



Religious Education

RE Curriculum

At Benson, we follow the Oxford Diocese Board of Education (ODBE) scheme of learning, a locally agreed syllabus designed by the Oxford Diocese. This curriculum ensures that children have a rich, engaging, and age-appropriate journey through the study of religion, where they not only develop an understanding of different faiths but also learn the values of respect, empathy, and tolerance.

In the early years of their education, children begin by exploring the concept of religion itself. Through activities, discussions, and experiences, they begin to understand what religion means and why it is important to people around the world. They then focus on Christianity, developing an initial understanding of the key beliefs, stories, and practices of the Christian faith.

As children progress through the school, they are introduced to a broader range of world religions. Each year, they explore key aspects of faith, beliefs, and practices from different traditions. This includes studying Judaism, Sikhism, Hinduism, Islam, and other worldviews. Through these explorations, children are encouraged to appreciate the diversity of belief systems that exist in the world today.

The aim of our RE syllabus is not only to teach children about the different faiths but also to foster respect for others and their beliefs. By examining religious stories, rituals, and teachings, we help children develop a deeper understanding of faith and spirituality. This exploration encourages respect for different viewpoints and promotes a sense of empathy, compassion, and ethical reflection. In Religious Education, we aim to provide children with the tools to ask big questions, reflect on their own beliefs, and respect those of others, preparing them for a world that is rich in diversity and faith.

Scheme Used

The ODBE curriculum is carefully crafted to ensure that children not only gain knowledge of different religions but also develop a deeper understanding of religious beliefs and practices. It provides a structured and progressive approach to Religious Education, allowing children to explore faith, spirituality, and values in a meaningful way.

The ODBE scheme is built on the following core principles:

- **Progressive Learning:** The curriculum follows a clear and structured progression. Early education focuses on developing an awareness of what religion is, while later years explore in-depth teachings, practices, and values of various world religions. This ensures that children's learning evolves in a logical and cohesive manner, reinforcing key concepts at each stage.
- **Inclusive and Diverse Faiths:** The ODBE syllabus emphasises the importance of learning about a range of world religions, not just Christianity. In addition to Christianity, children are introduced to key aspects of Judaism, Sikhism, Hinduism, Islam, and other worldviews. The aim is to help children appreciate and respect the diversity of religious beliefs around the world and prepare children for secondary school and working life.
- **Encouraging Reflection and Respect:** The core aim of the ODBE scheme is to foster respect and empathy for all faiths. Children are encouraged to reflect on the similarities and differences between religious teachings and practices, with a focus on understanding the role that faith plays in people's lives. This helps develop respect for others' beliefs, regardless of whether they share the same views.
- **Big Questions and Spiritual Development:** The scheme encourages children to ask big questions about life, purpose, and faith as well as answer big questions. These questions form the foundation for thoughtful discussion and personal reflection. Through exploring stories, symbols, and rituals from different religions, children are invited to think about their own beliefs and values, fostering spiritual development alongside intellectual growth.
- **Cultural and Ethical Awareness:** The curriculum also aims to develop children's awareness of ethical and moral issues, helping them consider how religious teachings influence actions and decisions. By studying the stories and teachings of different religions, children gain insights into how faith can guide individuals in their daily lives, as well as how it shapes broader communities and societies.
- **Engaging Learning Experiences:** The ODBE scheme is designed to be interactive and engaging, incorporating a wide range of learning methods. Children participate in activities such as storytelling, art, drama, and visits to places of worship to deepen their understanding. This hands-on approach encourages active learning and helps children connect the concepts they are learning to real-world experiences.
- **Interfaith Dialogue and Peacebuilding:** A key component of the ODBE syllabus is fostering a spirit of dialogue between faiths. Children are encouraged to discuss and share their ideas in a respectful environment, building an understanding of how different religious communities contribute to peace, harmony, and social justice in the world.

Teaching of RE

Religious Education (RE) is taught weekly across all classes using the Oxford Diocese Board of Education (ODBE) scheme of learning. Each lesson follows a carefully structured plan, designed to engage children and promote deep understanding. Teachers incorporate a variety of teaching methods, including storytelling, discussion, artwork, questioning and hands-on activities, to bring the lessons to life and encourage reflection on faith, values, and beliefs.

Through the ODBE scheme, each class explores a different topic related to religion, with a strong focus on both knowledge and respect. As children progress through the school, they build upon prior learning, ensuring that key concepts are revisited and deepened year by year. This approach helps foster a continuous and meaningful journey through the study of religion, which is both engaging and educational for all students.

Support and Adaptions for Children with SEND

At Benson, we are committed to ensuring that all children can fully access and engage with the Religious Education (RE) curriculum. We understand that each child has unique learning needs, and we make thoughtful adaptations to lessons to ensure inclusivity.

These adaptations may include:

- **Differentiated Resources:** We provide a range of resources tailored to different learning needs, such as visual aids, simplified texts, and interactive materials. This helps children better understand key concepts and supports various learning styles.
- **Personalised Support:** Teaching assistants and support staff work closely with children, offering one-to-one or small group support where needed. This ensures that children with SEND can participate in discussions and activities at their own pace.
- **Modified Tasks:** Some tasks are adjusted to match the child’s level of understanding, allowing them to engage with the lesson content while building their confidence and skills.
- **Sensory and Visual Support:** For children with sensory processing difficulties, we incorporate visual aids, gestures, or hands-on activities that help make abstract concepts more concrete.
- **Clear and Structured Instructions:** Lessons are broken down into clear steps, and instructions are provided in multiple formats to support comprehension. This ensures children with communication or processing difficulties can follow along with the class.

Recording of Work and Assessment

In RE, children’s work is recorded in various formats to reflect the diversity of tasks and activities they engage with. Some work is recorded in individual RE books, while other tasks may be placed in class floor books, depending on the nature of the lesson. Teachers also annotate notes from class discussions, which capture students' thoughts, ideas, and understanding as they engage in dialogue about faith and beliefs.

Both **summative** and **formative assessments** are used throughout the year. Formative assessments take place regularly during lessons, through activities, discussions, and teacher observations, helping to monitor progress and inform teaching. Summative assessments are conducted at the end of each unit to evaluate students' overall understanding. These assessments can be either written or verbal, depending on the focus of the unit, with most units concluding with a written assessment. The combination of both types of assessment ensures that all students' learning is supported, monitored, and extended effectively.

Structure of the RE Curriculum

Due to our class structures, topics in RE are being taught on a two-year cycle for 2024-2025 and 2025-2026. This will be reviewed during 2026 to ensure the most appropriate curriculum is in place once the school is at full capacity with 45 children in every year group. The creation of the two-year cycle for 2024-2025 and 2025-2026 has been created after reviewing and reflecting the knowledge and skills children in each year group have learnt previously. We ensure learning in EYFS meets the needs of the EYFS curriculum and provides a strong foundation for learning as children transition into Year 1 by including Reception in the long term plan, linking to learning for ‘understanding the world’.

Knowledge & Skills Progression 2024-2025

R&Y1	Term 1	Term 2	Term 3
Units	Why do most Christians call God ‘creator’? <i>Genesis 1 – 2, Psalms 8, 19 etc. Link to care for creation</i>	What do most Christians celebrate together? <i>Focus on festivals such as Christmas and Easter, but also communion if appropriate.</i>	What questions do stories in the Bible make us want to ask? <i>This becomes an introduction to questions about truth, reasoning and meaning. It will allow pupils to wonder and realise that different opinions are acceptable.</i>
Skills	Name the days of creation in the correct order. Describe what God created on each day.	Recall the key events of Jesus’ birth. Identify some of the names of Jesus and explain what they mean.	Recall events from Bible stories like parables and miracles. Ask meaningful questions about Bible stories.

	<p>Say why God created the world and people.</p> <p>Explain how people should take care of the world.</p> <p>Talk about God's qualities, such as powerful and loving.</p> <p>Understand why God rested on the seventh day.</p>	<p>Describe the symbols used at Christmas and explain their meanings.</p> <p>Explain what happens during a baptism and the symbols involved.</p> <p>Explain the importance of baptism in Christianity.</p> <p>Describe the key events of Easter (for additional learning).</p>	<p>Share personal opinions and reasons for why certain actions in stories are right or wrong.</p> <p>Explain what the parables and miracles teach us.</p> <p>Recognise the difference between tricks and real miracles.</p>
Knowledge	<p>God created the world and everything in it.</p> <p>The world was created in seven days.</p> <p>God created man and woman to look after the world.</p> <p>God created humans in His image to have a relationship with Him.</p> <p>The day of rest (Shabbat) is linked to the seventh day of creation.</p> <p>Psalms show how God is powerful and caring.</p> <p>The beauty of the world shows how amazing God is.</p>	<p>Christians celebrate Christmas to remember the birth of Jesus.</p> <p>Jesus was both fully human and fully God.</p> <p>The birth of Jesus is told in the Gospels of Matthew and Luke.</p> <p>Christmas symbols include candles, carols, and gifts.</p> <p>Baptism is a Christian celebration where people show their faith in Jesus.</p> <p>Baptism uses symbols like water, candles, and a cross.</p> <p>Easter celebrates the resurrection of Jesus.</p> <p>Jesus has many names such as Savior, King, and Emmanuel.</p>	<p>Parables are special stories told by Jesus to teach lessons.</p> <p>Miracles are extraordinary events that Christians believe Jesus performed, showing his divine power.</p> <p>Parables like The Good Samaritan and the Lost Sheep teach important moral lessons.</p> <p>Miracles, like Jesus calming the storm and feeding the five thousand, show God's power over nature and provide for people's needs.</p> <p>Stories in the Bible make us ask questions and think deeply about life.</p>
Key Vocabulary	Creation, World, God, Creation story, Rest, Shabbat, Powerful Loving	Christmas, Baptism, Resurrection, Jesus, Savior, Emmanuel, Light of the World, Symbols, Water, Candle, Cross.	Parable, Miracle, Samaritan, Sheep, Disciple, Lost, Found, Questions, Story, Teaching, Faith
	Term 4	Term 5	Term 6
Units	<p>What do different Jewish people believe about God? <i>God as creator, choosing Abraham; rescuing them and also the Shema; cultural/secular Jewish people with no belief.</i></p>	<p>How and why is Shabbat important to some Jewish people in Britain? <i>Shabbat laws and rituals and the ways that it separates them from but unites them. Link to God as Creator and day of rest</i></p>	<p>How do people know how to behave? Focus on 10 commandments and Jewish food laws; also look at different days of rest in different religions. Introduce the Golden Rule.</p>
Skills	<p>Remember and say the Shema prayer.</p> <p>Tell the story of Abraham and explain why he is important.</p> <p>Think about why people pray and how it helps them remember special promises.</p> <p>Ask simple questions about what Jewish people believe.</p>	<p>Name the special things for Shabbat like candles, Challah bread, and wine.</p> <p>Talk about the activities Jewish people do to celebrate Shabbat, like lighting candles and having meals.</p> <p>Explain why Shabbat is important for Jewish people in Britain, and how it connects to their beliefs about God and rest.</p> <p>Ask questions about how Shabbat is observed in different Jewish families.</p>	<p>Understand why we have rules in places like school or at home and why they are important.</p> <p>Talk about the Ten Commandments and why they help Jewish people behave kindly toward others and God.</p> <p>Recognise that different people have different rules, such as food laws (Kashrut) or rules about rest (Shabbat).</p> <p>Explain the Golden Rule and why it's important in treating others fairly.</p> <p>Compare different rules in the classroom, home, and society to understand why they exist.</p>
Knowledge	<p>Jewish people believe in one God who made the world and chose the people of Israel to be special.</p> <p>Abraham is an important person in the Jewish faith. God made promises to him, and he became the father of the Jewish people.</p> <p>The Shema is an important Jewish prayer that says, "God is one," and Jewish people</p>	<p>Shabbat is a special day for Jewish people that happens every week, starting on Friday evening and ending on Saturday evening.</p> <p>Jewish people don't work on Shabbat. They rest and spend time with family, going to synagogue, and remembering that God created the world in six days and rested on the seventh.</p>	<p>Rules help people know how to behave and how to treat each other kindly.</p> <p>The Ten Commandments are important rules in Judaism, and they help Jewish people know what is right and wrong.</p>

	<p>say it every day to remind them of God's love.</p> <p>Some Jewish people don't believe in God but still call themselves Jewish because of their traditions or family.</p>	<p>There are special foods for Shabbat, like Challah bread and wine. Candles are lit to start Shabbat.</p> <p>The way some Jewish people observe Shabbat can be different, depending on how strictly they follow the rules.</p> <p>Shabbat helps Jewish people show love for God, by resting and being together.</p>	<p>The Golden Rule is a rule found in many religions, which says: "Treat others the way you want to be treated."</p> <p>Jewish food laws (Kashrut) guide what food Jewish people can eat, including not mixing milk and meat.</p> <p>In Judaism, rules like the Ten Commandments and food laws help Jewish people show respect for God and others.</p>
Key Vocabulary	God, Shema, Abraham, Promise, Jewish	Shabbat, Challah, Synagogue, Candles, Kiddush, Rest, Sabbath	Ten commandments, golden rule, Kashrut, Kosher, Traife, Shabbat, Obey

Y2&3	Term 1	Term 2	Term 3
Units	<p>Christianity: Who do different Christians believe God is? <i>Explore different names and attributes of God; introduce Trinity, revise creator</i></p>	<p>Christianity: Why do many Christians meet together regularly and what do they do? <i>Focus on weekly worship and the work of the church community – teaching, prayer and service, weekly church services. Include Christmas or Easter as appropriate.</i></p>	<p>Christians: <i>How do Christians know what is right? Explore the role of conscience, leaders and teachers in interpretation Focus on authority of text, person and place, testing whether ideas make sense.</i></p>
Skills	<p>Recognise key Bible stories that illustrate what God is like, such as the stories of Abraham, Joseph, Daniel, and Jesus' miracles and parables.</p> <p>Identify the main characteristics of God, such as love, justice, and mercy, from Bible stories and parables.</p> <p>Explain how the parables of Jesus (e.g., the Prodigal Son, Lost Sheep, Good Samaritan) show God's love and forgiveness.</p> <p>Describe how Christians understand God through the concept of the Trinity, even though it's a mystery.</p> <p>Understand and articulate how Christians learn about God through prayer, worship, the Bible, and experiences with the Holy Spirit.</p> <p>Reflect on how Christians try to live according to God's character by helping others and showing kindness, following the example set by Jesus.</p> <p>Explore how different stories from the Bible and parables might teach lessons about God's character and how those lessons apply to Christian life today.</p>	<p>Pupils will be able to describe the key elements of a Christian service, such as music, prayers, Bible readings, and teaching.</p> <p>Pupils will identify the different things Christians do when they meet and explain the purpose behind each activity, such as worship, learning, and supporting the community.</p> <p>Pupils will compare and evaluate different Christian practices, such as those that take place during regular church services and special events like baptisms or Christmas celebrations.</p> <p>Pupils will link Christian practices to Christian beliefs, understanding that these activities reflect their faith and values.</p> <p>Pupils will explore how different Christian denominations (e.g., Catholic, Anglican, Baptist) may practice worship differently and discuss the reasons behind these variations.</p>	<p>Pupils will begin to ask important questions about life and decision-making. They will reflect on questions like "What is the right thing to do?" and "How can we know what is right?"</p> <p>Pupils will learn to justify their beliefs and opinions, using simple logic and reasoning. They will be able to express their ideas and explain why they believe something is right or wrong.</p> <p>Pupils will engage in simple debates, discussing different views about what is right and wrong. They will learn how to respect others' opinions and give reasons for their own beliefs.</p> <p>Pupils will connect Christian teachings from the Bible to real-life decisions and explore how they can apply these teachings to their own lives.</p> <p>Pupils will understand the role of conscience in helping people make moral decisions. They will also explore the Christian practice of confession and forgiveness and learn how these practices help Christians live good lives.</p>
Knowledge	<p>Christians believe God is loving, kind, just, and has many names such as Creator, Lord, and King.</p> <p>Christians learn about God through the Bible, including both the Old and New Testaments.</p> <p>God's character is shown in stories such as the calling of Abraham, the story of Joseph, the miracle of Daniel in the lion's den, and various stories of Jesus' life and parables.</p> <p>Jesus' life and teachings show God's love, mercy, and forgiveness, such as in parables like the Prodigal Son and the Lost Sheep.</p> <p>Christians believe in the Trinity, meaning God is Father, Son (Jesus), and Holy Spirit,</p>	<p>Pupils will learn the key features of Christian worship, including singing hymns, praying, reading from the Bible, and listening to a sermon or teaching message. They will also explore the role of church leaders like priests and vicars.</p> <p>Pupils will understand why Christians gather regularly, particularly for worship, community support, and fellowship. They will explore different services such as Sunday services, midweek services, and special events like baptisms or weddings.</p> <p>Pupils will explore how Christians celebrate festivals like Christmas and Easter, both in church and in their homes. They will examine the differences between these</p>	<p>Pupils will explore how Christians make decisions about what is right and wrong, with a focus on using the Bible, conscience, leaders, and teachers. They will learn that</p> <p>Christians use sacred texts like the Bible, especially passages such as the Ten Commandments and the Sermon on the Mount, to guide their actions.</p> <p>Pupils will learn that the Bible is a key source for guidance in Christian life. Key teachings, including the Ten Commandments and teachings from Jesus (such as the Sermon on the Mount), provide instructions on how to live a good life. They will also learn about the importance of parables and stories in helping Christians make moral decisions.</p>

	<p>though this is a mystery that is hard to fully understand.</p> <p>The parables of Jesus have hidden meanings that reveal different aspects of God's character.</p> <p>Christians believe the Holy Spirit helps them to experience and understand God more deeply, through prayer, worship, and personal experiences.</p> <p>God's character is also reflected in how Christians live, following Jesus' example of helping the poor, healing, and forgiving others.</p>	<p>religious celebrations and other types of gatherings.</p> <p>Pupils will learn about how churches serve their local communities through initiatives like food banks, counselling services, and social support. They will understand that Christian gatherings are not just for worship but also for outreach and service.</p> <p>Pupils will reflect on the ways in which Christian communities support one another, both inside and outside the church setting.</p>	<p>Pupils will understand that church leaders (like priests and vicars) help Christians interpret and apply the Bible's teachings in their daily lives. These leaders provide guidance, helping people make right choices through sermons, discussions, and advice.</p> <p>Pupils will learn about the role of conscience in decision-making and explore how Christians seek forgiveness when they make wrong choices. They will also learn about confession, forgiveness, and how recognizing wrongdoing helps in making better decisions in the future.</p> <p>Pupils will explore key Christian teachings, such as the Golden Rule ("Treat others as you would like to be treated") and the command to love God and love your neighbour. These teachings help Christians decide how to behave in various situations.</p>
<p>Key Vocabulary</p>	<p>God – The supreme being worshipped in Christianity, believed to be the creator of the world and everything in it.</p> <p>Trinity – The Christian belief that God exists as three persons in one: God the Father, God the Son (Jesus Christ), and God the Holy Spirit. These three are distinct but are all fully God.</p> <p>Father – One of the persons of the Trinity, representing God as a loving parent who cares for and guides the world.</p> <p>Son – Refers to Jesus Christ, the second person of the Trinity, who is believed to be God in human form, sent to teach, heal, and save humanity.</p> <p>Holy Spirit – The third person of the Trinity, often described as God's presence in the world today, guiding, comforting, and empowering Christians.</p> <p>Creator – A title for God, emphasizing His role in creating the universe and everything within it.</p> <p>Omnipotent – The attribute of God meaning all-powerful, able to do anything.</p> <p>Omniscient – The attribute of God meaning all-knowing, understanding everything.</p> <p>Omnipresent – The attribute of God meaning ever-present, being everywhere at all times.</p> <p>Loving – One of the key attributes of God, reflecting God's care, compassion, and kindness toward all creation.</p> <p>Holy – Describing God as pure, sacred, and set apart from all evil or imperfection.</p>	<p>Worship – The act of showing reverence and love for God, often through prayer, singing, and listening to teachings. Christians gather to worship God together as a community.</p> <p>Church – A building where Christians gather for worship, prayer, and community activities. It can also refer to the Christian community itself.</p> <p>Church Service – A regular gathering where Christians come together to pray, sing, hear a sermon (teaching), and take part in rituals like Communion. These services often take place weekly, typically on Sundays.</p> <p>Prayer – Talking to God, asking for guidance, thanking Him, and seeking forgiveness. Prayer is an important part of Christian worship.</p> <p>Teaching – The act of learning about God's word, usually through reading the Bible, listening to a sermon, or studying religious teachings. This helps Christians grow in their faith and understanding of God's message.</p> <p>Community – The group of people who come together to worship and support each other. The church community works together in love and service to help one another and the wider world.</p> <p>Service – Helping others in need, whether through charity, acts of kindness, or community projects. Christians believe that serving others is an important way to live out their faith.</p> <p>Communion – A Christian ritual in which believers eat bread and drink wine (or juice) as a remembrance of Jesus' body and blood, symbolizing His sacrifice for humanity.</p> <p>Christmas – A Christian holiday that celebrates the birth of Jesus Christ. Many Christians attend church services to mark the occasion, with carols, prayer, and readings from the Bible.</p> <p>Easter – The celebration of Jesus' resurrection from the dead. It is the most important event in Christianity, and many Christians gather for church services to commemorate His victory over death.</p>	<p>Conscience – The inner sense of right and wrong that guides Christians in making moral decisions. It is believed to be a gift from God that helps people choose good actions and avoid bad ones.</p> <p>Leaders – Religious leaders, such as pastors, priests, or ministers, who guide Christians in understanding what is right and help interpret the teachings of the Bible.</p> <p>Teachers – Individuals who educate others about Christianity, including Sunday school teachers or faith-based educators, helping others understand moral teachings and biblical principles.</p> <p>Authority – The power or right to give guidance or make decisions. In Christianity, authority comes from several sources: the Bible (text), religious leaders (person), and places of worship (such as the church).</p> <p>Text – The Bible, the sacred scripture for Christians. It is considered the ultimate source of guidance on what is right and wrong, containing teachings, commandments, and stories that inform Christian values.</p> <p>Person – Christian leaders or teachers who have the authority to interpret the Bible and provide moral guidance. Christians often turn to these individuals for advice on living a good and righteous life.</p> <p>Place – A church or other sacred space where Christians gather for worship and teaching. These places provide a community for Christians to discuss and learn about what is right according to their faith.</p> <p>Moral Decisions – Choices that involve distinguishing between right and wrong, good and bad. Christians rely on their conscience, biblical teachings, and the guidance of leaders to make these decisions.</p> <p>Interpretation – The process of understanding and explaining the meanings of biblical texts and teachings. Different Christian denominations may interpret certain teachings in various ways.</p> <p>Testing Ideas – The process of reflecting on and critically thinking about teachings, to ensure they make sense and align with personal beliefs or God's will, as revealed through scripture, conscience, and guidance from leaders.</p>

	Term 4	Term 5	Term 6
Units	Judaism: What does Torah mean for Jewish people? <i>Look at scroll, understand what is in there, rules and stories, history of the Jewish people. In Hebrew, sacred language for prayers</i>	Judaism: In what ways is the synagogue important to Jews? <i>Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah</i>	World Views: What are the best reasons for following a leader? Focus on authority of text, person and place, testing whether ideas make sense and testing their reliability.
Skills	<p>Retelling stories from the Torah, including Creation, Abraham, and Moses.</p> <p>Understanding how the Torah influences Jewish customs and traditions. Identifying the importance of sacred texts in guiding beliefs and behaviour.</p> <p>Making connections between Torah teachings and Jewish practices (e.g., Shabbat).</p> <p>Reflecting on the influence of sacred texts in their own lives and the lives of others.</p> <p>Using key vocabulary such as Torah, Hebrew, Jewish, rules, prayer, and sacred text.</p> <p>Demonstrating respect for different viewpoints during class discussions.</p> <p>Communicating knowledge effectively, such as through creating fact files or presentations.</p>	<p>Recognising and naming key features of a synagogue and explaining their significance.</p> <p>Asking thoughtful questions and reflecting on the importance of places of worship for different communities.</p> <p>Comparing synagogues with other places of worship or community centres.</p> <p>Identifying and explaining the different ways synagogues are used for prayer, learning, and community service.</p> <p>Using key vocabulary such as Synagogue, Torah, Rabbi, Siddur, Eternal Light, Bimah, and Ark in discussion and writing.</p> <p>Engaging in interviews or discussions with Jewish community members to deepen understanding.</p> <p>Communicating learning through creating fact files, mind maps, or presentations about synagogues.</p> <p>Reflecting on what makes places of worship special and why people gather in them.</p>	<p>Pupils will recall and describe key moments from Joshua’s life, such as his role as a spy in Canaan and his leadership in the battle of Jericho.</p> <p>Pupils will identify and rank the qualities they believe make a good leader, understanding that different people may have different views on what is important.</p> <p>Pupils will evaluate leaders in their own lives and reflect on what makes them good leaders, drawing comparisons between community leaders and biblical figures like Joshua and Jesus.</p> <p>Pupils will engage in discussions about whether they need to follow leaders and why, using their own values and questions to guide their decisions.</p> <p>Pupils will reflect on who their role models are, why they admire them, and whether they would still follow them after learning about leadership qualities.</p> <p>Through role play and interviews with leaders, pupils will practice asking insightful questions to understand leadership better.</p> <p>Pupils will make connections between their own experiences and the concept of following or not following leaders.</p>
Knowledge	<p>The Torah is a special, sacred book for Jewish people.</p> <p>The Torah contains history, laws, and stories, such as Creation, Noah, and Moses.</p> <p>The Torah is written in Hebrew and on parchment by hand. The Ten Commandments are part of the Torah and guide Jewish life.</p> <p>Jewish people observe festivals like Simchat Torah to celebrate the completion and beginning of the Torah readings.</p> <p>The Torah teaches about the history and relationship between God and the Jewish people.</p> <p>The Torah influences Jewish behavior, including how they pray, live, and celebrate.</p> <p>The Torah is central to Jewish practices, such as Bar Mitzvah and Bat Mitzvah.</p>	<p>A synagogue is an important building for Jewish people, where they come together for worship and community life.</p> <p>Key features of a synagogue include the Bimah, Ark, Torah scrolls, Siddur (prayer book), and the Eternal Light (Ner Tamid).</p> <p>Jewish people use the synagogue to pray, learn, and gather as a community, with activities like Hebrew classes, social events, and charity work.</p> <p>The synagogue is used for Jewish festivals and weekly services, especially Shabbat.</p> <p>Synagogues vary, but they share common features that support worship and community.</p> <p>Jewish worship in a synagogue includes reading the Torah and using specific prayers and rituals.</p>	<p>Joshua was a key leader for the Jewish people, known for his courage, faith, and wisdom. He led the Israelites into the Promised Land and was an important figure during the Exodus.</p> <p>Pupils will learn about the essential qualities of leadership, such as courage, honesty, trustworthiness, and compassion. These qualities were demonstrated by Joshua and can be applied to other leaders.</p> <p>Joshua’s leadership will be compared to other leaders, including Jesus, to explore common qualities that make someone a good leader.</p> <p>Pupils will reflect on what makes a leader worthy of being followed, considering qualities like strength, honesty, and vision.</p> <p>The unit will help pupils understand the importance of questioning and reflecting on the leaders they follow and why they make those decisions.</p>
Key Vocabulary	Torah – The holy book of Judaism, containing the teachings and laws given to the Jewish people.	· Synagogue – A place of worship and community for Jewish people.	· Leader – A person who guides, influences, or directs others, often with authority or responsibility.

	<ul style="list-style-type: none"> · Prayer – A way of communicating with God, often said aloud or silently, for worship or asking for guidance. · Service – A religious ceremony or gathering in a synagogue, often involving prayer, singing, and reading from the Torah. · Rabbi – A Jewish religious leader or teacher, often leading services and guiding the community in religious practices. · Shabbat – The Jewish day of rest, beginning on Friday evening and ending on Saturday evening, often marked by prayer and family gatherings at the synagogue. · Tradition – Practices or customs that are passed down through generations, such as those followed in synagogue services. 	<ul style="list-style-type: none"> · Torah – The holy book of Judaism, containing the teachings and laws given to the Jewish people. · Community – A group of people who come together for a shared purpose, such as worship and fellowship. · Fellowship – A sense of friendship and connection among members of a community, often experienced during religious gatherings. · Prayer – A way of communicating with God, often said aloud or silently, for worship or asking for guidance. · Service – A religious ceremony or gathering in a synagogue, often involving prayer, singing, and reading from the Torah. · Rabbi – A Jewish religious leader or teacher, often leading services and guiding the community in religious practices. · Ark – A special cabinet or area in the synagogue where the Torah scrolls are kept. · Shabbat – The Jewish day of rest, beginning on Friday evening and ending on Saturday evening, often marked by prayer and family gatherings at the synagogue. · Tradition – Practices or customs that are passed down through generations, such as those followed in synagogue services. 	<ul style="list-style-type: none"> · Authority – The power or right to give orders, make decisions, and enforce obedience. This can come from a person, a text (e.g., religious scripture), or a place (e.g., a place of worship or institution). · Text – A written or spoken work that holds meaning and is often followed for guidance, such as religious scriptures, laws, or important writings. · Person – An individual who holds leadership qualities, wisdom, or influence that others may follow or respect. · Place – A specific location that may have significance or authority, like a sacred place of worship or a place of learning that influences people’s ideas and actions. · Testing Ideas – The process of questioning and examining the ideas and teachings of a leader to see if they make sense and align with one’s own beliefs or values. · Reliability – The degree to which a leader or their teachings can be trusted, often based on past actions, consistency, and the wisdom of their ideas. · Guidance – Help or direction given by a leader to others in making decisions or understanding complex ideas. · Influence – The ability to have an effect on the beliefs, actions, or decisions of others. <p>Wisdom – Knowledge, experience, and good judgment that a leader uses to guide and make decisions for their followers.</p>
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Y4&5	Term 1	Term 2	Term 3
Units	<p>Christianity: Who do Christians believe Jesus is? <i>Exploration of incarnation and Jesus as son of God. Look at various names for Jesus and explore concept of Messiah</i></p>	<p>Christianity: How and why has Christian practice changed over time? <i>Early church was Jewish and as more non-Jews were added adaptations happened; Christians believe God still speaks, role of sanctified common sense. Perhaps include story of Peter at the house of Simon the Tanner Acts 10.</i></p>	<p>Christianity: Does prayer make a difference and how do Christians know? <i>Find out what Christians pray (e.g. Lord’s prayer) and explore what people do because they have prayed. How does prayer change things for a Christian?</i></p>
Skills	<p>Exploring key Christian concepts (e.g., incarnation, Messiah, Jesus’ dual nature)</p> <p>Analysing biblical stories and interpreting Jesus’ different names</p> <p>Discussing the significance of Jesus’ life, death, and resurrection in Christian faith</p> <p>Reflecting on how Jesus’ incarnation and names shape Christian beliefs</p> <p>Creating representations (e.g., timeline, art, and wordle) to demonstrate understanding</p> <p>Engaging in debates about the relevance of Jesus’ resurrection and incarnation</p> <p>Using critical thinking to evaluate the importance of Jesus’ nature for salvation</p>	<p>Understand the chronology of Church history and changes over time.</p> <p>Compare and contrast early and modern Christian practices.</p> <p>Analyse the role of key figures in Church history (e.g., St. Paul, Martin Luther).</p> <p>Present findings through mind maps, posters, and presentations.</p> <p>Reflect on the Church’s role today and its impact on communities.</p> <p>Engage in discussions and debates about changes in Church practice.</p>	<p>Describe what prayer is and the different ways to pray (formal and informal).</p> <p>Understand and use the acronym ACTS (Adoration, Confession, Thanksgiving, Supplication).</p> <p>Compare and contrast different types of prayer (e.g., Lord’s Prayer, Hail Mary, chanting, meditation).</p> <p>Explain why Christians pray (to build a relationship with God, seek guidance, comfort, and forgiveness).</p> <p>Create their own prayer using the components of ACTS or other acronyms.</p> <p>Recognise how prayer can be linked to miracles (e.g., Bible stories of answered prayers).</p> <p>Reflect on how prayer affects a Christian’s life and the world.</p>
Knowledge	<p>Understanding the concept of the Holy Trinity in Christianity (Father, Son, Holy Spirit)</p>	<p>Origins of Christianity: The birth of the Christian Church at Pentecost. Early Christians and their Jewish customs. St. Paul’s role in spreading Christianity beyond the Jewish community.</p>	<p>Prayer is a form of communication with God (through speaking, listening, and being open to the Holy Spirit).</p>

	<p>The significance of Jesus as the Son of God and the Messiah in Christian theology</p> <p>The doctrine of the incarnation, that Jesus was both fully God and fully man</p> <p>Jesus' role in fulfilling Old Testament prophecies about the Messiah</p> <p>Different names and titles used for Jesus (e.g., Saviour, Redeemer, Prince of Peace)</p> <p>The meaning and significance of the festivals that celebrate Jesus' life (e.g., Christmas, Easter, Epiphany, Ascension)</p> <p>The concept of Jesus' resurrection and its role in Christian hope and salvation</p> <p>Jesus' life and ministry as portrayed in the Gospels</p> <p>The differences between Christian beliefs and Jewish views on Jesus as the Messiah</p>	<p>Spread of Christianity: Missionary figures like St. Patrick, St. Augustine, and Celtic saints. Christianity's spread to Britain, Ireland, and Europe.</p> <p>Medieval Church: The importance of the Church in Medieval society (education, culture, power). The role of the clergy and Latin in Medieval worship.</p> <p>Reformation: Martin Luther and his 95 theses. Key beliefs: "Solas" (faith alone, grace alone, etc.).</p> <p>Missionary Church: Christian missionaries spreading the gospel worldwide.</p> <p>Modern Church: The growth of different denominations. Access to the Bible in many languages. Different worship styles across denominations.</p>	<p>Christians pray to God the Father, Son, and Holy Spirit, and sometimes to saints or Mary (depending on the denomination).</p> <p>The Lord's Prayer is a key example of Christian prayer and includes all four parts of ACTS.</p> <p>The early church and Jewish traditions emphasized prayer, and</p> <p>Jesus taught his disciples to pray through the Lord's Prayer.</p> <p>Miracles in the Bible (e.g., Elijah's prayer for rain) are sometimes linked to prayer.</p> <p>Different Christian denominations may have varying practices, such as using chanting, hymns, or meditation as forms of prayer.</p>
Key Vocabulary	Christian, Incarnation, Jesus, Christ, Emmanuel, God, Lord, Messiah, Prince of Peace, Lord, Redeemer, Bread of Life, Shepherd, Light of the World, Son of the Living God, Only Begotten Son, Beloved Son, Holy One of Israel, Wonderful, Counsellor, Mighty God, Everlasting Father, King of Kings, Hypostatic Union, Resurrection, Messiah, Saviour, Redeemer, Trinity, Gospel, Epiphany, Christmas, Easter, Ascension Day, Resurrection, Salvation, Bible, Prophet, Disciples	Church, Christianity, Pentecost, Apostles, Saints (e.g., St. Paul, St. Patrick, St. Augustine), Monastery, Missionary, Reformation, Baptism, Communion, Bible Translation, Catholic, Protestant.	Prayer, communication, Holy Spirit, Lord's Prayer, Jesus, God, Father, Son, Holy Trinity, saints, Mary, formal prayer, informal prayer, ACTS, Adoration, Confession, Thanksgiving, Supplication, Intercession, miracle, chanting, meditation, faith, forgiveness, relationship with God.
	Term 4	Term 5	Term 6
Units	Hinduism: How do Hindus understand God (Brahman)? <i>One God in many forms, God in everything, part of everything, different symbols for the attributes of God – and some of the stories linked to Vishnu, Shiva, Ganesha etc.</i>	Hinduism: <i>What role does worship play in the life of a Sikh?</i>	World Views (Islam & Judaism): How and why do people argue that some places can be spiritual? <i>Focus on Christian, Muslim, Judaism and Hindu beliefs about spiritual places, but also the fact that for some</i>
Skills	<p>Describe the concept of Brahman as the one supreme God in Hinduism.</p> <p>Identify and explain the qualities of God as represented by the Trimurti (Brahma, Vishnu, Shiva) and the Tridevi (Saraswati, Lakshmi, Parvati).</p> <p>Understand the role of Murtis (images and statues) in Hindu worship and how they represent different aspects of God.</p> <p>Recognise the concept of avatars and describe some of Vishnu's key avatars (e.g., Rama, Krishna).</p> <p>Explore Hindu symbols (e.g., pomegranate, lotus, aum) and their meanings in representing God's qualities.</p> <p>Discuss how stories in Hinduism (e.g., creation, avatars, the Blind Men and the Elephant) teach about God's qualities.</p> <p>Explain the cyclical nature of creation, destruction, and recreation in Hindu beliefs.</p>	<p>Explore Sikh worship through research and virtual tours</p> <p>Compare Sikh worship at home and in the Gurdwara</p> <p>Analyse and understand Sikh symbols and artefacts</p> <p>Reflect on how worship and Sewa affect daily life</p> <p>Compare Sikh worship with worship in other religions</p> <p>Create posters, leaflets, and projects about Sikh worship</p> <p>Plan and carry out acts of Sewa (selfless service)</p> <p>Create art, poems, or chants reflecting Sikh values</p> <p>Share and communicate learning about Sikh worship with others</p>	<p>Ability to define and explain what spirituality is, including how it can be different for different people.</p> <p>Skill in labeling and explaining the significance of features found in churches and mandirs.</p> <p>Ability to compare the characteristics and significance of religious places for different faiths (e.g., Christianity and Hinduism).</p> <p>Knowledge of why people go on pilgrimages, what they do, and how they might feel.</p> <p>Skill in identifying what makes a place spiritual, including the emotional and physical effects of spaces.</p> <p>Ability to research and understand specific spiritual places (pilgrimages, holy sites) and their significance.</p> <p>Encouraging self-reflection about spirituality and the ability to communicate one's thoughts and feelings regarding spiritual places.</p>

	Reflect on how Hindus focus on specific deities or aspects of God at different times through the worship of Murtis.		Ability to create and describe an ideal spiritual place, identifying its features and what makes it special.
Knowledge	<p>Hinduism is the belief in one God, Brahman, who is represented in many different forms or deities.</p> <p>The Trimurti consists of Brahma (the creator), Vishnu (the preserver), and Shiva (the destroyer), each with consorts (Tridevi: Saraswati, Lakshmi, and Parvati).</p> <p>The term "avatar" refers to the various incarnations of Vishnu in human and animal forms (e.g., Rama and Krishna).</p> <p>Murtis are physical representations of the deities, believed to embody aspects of God and used in Hindu worship.</p> <p>Symbols like the pomegranate, aum, lotus flower, and incense are used to represent different qualities of the Hindu God.</p> <p>Creation is a cyclical process in Hinduism, with periods of creation, destruction, and recreation.</p> <p>The Blind Men and the Elephant story teaches that God is vast and can only be understood in parts, highlighting the multifaceted nature of the divine.</p> <p>Hindus may focus on different deities based on the qualities they need at specific times (e.g., wisdom, protection, wealth).</p>	<p>What Sikh worship looks like at home and in the Gurdwara</p> <p>The role and importance of the Guru Granth Sahib</p> <p>How Sikhs pray, meditate, and sing hymns</p> <p>The concept of Sewa (selfless service)</p> <p>The significance of key places like the Golden Temple and Kartarpur</p> <p>Key terms like Waheguru, Guru Nanak, Kirtan, Ardas, and Langar</p> <p>Important Sikh festivals like Gurpurbs and Divali</p> <p>How Sikhs treat sacred objects like the Guru Granth Sahib</p>	<p>An understanding that spirituality can mean different things to different people; that it is not only about religious practices but also personal connections to something greater than oneself.</p> <p>The role and importance of pilgrimage in different religions, including the specific pilgrimage sites for Hindus and Christians (e.g., Varanasi, Jerusalem, Lourdes).</p> <p>Knowledge of the features and purpose of religious buildings such as churches and mandirs, and how these buildings are designed to facilitate spiritual experiences.</p> <p>Understanding that pilgrimage for Christians can include visiting places mentioned in the Bible or locations associated with saints or miracles, like Lourdes or Rome.</p> <p>Learning about the seven sacred cities in Hinduism (Sapta Puri), and their significance for spiritual growth and the concept of Moksha.</p> <p>How worship and pilgrimages vary between religions and the significance of each practice in deepening spiritual connection.</p> <p>The idea that places become spiritual not just through physical beauty but through their connections to religious or personal meaning. These places might be cared for and protected because of their sacredness.</p> <p>Understanding that non-religious people can also experience spiritual feelings in places such as natural beauty spots, historical landmarks, or places of personal significance.</p> <p>Recognising how certain features of buildings (e.g., size, design, artwork, and atmosphere) can evoke spiritual feelings like awe and contemplation.</p> <p>Learning how contemplation and self-reflection can be part of spiritual practice, even outside of religious buildings or contexts.</p> <p>Analysing one's own feelings and ideas about spirituality, including where and how they personally connect with spiritual experiences.</p>
Key Vocabulary	Brahman, Trimurti, Murti, Avatar, Vishnu, Shiva, Brahma, Saraswati, Lakshmi, Aum/Om, Pomegranate, Salt Water, Incense, Lotus Flower, Creation, Destruction, Reincarnation, Deities, Qualities of God, Murtis, Symbols, Omnipresent, Divine, Protector, Creator, Destroyer, Supreme, Devotion, Prayer, Hindu Dharma, Hinduism, Dharma, Spirituality.	<p>Sikh – A follower of the religion of Sikhi, a person who follows the teachings of the ten Sikh Gurus.</p> <p>Sikhi – The name of the religion founded by Guru Nanak, which focuses on the teachings of the ten Sikh Gurus and the holy text, Guru Granth Sahib.</p> <p>Waheguru – The name for the Sikh God, meaning "Wonderful Lord" or "God who is beyond description."</p>	<p>Spirituality: The quality of being concerned with the spirit, soul, or what is inside rather than the physical side.</p> <p>Pilgrimage: A journey to a sacred place, often for religious reasons.</p> <p>Mandir: A Hindu temple or place of worship.</p> <p>Church: A building where Christians gather to worship.</p>

		<p>Guru Nanak – The founder of Sikhi, the first of the ten Sikh Gurus, who established the principles of Sikhism.</p> <p>Guru Granth Sahib – The holy scripture of Sikhi, regarded as the eternal Guru by Sikhs. It contains hymns and teachings from the Gurus and other saints.</p> <p>Gurdwara – A Sikh place of worship, meaning "Gateway to the Guru." It is where Sikhs come together for prayer, meditation, and community service.</p> <p>Dasam Granth – A collection of hymns and poems written by Guru Gobind Singh, the tenth Guru, covering a wide range of spiritual topics.</p> <p>Gutka – A small prayer book that contains a selection of hymns, prayers, and verses from the Guru Granth Sahib, often used in daily devotional worship.</p> <p>Japji Sahib – A prayer from the Guru Granth Sahib, considered the first section of the holy text, that begins with the Mool Mantra and outlines the nature of God.</p> <p>Swayyas – A hymn in the Guru Granth Sahib that is often recited to praise Waheguru (God).</p> <p>Mala beads – A string of 108 beads used by Sikhs to keep count of prayers, chants, or hymns during meditation and prayer.</p> <p>Guru Ram Das – The fourth Sikh Guru, known for laying out advice on how Sikhs should worship, including rising early and cleansing oneself.</p> <p>Sewa – A key principle in Sikhi, meaning "selfless service" to others, often through community service, charity, or helping those in need.</p>	<p>Moksha: Liberation from the cycle of life and death in Hinduism.</p> <p>Teerth: A pilgrimage site in Hinduism.</p> <p>Sapta Puri: The seven sacred cities in Hinduism that are believed to help attain Moksha.</p> <p>Arti: A Hindu ritual of worship involving offerings and prayers.</p> <p>Puja: A form of worship in Hinduism involving prayers, offerings, and rituals.</p> <p>Holy Land: Sacred areas mentioned in religious texts, often associated with significant religious figures (e.g., Jerusalem in Christianity).</p> <p>Awe: A feeling of amazement and reverence, often experienced in spiritual places.</p> <p>Sacred: Regarded as holy and deserving of reverence.</p> <p>Contemplative: Thoughtful, reflective, or meditative.</p> <p>Ritual: A religious or spiritual act performed in a prescribed manner.</p>
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Y6	Term 1	Term 2	Term 3
Units	<p>Christianity: How far is belief in the resurrection important to Christians today? Consider the centrality of the resurrection to Christian belief and what this tells Christians about Jesus</p>	<p>Christianity: How and why do Christians try to make the world a better place? Explore a range of Christians charities and the teachings that underpin them – such as Christian Aid – ‘we believe in life before death’; consider whether this is the logical outworking of a faith in Jesus</p>	<p>Christianity: How do people make valid judgements about how and why the world is as it is? Consider the different types of questions that science and religion ask and seek to answer. Look at the different types of evidence that they use as a basis for their answers. Study the lives of some Christian scientists</p>
Skills	<p>Analysing and comparing biblical texts.</p> <p>Making connections between Christian beliefs and biblical passages</p> <p>Evaluating evidence and forming reasoned conclusions about the resurrection.</p> <p>Engaging in debates and discussions about religious topics</p> <p>Reflecting on the impact of belief in the resurrection on Christian life</p> <p>Conducting interviews and gathering data from others about their beliefs.</p> <p>Communicating religious ideas clearly in writing and discussion</p> <p>Identifying similarities and differences in gospel accounts</p> <p>Using critical thinking to assess the significance of Christian teachings.</p>	<p>Explain the connection between Christian beliefs and charitable work.</p> <p>Analyse Biblical texts to understand Christian teachings on giving and stewardship.</p> <p>Compare Maslow’s hierarchy of needs with the UN Convention on the Rights of the Child.</p> <p>Research and present findings on Christian charities and their impact.</p> <p>Debate and justify different perspectives on Christian responsibility for social and environmental issues.</p> <p>Evaluate the role of faith-based and secular charities in making the world a better place.</p> <p>Develop critical thinking by questioning the motivations and impact of charitable actions.</p>	<p>Compare and contrast the different approaches of faith and science in explaining the world.</p> <p>Evaluate different perspectives on creation, including scientific and religious viewpoints.</p> <p>Analyse Biblical texts to understand Christian interpretations of the world and human nature.</p> <p>Formulate and articulate thoughtful questions about the origins of the world and human nature.</p> <p>Debate and justify viewpoints on whether science and faith are conflicting or complementary.</p> <p>Use evidence and reasoning to categorise knowledge as explained by faith, science, or neither.</p> <p>Reflect on how worldviews shape beliefs about reality and truth.</p>
Knowledge	<p>The resurrection of Jesus as a central tenet of Christianity.</p>	<p>Understanding of Christian teachings on charity, justice, and stewardship.</p>	<p>Understanding of how Christians use scripture, tradition, and reason to interpret the world.</p>

	<p>Biblical passages related to the resurrection (e.g., Matthew 20:19b, John 11:25)</p> <p>The concept of eternal life and its connection to the resurrection.</p> <p>How the resurrection proves Jesus' divinity.</p> <p>The role of the Holy Spirit in the lives of Christians.</p> <p>The significance of resurrection for Christian forgiveness and salvation.</p> <p>The implications of resurrection for Christian practices, such as funeral rituals.</p> <p>How the resurrection affects Christian beliefs about life after death.</p> <p>Differences in the Gospel accounts of the resurrection.</p> <p>Key Christian terms: salvation, sacrifice, forgiveness, and atonement.</p>	<p>Awareness of how Christian charities work to address poverty, hunger, and social justice.</p> <p>Knowledge of Biblical passages that inspire Christian charity (e.g., The Sheep and the Goats, The Widow's Offering).</p> <p>Understanding of Maslow's hierarchy of needs and the UN Convention on the Rights of the Child.</p> <p>Recognition of historical and modern Christian charitable efforts (e.g., monasteries, tithe barns, food banks).</p> <p>Awareness of environmental stewardship in Christian thought and its relevance today.</p> <p>Understanding of how faith influences people's actions to improve the world.</p> <p>Recognition of similarities and differences between Christian and secular charitable organizations.</p>	<p>Knowledge of the scientific method, including observation, hypothesis, and experiment.</p> <p>Awareness of different Christian interpretations of Genesis and creation.</p> <p>Understanding of key scientific theories on the origins of the universe and humanity (Big Bang, evolution).</p> <p>Recognition of how faith and science ask different types of questions (HOW vs. WHY).</p> <p>Awareness of key Biblical texts that explore creation and human nature (Genesis, Psalms, Job, Romans).</p> <p>Knowledge of historical and modern scientists who are also Christians and how they reconcile faith and science.</p> <p>Understanding of humanity's role and responsibility in the world from faith and scientific perspectives.</p>
Key Vocabulary	Salvation, Crucifixion, Sacrifice, Forgiveness, Resurrection, Eternal Life, Divinity, Holy Spirit, Disciples, Evidence, Faith, Gospel, Judgement, Hope, Proof, Divinity, Forgiveness	Charity, Stewardship, Justice, Compassion, Responsibility, Generosity, Community, Identity, Altruism, Needs, Rights, Poverty, Service, Environment, Tithing, Good News, Discipleship, Gospel, Hospitality, Christian Aid,	Faith, Science, Creation, Evolution, Big Bang, Hypothesis, Observation, Experiment, Cosmology, Genesis, Psalm, Theology, Philosophy, Reason, Truth, Belief, Evidence, Interpretation, Divine, Order, Humanity, Theory
	Term 4	Term 5	Term 6
Units	<p>Hinduism: What is the significance of Karma and Moksha for a Hindu? <i>Explore the concepts of Samsara, Karma and Moksha looking at the impact on the life of Hindus. Read the stories that expound this teaching</i></p>	<p>Hinduism: What might a Hindu gain from a pilgrimage to India? Find out about the range of places that Hindus might visit in India; interview people who have done a pilgrimage. Consider the spiritual impact and the sense of community that a pilgrimage might give a believer</p>	<p>World View: How does a worldview help people decide what is important? Using the experience of RE so far, explore what influence beliefs of all kinds have on the choices people make. Syllogism: reasoning and false reasoning Bring in The Phillipa Foot and the Trolley problem.</p>
Skills	<p>Identify and explain key Hindu beliefs about karma, moksha, and samsara.</p> <p>Make connections between Hindu stories and the values they promote.</p> <p>Explain how Hindu beliefs influence actions and decision-making.</p> <p>Compare Hindu beliefs with their own experiences and beliefs. Use religious vocabulary to articulate understanding of Hindu concepts.</p> <p>Evaluate how Hindu teachings, such as dharma, guide moral choices.</p>	<p>Identifying and locating significant Hindu pilgrimage sites in India.</p> <p>Understanding the cultural and religious significance of different locations.</p> <p>Conducting interviews or research to gather first-hand perspectives on pilgrimage.</p> <p>Using a range of sources (videos, texts, maps) to explore different pilgrimage sites.</p> <p>Comparing Hindu pilgrimage with Islamic pilgrimage (Hajj) to identify similarities and differences.</p> <p>Recognising the role of pilgrimage in different religious traditions.</p> <p>Assessing the spiritual, personal, and communal benefits of pilgrimage.</p> <p>Evaluating different perspectives on the importance of pilgrimage within Hinduism.</p> <p>Presenting research findings in creative ways (e.g., travel brochures, posters, digital presentations).</p> <p>Engaging in discussions and debates about the significance of pilgrimage.</p>	<p>Identifying and analysing different worldviews.</p> <p>Comparing and contrasting religious and non-religious perspectives.</p> <p>Evaluating arguments and spotting faulty reasoning (e.g., syllogisms).</p> <p>Weighing up different viewpoints in ethical dilemmas.</p> <p>Understanding and applying logic in decision-making.</p> <p>Debating ethical and moral questions.</p> <p>Identifying personal beliefs and values.</p> <p>Recognising how experiences shape worldviews.</p> <p>Expressing and justifying personal opinions.</p> <p>Summarising and presenting key teachings from different worldviews.</p> <p>Using knowledge organisers/mind maps to structure learning.</p>

			Engaging in discussions, debates, and presentations.
Knowledge	<p>Understanding of the Hindu concepts of karma (actions and consequences), samsara (reincarnation), and moksha (liberation).</p> <p>Awareness of Hindu sacred texts, including Shruti (revealed) and Smriti (remembered) texts, and their significance.</p> <p>Recognition of the importance of Hindu stories, such as those of Ganesha, Rama, and Sita, in shaping beliefs and behaviour.</p> <p>Understanding of the role of dharma in guiding Hindu moral and social responsibilities.</p> <p>Awareness of Gandhi's inspiration from Hindu teachings and his impact on the world.</p> <p>Knowledge of the five daily duties in Hinduism and how they relate to dharma.</p> <p>Understanding of how Hindu beliefs about karma and samsara affect moral choices and life goals</p>	<p>Definition of Pilgrimage: A religious journey undertaken for spiritual growth and devotion.</p> <p>Importance of Pilgrimage in Hinduism: Connecting with Brahman through devotion. Strengthening faith and community bonds. Achieving spiritual purification and atonement. Seeking blessings and working towards moksha (liberation from the cycle of rebirth).</p> <p>Major Hindu Pilgrimage Sites: Varanasi – Believed to grant moksha to those who die there. Rivers such as the Ganges – Considered sacred; bathing symbolizes the washing away of sins. Kumbh Mela – A major pilgrimage gathering at different locations. Temples and Ashrams – Centres for devotion, teaching, and meditation.</p> <p>Comparing Pilgrimage in Hinduism and Islam: Hajj is a required pilgrimage for Muslims, while Hindu pilgrimage is optional but encouraged. Both religions believe in spiritual purification and divine blessings through pilgrimage. Hindus visit multiple pilgrimage sites, while Muslims only perform Hajj in Mecca.</p>	<p>Definition of a worldview and how it influences beliefs and actions.</p> <p>Religious and non-religious perspectives on what is important in life (Christianity, Hinduism, Humanism, etc.).</p> <p>The Golden Rule and its presence in multiple worldviews.</p> <p>Maslow's Hierarchy of Needs as a framework for understanding human priorities.</p> <p>Moral reasoning and decision-making processes (e.g., trolley problem).</p> <p>Sacred texts, wisdom literature, and key figures from different traditions that influence beliefs about what is important.</p> <p>The role of duty, rules, and ethical teachings in shaping moral decisions.</p>
Key Vocabulary	Karma, Moksha, Dharma, Samsara, Veda, Shruti, Smriti, Rishi, Brahman, Brahma, Vishnu, Shiva, Avatar, Rama, Sita, Ganesha, Duty	Pilgrimage, Brahman, Moksha, Samsara, Karma, Varanasi, Ganges, Kumbh Mela, Sacred Site, Devotion, Purification, Atonement, Community, Mecca, Hajj, Unity, Forgiveness, Obligation.	Worldview, Belief, Faith, Religious & Non-Religious, Sacred Texts, Humanism, Philosophy, Moral Dilemma, Golden Rule, Duty, Ethics, Justice, Conscience, Consequences, Logic & Reasoning, Maslow's Hierarchy of Needs, Self-actualisation, Mortal / Mortality, Self-interest, Well-being, The Greater Good

Knowledge & Skills Progression 2025-2026

R	Term 1	Term 2	Term 3
Units	Who are Christians and what do they believe?	<i>Focus on some of the stories from the Bible that show what Christians believe. Establish that Christians live all over the world</i> What is the church and who goes there?	<i>Variety of church buildings and the things that happen in a church. Find out about vicars and bishops. Look at Sundays, seasons, and festivals.</i> Who am I and where do I belong?
	Term 4	Term 5	Term 6
Units	<i>Explore the different groups that people belong to, including the religious ones. Find out about Christian signs of belonging</i>	Does everyone believe in God?	What do people celebrate and why? Are all families the same?

Y1&2	Term 1	Term 2	Term 3
Units	Christianity: Who do different Christians believe God is? <i>Explore different names and attributes of God; introduce Trinity, revise creator</i>	Christianity: Why do many Christians meet together regularly and what do they do? <i>Focus on weekly worship and the work of the church community – teaching, prayer and service, weekly church services. Include Christmas or Easter as appropriate.</i>	Christians: <i>How do Christians know what is right? Explore the role of conscience, leaders and teachers in interpretation Focus on authority of text, person and place, testing whether ideas make sense.</i>
	Term 4	Term 5	Term 6

Units	Judaism: What does Torah mean for Jewish people? <i>Look at scroll, understand what is in there, rules and stories, history of the Jewish people. In Hebrew, sacred language for prayers</i>	Judaism: In what ways is the synagogue important to Jews? <i>Central place of community to come together for learning, fellowship, prayer, and service. Place to store Torah</i>	World Views: What are the best reasons for following a leader? Focus on authority of text, person and place, testing whether ideas make sense and testing their reliability.
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Y3&4	Term 1	Term 2	Term 3
Units	Christianity: How are different people inspired by the teachings of Jesus? <i>Concept of Gospel and explore how Jesus treated people – discipleship, followers, love</i>	Christianity: How does the worldwide Christian family celebrate, worship and mark key events? <i>Christmas and Easter around the world for the most part, but introduce baptism and/or weddings</i>	Christianity: Does it matter if a story is true or not? Focus on deeper truths, perception and evidence. Explore proverbs and sayings, including non-religious ones. This could begin to bring in real philosophy, such as Plato's cave
	Term 4	Term 5	Term 6
Units	Hinduism: Does art help with understanding stories? Parables, especially those about the Kingdom of Heaven and forgiveness	Islam: What is the Qur'an and why do many Muslims try to learn it by heart? <i>Angel Jibril dictated the very words of God; therefore they are important. Use Arabic and become Hafiz</i>	Islam: What is the Qur'an and why do many Muslims try to learn it by heart? <i>Angel Jibril dictated the very words of God; therefore they are important. Use Arabic and become Hafiz</i>

Y5&6	Term 1	Term 2	Term 3
Units	Christianity: What do Christians believe about the death of Jesus? <i>Crucifixion, salvation, sin, atonement, focus on Good Friday. Also see that Jesus predicted his death and consider how he understood it</i>	Christianity: How do rites of passage shape the lives of different Christians? <i>Focus on Baptism and the symbolism, particularly looking at denominational differences – Baptist, Anglican and Orthodox</i>	Christianity: Is it ever right to die for something? <i>Consider the wide range of sacrifices that people make for their beliefs and think about whether that is logical. Consider the paradoxes of John 10:10 and the verse about dying to self. What does a full life look like for a Christian?</i>
	Term 4	Term 5	Term 6
Units	Islam: Why is it important to Muslims that Muhammad is known as the seal of the prophets? <i>Find out about the Muslim view of the prophets of the Old Testament, Jesus, and the role the Muhammad plays in the concept of Prophethood</i>	Islam: How far does the mosque contribute to the Muslim concept of Ummah? <i>Understanding the worldwide community of Islam, and the role of the mosque. Explore other ways that ummah is expressed</i>	World Views: What does it mean to live a good life? <i>Ensure that non-religious views are considered here too. Bring in The Phillipa Foot and the Trolley problem. Aristotle and the Golden Mean.</i>