



## RE Whole School Curriculum Overview

### Year 1 - Islam

#### Rationale

Islam is taught over two half terms, *Belonging to the Muslim family* unit in Spring 1 to build on the ideas covered in the Christianity unit, *How is someone welcomed into Christianity?* in Autumn 1. *A man called Muhammad* is taught in Summer 2 to introduce the central figure in Islam in preparation for the unit *Why is the Qur'an a sacred book?* Taught in Autumn 1 of Year 2.

#### Learning

Prior Knowledge	In this year pupils are taught to	Future Learning
<p><b>EYFS</b></p> <p><b>Personal, Social and Emotional Development:</b> thinking about belonging, learning about belonging to a Muslim home</p> <p><b>Communication and language:</b> ask questions about artefacts using a persona doll, listen to answers, ask further questions</p> <p><b>Understanding the world:</b> learning about Eid ul-Fitr in Britain and around the world</p>	<p>Express his/her own experiences and feelings, recognising what is important in his/her own life.</p> <p>Recognise religious objects/places/people/practices.</p> <p>Recognise interesting/puzzling aspects of life.</p> <p>Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p><b>Year 2</b></p> <p>Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p><b>Year 3</b></p> <p>Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences.</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.</p> <p>Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Recognise what influences him/her in his/her life - identify the influence religion has on peoples lives, including his/her own.</p> <p><b>Year 4</b></p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.</p>

<p><b>Expressive arts and design:</b> showing learning about Islam through an Eid card</p>		<p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the function of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>
		<p><b>Year 5</b> Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. <i>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions (What is worship? What is it for?)</i></p>
		<p><b>Year 6</b> <i>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</i> <i>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</i> <i>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</i> <i>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</i> <i>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</i> <i>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</i> <i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World)</i></p>
<p><b>Key Vocabulary</b></p>		
<p>Belonging, faith, community, religion, church, mosque, prayer mat, prayer beads, Qur'an, Wuzu, 'Allahu Akbar'. Muhammad, leader, prophet, Makkah (Mecca), Madhina (Medina), Hijrah, Arabs, God, Allah, belief, One God, many gods, mosque, minaret, minbar, muezzin, mihrab.</p>		

**Year 1 - Sikhism**

### Rationale

Sikhism is taught in Summer 1 through the unit *Belonging to the Sikh family*, which builds on the concept of belonging already covered in the unit *How is someone welcomed into Christianity?* in Autumn 1 and *Belonging to the Muslim family* in Spring 1.

### Learning

Prior Knowledge	In this year pupils are taught to	Future Learning
	<p>Express his/her own experiences and feelings, recognising what is important in his/her own life.</p> <p>Recognise religious objects/places/people/practices.</p> <p>Recognise interesting/puzzling aspects of life.</p> <p>Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p><b>Year 2</b> Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Describe some religious objects/places/people and practices and begin to be aware of similarities in religions. Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.</p> <p><b>Year 4</b> Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions. Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the function of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p><b>Year 5</b> Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions.</p> <p><i>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. (What is worship? What is it for?)</i></p>

		<p><b>Year 6</b>          Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.          Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.          Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.          Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.          Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.          Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.  <i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World)</i></p>
<b>Key Vocabulary</b>		
Sikh, Gurdwara, Guru Granth Sahib, Muhammad, Qur'an, Arabic, Arabia, revelation, kara (steel bracelet), kirpan, kaccha, kesh, kanga, kara prashad, date, hot cross buns.		

<b>Year 2 - Islam</b>		
<b>Rationale</b>		
Islam is taught at the beginning of the year in Autumn 1 through the unit <i>Why is the Qur'an a sacred book?</i> In order to build on the ideas covered in the unit <i>A man called Muhammad</i> at the end of the previous year in Summer 2.		
<b>Learning</b>		
<b>Prior Knowledge</b>	<b>In this year pupils are taught to</b>	<b>Future Learning</b>
<p><b>Year 1</b>          Express his/her own experiences and feelings, recognising what is important in his/her own life.</p> <p>Recognise religious objects/places/people/practices.</p>	<p>Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p>	<p><b>Year 3</b>          Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences.          Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.          Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.          Recognise what influences him/her in his/her life - identify the influence religion has on peoples lives, including his/her own.</p> <p><b>Year 4</b></p>

<p>Recognise interesting/puzzling aspects of life.</p> <p>Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p>	<p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.</p> <p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>Know the function of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p><b>Year 5</b></p> <p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.</p> <p>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.</p> <p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.</p> <p>Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.</p> <p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions (<i>What is worship? What is it for?</i>)</p> <p><b>Year 6</b></p> <p>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</p> <p>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</p> <p>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</p> <p>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p> <p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</p> <p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</p> <p><i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World)</i></p>
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### Key Vocabulary

Sacred, sacred book, Qur'an, Muhammad, God, recite, revealed, Angel Jibril (Gabriel), Islam, submission, Muslim, submits, Nuh (Noah), Arabia, Arabic, Algeria, Somalia, Wuzu (recap).

## Year 2 - Judaism

### Rationale

Judaism is taught in Summer 1 through the unit *The Torah: God's Law for the Jews*. It builds on the concept of sacred books introduced through Bible stories and the Autumn 1 unit *Why is the Qur'an a sacred book?* It will lead into the work on the Guru Granth Sahib covered in the Summer 2 unit *Guru Nanak: an extraordinary life*.

### Learning

Prior Knowledge	In this year pupils are taught to	Future Learning
	<p>Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.</p>	<p><b>Year 3</b> Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions. Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences. Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p><b>Year 5</b> Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. (<i>What is worship? What is it for?</i>)</p> <p><b>Year 6</b> Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</p>

		<p>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</p> <p>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p> <p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</p> <p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</p> <p><i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World)</i></p>
<b>Key Vocabulary</b>		
Shabbat, sabbath, Kiddush, challah, kippah, havdallah, Kosher, Leviticus, trefah, Chuppah, 'mazel tov', ketubah, Hanukah, temple, Judea.		

<b>Year 2 - Sikhism</b>		
<b>Rationale</b>		
Sikhism is taught in Summer 2 through the unit <i>Guru Nanak: an extraordinary life</i> , which introduces the founder of Sikhism and explores why he is important. The concept builds on the Year 1 unit <i>A man called Muhammad</i> , which also explored the founder of a religion.		
<b>Learning</b>		
<b>Prior Knowledge</b>	<b>In this year pupils are taught to</b>	<b>Future Learning</b>
<p><b>Year 1</b></p> <p>Express his/her own experiences and feelings, recognising what is important in his/her own life.</p> <p>Recognise religious objects/places/people/practices.</p> <p>Recognise interesting/puzzling aspects of life.</p> <p>Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>Describe some religious objects/places/people and practices and begin to be aware of similarities in religions.</p>	<p><b>Year 4</b></p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>Know the function of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p><b>Year 5</b></p> <p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.</p> <p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.</p> <p>Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.</p>

	<p>Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.</p>	<p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions. <i>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. (What is worship? What is it for?)</i></p> <p><b>Year 6</b> Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions. Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience. Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues. Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives. Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions. <i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World)</i></p>
<b>Key Vocabulary</b>		
Guru, Guru Nanak, prophet, Gurupurbs.		

<b>Year 2 - Sikhism</b>		
<b>Rationale</b>		
Sikhism is taught in Summer 2 through the unit <i>Guru Nanak: an extraordinary life</i> , which introduces the founder of Sikhism and explores why he is important. The concept builds on the Year 1 unit <i>A man called Muhammad</i> , which also explored the founder of a religion.		
<b>Learning</b>		
<b>Prior Knowledge</b>	<b>In this year pupils are taught to</b>	<b>Future Learning</b>
<u>Year 1</u>		<u>Year 4</u>

<p>Express his/her own experiences and feelings, recognising what is important in his/her own life.</p> <p>Recognise religious objects/places/people/practices.</p> <p>Recognise interesting/puzzling aspects of life.</p> <p>Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>Describe some religious objects/places/people and practices and begin to be aware of similarities in religions.</p> <p>Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.</p>	<p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>Know the function of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <hr/> <p><b>Year 5</b></p> <p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.</p> <p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.</p> <p>Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.</p> <p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p>Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions.</p> <p><i>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. (What is worship? What is it for?)</i></p> <hr/> <p><b>Year 6</b></p> <p><i>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</i></p> <p><i>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</i></p> <p><i>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</i></p> <p><i>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</i></p> <p><i>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</i></p> <p><i>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</i></p> <p><i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World)</i></p>
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## Key Vocabulary

Guru, Guru Nanak, prophet, Gurupurbs.

### Year 3 – Judaism

#### Rationale

Judaism is taught over two half terms in Summer 1 and Summer 2 through the unit *Believing and Belonging*. It builds on the concept of belonging introduced in the Year 1 units *How is someone welcomed into Christianity?*, *Belonging to the Muslim family* and *Belonging to the Sikh family*.

#### Learning

Prior Knowledge	In this year pupils are taught to	Future Learning
<p><b>Year 2</b> Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.</p>	<p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.</p> <p>Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences.</p> <p>Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>	<p><b>Year 5</b> Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. <i>(What is worship? What is it for?)</i></p> <p><b>Year 6</b> Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions. Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</p>

		<p>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p> <p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</p> <p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</p> <p><i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World)</i></p>
<b>Key Vocabulary</b>		
Shabbat, sabbath, Kiddush, challah, kippah, havdallah, Kosher, Leviticus, trefah, Chuppah, 'mazel tov', ketubah, Hanukah, temple, Judea.		

<b>Year 4 – Buddhism</b>		
<b>Rationale</b>		
Buddhism is taught over two half terms in Summer 1 and Summer 2 through the unit <i>do all Buddhists believe and celebrate the same thing?</i> This unit builds on the concept of belonging explored in the Year 1 units <i>How is someone welcomed into Christianity?</i> , <i>Belonging to the Muslim family</i> and <i>Belonging to the Sikh family</i> and in the Year 3 unit <i>Believing and Belonging</i> .		
<b>Learning</b>		
<b>Prior Knowledge</b>	<b>In this year pupils are taught to</b>	<b>Future Learning</b>
	<p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>Know the functions of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.</p>	<p><b>Year 5</b></p> <p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary</p> <p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions</p> <p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers</p> <p>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. <i>(What is worship? What is it for?)</i></p> <p><b>Year 6</b></p> <p>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</p>

	<p>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>	<p>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.          Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.          Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.          Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.          Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.  <i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World).</i></p>
<b>Key Vocabulary</b>		
Siddharta, Buddha, Enlightenment, Wesak, Vassa, Uposatha, impermanence, monk, nun, monastic, lay Buddhist.		

<b>Year 4 – Islam</b>		
<b>Rationale</b>		
Islam is taught in Spring 1 through the unit <i>Muslims in Britain and around the world</i> and begins to look at the wider Muslim community beyond the local community that was explored through the Year 3 unit <i>What is a mosque for? What is Eid?</i> and the visit to a local mosque.		
<b>Learning</b>		
<b>Prior Knowledge</b>	<b>In this year pupils are taught to</b>	<b>Future Learning</b>

<p><b><u>Year 1</u></b> Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise religious objects/places/people/practices. Recognise interesting/puzzling aspects of life. Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.</p>	<p><b><u>Year 5</u></b> Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. <i>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions (What is worship? What is it for?)</i></p>
<p><b><u>Year 2</u></b> Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning. Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p>	<p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>Know the function of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>	<p><b><u>Year 6</u></b> <i>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</i> <i>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</i> <i>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</i> <i>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</i> <i>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</i> <i>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</i> <i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World).</i></p>
<p><b><u>Year 3</u></b> Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences.</p> <p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.</p> <p>Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p> <p>Recognise what influences him/her in his/her life - identify the influence religion has on peoples lives, including his/her own.</p>		

### Key Vocabulary

5 pillars, Shahadah, salah, zakat, hajj, Wuzu (wudu), Ramadan- the fasting month, sawm- the fast, *Ihram*, pilgrimage, Makkah (also spelled Mecca).

## Year 4 – Sikhism

### Rationale

Sikhism is taught alongside Hinduism in Autumn 1 through the unit *Diwali: The Festival of Light*. It is taught at this time to coincide with the festival. It also links with the Year 3 unit *Why is Christmas a winter festival?*

### Learning

Prior Knowledge	In this year pupils are taught to	Future Learning
<p><b>Year 1</b> Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise religious objects/places/people/practices. Recognise interesting/puzzling aspects of life. Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>Know the function of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>	<p><b>Year 5</b> Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary. Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions. <i>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. (What is worship? What is it for?)</i></p>
<p><b>Year 2</b> Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p>		<p><b>Year 6</b> <i>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</i> <i>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</i> <i>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</i></p>

<p>Describe some religious objects/places/people and practices and begin to be aware of similarities in religions.</p> <p>Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.</p>		<p>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p> <p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</p> <p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</p> <p><i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World).</i></p>
<b>Key Vocabulary</b>		
<p>Rama, Sita, Ravana, Diwali, rangoli, diva lamps, Lakshmi.</p>		

<b>Year 5 – Islam</b>		
<b>Rationale</b>		
<p>Islam is taught in Spring 1 through the unit <i>Food and drink: what are religious rules for?</i> It is taught at this time between two prominent festivals in the British Christian calendar where food has an important role.</p>		
<b>Learning</b>		
<b>Prior Knowledge</b>	<b>In this year pupils are taught to</b>	<b>Future Learning</b>
<p><b><u>Year 1</u></b> Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise religious objects/places/people/practices. Recognise interesting/puzzling aspects of life. Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.</p> <p>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.</p>	<p><b><u>Year 6</u></b> Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</p>
<p><b><u>Year 2</u></b> Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning. Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p>	<p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.</p>	

<p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p>	<p>Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.</p>	<p>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</p>
<p><b>Year 3</b>          Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences.          Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.          Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.          Recognise what influences him/her in his/her life - identify the influence religion has on peoples lives, including his/her own.</p>	<p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions (<i>What is worship? What is it for?</i>)</p>	<p>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.          Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</p>
<p><b>Year 4</b>          Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.           Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.           Identify ultimate questions and behaviour that there are no universally agreed answers to these and start to develop your own answers to these questions.           Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.           Know the function of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>		<p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.  <i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World).</i></p>
<p><b>Key Vocabulary</b></p>		
<p>Kosher, vegetarian, halal, haram, animal ethics, compassionate carnivore, fur, blood sports, animal testing/ experimentation, Ramadan, fasting.</p>		

<b>Year 5 – Sikhism</b>
<b>Rationale</b>

Sikhism is taught over two half terms in Summer 1 and Summer 2 through the unit *The Gurdwara* and includes a visit to a local Gurdwara. It builds on work covered in previous years exploring the places of worship of the major religions. Sikhism is introduced in Year 5 at the beginning of the year in Autumn 1 through the thematic unit *What is worship? What is it for?*

### Learning

Prior Knowledge	In this year pupils are taught to	Future Learning
<p><b>Year 1</b> Express his/her own experiences and feelings, recognising what is important in his/her own life. Recognise religious objects/places/people/practices. Recognise interesting/puzzling aspects of life. Recognise some religious symbols and use some religious vocabulary correctly.</p>	<p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.</p> <p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.</p>	<p><b>Year 6</b> Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions. Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience. Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p>
<p><b>Year 2</b> Describe and respond sensitively to his/her own and others' experiences and feelings, including characters in stories with religious meaning. Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Describe some religious objects/places/people and practices and begin to be aware of similarities in religions. Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.</p>	<p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p>Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions.</p>	<p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives. Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions. <i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World).</i></p>
<p><b>Year 4</b> Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.</p> <p>Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.</p> <p>Know the function of objects/places/people within religious practices and lifestyles and describe similarities and differences in religious practices and lifestyles both within and between religions.</p>	<p>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings. <i>(What is worship? What is it for?)</i></p>	<p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives. Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions. <i>(From life to death, what role does religion play?, Is faith always the same?, What does art tell us?, Beliefs in Action Around the World).</i></p>

<b>Key Vocabulary</b>		
Punjab, India, Pakistan, Gurdwara, Guru, Guru Granth Sahib, Chauri, Diwan, sachkhand, langar. Worship, place of worship Hajj, pilgrimage, Saudi Arabia, Makkah, Lourdes, Jerusalem, Amritsar, Rome, Walsingham, Buddhism, puja, meditation, <i>samatha, metta, vipassana</i> , Hinduism, deities, Ganesh, Lakshmi, Shiva, puja, murti, Wudu/ wuzu, prayer mat, Shabbat, Genesis, challah, havdallah.		

<b>Year 5 – Thematic</b>		
<b>Rationale</b>		
In Autumn 1 of Year 5 the concepts of belonging and sacred places are further explored through aspects of all the major religions drawing on all of the work that has been taught across each year group. It is taught through the unit <i>What is worship? What is it for?</i>		
<b>Learning</b>		
<b>Prior Knowledge</b>	<b>In this year pupils are taught to</b>	<b>Future Learning</b>
	<p>Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.</p> <p>Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.</p> <p>Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.</p> <p>Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.</p>	<p><b>Year 6</b></p> <p>Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</p> <p>Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.</p> <p>Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.</p> <p>Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p> <p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</p> <p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</p>
<b>Key Vocabulary</b>		

Hajj, pilgrimage, Saudi Arabia, Makkah, Lourdes, Jerusalem, Amritsar, Rome, Walsingham, Buddhism, puja, meditation, *samatha, metta, vipassana*, Hinduism, deities, Ganesh, Lakshmi, Shiva, puja, murti, Wudu/ wuzu, prayer mat, Shabbat, Genesis, challah, havdallah.

## Year 6 – Thematic

### Rationale

In Year 6 a thematic approach is taken in every half term except for Autumn 2 and Spring 2 where the major Christian festivals of Christmas and Easter are further explored. Each unit, *From life to death, what role does religion play?* in Autumn 1, *Is faith always the same? What does art tell us? (1)* in Spring 1, *Is faith always the same? What does art tell us? (2-Comparison)* in Summer 1 and *Beliefs in Action Around the World* in Summer 2 explore further through aspects of all the major religions drawing on all of the work that has been taught across each year group and builds on the Year 5 thematic unit *What is worship? What is it for?*

### Learning

#### Prior Knowledge

##### Year 5

Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.

Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.

Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.

Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.

#### In this year pupils are taught to

Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.

Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.

Explore and suggest reasons for his/her own and other people's views, including religious ideas about human identity and experience.

Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.

Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.

Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.

### Key Vocabulary

Rites of passage, secular, non-religious, baptism, font, Adhaan, Bar/ Bat Mitzvah, Torah, Sacred Thread, Upanayana, Vivah Samskar.  
Art, expression, stained glass, Roman and Greek, chronological, calligraphy, geometry, prohibition, figurative.