

## Knebworth Primary School RE matrix



*Children will be open-minded and respectful citizens of the world, who will learn to understand, appreciate and celebrate diversity in all its forms.*

*RE is meaningful in any society where beliefs and values are important: it's about getting pupil to engage with the big questions of life.*

*Rosemary Rivett*

8 Key areas are explored throughout each year group and split across the 3 terms, following the Hertfordshire Agreed Syllabus of Religious Education 2017-2022. There is a clear focus throughout on learning about a concept one year and then 'digging deeper' the following year. This can be seen through the key questions. Each year group has 2 key religions but can focus on others for other cultural celebrations/festivals. For the celebrations, festivals for the other key religion have been selected to focus on.

<i>Deep Roots</i>	Autumn		Spring		Summer		<b>Key vocabulary</b>
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
Y1 Key religions: Christianity & Islam  RELIGIOUS CELEBRATIONS: NS:	To <b>explore</b> the notion of charity	<b>Charity</b> ☐ To know what charity is and what it means To know why people give charity To understand the motivations of Christian charity. E.g Red cross.	To <b>understand</b> the concept of community  To <b>use</b> artefacts to explore prayer and worship and	<b>Community</b> ☐ To know the things that are important to your family and to you  <b>Naming ceremonies</b> ☐ How and why people have special ways of welcoming	To <b>explore</b> faith stories and the importance of sacred texts	<b>Sacred texts</b> ☐ who reads them, when and why. Why the Bible is holy and sacred for Christians? What the good news Jesus brings is, Why the Torah and/or Qur'an holy and sacred for Jews and/or	Thankful, traditions, sacred texts, faith stories, big questions

<p>Autumn Term – Harvest OR Diwali Spring Term – Ramadan (Islam) Summer Term – Hajj (Islam)</p>	<p>To <b>discuss</b> being thankful</p> <p>To <b>explore</b> traditions and festivals of light</p>	<p>To understand what justice and fairness means in Christianity, and other religions.</p> <p><b>Thankfulness</b> ☐ To know some of the ways the key religious communities express their thankfulness for our world. To know what is Sukkot and how is it celebrated? To know in Christianity we celebrate harvest festival to show thankfulness.</p> <p><b>Harvest traditions</b> ☐ To know how people with different religious and world views celebrate harvest Key focus on key religions</p> <p><b>Festivals of Light</b> ☐ To know that Diwali</p>	<p>traditional ceremonies</p> <p>To <b>explore</b> a place of worship</p> <p>To <b>recall</b> the Easter story and then explore this deeper</p>	<p>babies.. Explore through role play a baptism. Invite local Christian ministers to talk with the class about what it means for them to belong to a church or faith</p> <p><b>The Easter story</b> ☐ Finding out what the festival means and how it is celebrated. <b>Easter</b> ☐ Retell the story including the key points and understand why Easter matters to Christians</p> <p>Key areas: Identity &amp; belonging, Prayer, worship &amp; reflection, Beliefs &amp; Practices</p>	<p>To <b>ask</b> and <b>answer</b> big questions about God</p> <p>To <b>discuss</b> responsibility</p>	<p>Muslims and how they look after and read their holy and sacred book?</p> <p><b>Faith stories</b> ☐ What faith stories tell us about the way people should look after each other and the world. Think about whether everyone shares the same belief about how the world began Explore and tell some parables through drama.</p> <p><b>God</b> ☐ What Christians believe God is like and who made the world. Explore big questions in ‘Why is the Sky Blue?’ by Sally Grindley Explore themes from the Spirited Arts competition</p> <p><b>Responsibility</b> ☐ What Zakat is and why this is important to Muslims. Whose</p>	
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	<p>To <b>compare</b> how different religions celebrate this</p> <p>THIS TERMS RELIGIOUS CELEBRATION: Harvest elsewhere or a festival of light?</p>	<p><b>Christmas</b> ☑ Retell the story including the key points. Know why it matters to Christians.</p> <p>Key areas: <b>Beliefs &amp; Practices, Symbols &amp; actions, justice &amp; fairness.</b></p>	<p>THIS TERMS RELIGIOUS CELEBRATION: Ramadan?</p>		<p>THIS TERMS RELIGIOUS CELEBRATION: Hajj?</p>	<p>World is it and should everyone take responsibility for looking after it?</p> <p>Key areas: <b>Sources of Wisdom Human responsibility &amp; values, Ultimate Questions</b></p>	
<p>Y2</p> <p>Key religions: Christianity, Islam &amp; Judaism</p> <p>RELIGIOUS CELEBRATIONS: <b>Autumn Term -</b></p>	<p>To <b>explore</b> religious meaning, identifying groups religious artefacts belong to</p> <p>To <b>use</b> artefacts to explore prayer, worship, reflection and key festivals such as Christmas</p> <p>To <b>compare</b> different artefacts and religious objects</p>	<p><b>Religious meaning</b> ☑ To know which religious artefacts belong to different religions (Key focus Christianity/Islam) To know similarities between these To know the symbols of at least two religions</p> <p><b>Prayer, worship &amp; reflection</b> ☑ To know what makes a place holy e.g Church – holy water, <b>Muslim Prayer</b> ☑ To know why people pray to Allah for help. To know how and why Muslims wash</p>	<p>To <b>explore</b> different ways of giving thanks and ways religions give thanks to God</p> <p>To <b>explore</b> a place of worship or listening and learning from a faith visitor</p>	<p><b>Giving thanks</b> ☑ To know how different religions say thank you e.g. prayer To know how different religions share actions when praying <b>The Lord's Prayer</b> ☑ To know why Christians all over the world pray 'The Lord's Prayer'? Explore this through images. <b>The Easter Story</b> ☑ To retell the story, picking out key parts To know what the good news Jesus brings is (digging deeper)</p>	<p>To <b>show/discuss</b> care and concern and personal</p>	<p><b>Care &amp; concern</b> ☑ To know how people of faith have influenced the world by their actions To know how faith stories guide people in their choices of what is right or wrong (CC link to English creation stories) Explore a Christian charity that focuses on justice and fairness. To know why we need rules (Explore the rules of an individual/organisation might need and why.)</p>	<p>Prayer, worship, reflection, Lord's Prayer, community</p>

<p>Rosh Hashanah (Jewish) Spring Term – Passover (Jewish) Summer Term – Eid (Islam)</p>	<p>To <b>visit</b> a place of worship to explore the Christmas story</p>	<p>and pray in a daily pattern. To know about prayer mats and why they are holy when prayed upon.</p> <p><b>Festivals</b> ☐ Christmas To know why Christmas matter to Christians (digging deeper) To know how festivals bring people together (focus on Christmas) To know the key ingredients of a festival</p> <p>Key areas: Beliefs &amp; Practices, Symbols &amp; actions, Prayer, worship &amp; reflection</p>		<p>To know which events Christians are remembering and believing when they celebrate To know why Easter matters to Christians (digging deeper)</p> <p><b>Shabbat &amp; Passover</b> ☐ To know what Shabbat is and why it is celebrated To know why Shabbat has a special place for Jewish families. To know how and why they celebrate Passover and holy times</p> <p>Key areas: Identity &amp; belonging, Prayer, worship &amp; reflection, Beliefs &amp; Practices, Sources of Wisdom</p>	<p>To <b>recall, discuss</b> and <b>explore</b> the community – KQ Whose community? Summer – What is the good news Jesus brings?(digging deeper) What do Christians believe God is like? Who made the world? (digging deeper) To ask and answer big questions linking to the creation of the world</p>	<p>To know how we know how and when to be good</p> <p><b>Community</b> ☐ To know what a community is. To understand the importance of a religious community To know how the religious groups in your local community look after people and the world – ie local Church/mosque To know what is carried out locally for the benefit of the whole community</p> <p>To know how we can live together even with differences To know that people come from different religions. To explore the relationship between humans, their environment and other living things</p>	
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To **explore** creation stories

**Creation stories & big questions** ☑  
To know what many Christians, Muslims and Jews believe about how the world was made e.g. 7 days of creation (Christianity)  
Islam creation story

**Big Questions** ☑ To know how the victory of good over evil is expressed in a range of religions Eg. the story of Diwali, Purim, Bilal  
To know what heaven might be like to Christians  
(Explore themes from the Spirited Arts competition)

Key areas: Human responsibility & values, Ultimate Questions justice & fairness



<p>Y3</p> <p>Key religions: Christianity &amp; Islam</p> <p>RELIGIOUS CELEBRATIONS:</p> <p>Autumn Term – Milad un Nabi (The Prophet's birthday) (Islam)</p> <p>Spring Term – Ramadan (Islam)</p> <p>Summer Term – Eid (Islam)</p>	<p>To <b>mark</b> festivals, traditions and key events in life</p> <p>To <b>explore</b> symbolic</p>	<p><b>Festivals</b> ☐</p> <p>To know ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Eid Al Fitr, Easter, Christmas)</p> <p>To know traditions of marking important events in life (birth welcoming ceremonies and traditions, e.g. Christian Baptism and Muslim Shahada).</p> <p>To know different ways of marking the same event (Christmas in different places, Christmas across different branches of Christianity, ceremonies of belonging)</p> <p>To know what is it like for a Christian to follow God</p> <p><b>Symbolic expression in prayer and worship</b> ☐</p> <p>To know how symbolic actions in worship can</p>	<p>To <b>discuss</b> belonging to a family, community</p> <p>To <b>explore</b> challenges and religious leadership</p> <p>To compare this in different religions</p> <p>To <b>communicate</b> and <b>explore</b> this use of sacred spaces &amp; prayer</p> <p>To <b>explore</b> further key Christian celebrations</p>	<p><b>Belonging</b> ☐</p> <p>To know what it means to belong to a faith community (study of a key religion/local community)</p> <p>To know the five pillars of Islam</p> <p>To know how these guide Muslims in their everyday life</p> <p>To know why Muslims pray 5 times a day whilst some don't (comparison)</p> <p>To know about the roles and duties of historical religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives.</p> <p><b>Lent, Holy week and salvation</b> ☐</p> <p>To know what Lent is and why Christians take part in it (abstain from something)</p> <p>To know why Easter is such an important time for Christians.</p>	<p>To <b>explore</b> and <b>enquire</b> sacred texts using resources and the stories</p> <p>To <b>discuss</b> and <b>explore</b> this guidance and the impact of it</p> <p>To <b>discuss</b> and <b>take</b> responsibility for living together, values and respect</p>	<p><b>Sacred texts - stories, guidance &amp; impact</b> ☐</p> <p>To know what wisdom is from the Christian and Islamic traditions (e.g. The Good Samaritan, story of Muhammad)</p> <p>To know the impact of these on religious followers.</p> <p>To know what a sacred text is, beliefs about its origin and how it should be treated (e.g. The Qur'an and The Bible).</p> <p><b>The Trinity</b> ☐</p> <p>To know who Jesus was</p> <p>To know what the Trinity is and the impact of Pentecost on Christians.</p> <p>To know when Jesus left what the impact of Pentecost was</p> <p><b>Taking responsibility for living together, values &amp; respect</b> ☐</p> <p>To know some religious and</p>	<p>Traditions, key events, challenges, leadership, Lent, Holy week, right &amp; wrong, just &amp; fair</p>
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<p>expression in prayer and worship</p> <p>To <b>explore</b> advent and Christmas traditions around the world</p>	<p>communicate and express meaning beyond words. To know the idea of humility in prayer (e.g. genuflection, wudu, foot washing, silence and submission to Allah) To know the power of light across religions (e.g. Diwali being a festival of light, use of light for Christingle)</p> <p>To know why Christians share food in Christian worship and why this is important.</p> <p><b>Advent/Christmas traditions</b> ☐ To know what advent is To know how Christians mark the tradition of Advent To know how long advent lasts for</p> <p>Key areas: <b>Beliefs &amp; Practices</b>, <b>Symbols &amp; actions</b>,</p>	<p>To <b>explore</b> shared beliefs and develop imaginative and creative ways of expressing their own faith or belief commitments</p> <p>To <b>discuss</b> challenging questions about meaning, purpose and truth, considering different ideas about God and pose some deeper questions</p>	<p>To know why Christians call the day Jesus died Good Friday To know what the term salvation means.</p> <p><b>Ideas about God and gods, creation and ultimate questions</b> ☐ To know why there are some questions about life to which we don't have the answers To know some of the ways religion's name and describe the attributes of God (e.g. 99 names of Allah and the Trinity). To know different stories about how the world began (Christianity and Islam), expressing creatively theirs and others ideas on creation, God and heaven though creative media.</p>	<p>To <b>compile</b> a moral values charter.</p> <p>To <b>explore</b> faith stories and <b>apply</b> their own ideas on matters that are important.</p> <p>To <b>reflect</b> on who decides what is right and what is wrong.</p>	<p>worldview responses (e.g. what kind of world did Jesus wanted) To know different communities follow rules about caring for the world/each other. To know what these religions value and compile a moral values charter.</p> <p><b>Right &amp; wrong, just &amp; fair</b> ☐ To know about fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) To know about at least two faith stories that illustrate justice and fairness (e.g. Zaccheus the Tax Collector and Widow's Mite).</p>	
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			<p>To <b>examine</b> how architecture and design contributes to a worshippers experience</p> <p>To <b>explore</b> Easter through visiting a local church or listening to a practising Christian.</p>	<p>To know what Christians learn from the Creation Story</p> <p><b>Communicating through sacred spaces/prayer</b> ☑</p> <p>To know the role and special space for worship in a mosque and a church</p> <p>To know the meaning and significance for followers.</p> <p>To know key prayers (e.g. the first Surah in the Qu’ran and The Lord’s Prayer) and how they might inspire a believer’s commitment.</p> <p><b>Easter Story</b> ☑ To know about the Eucharist</p> <p>To know what Christians learn from the Creation story.</p> <p>To know why Christians call the day Jesus died Good Friday</p>		<p>Key areas: Sources of Wisdom Human responsibility &amp; values, justice &amp; fairness</p>	
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				Key areas: Identity & belonging, Prayer, worship & reflection, Beliefs & Practices Ultimate Questions			
Y4	To <b>mark</b> festivals, traditions, pilgrimage and key events in life - to <b>explore</b> and <b>compare</b> two contrasting religions (Hinduism or Sikhism and Christianity)	<b>Festivals, pilgrimage, traditions &amp; key life events</b> ☐ To know different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life. To know the inner meaning behind the key practices including Sikh and Hindu birth traditions To know why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world. To know why some people make pilgrimage (e.g. Kumbha Mela for	To <b>discuss</b> and <b>explore</b> belonging to a community, individual commitment and religious leadership  To <b>explore</b> community through visiting ad place of worship or inviting a religious leader in  To <b>ask. answer</b> and <b>explore</b> different ideas about	<b>Community</b> ☐ To know where we may belong To know how some people identify and define themselves, what belonging means and how it shapes their lives. To know some of the challenges individuals and communities face (e.g. Sikh Khalsa), To know how some religious festivals bring a community together to expresses its shared commitment (e.g. Easter, Diwali, Bandi Chor Divas)  <b>God/Gods and creation</b> ☐ To know why there are different ideas	To <b>explore</b> sacred texts and stories using sources  To <b>discuss</b> and <b>compare</b> their guidance and impact  To <b>investigate</b> using psalms, poems, hymns and stories	<b>Sacred texts</b> ☐ To know what wisdom is, where it comes from and who decides what is wise To know how faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) help to guide followers in daily life To know how psalms, poems, hymns and stories are interpreted in different communities To know why they affect followers in different ways. To know what is golden about the golden rules of faith and belief.	Festivals, pilgrimage, Trinity, Good Friday, values & respect
Key religions: Christianity, Hinduism & Sikhism							
RELIGIOUS CELEBRATIONS: Autumn Term - Diwali (Hindu) Spring Term - Holi (Hindu/Sikh) Summer Term - Rath Yatra (Hindu)							

	<p>To <b>explore</b> and <b>explain</b> symbolic expression in prayer and worship</p> <p>To <b>explore</b> the Trinity at Christmas and the</p>	<p>Hindus, Golden Temple at Amristar for Sikhs, Hajj for Muslims)</p> <p><b>Symbolic expression in prayer and worship</b> To know how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music). To know the 5K's, the Kanda and the importance of Sewa for Sikhs. To know about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.</p> <p><b>Exploring the Trinity at Christmas – Incarnation</b> ☐ To know what the Trinity is To know what incarnation means</p>	<p>God/Gods , creation and ultimate questions</p> <p>To <b>make</b> comparisons between these different ideas(God/Gods)</p> <p>To <b>investigate</b> the role and meaning of places of worship</p>	<p>about God/gods (e.g. Hindu Trimurti) To know why we don't know what happens when we die To expand on previous knowledge to know about different response to the creation story questioning the conflict for Christians and suggesting solutions. To know what Christians learn from the Creation Story</p> <p><b>Sacred Spaces</b> ☐ To know why they play a significant part in a religious community or in the home (e.g. puja). To know ways in which architecture expresses how a community communicates through prayer, worship and reflection</p>	<p>To <b>take</b> and <b>explore</b> responsibility for living together, values and respect To <b>express</b> ideas on the treatment of animals, compiling a moral values charter applying different religious codes and worldviews</p> <p>To <b>explore</b> the concepts of right and wrong and just and fair, drawing comparisons between these ideas</p> <p>To <b>explore</b> ethical questions (e.g. does fairness mean everyone gets the same?)</p>	<p><b>Responsibility and respect</b> ☐ To know their responsibility for the world and for each other To know some religious and worldview responses (e.g. How Humanists show care and responsibility for others). To know why there might be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmless)</p> <p><b>Right &amp; wrong, just &amp; fair</b> ☐ To know their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups). To know the importance of fairness, peace and</p>	
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	idea of incarnation through sources	To know how this is present in different religions  Key areas: Beliefs & Practices, Symbols & actions, Sources of Wisdom	To <b>explore</b> and <b>recall</b> Good Friday – the importance of Jesus’ death & resurrection	To know different forms of worship including the Akhand Path for Sikhs.  <b>Good Friday – idea of resurrection</b> ☐ To know what resurrection is To know the importance of Jesus’s death and then resurrection for Christians To know why Christians call the day Jesus died Good Friday  Key areas: Identity & belonging, Prayer, worship & reflection, Beliefs & Practices, Ultimate Questions		justice in the light of faith stories (e.g. The Milk and the Jasmine Flower, How Ganesh got the Elephant Head, The Emperor and the Langar)  Key areas: Sources of Wisdom, Human responsibility & values, justice & fairness	
Y5  Key religions: Christianity & Judaism	To <b>explore</b> celebrations, key events in life and pilgrimage To <b>reflect</b> on spiritual ways of celebrating festivals	<b>Celebrations, key events &amp; pilgrimage</b> ☐ To know what it means to live as a Christian/Jew in Britain today, considering internal diversity.	To <b>discuss</b> belonging to a community, individual commitment and religious leadership	<b>Belonging to a community, individual commitment &amp; religious leadership</b> ☐ To know what belonging and faith means in	To <b>explore</b> , investigate and interpret a range of sacred texts To <b>compare</b> To <b>discuss</b> their guidance and impact	<b>Sacred texts and stories, their guidance &amp; impact</b> ☐ To know what makes a source of wisdom To know a range of stories, sacred	Celebrations, pilgrimage, incarnation, communicating, The Last Supper, sacred stories, ethics

<p>RELIGIOUS CELEBRATIONS:</p> <p>Autumn Term – Hanukkah (Jewish)</p> <p>Spring Term – Passover</p> <p>Summer Term – Pentecost (Jewish)</p>	<p>To <b>compare</b> how these are different or similar in different religions</p> <p>To <b>explore</b> symbolic ways of expressing meaning</p> <p>To compare how artefacts are used in prayer</p>	<p>To know spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas).</p> <p>To know about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions.</p> <p>To know key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year.</p> <p>To know the importance of pilgrimage for believers.</p> <p><b>Symbolic ways of expressing meaning</b> ☑</p> <p>To know how religious and symbolic artefacts are used in prayer to express meaning.</p> <p>To know why and how artefacts are used in Jewish</p>	<p>To <b>explore</b> and <b>compare</b> the lives of key leaders from contemporary life.</p> <p>To <b>express</b> insight into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher).</p> <p>To <b>discuss, ask</b> and <b>answer</b> ideas about God/Gods, creation and ultimate questions <i>(Through creative media begin to ask and answer their own questions. This could be introduced</i></p>	<p>Christianity and Judaism.</p> <p>To know what it means to be a religious leader and how leadership impacts the lives of followers.</p> <p>To know the key events Moses and Jesus, pupils explore key events from history.</p> <p>To know about the common themes and symbolism of Passover and Easter and how these are connected.</p> <p>To know the main Christian and Jewish groups represented in Britain today.</p> <p><b>Ideas about God/gods, creation &amp; ultimate questions</b> ☑</p> <p>To know reasons why there are different responses and ideas about the divine (e.g. whether God is real).</p> <p>To start to think about life after</p>	<p>To <b>explore</b> responsibility in regards to living together, the world, values (school) and respect</p> <p>To <b>discover</b> and <b>respond</b> to religious and moral codes of conduct from the</p>	<p>writing, people and artefacts from different traditions and communities. (Texts might include The Lord’s Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita)</p> <p>To know what sources of wisdom communicate to followers and their impact upon groups of faith</p> <p>To know key religious figures in different traditions and their actions (e.g. What did Jesus do to save human beings?).</p> <p><b>Taking responsibility for living together, values and respect</b> ☑</p> <p>To know how people can live together for the wellbeing of all</p> <p>To know why they should care, what is important</p>	
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	<p>To <b>explore</b> and <b>discuss</b> the idea of incarnation through the Christmas story</p>	<p>prayer to enrich experience. To know how religious faith is communicated and expressed through the creative arts</p> <p><b>Incarnation in the Christmas story</b> ☑ To know what incarnation is To know Jesus was the Messiah</p> <p>Key areas: <b>Beliefs &amp; Practices</b>, <b>Symbols &amp; actions</b>, <b>Identity &amp; belonging</b>,</p>	<p>through <i>participation in a practical, expressive project such as NATRE Spirited Art</i> <a href="http://www.natre.org.uk">www.natre.org.uk</a>)</p> <p>To <b>explore</b> through enquiry/experience communicating beyond prayer and sacred spaces</p> <p>To <b>question</b> and <b>analyse</b> the use of prayer spaces and whether they are needed to connect to God</p>	<p>death and what heaven might look like, considering both Christian and Jewish perspectives. To know different accounts on how the world began and question how they all can be true. To know the role of God and the responsibility of humanity. To know what it mean if God is holy and loving</p> <p><b>Communicating beyond prayer and sacred spaces</b> ☑ To know the role of prayer, reflection, meditation and stillness in different religions and worldviews. To know some believers communicate through the physical space of a church/synagogue/ temple To know how prayers (e.g. The Lord's Prayer, the</p>	<p>Christian, Jewish and Humanist traditions (considering social/ environmental responsibilities)</p> <p>To <b>reflect, discuss</b> and <b>debate</b> ethics – right and wrong, just and fair To <b>express</b> ideas about right and wrong in the light of their learning</p> <p>To <b>evaluate</b> different religious responses to justice and fairness.</p>	<p>and what may influence a community/ individual's choices To know golden rules and if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). To know values of fairness and equality, love, caring and sharing.</p> <p><b>Ethics, right &amp; wrong, just &amp; fair</b> ☑ To know the guidance of the Ten Commandments To know reasons why some people (from religious or non-religious background) try to help others in need (e.g. victims of natural disasters, those with disabilities). To know about the practise of justice through the work of different Christian aid agencies To know how it links with the</p>	
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			<p>To <b>experience</b> the importance of collective and private space/stillness/silence/yoga as a form of worship</p> <p>To <b>explore</b> the Last Supper</p>	<p>Shema), might enhance worship.</p> <p><b>The last supper themes and ideas</b> ☑</p> <p>To know what the last supper was and why it happened</p> <p>To know who was involved</p> <p>Key areas: Identity &amp; belonging, Symbols &amp; actions, Prayer, worship &amp; reflection, Ultimate Questions</p>		<p>life and teachings of Jesus.</p> <p>To know how in Judaism they explore fairness through the commandment of giving charity (Tzedekah)</p> <p>To know the importance of supporting communal projects.</p> <p>To know how following God can bring freedom and justice?</p> <p>Key areas: Sources of Wisdom, Human responsibility &amp; values, justice &amp; fairness</p>	
Y6	<p>To <b>explore</b> celebrations, key events in life and comparing between key religions and with others from prior knowledge</p> <p>To <b>develop</b> an understanding of key Christian</p>	<p><b>Celebrations &amp; key events in life</b> ☑ To know what it means to live as a Christian or Buddhist in Britain today considering internal diversity</p> <p>To know what the terms annunciation, incarnation,</p>	<p>To <b>discuss</b> belonging to a community, individual commitment and religious leadership</p> <p>To <b>express</b> and <b>compare</b> what belonging and faith means in two different traditions</p>	<p><b>Community, individual commitment &amp; religious leadership</b> ☑</p> <p>To know the life of contemporary key leaders and the qualities of leadership.</p> <p>To know the</p>	<p>To further <b>explore</b> and <b>compare</b> sacred texts</p> <p>To <b>interpret</b> and <b>respond</b> to a range of stories</p> <p>To <b>discuss</b> and <b>debate</b> their guidance and impact</p>	<p><b>Sacred texts &amp; stories, their guidance &amp; impact</b> ☑</p> <p>To know how they guide and what they communicate to followers (e.g. What can stories and images tell us about the inspiration for Buddhist beliefs?).</p>	<p>Symbolic, belonging, salvation, ultimate questions, ethics</p>



<p>RELIGIOUS CELEBRATIONS: Autumn Term - Spring Term - Buddhist New Year (Buddhism) Summer Term - Vesak (Buddhism)</p>	<p>Concepts</p> <p>To <b>reflect</b> upon spiritual and internal diversity</p> <p>To <b>compare</b> ways of celebrating the same and different festivals/events around the world (e.g. sacred or secular Christmas)</p> <p>To <b>explore</b> symbolic ways of expressing meaning in key religions and comparing these</p>	<p>temptation, resurrection, salvation and ascension mean</p> <p>To know how God can be different things to different people.</p> <p>To know how and why festivals and events are valued by some and not others.</p> <p><b>Symbolic ways of expressing meaning</b> ☐</p> <p>To know how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). To know how artefacts and symbolic actions communicate different meaning to individuals.</p> <p>To know the mudras (gestures) of the</p>	<p>To <b>express</b> insight into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?)</p> <p>To <b>explore</b> communicating beyond prayer and sacred spaces</p>	<p>challenges, commitments and guidance identifying the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?).</p> <p>To know what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today</p> <p><b>Communicating beyond prayer and sacred spaces</b> ☐ To know the role and interpretations of prayer, reflection, meditation and stillness and the impact on Individuals (key religions).</p> <p>To know what a multi-faith prayer space might look like and to look beyond the formal physical sacred space and construct of prayer</p>	<p>To <b>explore</b> their own responsibility in regards to living together, the world, values (school) and respect</p> <p>To <b>use</b> local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain.</p> <p>To <b>develop</b> an understanding of responsibility and social justice and <b>question</b> why and how we should care.</p>	<p>To know key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance.</p> <p>To know the impact of key sources of wisdom on individuals and different communities.</p> <p><b>Responsibility for living together, values &amp; respect</b> ☐</p> <p>To know what Jews, Humanists, Christians and Buddhists teach about how people can live together respectfully to create a perfect world.</p> <p>To know how religious and moral codes are acted upon.</p> <p>To know how the 'Golden Rule' is interpreted in the Humanist tradition</p>	
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	<p>To <b>examine</b> why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).</p> <p>To <b>explore</b> and <b>compare</b> sacred/secular Christmases</p>	<p>Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions.</p> <p><b>Exploring annunciation in a sacred and secular Christmas</b> ☐ To know what annunciation means To know the meaning of sacred and secular To know the difference between sacred and secular</p> <p>Key areas: Beliefs &amp; Practices, Symbols &amp; actions, Identity &amp; belonging,</p>	<p>To <b>experience</b> meditation/stilling/silence and mindfulness as a form of worship, sharing their thoughts and reflections</p> <p>To <b>explore</b> and <b>compare</b> between religions the significance of Salvation</p>	<p>and reflection (e.g. through secular music) as a form of expression. To know why meditation and the teaching of compassion and mindfulness are central to Buddhism To know how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). To know how a Buddhist mantra enhances worship</p> <p><b>The significance of Salvation</b> ☐ To know what salvation is To know what Jesus did to save human beings</p> <p>Key areas: Identity &amp; belonging, Prayer, worship &amp; reflection, Sources of Wisdom</p>	<p>To <b>discuss</b> and <b>explore</b> different ideas about God/Gods, creation &amp; asking 'ultimate' questions</p> <p>To <b>develop</b> their understanding of different beliefs and perspectives about God and life after death in religious and non-religious settings (e.g. what is meant by a 'soul'),</p> <p>To <b>reflect, discuss</b> and <b>debate</b> ethics – right and wrong, just and fair</p> <p>To <b>develop</b> their thinking about why and</p>	<p>And if following God can bring freedom and justice. To know what Jesus did to save human beings</p> <p><b>Different ideas about God/gods, creation and ultimate questions</b> ☐ To know about different perspectives on the questions of creation and the beginnings of life on Earth, the relationship/ conflict between creation and science. To know what it means that God is holy and loving</p> <p><b>Reflecting on ethics, right &amp; wrong, just &amp; fair</b> ☐ To know how people decide what is right and what is wrong To know how they may choose to live.</p>	
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					<p>how some people (from a religious or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war).</p>	<p>To know the lives of children in pre-Holocaust Europe, and the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation). To know how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</p> <p>Key areas: Sources of Wisdom, Human responsibility &amp; values, justice &amp; fairness, Ultimate Questions</p>	
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