief in miracles and the power of prayer might have on a Christian</p> <p>Search for Personal Meaning: Discuss their own beliefs – is there anything that they accept as truth which others may not agree with? Reflect on how they make decisions about what is/is not true</p>	<p>Shared Human Experiences: Consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life Discuss different responses to sources of authority</p> <p>Beliefs and Values: Describe what Christians mean when about one God in Trinity Identify the beliefs contained within the Apostle’s Creed Explain why the Christian community (The Church) might want/need an agreed statement of belief</p> <p>Living Religious Traditions: Describe and explain the meaning of a range of symbols that might be used for the Trinity Explain how symbols might unite the worldwide Christian Church Describe the role of places like Taizé where Christians from different backgrounds might come together to worship</p> <p>Search for Personal Meaning: Raise meaningful questions about things that puzzle them Differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</p>	<p>Shared Human Experiences: Explain (with appropriate examples) where people might seek wisdom and guidance Consider the role of rules and guidance in uniting communities</p> <p>Beliefs and Values: Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers Explain the impact of Jewish beliefs and values – including reasons for diversity</p> <p>Living Religious Traditions: Explain differing forms of expression within the context of Jewish worship. Describe diversity of religious practices and lifestyle within t Interpret the deeper meaning of symbolism – contained in stories, images and actions</p> <p>Search for Personal Meaning: Discuss and debate the sources of guidance available to them Consider the value of differing sources of guidance</p>
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CLASS 4 YEAR B

	AUTUMN TERM	SPRING TERM		SUMMER TERM		
Key Enquiry	Is life a journey?					
Religion	Christianity (God)	Hindu Dharma	Islam	Christianity (Jesus)	Buddhism	Christianity (Church)
Unit Enquiry	How do Christians mark the 'turning points' on the journey of life?	Is there one journey or many?	What is Hajj and why is it important to Muslims?	Why do Christians believe Good Friday is 'good'?	What do we mean by a 'good life'?	If life is like a journey, what's the destination?
Vocabulary	baptism, benevolent, ceremony, God's grace, rites of passage, sacrament, Vicar, transcendent, journey, landmark in life, ritual, symbolism, stages of life	Ashramas, Atman, Bhagavad Gita, Brahman, Karma, Moksha, Rebirth, Samsara, samskaras, responsibilities, rights, relationships, rites of passage, stages of life.	Hajj, fast, Qur'an, Ramadan, Salah, Sawm, Shahada, Zakah, spiritual, rituals, journey of life, pilgrimage, ritual, practices	crucifix, eternal, Eucharist, Mass, gospels, resurrection, sacrifice, saviour, denominations, journey of life, mature, Holy Week, Holy Communion, Liturgy	Prince Siddhartha, Four Noble Truths, Eightfold Path, meditation, contentment, virtue, Nirvana, Path to Enlightenment	atonement, confession/reconciliation, repentance, resurrection, sacrifice, salvation, sin, The Fall, forgiveness

Key Knowledge and Skills

Shared Human Experiences:

Discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life
Consider the value of celebrating landmarks in life – for individuals and communities

Beliefs and Values:

Explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God
Explain how these rituals might differ between different denominations (eg. Infant baptism and believer’s baptism)

Living Religious Traditions:

Analyse the importance of Christian rites of passage as an expression of faith and commitment
Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies

Search for Personal Meaning:

Ask & respond thoughtfully to questions about how they changed during their life– & how they might continue to change
Discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life

Shared Human Experiences:

Discuss the special milestones that we might celebrate during a person’s lifetime
Discuss how our rights, responsibilities and relationships with others might change as we go through life

Beliefs and Values:

Analyse Hindu beliefs about samsara, karma and moksha and how these are linked
Explain how belief in reincarnation might affect the way in which a Hindu views the ‘journey of life’
Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives

Living Religious Traditions:

Describe and explain the four ashramas (stages of life) in the life of a Hindu
Explain how a person might change as they move from one ashrama to the next
Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama

Search for Personal Meaning:

Ask and respond thoughtfully to questions about their own journey of life
Consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future

Shared Human Experiences:

Discuss the various events that might happen on the journey of life & how people might change over the course of their life
Consider what support people might need on life’s journey.

Beliefs and Values:

Analyse the Five Pillars of Islam and how they are linked
Explain how the beliefs and values of Islam might guide a person through life
Explain the importance of the Ummah for Muslims and that this is a community of diverse members

Living Religious Traditions:

Describe and explain the importance of Hajj, including the practices, rituals and impact
Explain how a person might change once becoming a hajji
Consider how important it is for a Muslim to go on hajj – & what this means for those who are unable to make the pilgrimage

Search for Personal Meaning:

Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed

Shared Human Experiences:

Consider how people might mature and become stronger through overcoming difficulties
Consider the value of being part of a community on the ‘journey of life’

Beliefs and Values:

Retell the events leading up to and including the death of Jesus
Explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life

Living Religious Traditions:

Explain how and why Christian individuals & communities might celebrate events of Holy Week
Use religious vocabulary to describe & explain the Eucharist
Explain different Christian beliefs about the Eucharist and its importance

Search for Personal Meaning:

Raise questions and discuss the extent to which they agree that ‘suffering makes you stronger’
Discuss own experiences and attitudes towards the importance of having companionship on the journey of life

Shared Human Experiences:

Discuss the meaning of contentment – is it the same as happiness, or something different?
Raise questions about the human experience of being unsatisfied – why do humans so often want more than they have? To what extent does this prevent people from ever being happy?

Beliefs and Values:

Analyse Buddhist beliefs and teachings about how to be content
Explain Buddhist beliefs and values contained within the story of Prince Siddhartha
Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths

Living Religious Traditions:

Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist.
Consider the importance of daily meditation in Buddhism

Search for Personal Meaning:

Ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of
Discuss the potential barriers to their happiness and what they can do to overcome these

Shared Human Experiences:

Discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others
Discuss the importance of saying sorry and forgiveness in maintaining relationships with others

Beliefs and Values:

Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian
Explain (simply) Christian beliefs about salvation
Explain how Christian beliefs about life after death might affect a believer’s sense of purpose and behaviour throughout the journey of life

Living Religious Traditions:

Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)
Analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice

Search for Personal Meaning:

Raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)
Reflect on the benefits and difficulties of forgiveness