

Religious Education overview and intent

The R.E. curriculum for KS1 and KS2, follows the Barnet Scheme of Work 2019. This scheme reflects the religious diversity of Barnet and covers themes prominent in our school and wider community.

The Curriculum for EYFS is based on The Barnet Scheme of Work 2019 and Development Matters.

The curriculum aims to build pupils' knowledge and understanding of different religious groups, develop pupils' empathy and understanding of others and help pupils form understanding and opinions on current issues and debates. It follows an enquiry-based approach, which encourages pupils to actively discover information. Opportunities are planned for pupils to reflect upon what they have learnt and how moral themes relate to them. The skills and knowledge pupils develop, help them to become informed and engaged citizens.

Learning objectives have been sequenced to ensure progression. Key themes such as Beliefs, Places of Worship, Sacred Books, Inspirational People and Symbols are studied in each year group. By revisiting key themes, pupils revise prior learning before deepening and broadening their knowledge on these themes by studying them in a new context.

The learning objectives have also been sequenced to make learning relevant and accessible to pupils. Pupils abilities to grasp certain concepts and use skills such as comparing, reflecting and forming opinions based on evidence, have been considered when sequencing learning outcomes.



Nursery

Myself

- Can describe things that make them unique in relation to communities they are part of e.g. their family, their life at home, traditions they follow.
- Can talk about significant events that they have experienced (religious and non-religious) e.g. birthdays, Christmas, Eid, Diwali, Hanukkah, weddings.

Belonging

- To understand what a family is and that there are different types of families
- To know that there are special people in their lives e.g. mother, father, grandparent, sister, teacher.
- Show interest in the lives of people who are familiar to them e.g. explore a range of celebrations, worship and rituals that friends in their class celebrate.
- Can describe significant events for family and friends (religious and non-religious) e.g. a classmate's birthdays, Christmas, Eid, Diwali, a family members wedding



The Unicef Articles: 12, 13, 14, 30, 31

British Values: Mutual respect, Individual Liberty, Tolerance of different faiths and beliefs

Reception

Myself

- Can describe things that make them unique in relation to communities they are part of e.g. their family, their life at home, experiences at school, their neighbourhood, traditions they follow, languages they speak.
- Talk about past and present events in their lives e.g. birthdays, birthing ceremonies, Christmas, Eid, Diwali, Hanukkah and identify symbols of these events e.g. a Christmas tree, Diya lamp, birthday cake.
- Talk about similarities and differences between themselves and others in relation to communities they are part of e.g. their family, their life at home, experiences at school, their neighbourhood, traditions or customs they follow, languages they speak, events they celebrate



Belonging

- Talk about different groups they belong to e.g. their family, neighbourhood, class and perhaps a religion.
- To understand what a family is and that there are different types of families e.g. describe who is in their family and a friend's family that is different to theirs.
- To understand how family members may care for one another e.g. describe or show how family members would look after each other through role play.
- Talk about how friends might help them e.g. when playing, when they are upset.
- Talk about past and present events in the lives of their friends or family members e.g. birthdays, a family member's wedding.
- Explore a range of religious celebrations, worship or rituals relevant to the class.
- Describe different religious celebrations, worship or rituals - what happens at these times and symbols of these events e.g. a Chinese dragon, prayer mat, a Christmas tree.
- Describe similarities and similarities and differences in religious celebrations, worship and rituals.



The Unicef Articles: 12, 13, 14, 30, 31

British values: Democracy, Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs



**Year 1
Christianity and
Hinduism,
Judaism as well as
ethical values**

**Year 1 and 2 share
some of the same
learning objectives,
but focus on different
religions**

**Autumn 1
Beliefs**

- Understand the importance of rules e.g. why we have them, where they come from and how they influence our behaviour.
- Understand we all have beliefs about the world and they influence how we think or behave.
- Know that religious people have beliefs about things such as truth, honesty and respect and it may affect the choices they make. Children will learn this through listening to religious stories (*Study Christianity, Hinduism, Judaism*)

Vocabulary: belief, Jesus, Disciples, God, Christians

Suggested Texts/Artefacts: The Good Samaritan (Christianity), The Lost Sheep (Christianity) The Boy Who Cried Wolf.

Spring 1

Sacred Texts: Stories and Special Books

- Understand why books are special to people e.g. they remind them of a special time, they make them feel an emotion when they read them, they remind them of someone special.
- Name a book that is special to them and explain why.
- Know the name of sacred books (*Study Islam, Hinduism, Judaism*)
- Know how sacred books are used in religion (*Study Islam, Hinduism, Judaism*) e.g. how they are used in religious traditions, how they are treated, rules associated with them.
- Discuss similarities and differences between special books (*Study Christianity, Judaism, Hinduism*)

Vocabulary: holy book Torah, Bible, Gita, Judaism, Christianity, Hinduism.

Suggested Texts/Artefacts: Torah, Bible, Gita



Summer 1

Inspirational People: Special People

- Understand what makes a person special. Identify people who are special in the community and explain why they are special e.g. they teach/guide people, make us feel safe, they protect us from harm.
- Identify people who are special to them and explain why.
- Identify and name people who are important to religious groups e.g. because of their influence in founding or developing a religious group (*study Christianity, Hinduism Judaism*)

Vocabulary: Moses, Jesus, Disciples, believer, miracles, Lord Ganesh.

Suggested Texts/ Artefacts: Story of Moses (Judaism) Jesus and the Blind Man (Christianity) The Story of Esther (Judaism)



**Year 1
Christianity and
Hinduism,
Judaism as well as
ethical values**

*Year 1 and 2 share
some of the same
learning objectives,
but focus on different
religions*

Autumn 2

Celebrations – Special Times

- Listen to stories about special occasions that are celebrated (*Study Hinduism, Judaism*)
- Learn how important occasions are celebrated at home and in the community e.g. rituals, festivals people partake in (*Study Hinduism, Judaism*)

Vocabulary: Celebration, Judaism, Hinduism, Hanukkah, Diwali

Suggested Texts: The Hannukah story, Rama and Sita

Artefacts: Menorah, Diya Candle



The Unicef Articles: 12, 13, 14, 17, 30, 31

British Values: Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs

Spring 2

Symbols

- Know what a symbol is and why we use them.
- Identify symbols in everyday life and how they help us.
- Name religious symbols and explain what they represent (*Study Christianity, Hinduism and Judaism*)

Vocabulary: Judaism, Star of David Hinduism, Om, Christianity, Cross

Suggested Texts/ Artefacts: Om, Star of David, cross



The Unicef Articles: 12, 13, 14, 30, 31

British Values: Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs

Summer 2

Places of Worship: Special Places

- Understand what makes a place special e.g. it makes us feel relaxed, peaceful, comforted; it reminds us of someone or something that happened; it is somewhere we can think and reflect.
- Name a place special to them and explain why it is special.
- Know we all have special places and they might be different *or* we might think the same place is special for different reasons.
- Know the name of sacred places for different religions (*Study Hinduism, Judaism*)
- Describe a place of worship e.g. what you might see in them, what happens there (*Study Hinduism, Judaism*)

Vocabulary: Hinduism, Mandir, Vedas/Gita, Murtis, shrine Aum, Judaism, Synagogue,

Bimah Ark, Siddur, Torah, The Eternal Light

Suggested Texts/Artefacts: Mandir; Bell, Gita/Vedas, Murtis, Aum Synagogue; Torah, Eternal Light

The Unicef Articles: 12, 13, 14, 30, 31

British Values: Mutual respect, Tolerance of different faiths and beliefs

Year 2 Christianity, Sikhism, Islam and ethical values

*Year 1 and 2 share
some of the same
learning objectives
but focus on different
religions*

Autumn 1

Inspirational People: Special People

- Identify and name people who are important to religious groups e.g. because of their influence in founding or developing a religious group (*Study Christianity, Islam and Sikhism*)
- Listen to and discuss stories about religious leaders (*Study Christianity and Sikhism*)
- Discuss what religious leaders taught people about what is important in life and why they are considered special guides (*Study Christianity, Islam and Sikhism*)
- Know how key figures influence the behaviour of people from different religious groups e.g. how their teachings effect people behaviour/choices



Vocabulary: Jesus, disciples, Guru, Allah, Prophet Mohammad, Allah

Suggested Texts/ Artefacts: Jesus feeds the 5000 or Jesus Heals the Sick, the Story of Guru Nanak, The story of Prophet Moahmmad

Spring 1

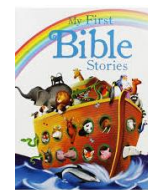
Sacred Texts: Stories and Special Books

- Know the name of sacred books (*Study Christianity, Islam and Sikhism*)
- Hear/read a variety of religious stories from sacred books
- Understand why these stories are important e.g. what message they give, how they impact people's choices
- Understand there are similarities and differences on how stories inform beliefs

Vocabulary: holy book, Christianity Bible, Islam, Qu'ran, Sikhism, Guru Granth Sahib

Suggested Texts: Duni Chand and the Silver Needle (Sikhism), The Lost Sheep (Christianity)

Artefacts: Bible, Qu'ran, Guru Granth Sahib



Spring 2

Celebrations – Special Times

- Listen to stories about special occasions that are celebrated (*Study Christianity and Sikhism*)

Summer 1

Symbols

- Name religious symbols and explain what they represent (*Study Christianity, Islam and Sikhism*)
- Explain why they are important e.g. they remind believers of a special time, they bring comfort
- Describe how symbols are used in religions e.g. in stories, in places of worship (*Study Christianity and Sikhism*)

Vocabulary: Christianity, cross, Sikhism, Khanda, Islam, Crescent Moon

Suggested texts/Artefacts: Cross, Khanda, Cresecent Moon



Summer 2

Beliefs

- Understand we all have beliefs about the world and they influence how we think or behave
- Know that religious people have beliefs about things such as respect for the world and environment and it may affect the choices they make. Children will learn this through listening to religious stories (*Study Christianity and Islam*)

**Year 2
Christianity,
Sikhism, Islam and
ethical values**

*Year 1 and 2 share
some of the same
learning objectives
but focus on different
religions*

Autumn 2

Places of Worship: Special Places

- Know the name of sacred places for different religions (*Study Christianity, Islam and Sikhism*)
- Describe a place of worship (*Study Christianity, Islam and Sikhism*) e.g. what you might see in them, what happens there
- Understand why they are important to religious people e.g. how they make them feel
- Know that religious people also have special places at home to worship
- Describe features of a sacred place in the home (*Study Christianity, Islam and Sikhism*)

Vocabulary: Church; font, alter, lecturn, cross, stained glass window, service, wedding, christening, Bible, priest
Mosque; prayer mat, Qubba, Mihrab, wash room, Crescent Moon and Star, Qur'an, Imam, Gurdwara; Guru Granth Sahib, Chaur, Langar

Suggested Texts/ Artefacts: Church, Mosque, Gurdwara

The Unicef Articles: 12, 13, 14, 17, 30, 31

British Values: Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs

- Learn how important occasions are celebrated at home and in the community e.g. rituals, festivals (*Study Christianity and Sikhism*)
- Understand why special occasions are celebrated e.g. to remember a special time, share a special event with friends and family (*Study Christianity and Sikhism*)
- Identify similarities and differences in the way occasions are celebrated in different faiths (*Study Christianity and Sikhism*)

Vocabulary: Celebration, Sikhism, Vaisahki, Christianity, Easter

Suggested Texts Vaisahki Story/The story of the formation of Khalsa, The Easter Story (Christianity)

Artefacts: egg, flower, crucifix,



The Unicef Articles: 12, 13, 14, 17, 30, 31

British Values: Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs

- Discuss their views on the morals discussed
- Know/Identify a current issue facing the local environment and discuss how people should respond to this issue - draw on morals discussed

Vocabulary: Allah, Prophet Mohammad,
Suggested Texts/Artefacts: Seven New Kittens (Islam) The Boy who Threw Stones at the Tree (Islam)

The Unicef Articles: 12, 13, 14, 30, 31

British Values: Individual Liberty, Mutual respect, Rule of Law, Tolerance of different faiths and beliefs

**Year 3
Christianity,
Sikhism,
Hinduism,
Judaism and
ethical values**

*Year 3 and 4 share
some of the same
learning objectives
but focus on different
religions*

Autumn 1

Religion and the Individual

- Understand how belonging to a religion may influence your lifestyle e.g. what you eat, how you behave, your daily routines
- Describe how personal identity is expressed through clothes and symbols
- Understand how religious identity is developed through dress and symbols (*study Sikhism and Judaism*)



- Identify similarities and differences in the ways beliefs are expressed

Vocabulary: Sikhism; Turban, Kesh, Kara, Kanga Kirpan, Kaacha,, Judaism; Tznuit, Tallit, Kippur, Tefflin,
Suggested Texts: Hats of Faith, The Clothes we Wear, Clothing of the World, Daddy's Turban
Artefacts: Turban, Kesh, Kara, Kanga, Kirpan, Kaacha, Kippur, Tallit, Tefflin

Spring 1

Sacred Texts: Teaching and Authority

- Know the names of different holy books and why they important to people
- Know a range of religious stories about **God** (*study Christianity, Hinduism*)
- Understand why these stories are important e.g. what message they give and how they impact people's behaviour
- Recognise similarities and differences in the way faiths interpret ideas about God
- Discuss if they agree and what is their viewpoint is based on



Vocabulary: God, Hinduism; Trimurti, Tridevi, Shiva, Brahma, Vishnu, Saraswathi Lakshmi, Shakti, Ganesh Surya, Vaya, Hanuman, Agni, Garuda, Indra which are most important?

Suggested Texts: The Little Book of Hindu Dieties, Rama and Sita

Artefacts: Murti

Spring 2

Beliefs: Beliefs and Questions

- Understand how beliefs inform our daily life and the choices we make
- Understand how religious beliefs about the how the **world** and **other people** should be treated effect peoples daily

Summer 1

Places of Worship: Religion family and the community

- Know a variety of places of worship in the community
- Know the features of places of worship e.g. symbols, codes of conduct, artefacts, people who are represented there (*study Judaism and Hinduism, compare to Christianity*)
- Understand how these features are used and why they are used
- Know a variety of activities that happen in the place of worship e.g. weddings, services
- Understand the role places of worship have in the community e.g. how they develop a community, how they teach people, how they support people



Vocabulary: Hinduism, Mandir, Vedas/Gita, Murtis, shrine Aum, Puja, Aarti, Judaism, Synagogue, Bimah Ark, Siddur, Torah, The Eternal Light, Shabbat, Bar mitzvah, Bat mitzvah wedding

**Year 3
Christianity,
Sikhism,
Hinduism,
Judaism and
ethical values**

Year 3 and 4 share some of the same learning objectives but focus on different religions

Autumn 2

Inspirational People

- Identify qualities that make a good leader
- Name inspirational leaders they know in their local community e.g. the school, London, the UK. Discuss qualities these leaders have and why they are inspirational
- Know about local religious leaders (from Christianity, Sikhism, and Judaism) and the impact they have had on people's lives
- Discuss similarities differences between different inspirational leaders
- Understand how people follow their example



Vocabulary: Rabbi, Priest, Pastor, Minister, Vicar, Father, Granthi

Suggested Texts/ Artefacts: Places of Worship: Synagogue, Gurdwara and Church

The Unicef Articles:12,13,14, 17, 30, 31

British Values:

Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law

life choices (study Christianity, Hinduism and Sikhism)

- Discuss how their beliefs about how the world and people should be treated effect their behaviour

Vocabulary: beliefs, Langar Raksha Bandahan

Suggested Texts: The Good Samiritan (Christianity) Greta and the Giants

Artefacts: Raksha Bandhan (Hinduism), Langar Meal (Sikhism)

The Unicef Articles:12,13,14, 17, 30, 31

British Values:

Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law

Suggested Texts/ Artefacts: Mandir, bell, Gita/Vedas, Murtis, Aum, Synagogue; Torah, Eternal Light

Summer 2

Symbols

- Discuss religious symbols they know
- Identify a **variety** of symbols within a religion and their significance (study Judaism and Hinduism)
- Compare different religious symbols
- Understand why religious symbols are important in the lives of worshippers



Vocabulary: Judaism; Menorah, Mezuzah, Hamsa,, Hinduism; lotus flower (Padmar), conch shell, Trident (Trishul)

Suggested Texts: Hanukkah story, Diwali Story

The Unicef Articles:12,13,14, 17, 30, 31

British Values:

Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs

Year 4

Christianity, Islam and Buddhism and ethical values

Year 3 and 4 share some of the same learning objectives but focus on different religions

Autumn 1

Worship

- Understand what worship what is e.g. what is involved in worship and why people worship
- Understand the different ways religious groups worship (*study Christianity, Islam*), Buddhism – identify symbols and artefacts used in worship and discuss *why* they are used
- Listen to stories explaining ideas of worship e.g. why certain artefacts are used or certain practices
- Identify some of the differences *within and between* religions in their approach to worship
- Understand how worship helps religious peoples



Vocabulary: Christianity; Church Prayer, Lord’s Prayer, collective worship, Bible, hymns, cross, pew, Rosary beads, statue of our Lady Islam; Mosque, ablutions area, Wudhu, prayer mat, Qiblah wall, Tasbih beads Buddhism; mantra, Buddha, prayer beads, prayer wheel

Spring 1

Symbols

- Discuss religious symbols they know
- Identify a **variety** of symbols within a religion and their significance (*study Buddhism and Christianity*)
- Compare at least two different religious symbols
- Understand why religious symbols are important in the lives of worshippers



Vocabulary: Lotus flower, Buddha, Wheel of Life, Dove

Suggested Texts/ Artefacts: Lotus flower, Buddha, symbol of the Wheel of Life, candle, Symbol of a Dove

Spring 2

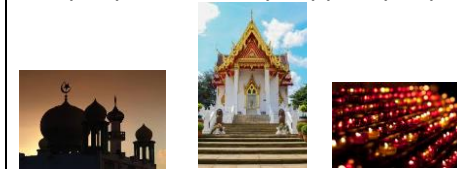
Sacred Texts: Teaching and Authority

- Know a range of religious stories about **how we should treat others** (*study Buddhism and Christianity*)
- Understand why these stories are important e.g. what message they give and how they impact people’s behaviour
- Recognise similarities and differences in the way faiths interpret ideas about how we should treat others

Summer 1

Places of Worship: Religion family and the community

- Know a variety of places of worship in the community
- Know the features of places of worship e.g. symbols, codes of conduct, artefacts, people who are represented there (*study Christianity, Islam and Buddhism*)
- Understand how these features are used the significance of them e.g. why they are used
- Know a variety of activities that happen in the place of worship e.g. weddings, services
- Understand the role places of worship have in the community e.g. how they develop a community, how they teach people, how they support people



Vocabulary: Mosque; ablutions area, Wudhu, prayer mat, Qiblah wall, the mihrab, Tasbih beads, patterns, Church; cross, bell tower, stained glass window, pulpit, font, pew, alter, organ, font, candle, lecturn, pulpit, Baptism, Eucharist, communion, Baptismal candle, Easter Candle, Chalice and

Year 4

Christianity, Islam and Buddhism and ethical values

Year 3 and 4 share some of the same learning objectives but focus on different religions

Suggested Texts/ Artefacts: Christianity; Bible, cross Islam; prayer mat, compass, Tasbih beads Buddhism; Buddha, prayer beads, prayer wheel

Autumn 2

Inspirational People

- Name inspirational leaders they know in their local community e.g. the school, London, the UK. Discuss qualities these leaders have and why they are inspirational
- Know about local religious leaders (*study Buddhism and Islam*) and the impact they have had on people's lives
- Discuss similarities differences between different inspirational leaders
- Understand how people follow their example

Vocabulary: Iman, Monk

Suggested Texts/ Artefacts: Places of Worship: Mosque, Temple

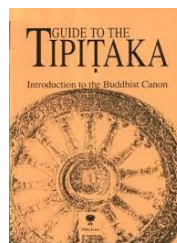
The Unicef Articles:12,13,14, 17, 30, 31

British Values:
Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law

- Discuss if they agree and what their viewpoint is based on

Vocabulary: Holy/Sacred book, Tripitaka, Bible, parable, belief, value Tripitaka

Suggested Texts/ Artefacts: Buddhism; The Monkey King, The Blind Man, The Talkative Tortoise Christianity; The Good Samaritan, the Prodigal Son



The Unicef Articles:12,13,14, 17, 30, 31

British Values:
Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs, Rule of Law

Paten Temple; lecturn, Buddha, meditation area, wheel of life, festival, shrine, offerings

Suggested Texts/ Artefacts: Mosque; shoe rack, prayer mat, Tasbih beads, Islamic patterns Church, cross, stained glass window pictures, Baptismal candle, Easter Candle, Chalice, and Paten, Palm cross, Temple; lecturn, Buddha, wheel of life, incense, festivals,

Summer 2

Beliefs: Beliefs and Questions

- Understand how beliefs inform our daily life and the choices we make
- Understand how religious beliefs about God effect peoples' daily life choices (*study Christianity, Buddhism and Islam*)
- Recognise similarities and differences in the way faiths interpret ideas about God

Vocabulary: God, Allah, Buddha, prayer, worship, Five Pillars if Islam, Ten Commandments, Dharma, /eight Fold Path, enlightenment,

Suggested Texts/ Artefacts: Bible, Qur'ran, Tripitaka

The Unicef Articles:12,13,14, 17, 30, 31

British Values:
Individual Liberty, Mutual respect, Tolerance of different faiths and beliefs

Year 5
Christianity, Islam
and Hinduism
and ethical value

Year 5 and 6 share
some of the same
learning objectives
but focus on different
religions

Autumn 1

Beliefs: Beliefs in Action - focus on current global issue or topic

- Identify a current global issue relevant to the pupils. Know about the issue and how it is affecting people currently
- Understand how religious groups might respond to the global issue - discussing how beliefs might influence responses (*study at least two religions that lend themselves to the current global issue chosen*)
- Identify similarities and differences *within and between* religions in their responses
- Discuss their own and other responses to these issues

Autumn 2

Inspirational People

- Name inspirational leaders they know (nationally/globally). Discuss qualities these leaders have and why they are inspirational
- Know about an inspirational leader of the world (non-religious) and how they have influenced the world and the impact they have had on peoples lives
- Know about religious leaders of the world (*Study Islam: The First Four*)

Spring 1

Places of Worship: Pilgrimages

- Know a variety of sacred places in the local community and explain why they are important
- Understand why people visit the wonders of the world (religious and non religious) e.g. historical: Alhambra, Jerusalem, Istanbul; natural beauty; Arabian Desert, Ouzard Falls.
- Know about the variety of sacred places in the wider (global) community and why they are important
- Understand why religious people go on pilgrimages (*study Islam and Hinduism e.g. Hajj and Varanasi*)- discuss that people may visit these places purify oneself, connecting with God, showing commitment to a religion
- Describe an important place in their lives and why it is important



Vocabulary: Sacred/holy place, Pilgrimage, Varanasi, Hajj, Mohammad, Lord Shiva repent, connect, God, Moksha, Mandir, reincarnation, holy water, Kumbh Mela
Suggested Texts/ Artefacts: Pictures of sacred places around the world, Ihram clothing, Qur'an, prayer mat, Hajj guide,

Spring 2

Symbols: Symbolic Expression

Summer 1

Religion and the Individual

- Understand how belonging to a religion may influence your lifestyle e.g. what you eat, behave, routines
- Identify similarities and differences in the way beliefs are expressed (*Study Islam, Hinduism*)
- Discuss the benefits and difficulties e.g. commitment, support, restrictions, comfort



Vocabulary: belief, prayer, worship, reincarnation, Moksha, dharma, Pillars of Islam; Shahadah, Salah, Zakat, Sawm, Hajj
Texts/ Artefacts: model Temple, model mosque, prayer mat, deities, traditional clothing and food

Summer 2

Sacred Texts: Teaching and Authority

- Know a range of creation stories and how we should treat the world (*Study, Christianity, Islam Hinduism*)
- Understand why these stories are important e.g. what message they give and how they impact people's behaviour

Year 5
Christianity, Islam
and Hinduism
and ethical value

Year 5 and 6 share
some of the same
learning objectives
but focus on different
religions

Caliphs, Christianity: Mother Teresa and Hinduism: Bhaktivedanta Swami Prabhupada) Discuss how they have influenced the world and the impact they have had on peoples lives

- Discuss similarities differences between different inspirational leaders
- Recognise who has been inspirational in their lives

Vocabulary: Four Caliphs, prophet, Malala Yousafzai, Qur'an, Mother Teresa, nun, missionary, Bhaktivedanta Swami Prabhupada, Hare Kirshna
Suggested Texts/ Artefacts: Qur'an, Bhagavad Gita,

The Unicef Articles:12,13,14, 17, 30, 31

British Values:
Individual Liberty, Mutual respect,
Tolerance of different faiths and beliefs,
Rule of Law

- Understand that people may express their religion through *symbolic actions* (e.g. prayers, sacrifice, dress) *artistic expression* (e.g. dance, painting, statues) and *words* (e.g. prayers, phrases)
- Learn about examples of artistic expression e.g. dance, music, artwork (*study Christianity, Islam and Hinduism*) and discuss how they express religious beliefs
- Compare two different examples of religious artistic expression - Identify similarities and differences
- Understand why the example of religious artistic expression is important to worshippers



Vocabulary: worship, stained glass window, Islamic art, Rangoli, Kolam, Bharatanatyam, Sufi, Hymns, carols, gospel, Kirtan, Nasheed,
Suggested Texts: Prodigal Son, Good Samaritan, Nativity, Rama and Sita
Artefacts: Islamic art, Rangoli, Sufi, Hymns, carols, gospel, Kirtan, Nasheed

The Unicef Articles:12,13,14, 17, 30, 31

British Values:
Individual Liberty, Mutual respect, Tolerance
of different faiths and beliefs, Rule of Law

- Recognise similarities and differences in the way faiths interpret how the world was created
- Discuss if they agree and what is their viewpoint is based on?



Vocabulary: God, Allah, Vishnu, Brahma,
Suggested Texts/ Artefacts: Christian Creation Story Islamic Creation Story, Hindu Creation Story, The Boy who Threw Stones at the Tree

The Unicef Articles:12,13,14, 17, 30, 31

British Values:
Individual Liberty, Mutual respect, Tolerance
of different faiths and beliefs, Rule of Law

Year 6
Christianity,
Judaism,
Buddhism
and ethical values

Year 5 and 6 share
some of the same
learning objectives
but focus on different
religions

Autumn 1

Symbols: Symbolic Expression

- Understand that people may express their religion through *symbolic actions* (e.g. prayers, sacrifice, dress) *artistic expression* (e.g. dance, painting, statues) and *words* (e.g. prayers, phrases)
- Learn about examples of symbolic action (e.g. prayer, sacrifice, clothing) and discuss how they express religious beliefs
- Compare two different examples of religious symbolic expression - Identify similarities and differences
- Understand why the example of religious symbolic expression is important to worshippers

Vocabulary: prayer, meditation, chanting, Lent, kosher, day of rest, Shabbat, Kasaya, Tznuit, Tallit, Kippur, Tefflin, schtreimel

Suggested Texts: Hats of Faith, The Clothes we Wear, Clothing of the World

Artefacts: prayers, religious clothing; Kasaya, Tznuit, Tallit, Kippur, Tefflin, traditional food



Spring 1

Beliefs: Beliefs in Action- focus on current global issue or topic

- Identify a current global issue relevant to the pupils/topic. Know about the issue and how it is affecting people currently
- Understand how religious groups might respond to the global issue - discussing how beliefs might influence responses (*study at least two religions that lend themselves the global issue*)
- Identify similarities and differences *within and between* religions in their responses
- Discuss their own and other's responses to these issues

Spring 2

Places of Worship: Pilgrimages

- Understand why people visit the wonders of the world (religious and non-religious) e.g. historical: Macchu Pichu Natural beauty: rainforests Iguazu Falls Religious: Christ Redeemer
- Know a variety of sacred places in the global community that people take pilgrimages too
- Understand why religious people go on pilgrimages (*study Christianity, Judaism and Buddhism e.g. Bethlehem and Bodh Gaya*)- discuss their historical significance

Summer 1 and 2

Journey of Life and Death

- Understand what a journey is e.g. journey to school, holiday - to get to an end goal
- Understand that some religions see life as a journey and celebrate certain stages
- Understand how religions celebrate important life events e.g. birth, becoming an adult, marriage, death (*Study Christianity, Judaism*)
- Listen to the life journey of an 'experienced person' religious or non-religious (discuss important/happiest milestones, barriers they overcome)
- Describe own journey of life so far (through construction, role play, drawings)
- Understand beliefs about life after death (*Study Christianity, Judaism*)
- Discuss: What do you think the purpose of life is? (e.g. world issues, environmental issues, family, work, life after death) What you think



Vocabulary: christening, baptism, godparents, font, confirmation, holy communion, Eucharist, chalice, marriage,

Year 6
Christianity,
Judaism,
Buddhism
and ethical values

Year 5 and 6 share
some of the same
learning objectives
but focus on different
religions

Autumn 2

Inspirational People

- Discuss inspirational leaders they know (nationally/globally) – qualities these leaders have and why they are inspirational
- Know about an inspirational leader of the world (non religious) - how they have influenced the world and the impact they have had on peoples lives
- Know about religious leaders of the world (*study Christianity, Buddhism, Judaism*) how they have influenced the world and the impact they have had on peoples lives
- Discuss similarities differences between different inspirational leaders
- Recognise who has been inspirational in their lives

Vocabulary: Pope, Dalai Lama, Rabbi Jonathan Sacks,

Suggested Texts/ Artefacts:

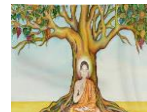
[The Unicef Articles:12,13,14,17, 30, 31](#)

British Values:
Individual Liberty, Mutual respect,
Tolerance of different faiths and
beliefs, Rule of Law

- Identify examples of non religious journeys people may take e.g. running a marathon, climbing a mountain, moving to a different country
- Describe an important place they would like to visit and explain why

Vocabulary: Pilgrimage, Bethlehem, Bodh Gaya, Jerusalem, Western Wall, Temple Mount, Mount Moriah

Suggested Texts:/Artefacts: Under the Bodhi Tree, The Nativity Story, The story of Abraham and Isaac, Carol - O'Little Town of Bethlehem



[The Unicef Articles:12,13,14, 17, 30, 31](#)

British Values:
Individual Liberty, Mutual respect, Tolerance
of different faiths and beliefs, Rule of Law

last rites, funeral, service, bible, prayers, resurrection, heaven, hell purgatory, Brit Milah, Simchat Bat, Bar Mitzvah, Bat Mitzvah, Bat Chayil, marriage, shema, kaddish, shiva, yahrzeit, resurrection, Gan Eden, Gehenna

Suggested Texts: The Sheep and the Goat, Jesus' Baptism, The Last Supper

Artefacts: candle, font, chalice, Doomsday paintings, shema, kaddish

[The Unicef Articles:12,13,14, 17, 30, 31](#)

British Values:
Individual Liberty, Mutual respect, Tolerance
of different faiths and beliefs