



EYFS

Personal, social and emotional development

- Respond to significant experiences showing a range of feelings when appropriate.
- Have a developing awareness of their own needs, views and feelings and be sensitive to those of others.
- Have a developing respect for their own cultures and beliefs, and those of other people.
- Work as part of group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Think about issues of right and wrong and why. Consider the consequences of their words and actions for themselves and others.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect. Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

Communication, language and literacy

- Listen with enjoyment and respond to stories, songs and other music rhymes and poems and make up their own stories, songs, rhymes and poems.
- Extend their vocabulary, exploring the meaning and sounds of new words.
- Using language to imagine and recreate roles and experiences. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Retell narratives in the correct sequence, drawing on language patterns of stories.

Understanding the World

Past and Present:

- Talk about the lives of the people around them and their roles in society;

People, Culture and Communities:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;



Year One			
	Where do we belong?	Why are some stories special?	Why is our world special?
Core Vocabulary:	<p>Simchat Torah, Law; Torah; Moses, Challah, kippah, tallit, shabbat, Synagogue, creation, Bar Bat Mitzvah, wedding, candles, Hebrew, bible, respect, commandment, covenant, tallit, yad, Torah scroll, chupah, ketubah, mazel tov.</p>	<p>The bible, testaments, Easter, celebrations, Palm Sunday, Jesus, temple, The Last Supper, Washing of feet, Jesus, crucifixion and resurrection</p>	<p>senses, imagination, feelings, emotions, reasons, natural world, human-made, create, amazing, dangerous, frightening, humanists, Judaeo-Christian, God, creation, evolution, The Big Bang, precious, poetry, Hindus, Brahma, Vishnu, Shiva, Brahman, Krishna, the cycle of life, murtis, creator, creativity, blessing, will (-power), nature, praise, Mother Earth, God, blessings, evolution, celebration. beliefs, truth, creation, God, universe, world, care, advice/advise, honesty, greed, consequences.</p>



Year One			
Knowledge, skills and understanding	<p>Learning about religion</p> <p>1. Pupils should be taught to:</p> <ol style="list-style-type: none"> a) Explore a range of religious stories and sacred writings and talk about their meanings b) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c) Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d) Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e) Identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Learning from religion</p> <p>2. Pupils should be taught to:</p> <ol style="list-style-type: none"> a) Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness b) Ask and respond imaginatively to puzzling questions, communicating their ideas c) Identify what matters to them and others, including those with religious commitments, and communicate their responses d) Reflect on how spiritual and moral values relate to their own behaviour e) Recognise that religious teachings and ideas make a difference to individuals, families and local community. 		
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • Christianity: • Judaism 		
AMV Units:	Autumn Term	Spring Term	Summer Term
	Where do we belong?	Why are some stories special?	Why is our world special?



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning about religion:</p>	<ul style="list-style-type: none"> ○ Know the importance of the Torah in Jewish daily life ○ Know that Torah means teaching ○ Understand how special the Torah is for Jews ○ Know the Torah is read every week in the synagogue ○ Know what is a mezuzah ○ Know how the Shabbat is celebrated in the Jewish home ○ Know how God is worshipped in the Jewish synagogue ○ Be able to explain what Jewish people do in Synagogue on Shabbat. ○ Know that the Torah means 'teaching' ; know that it contains the first 5 books of the Hebrew Bible. ○ Know that Jews believe in one God who created the universe. ○ Know basic elements of the story found in Genesis ○ Understand what happens at a Bar and Bat Mitzvah.; know how Jewish boys and girls prepare for this big day ○ Understand Jewish wedding customs 	<ul style="list-style-type: none"> ○ Know that the bible is special to Christians ○ Know that the bible is important to Christians because the stories give examples of how to live their lives ○ Know that Easter is a festival that celebrates Jesus coming back to life (resurrection) ○ Know that Psalm Sunday is believed to be the day that Jesus' rode into Jerusalem ○ Know that the cross and the crucifix are Christian symbols ○ Know the key events of the last supper (before and after) ○ Know the events in the Garden of Gethsemane ○ Know the key events of the Crucifixion and Resurrection ○ Be able to retell three bible stories 	<ul style="list-style-type: none"> ○ Explore how we come to know and understand the world around us; ○ Reflect on the question, 'How do I feel about the natural world?' ○ Explore feelings and thoughts about different aspects of the world around us; ○ Explore feelings and thoughts about different ideas about the creation of the world
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning from religion:</p>	<ul style="list-style-type: none"> ○ Recognise that books can be used for special reasons ○ Be able to ask questions that encourage others to share their feelings and experiences ○ Be able to communicate ideas using appropriate key vocabulary ○ Be able to explain why crowds gather to celebrate ○ Be able to explore the emotions and feelings of people celebrating ○ Be able to explain why some people share a meal together ○ Be able to share ways in which friends are important and special ○ Be able to describe different emotions felt during celebration 		



	<ul style="list-style-type: none"> ○ Be able to explain what can lead to disappointment and how disappointment feels ○ Be able to explain laws/rules that we have to show us what is right and wrong ○ Be able to ask their own questions about creation.
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Year two			
Core Vocabulary	How do we celebrate our journey through life	Why is Jesus important?	Why are some places special?
	Celebration, Christian, vicar, priest, font, baptism, christening, godparents, believers baptism, Baptist, confirmation, Christian; relationship; Jesus, Bible, baptism, christening, Chupah, ketubah, mazel tov, Bar and Bat Mitzvah, commandment, covenant, kippah, tallit, yad, Torah scroll.	The bible, testaments, disciples, baptism, Jesus, holy spirit, parables, Agape- unconditional, selfless love, mercy, unmerciful, prayer and worship, forgiveness, Jerusalem, Palm Sunday, resurrection and crucifixion.	Belonging, religious, Ganesha, Hindus, symbols, artefacts, Christians, church, prayer, statue, puja, shrine, holy, temple, worship, pray, priest, vicar, candle, bible, item of priest's vestment, cross



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Year Two	
Knowledge, skills and understanding	<p>Learning about religion</p> <ol style="list-style-type: none"> 1. Pupils should be taught to: <ol style="list-style-type: none"> a) Explore a range of religious stories and sacred writings and talk about their meanings b) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c) Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d) Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e) Identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Learning from religion</p> <ol style="list-style-type: none"> 2. Pupils should be taught to: <ol style="list-style-type: none"> a) Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness b) Ask and respond imaginatively to puzzling questions, communicating their ideas



	<p>c) Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>d) Reflect on how spiritual and moral values relate to their own behaviour</p> <p>e) Recognise that religious teachings and ideas make a difference to individuals, families and local community.</p>		
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • Christianity • Judaism • Hinduism 		
AMV Units:	Autumn Term	Spring Term	Summer Term
	How do we celebrate our journey through life?	Why is Jesus important?	Why are some places special?
Learning about religion:	<ul style="list-style-type: none"> ○ Be able to recall special times ○ Understand the importance of baptism to Christians. ○ Be able to link the practise of baptism to the story of Jesus being baptised, and to Jesus' command to baptise new believers ○ Know that some Christians choose to have their children baptised as babies and some Christians wait until they are able to decide for themselves and make their own promises. ○ Understand the term confirmation and use it correctly ○ Understand why a Christian will want to be confirmed and the difference it might make to their life. ○ Know what happens during a Christian wedding ○ Understand Jewish wedding customs 	<ul style="list-style-type: none"> ○ Be able to explain what Christians believe about Jesus by looking at the account of his baptism. ○ Understand why Jesus is important to Christians. ○ Understand why Jesus' disciples are important to Christians ○ Know Christian beliefs about what God is like ○ Explain what two parables say about how Christians should live ○ Know the Christian believe that, just as God gives unconditional forgiveness to them, in the same way they should forgive others. ○ Know what the Lord's Prayer tells us about praying and forgiving others 	<ul style="list-style-type: none"> ○ Explain what makes our classroom special for all of us ○ Explain what makes our home special for my family ○ Explain why objects important to Christians ○ Explain what Christians do when they go to the church? ○ Explain why the church is important to the people who visit and pray there ○ Begin to consider who we belong to ○ Consider a special place where we feel we belong most of all ○ Consider any special objects that remind us of where you belong most of all ○ Consider special signs that show your 'belonging'



	<ul style="list-style-type: none"> ○ Understand the "coming of age" ceremonies of Bar and Bat Mitzvah. 	<ul style="list-style-type: none"> ○ Explain the journey Jesus made into Jerusalem which is known as Palm Sunday. ○ Know what the bible says about The Last Supper and the arrest of Jesus. ○ Explain the 5 events of Easter story (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection ○ Explain what Christians believe about the resurrection of Jesus and why he is important to them. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning from religion:</p>	<ul style="list-style-type: none"> ○ Be able to ask questions that encourage others to share their feelings and experiences ○ Be able to communicate ideas using appropriate key vocabulary ○ Be able to explore the emotions and feelings of people celebrating ○ Be able to describe different emotions felt during celebrations ○ Be able to explain who they admire and what qualities the person has which makes them admirable ○ Be able to reflect on big decisions they might have to make in the future. ○ Be able to consider who, or what might help to make good decisions ○ Be able to explain what is important to them and who they belong to 		



	A Hindu story: Rama and Sita	More Hindu stories	Even more Hindu Stories	Judaism stories	Joseph, Moses and the Exodus	Judaism- Samuel, Saul, David and the Kingdom
Core Vocabulary	<p>Believers, Hindus, Hinduism beliefs Indus Rama epic Ramayana Sita Lakshmana Deer kingdom subjects succeeds prosperous Vishnu embodiment manhood decree banish companion oath throne demon chariot entranced Hanuman victory altar dharma order duty devotion path</p>	<p>holy Manu Matsya reveal Vedas boarded souls journey evil conch wrestled defeated precious life-giving chakra lotus mace mind offerings offered charm chanted priest weapon purity infinite infinity Sanskrit sacrifices blessings consuming versions Mahabharata hero Arjuna royal warriors bow and arrow archer jealous envy exile blood raced charioteer Krishna battlefield conversation avatars flute</p>		<p>Hebrew Bible Jewish, Jew, Jews Abram inheritance Promised Land famine altar sacrifice Abraham Sarah Isaac angel Jacob Esau blessing Israel</p>	<p>Joseph, descended, coat of, many colour, envy, dream, mauled, grieved enslaved, servant, interpret, plenty overseer, guilty, twelve tribes of Israel, Israelites, outnumber, enslave, whipped, mortar, adrift, bulrushes princess, gurgling, Moses, struck exile, herding, forty years, extraordinary burning, bush, deliver, delivered Confident, stammer, slither. magicians' heart, plagues, slaughter, unleavened, lintels, angel of death, firstborn, wailing Passover, dawn, conversations, deliverer, Exodus, Red Sea, the land flowing with milk and honey hooves pursued, sea bed, Mount Sinai, forty days, forty nights, ten commandments golden calf, idolatry, tabernacle, cherubim, Ark of the Covenant, reverently, Seder, Kiddush, Haggadah Seder plate matzah Hallel bitter herbs reclining recline</p>	



Year Three						
Knowledge, skills and understanding	<p>Learning about religion</p> <ol style="list-style-type: none"> 1. Pupils should be taught to: <ol style="list-style-type: none"> a) Explore a range of religious stories and sacred writings and talk about their meanings b) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c) Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d) Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e) Identify and suggest meanings for religious symbols and begin to use a range of religious words. Learning from religion 2. Pupils should be taught to: <ol style="list-style-type: none"> a) Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness b) Ask and respond imaginatively to puzzling questions, communicating their ideas c) Identify what matters to them and others, including those with religious commitments, and communicate their responses d) Reflect on how spiritual and moral values relate to their own behaviour e) Recognise that religious teachings and ideas make a difference to individuals, families and local community. 					
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • Hinduism • Judaism 					
HEP Units	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	A Hindu story: Rama and Sita	More Hindu Stories	Even more Hindu Stories	Judaism stories	Joseph, Moses and the Exodus	Judaism- Samuel, Saul, David and the Kingdom



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning about religion:</p>	<ul style="list-style-type: none"> ○ To know the story of Rama, Sita and Lakshamna ○ To know why Diwali is called the festival of light ○ To know that Vishnu and Ganesha are a very important deities to Hindus ○ To know that Hindus believe the right path is called the dharma ○ To know that Hindus share their story of Rama and Sita because it allows others to understand Hindu beliefs ○ To understand Hindus believe that Vishnu presented himself as an embodiment ○ To know the four holy books are called the Vedas and they are written in a language called Sanskrit ○ To know the meaning and the role of the Vedas ○ To know the story of Manu and Matsya ○ To know that Vishnu can be represented by four objects and explain what each represents: Chakra, mace, conch shell and lotus. ○ To know that people make offerings to God in order to please them 	<ul style="list-style-type: none"> ○ To know that the promised land is important in Judaism ○ To know the stories of Abraham is the founder of Judaism ○ Sarah, Isacc, Rebecca, Jacob and Rachel ○ To know the stories of Moses, Passover and the Exodus ○ To know the ten commandments are the important laws of the Jews which tell people how they should live ○ To know the stories of 	<ul style="list-style-type: none"> ○ Know the story of the giving of the 10 commandments to Moses: the people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; ○ Understand that the Jews made an agreement or covenant with God: if Jews agree to obey His commandments; the Jews would be His Chosen people. ○ Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. ○ Know that the festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God. ○ Understand that Jews believe there is one God who should be placed above all else. ○ The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezuzah
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning from religion:</p>	<ul style="list-style-type: none"> ○ Be able to communicate ideas using appropriate key vocabulary ○ Raise and suggest relevant questions, attempting to support answers using reasons and/or information ○ To know that there are right and wrong ways of living ○ To know that working together is a good way of living ○ To know that some people make sacrifices (for example, comfort) to follow a good way of living ○ To recognise how others can be supported – weak can be protected by strong ○ To recognise that stories have morals and these affect the decisions that people make ○ To know that symbols have significant meaning 		



	<ul style="list-style-type: none"> ○ To recognise that tolerance means that others around them have different beliefs and practices and that we can learn from this ○ To know what it means to stand up to someone
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Year 4			
Core Vocabulary	What can we learn from the life and teachings of Jesus?	What does it mean to belong to a religion? Christianity focus.	What does it mean to belong to a religion?
		Christ; Lord; Messiah; Son of God; Samaria, Samaritan, Jewish, Israel, Jericho, Jerusalem, priest, Levite, agape, Good Samaritan, prodigal; forgiving, patient, God's character; sin, forgiveness, revenge, reconciliation, reconcile, judgement.	sin, fall, humanity, creation, Christian; relationship; Jesus, Bible, baptism, christening, denomination, Baptist, Anglican, Church of England, infant baptism, believer's baptism Christian, baptism, christening, denomination, prayer, worship, the Lord's prayer, Holy week, Palm Sunday, triumphal entry, Maundy Thursday, Good Friday, Easter Sunday, nation



			self-disciplined, fast, friends, clothes, daylight, reading
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Year Four	
Knowledge, skills and understanding	<p>Learning about religion</p> <ol style="list-style-type: none"> 1. Pupils should be taught to: <ol style="list-style-type: none"> a) Explore a range of religious stories and sacred writings and talk about their meanings b) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c) Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d) Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e) Identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Learning from religion</p> <ol style="list-style-type: none"> 2. Pupils should be taught to: <ol style="list-style-type: none"> a) Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness b) Ask and respond imaginatively to puzzling questions, communicating their ideas



	<p>c) Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>d) Reflect on how spiritual and moral values relate to their own behaviour</p> <p>e) Recognise that religious teachings and ideas make a difference to individuals, families and local community.</p>		
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • Christianity • Islam 		
	Autumn Term	Spring Term	Summer Term
AMV Units:	What can we learn from the life and teachings of Jesus?	What does it mean to belong to a religion? Christianity focus.	What does it mean to belong to a religion?
Learning about religion:	<ul style="list-style-type: none"> ○ Understand that Christians believe Jesus is the Son of God. ○ Know the story of the Good Samaritan from the Bible and relate it to Christian beliefs about love ○ Begin to understand the word Agape; know what the word 'Agape' means and how it relates to the story of the Good Samaritan ○ know about the life story of Edith Cavell and how she demonstrated Agape in her life. ○ Know the parable of 'The Prodigal Son'; understand who the different characters in the parable are meant to represent 	<ul style="list-style-type: none"> ○ Understand importance and significance of the cross to many Christians ○ Understand that Christians believe that through Jesus' death on the cross their sins can be forgiven ○ Understand the Christian belief that God sent Jesus into the world to save humanity ○ Understand the importance of baptism to Christians. ○ know that some Christians choose to have their children baptised as babies and some Christians wait until they are able to make their own profession of faith. ○ Know some key differences about beliefs and practices associated with baptism between two different Christian denominations 	<ul style="list-style-type: none"> ○ Know what submission means for a Muslim ○ Know what the five pillars of Islam are ○ Know what the Shahada is. ○ Know what submission means for Muslims. ○ Reflect upon the ways that Qu'ran is celebrated and G-d is worshipped in the Mosque. ○ Understand importance of the Mosque to the Muslim community as a place of worship & an education centre. ○ Understand the importance of the pilgrimage to Hajj ○ know that it is an obligation for Muslims to give to charity



	<p>begin to understand the meaning of the parable by relating it to everyday life</p> <ul style="list-style-type: none"> ○ Understand the message of the Prodigal Son story, and what it teaches Christians about God. ○ Know the parable of the unforgiving servant. ○ Know about Jesus' sermon on the mount and what he taught about revenge and reconciliation 	<ul style="list-style-type: none"> ○ Understand the importance of prayer to Christians ○ Understand that Christians can pray in a variety of places and ways, including privately, with other groups of Christians, or within Christian worship in church ○ Understand the term confirmation and use it correctly ○ Understand some factors that might lead a Christian to be confirmed and the difference it might make to their life. ○ Know the terms Lent, Shrove Tuesday and Ash Wednesday. ○ know that Lent is a period of 40 days leading up to Easter, and recall some Christian practices related to Lent. ○ Understand the importance of Easter as a Christian festival ○ Know the structure of 'Holy Week' and how different parts of the Easter story are celebrated by Christians at different points in the week. ○ Know that there are Christians in almost every country around the world, and that the numbers of Christians in different countries varies. ○ Know some of the things that Christians around the world might have in common as well as things that might be different 	<ul style="list-style-type: none"> ○ Understand how obeying the third pillar of islam affects Muslims ○ Understand what happens and why at Muslims ceremony of birth. ○ Know Muslim boys are circumcised like the prophet Abraham. ○ know what the five daily Salah (prayers) are and that they are a central part of a Muslim's life ○ know that Muslims can offer Salah in any place, not only in a mosque ○ know that Ramadan is the 9th month of the Muslim lunar calendar ○ know what practices are involved in Ramadan ○ know the links between Ramadan, Id-ul-Fitr and their own experiences of self-denial and celebrating ○ Explain the role of the Muezzin in calling people to prayer. ○ Explain the story of Bilal, the first Muezzin and discuss its implications for Muslims today. What does it teach about racism?
<p>Learning from religion:</p>	<ul style="list-style-type: none"> ○ Be able to communicate ideas using appropriate key vocabulary ○ Recognise that, in life, bog decisions need to be made; be able to reflect upon who helps to make a good decision ○ Consider if it is ever helpful to give something up that is really special or important to them ○ Explore the concept of a special book, or perhaps a special person; be able to offer ideas as to what guides us 		



- Explore why people give to charity
- Explore what it means to display commitment
- Consider whether it is ever helpful to give something up that is really special or important



Year five			
	What does it mean to belong to a religion?	How do people express their beliefs and identity?	Why do religious books and teachings matter?
Core Vocabulary	elicitation, sacrifice, forgiveness, creed , worship prayer praise Christian bible Old Testament New Testament parable god’s word almighty holy the bible church altar pews nave aisle font priest baptism sacrament godparent atonement last supper easter celebration festival eucharist Palm Sunday disciples communion beatitudes agape - selfless, sacrificial, unconditional love redemption good Friday eucharist easter lent repentance forgiveness reconciliation confession	signs, symbols, poverty, oppression, hope, faith, archbishop, nun, community, cohesion, reconciliation	Islam, Qur’an, Muslimm, Allah, respect, Bible, Muhammad, (pbuh - Peace Be Upon Him), Dictated, inspired, scriptures, lectern, Trustworthiness, Christian, , translation denomination, version, parable, moral, interpretation, message, Samaritan, resurrection parable, holy scripture, Hebrew, Greek scripture, revelation, translations, version, prodigal, meaning, message. Agape, forgiveness consequences, styles of expression



Year Five			
Knowledge, skills and understanding	<p>Learning about religion</p> <ol style="list-style-type: none"> 1. Pupils should be taught to: <ol style="list-style-type: none"> a) Explore a range of religious stories and sacred writings and talk about their meanings b) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c) Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d) Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e) Identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Learning from religion</p> <ol style="list-style-type: none"> 2. Pupils should be taught to: <ol style="list-style-type: none"> a) Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness b) Ask and respond imaginatively to puzzling questions, communicating their idea c) Identify what matters to them and others, including those with religious commitments, and communicate their responses d) Reflect on how spiritual and moral values relate to their own behaviour e) Recognise that religious teachings and ideas make a difference to individuals, families and local community. 		
	<p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • Christianity • Islam 		
AMV Units:	Autumn Term	Spring Term	Summer Term
	What can we learn from the life and teachings of Jesus?	What does it mean to belong to a religion? Christianity focus.	What does it mean to belong to a religion?
Learning about religion:	<ul style="list-style-type: none"> ○ Know what it means to be a Christian ○ Know what prayer means to a Christian; exploration/examples of the language of prayer ○ Know what the Bible means to a Christian, how the Bible speaks to people today and explores 	<ul style="list-style-type: none"> ○ Be able to use religious vocabulary to describe some of the different ways in which people show their beliefs ○ Know about aspects of El Salvador’s history and the influence and activities of 	<ul style="list-style-type: none"> ○ understand how different people treat special writings; ○ understand that people can express their beliefs in a variety of ways; ○ reflect on why people behave in a particular way around special object.



	<p>key messages from the Bible, providing guidance as to how to live life as a Christian.</p> <ul style="list-style-type: none"> ○ Know the similarities and differences between Christian churches. ○ Know what happens during a Baptism - looking at infant and believer's baptism and exploring the key messages, symbolism and differences between the two. ○ Know what happens during a Communion - looking at the atonement of sins (forgiveness through the death and resurrection of Jesus) through the symbolism of the act of communion. ○ Understand The Beatitudes - looking at the messages of The Beatitudes through images and the Sermon on the Mount story. ○ Recognise Agape (unconditional love) in action locally. 	<p>some religious groups on behalf of the poor and refugees.</p> <ul style="list-style-type: none"> ○ reflect on what gives meaning to their lives and consider why God is important to many people as they create crosses of hope using symbols and images from their experience; ○ Reflect on some of the things that Christians around the world might have in common as well as things that might be different 	<ul style="list-style-type: none"> ○ Know similarities and differences between the Bible and the Qur'an; ○ Know the values of Muhammad ○ Understand what a Muslim might believe from a religious story; ○ Reflect on the reasons for presenting the Bible in different ways ○ consider what consequences may follow from making certain decision in relation to the characters in the Parable; ○ to know what unconditional love means
<p>Learning from religion:</p>	<ul style="list-style-type: none"> ○ Use a broad range of religious vocabulary to communicate ideas ○ Make connections between things that are special to them and those that are special to others. ○ Reflect on how the story may relate to their own lives ○ Suggest how a story may help a person to make a moral decision ○ Ask questions about what they believe and what is important to them ○ Compare some of the things that influence me, with those that influence other people. ○ Consider how people express information, ideas, feelings and beliefs in a variety of ways ○ Reflect upon the underlying meaning of different forms of expression; ○ Consider the value of being part of a community ○ Reflect on themes of hope and reconciliation ○ Explore ways of expressing what is important to them and other people and brings meaning and hope to their lives. ○ Consider the statement: 'must we always forgive'; be able to offer justified opinions based upon religious knowledge 		



Year Six			
Core Vocabulary	How should we live and who should inspire us?	How do we make moral choices?	What do people believe about life?
		elicitation, sacrifice, forgiveness, creed, worship prayer, praise Christian bible Old Testament New Testamnet parable God's word, almighty Holy, The bible, Church altar pews nave aisle font priest baptism sacrament godparent atonement last supper easter celebration festival eucharist Palm Sunday disciples communion Beatitudes Agape - selfless, sacrificial, unconditional love redemption Good Friday Eucharist Easter Lent Repentance Forgiveness Reconciliation Confession	Leaders Influential Ten Commandments Bhagavad Gita God Moral choices Charities Inspirations Aspirations Agape Parables Samaritan Giving time and money Moral dilemma Decisions



Year Six	
Knowledge, skills and understanding	<p>Learning about religion</p> <ol style="list-style-type: none"> 1. Pupils should be taught to: <ol style="list-style-type: none"> a) Explore a range of religious stories and sacred writings and talk about their meaning b) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c) Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d) Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e) Identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Learning from religion</p> <ol style="list-style-type: none"> 2. Pupils should be taught to: <ol style="list-style-type: none"> a) Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness b) Ask and respond imaginatively to puzzling questions, communicating their ideas c) Identify what matters to them and others, including those with religious commitments, and communicate their responses d) Reflect on how spiritual and moral values relate to their own behaviour e) Recognise that religious teachings and ideas make a difference to individuals, families and local community. <hr/> <p><u>Pupils should be taught about:</u></p> <ul style="list-style-type: none"> • Christianity • Islam • Judaism • Buddhism



AMV Units:	Autumn Term	Spring Term	Summer Term
	How should we live and who should inspire us?	How do we make moral choices?	What does it mean to belong to a religion?
Learning about religion:	<ul style="list-style-type: none"> ○ Know the leadership qualities of Jesus through understanding and reflecting on what the Gospels tell us about Jesus through the study of religious texts ○ Know how Jesus has inspired people following the Christian faith; ○ Know how Jesus's influence has inspired others to act ○ Understand how Jesus is still an inspirational figure today within the Christian Faith. ○ Know the story of Malala Yousafzai and make connections to their own lives. ○ Be able to reflect upon what makes someone inspirational; be able to explain someone who is an inspiration to them 	<ul style="list-style-type: none"> ○ Understand what a moral issue is ○ Understand the importance of the 10 commandments for Jews and Christians ○ Begin to understand the meaning of a Hindu holy book for believers; making links between values and commitments. ○ Know and respond to parables that teaches us about understanding right from wrong ○ Know some of the ways religious organisations are involved in moral issues ○ Know what a moral dilemma is, understand why they are hard to solve, and consider the kinds of factors that have to be taken into account when trying to solve them. 	<ul style="list-style-type: none"> ○ Know some facts about Christians and Buddhists; ○ Know how Prince Siddhartha became 'the Buddha'; ○ Know about the story of Zacchaeus and Jesus; ○ Know story of how Jesus healed people; ○ Consider what Jesus and the Buddha might have to say about suffering in the world today; ○ Know about Buddhist ideas on God, truth and the escape from suffering; ○ Know about Christian and Buddhist beliefs about the afterlife ○ Investigate and reflect upon other views about the afterlife ○ Know the story of Kisa Gotami and the Buddha;
Learning from religion:	<ul style="list-style-type: none"> ○ Use a broad range of religious vocabulary to communicate ideas ○ Make connections between things that are special to them and those that are special to others. ○ Reflect upon how religious stories may relate to their own lives ○ Suggest how a story may help a person to make a moral decision ○ Ask questions about what they believe and what is important to them ○ Compare some of the things that influence them, with those that influence other people. ○ Consider how people express information, ideas, feelings and beliefs in a variety of ways ○ Reflect upon the underlying meaning of different forms of expression; ○ Consider the value of being part of a community 		



- Reflect on themes of hope and reconciliation
- Explore ways of expressing what is important to them and other people and brings meaning and hope to their lives.