



# Newberries Primary School – RE Overview



## Foundation Stage

Year R	Autumn	Spring	Summer
	<p><b>Beliefs and Practices; Sources of Wisdom; Symbols and actions</b></p> <p><u>Festivals, people and communities</u></p> <ul style="list-style-type: none"> <li>• How and why do we prepare for and celebrate a joyous occasion?</li> <li>• What are the similarities and differences between people’s joyous times?</li> <li>• What are some of these festivals all about? (choose from, for example, Buddhist Hanamatsuri (Buddha’s birthday), Hindu Diwali, Sikh Vaisakhi, Jewish Purim or Muslim Eid)</li> </ul> <p><u>Exploring places, dress, food and music</u></p> <ul style="list-style-type: none"> <li>• Which place do you know that is important to you? Why is it important?</li> <li>• Which religious symbols can you see in the local place of worship? Explore their meaning</li> <li>• Explore some religious artefacts through the senses showing respect for beliefs</li> <li>• Why light a candle?</li> <li>• Using creative media, replicate places of worship and make their own artefacts, for example, talk about and over a period of time, create a Hindu shrine.</li> </ul>	<p><b>Identity and Belonging; Sources of Wisdom; Symbols and actions</b></p> <p><u>Exploring wedding ceremonies</u></p> <ul style="list-style-type: none"> <li>• Explore what happens at a wedding and what is important about the ceremony.</li> <li>• Invite the local vicar to talk about church weddings and ask about why some people get married in church.</li> <li>• Recall and re-enact a traditional Christian wedding. What promises do people make to one another?</li> <li>• Explore similarities between weddings in a variety of cultures and religious traditions (Share A Wedding Day Wish for Puddles – by Gill Vaisey)</li> </ul> <p><u>Creation, awe and wonder of the natural world</u></p> <ul style="list-style-type: none"> <li>• What is happening in the natural world this term?</li> <li>• Notice and express through art, music, poetry and dance the feelings of awe and wonder that come from the natural world</li> <li>• Which natural things appear</li> </ul>	<p><b>Prayer, worship and reflection; Justice and Fairness; Human Responsibility and values; Ultimate Questions</b></p> <p><u>Sacred spaces, simple prayers and time to reflect</u></p> <ul style="list-style-type: none"> <li>• Why is it important to experience times of quiet? Share a stilling exercise in which children can experience quiet reflection and silence</li> <li>• Share a short Christian/Hindu/Islamic/Jewish/Sikh prayer and explore its importance for the people who say it</li> <li>• Compose, use and think about the words of simple prayers or reflections</li> <li>• Which places are important to the pupils, people in the community and a religious family?</li> <li>• Talk to a visitor about why they go to the local place of worship and find out why it is important to them.</li> <li>• Visit a church to find out some of the features that support people in their prayer, worship and reflection.</li> <li>• Create a reflective area, with</li> </ul>

	<p><u>Jesus' birthday story</u></p> <ul style="list-style-type: none"> <li>• How do Christians celebrate the birth of Jesus?</li> <li>• What presents did the characters in the nativity story give?</li> </ul> <p><u>Beliefs and practices</u></p> <ul style="list-style-type: none"> <li>• What is the best gift we can give?</li> </ul>	<p>dead but are really alive?</p> <ul style="list-style-type: none"> <li>• What happens at Easter time to make life new again?</li> <li>• How did God make the world and us?</li> </ul> <p><u>Remembering Jesus at Easter</u></p> <ul style="list-style-type: none"> <li>• What surprised Jesus' friends in the Easter story?</li> <li>• Which symbols are associated with Easter?</li> <li>• What do Christians do at Easter to remind them of the story?</li> </ul> <p><u>Symbols and actions</u></p> <ul style="list-style-type: none"> <li>• Which symbols are associated with Easter?</li> <li>• What do Christians do at Easter to remind them of the story?</li> <li>• Why do Christians put a cross in an Easter garden?</li> </ul>	<p>the children, inside or out where they can participate in periods of stillness and reflection</p> <p><u>Treating the world fairly</u></p> <ul style="list-style-type: none"> <li>• How do we know what is right/ wrong/ fair?</li> <li>• Which Buddhist, Hindu or Sikh stories help us to understand what is right, wrong or fair? For example, the Buddhist Jakata tales, 'The Lion and the Jackal', the Hindu Panchatantra stories about animals and the Sikh story 'The Water Carrier' by Bhai Khanya</li> <li>• Listen to stories about religious characters including leaders helping others. For example, Hanuman helping Rama to find Sita, 'Puddles Lends a Paw' by Gill Vaisey</li> <li>• What are the good and bad ways of treating the world? What are the kind and unkind ways of treating each other?</li> </ul> <p><u>God and other big questions</u></p> <ul style="list-style-type: none"> <li>• How did God make the world?</li> <li>• What makes the world so wonderful?</li> <li>• Who is God? Where is God?</li> <li>• Christians believe God made</li> </ul>
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a wonderful world. How  
should they look after it?

Year 1	Autumn	Spring	Summer
	<p><b>Beliefs and practices; Justice and fairness; Symbols and actions</b></p> <p><u>Being thankful and harvest traditions</u></p> <ul style="list-style-type: none"> <li>• Pupils find out how people with different religious and world views celebrate the fruitfulness of the earth (eg Harvest traditions).</li> <li>• How do some religious communities express their thankfulness for our world? For example, what is Sukkot and how is it celebrated?</li> </ul> <p><u>Giving to charity</u></p> <ul style="list-style-type: none"> <li>• Explore a Christian (or other faith) charity that focuses on justice and fairness</li> </ul> <p><u>Festivals of light</u></p> <ul style="list-style-type: none"> <li>• Explore symbols of two different religious traditions, looking for similarities such as light (eg Hannukah and Christmas; Diwali and Christmas).</li> <li>• Pupils compare their own feelings when in light or in darkness, using a lit candle as a focus.</li> <li>• Explore the story of Christmas.</li> </ul>	<p><b>Identity and belonging; Beliefs and practices – Easter</b></p> <p><u>Belonging to a family and community</u></p> <ul style="list-style-type: none"> <li>• What things are important to your family and to you?</li> </ul> <p><u>Naming ceremonies – include a visit to a place of worship</u></p> <ul style="list-style-type: none"> <li>• How and why do people have special ways of welcoming babies?</li> <li>• Pupils role play a baptism through drama and song.</li> <li>• Invite local Christian ministers or lay people to talk with the class about what it means for them to belong to a church – or a representative from another faith.</li> </ul> <p><u>Using artefacts to explore prayer and worship</u></p> <ul style="list-style-type: none"> <li>• Pupils explore examples of religious artefacts, asking questions, finding out their meaning and use in the context of prayer and worship.</li> </ul> <p><u>The Easter Story</u></p> <ul style="list-style-type: none"> <li>• Pupils explore the Easter story, finding out what the festival means and how it is</li> </ul>	<p><b>Sources of wisdom; Human responsibility and values; Ultimate questions</b></p> <p><u>Sacred texts: who reads them, when and why</u></p> <ul style="list-style-type: none"> <li>• Why is the Bible holy and sacred for Christians? (UC 1.4 Gospel, What is the good news that Jesus brings?)</li> <li>• Why are the Torah and/or Qur’an holy and sacred for Jews and/or Muslims?</li> <li>• How do Jews and Muslims look after and read their holy and sacred book?</li> </ul> <p><u>Faith stories</u></p> <ul style="list-style-type: none"> <li>• What do faith stories tell us about the way people should look after each other and the world?</li> <li>• Think about whether everyone shares the same belief about how the world began</li> <li>• Explore and tell some parables through drama.</li> </ul> <p><u>Big Questions about God</u></p> <ul style="list-style-type: none"> <li>• Where is God?</li> <li>• Explore big questions in ‘Why is the Sky Blue?’ by Sally Grindley Explore themes from the Spirited Arts competition</li> </ul>

		<p>celebrated.</p> <ul style="list-style-type: none"> <li>Why does Easter matter to Christians?</li> </ul>	<p><a href="http://www.natre.org.uk">www.natre.org.uk</a></p> <p><u>Taking responsibility</u></p> <ul style="list-style-type: none"> <li>Create a recipe for living together happily.</li> <li>What is Zakat? Why is this important to so many Muslim people?</li> <li>Whose world is it? Should everyone in the world take responsibility for looking after it?</li> </ul>
Year 2	<p style="text-align: center;"><b>Autumn</b></p> <p><b>Symbols and actions; Beliefs and practices; Prayer, worship and reflection</b></p> <p><u>Expressing religious meaning</u></p> <ul style="list-style-type: none"> <li>Pupils use photos or religious artefacts identifying the group to which these belong Why is a light/water/a tree such an important religious symbol?</li> <li>Explore symbols of two different religious traditions, looking for similarities such as light, water, trees What is important about the design of some places of worship?</li> <li>Visit a place of worship to identify and find out about the meanings of symbols for God</li> </ul> <p><u>Muslim prayer and action</u></p> <ul style="list-style-type: none"> <li>Why do some people pray to Allah for help?</li> <li>How and why do some Muslims wash and pray in a daily pattern?</li> </ul>	<p style="text-align: center;"><b>Spring</b></p> <p><b>Prayer, worship and reflection; Identity and belonging; Sources of Wisdom; Beliefs and practices – Easter</b></p> <p><u>Different ways of giving thanks to God</u></p> <ul style="list-style-type: none"> <li>Invite a faith visitor to school or visit a place of worship to explore prayer, worship and reflection with pupils. How do different religions say ‘thank you’ to God?</li> <li>In what way do different religious people share actions when praying?</li> </ul> <p><u>The Lord’s Prayer</u></p> <ul style="list-style-type: none"> <li>Why do Christians all over the world pray ‘The Lord’s Prayer’? Explore the Lord’s Prayer through images.</li> </ul> <p><u>The Easter Story</u></p> <ul style="list-style-type: none"> <li>What is the good news that</li> </ul>	<p style="text-align: center;"><b>Summer</b></p> <p><b>Justice and fairness; Human responsibility and values; Ultimate questions</b></p> <p><u>Showing care and concern</u></p> <ul style="list-style-type: none"> <li>How have people of faith influenced the world by their actions?</li> <li>How can faith stories guide people in their choices of what is right or wrong?</li> <li>Explore a Christian charity that focuses on justice and fairness.</li> <li>Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why.</li> <li>How do we know how and when to be good?</li> </ul> <p><u>Whose community?</u></p> <ul style="list-style-type: none"> <li>What makes human beings so unique?</li> </ul>

- Why does a prayer mat become holy when a Muslim prays on it?
- What makes a place holy?

Festivals including Christmas

- How do festivals bring people together?
- What are the ingredients of a festival?
- Why does Christmas matter to Christians?
- What events are Christians remembering and believing when they celebrate Christmas?

Jesus brings?

- What events are Christians remembering and believing when they celebrate Easter?

Shabbat and Passover

- Why does Shabbat have a special place in Jewish families?
- How and why do people celebrate special and holy times eg Passover, Easter

- How we can live together when we are all so different?
- Pupils share ideas on how we know that people come from different religions.
- Pupils explore the relationship between humans, their environment and other living things
- How do the religious groups in your local community look after people and the world?
- What is carried out locally for the benefit of the whole community?
- Should everyone in the world take responsibility for looking after each other?

Who made the world and other big questions

- What do many Christians, Muslims and Jews believe about how the world was made?
- Who made the world?
- How is the victory of good over evil expressed in a range of religions and worldviews? Eg. the story of Diwali, Purim, Bilal (Muslim call to prayer)
- What might heaven be like?

Year 3	Autumn	Spring	Summer
	<p><b>Beliefs and Practises; Symbols and Actions</b></p> <p><u>Marking festivals, traditions and key events in life</u></p> <ul style="list-style-type: none"> <li>Looking at two contrasting religions (Christianity and Islam), pupils describe ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Eid Al Fitr, Easter, Christmas) and marking important events in life (birth welcoming ceremonies and traditions, e.g. Christian Baptism and Muslim Shahada).</li> <li>Pupils also explore different ways of marking the same event (e.g. Christmas, ceremonies of belonging)</li> </ul> <p><u>Symbolic expression in prayer and worship</u></p> <ul style="list-style-type: none"> <li>Through the exploration of beliefs and practices, pupils explain how symbolic actions in worship can communicate and express meaning beyond words.</li> <li>They explore humility in prayer (e.g. genuflection, wudu, foot washing, silence and submission to Allah), the power of light across religions and the importance of sharing food in Christian worship.</li> </ul>	<p><b>Identity and belonging; Prayer, worship and reflection; Ultimate Questions (Beliefs and Practises – Easter)</b></p> <p><u>Belonging to a family, a community, challenges and religious leadership</u></p> <ul style="list-style-type: none"> <li>What does it mean to belong to a faith community?</li> <li>Pupils explore shared beliefs and develop imaginative and creative ways of expressing their own faith or belief commitments (e.g. Sikh Kalsa).</li> <li>Looking at the challenge of individual commitment, they explore how the Five Pillars guide Muslims in their daily lives and question why some Muslims pray five times a day whilst others do not.</li> <li>They learn about the role and duties of historical and religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and in their own lives.</li> </ul> <p><u>Different ideas about God and gods, creation and ultimate questions</u></p> <ul style="list-style-type: none"> <li>Discussing challenging questions about meaning, purpose and truth, pupils</li> </ul>	<p><b>Sources of Wisdom; Human Responsibility and values; Justice and Fairness</b></p> <p><u>Sacred texts and stories, their guidance and impact</u></p> <ul style="list-style-type: none"> <li>Enquiring about what is wisdom, pupils explore the power of faith stories and sacred writing from the Christian and Islamic traditions (e.g. The Good Samaritan, The story of Muhammad) and respond to the impact of these on religious followers.</li> <li>They consider what is a sacred text, beliefs about its origin and how it should be treated (e.g. The Qur'an and The Bible). Learning about the impact of authority on individual believers, they ask and explore 'Who was Jesus?' and 'What is the Trinity?' and the impact of Pentecost on Christians.</li> </ul> <p><u>Taking responsibility for living together, values and respect</u></p> <ul style="list-style-type: none"> <li>Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. What kind of world did Jesus want?).</li> <li>They consider what rules different communities follow about caring for the world/each</li> </ul>

consider the different ideas about God and pose some deeper questions (e.g. Why are there some questions about life to which we don't have the answers?)

- They learn some of the ways religion's name and describe the attributes of God (e.g. 99 names of Allah and the Trinity).
- They explore different stories about how the world began (Christianity and Islam), expressing creatively their and others ideas on creation, God and heaven through creative media. (UC 2a.1 What do Christians learn from the Creation Story?)

Communicating through sacred spaces and prayer

- Pupils investigate the role and special space for worship in a mosque and a church exploring meaning and significance for followers.
- They examine how architecture and design may contribute to a worshippers experience and ask, who hears our prayers?

other.

- They think about what is important and what is valued and compile a moral values charter.

Right and wrong, just and fair

- Pupils learn about justice and fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious charity group) and apply their own ideas on matters that are important.
- They explore faith stories that illustrate justice and fairness and how to treat each other (e.g. Zaccheus the Tax Collector and Widow's Mite).
- They reflect on who decides what is right and what is wrong.

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|  |  | <ul style="list-style-type: none"><li>• They learn about 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.</li><li>• They revisit the Easter story and learn about the Eucharist through visiting a local church or listening to a practising Christian.</li></ul> |  |
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Year 4	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Beliefs and Practises; Symbols and Actions</b></p> <p><u>Marking festivals, pilgrimage, traditions and key events in life</u></p> <ul style="list-style-type: none"> <li>Looking at two contrasting religions (Hinduism or Sikhism and Christianity), pupils describe different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life.</li> <li>They explore the inner meaning behind the key practices including Sikh and Hindu birth traditions and consider why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world. UC People of God 2a.2 Digging Deeper What is it like to follow God?</li> </ul>	<p><b>Identity and belonging; Prayer, worship and reflection; Ultimate Questions (Beliefs and Practises – Easter)</b></p> <p><u>Belonging to a community, individual commitment and religious leadership</u></p> <ul style="list-style-type: none"> <li>Exploring where we may belong, pupils discover how some people identify and define themselves, what belonging might mean and how it shapes their lives.</li> <li>Considering some of the challenges individuals and communities face (e.g. Sikh Khalsa), they ask if you need to have faith to understand commitment.</li> <li>Pupils discover how some religious festivals (e.g. Easter, Diwali, Bandi Chor Divas) might bring a community together to expresses its shared commitment.</li> </ul>	<p><b>Sources of Wisdom; Human Responsibility and values; Justice and Fairness</b></p> <p><u>Sacred texts and stories, their guidance and impact</u></p> <ul style="list-style-type: none"> <li>Enquiring about what is wisdom, where does it come from and who decides what is wise, pupils explore a range of faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) and how their authority may help to guide followers in their daily lives.</li> <li>They investigate how psalms, poems, hymns and stories are interpreted in different communities and why they affect followers in different ways.</li> <li>They ask what is golden about</li> </ul>

- 'Why do some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amristar for Sikhs, Hajj for Muslims)?'

Symbolic expression in prayer and worship

- Through the exploration of beliefs and practices, pupils explain how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music).
- They explore the 5K's, the Kanda and the importance of Sewa for Sikhs.
- Pupils learn about Hindu relationships with their deities and the power of religious symbols including art, architecture and icons.

- Inviting a religious leader or through a place of worship visit, pupils learn what makes a religious leader and their impact on followers.

Different ideas about God and gods, creation and ultimate questions

- Discussing challenging questions about meaning, purpose and truth.
- Pupils explore and debate why there are different ideas about God/gods (e.g. Hindu Trimurti) and present thoughtful responses to ultimate questions (e.g. why don't we know what happens when we die?)
- They express their understanding through the creative arts curriculum.
- Pupils continue to learn about different response to the creation story questioning the conflict for Christians and suggesting solutions. (UC 2a.1 Digging Deeper, What do Christians learn from the Creation Story?)

Communicating through sacred spaces and prayer

- Pupils investigate the role and meaning of places of worship, suggesting why they play a significant part in a religious community or in the home (e.g. puja).

the golden rules of faith and belief.

Taking responsibility for living together, values and respect

- Pupils consider their responsibility for the world and for each other and some religious and worldview responses (e.g. How do Humanists show care and responsibility for others?).
- They consider why might there be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmlessness) and express their own ideas on the treatment of animals.
- They compile a moral values charter applying different religious codes and worldviews and discuss whether having a religious faith helps people to be good. (UC 2a.4 Digging Deeper, What kind of world would Jesus want?)

Right and wrong, just and fair

- Pupils apply 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).
- They discuss the importance of

		<ul style="list-style-type: none"><li>• They examine ways in which architecture expresses how a community communicates through prayer, worship and reflection</li><li>• Pupils investigate the nature of prayer and different forms of worship including the Akhand Path for Sikhs.</li></ul>	<p>fairness, peace and 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) and other sources of wisdom.</p> <ul style="list-style-type: none"><li>• They explore ethical questions (e.g. does fairness mean everyone gets the same?) and Hindu responses to the concept of equality and the central role of the Langar in Sikh life.</li></ul>
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Year 5	Autumn	Spring	Summer
	<p><b>Beliefs and practices; Symbols and actions (Identity and belonging)</b></p> <p><u>Celebrations, key events in life and pilgrimage</u></p> <ul style="list-style-type: none"> <li>• Pupils explore what it means to live as a Christian/Jew in Britain today, considering internal diversity.</li> <li>• They reflect on spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas).</li> <li>• They learn about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions.</li> <li>• They develop an understanding of key Christian concepts (e.g. incarnation), the life of Jesus and practices in the Church year.</li> <li>• Pupils make connections and develop an understanding of spiritual journeys and the importance of pilgrimage for believers.</li> </ul> <p><u>Symbolic ways of expressing meaning</u></p> <ul style="list-style-type: none"> <li>• Pupils compare how religious and symbolic artefacts are used in prayer and practice to express meaning.</li> <li>• Pupils discover why and how artefacts are used in Jewish</li> </ul>	<p><b>Identity and belonging; Prayer, worship and reflection; Ultimate questions (Symbols and actions)</b></p> <p><u>Belonging to a community, individual commitment and religious leadership</u></p> <ul style="list-style-type: none"> <li>• Expressing what belonging and faith means in Christianity and Judaism.</li> <li>• Pupils explore and compare the lives of key leaders from contemporary life.</li> <li>• They ask what it means to be a religious leader and how leadership impacts the lives of followers.</li> <li>• They express insights into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher). Through the stories of Moses and Jesus, pupils explore key events from history.</li> <li>• They learn about the common themes and symbolism of Passover and Easter and how these are connected.</li> <li>• They raise questions of faith and discover the main Christian and Jewish groups represented in Britain today.</li> </ul> <p><u>Different ideas about God and gods, creation and ultimate questions</u></p> <ul style="list-style-type: none"> <li>• Pupils consider reasons why</li> </ul>	<p><b>Sources of wisdom; Human responsibility and values; Justice and fairness</b></p> <p><u>Sacred texts and stories, their guidance and impact</u></p> <ul style="list-style-type: none"> <li>• What makes a source of wisdom? Pupils investigate and interpret a range of stories, sacred 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 and worldview responses.</li> <li>• Pupils interpret what sources of wisdom communicate to followers and their impact upon groups of faith and belief.</li> <li>• They explore key religious figures in different traditions and their actions (e.g. What did Jesus do to save human beings?)</li> </ul> <p><u>Taking responsibility for living together, values and respect</u></p> <ul style="list-style-type: none"> <li>• How can people live together for the wellbeing of all?</li> <li>• Considering our social and environmental responsibilities, pupils discover and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist</li> </ul>

	<p>prayer to enrich experience.</p> <ul style="list-style-type: none"> <li>• They explore how religious faith is communicated and expressed through the creative arts.</li> </ul>	<p>there are different responses and ideas about the divine (e.g. whether God is real).</p> <ul style="list-style-type: none"> <li>• They start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives.</li> <li>• Pupils begin to explore different accounts on how the world began and question how they all can be true.</li> <li>• They consider the role of God and the responsibility of humanity.</li> </ul> <p><u>Communicating beyond prayer and sacred spaces</u></p> <ul style="list-style-type: none"> <li>• Pupils explore, through enquiry and experience, the role of prayer, reflection, meditation and stillness in different religions and worldviews.</li> <li>• They observe how some believers communicate through the physical space of a church/synagogue/temple, looking at the similarities and differences.</li> <li>• They question whether or not prayer spaces are needed to connect to God and enquire how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship.</li> <li>• They experience the importance of collective and private space/stillness/silence/yoga as a form of worship and write</li> </ul>	<p>traditions.</p> <ul style="list-style-type: none"> <li>• They think about why they should care, what is important and what may influence a community and individual's choices.</li> <li>• They compare golden rules and consider if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam).</li> <li>• Pupils think about God in the light of the values of fairness and equality, love, caring and sharing. (UC 2b.5 What would Jesus do?)</li> <li>• Reflecting on ethics, what is right and wrong, just and fair.</li> </ul> <p><u>Reflecting on ethics, what is right and wrong, just and fair</u></p> <ul style="list-style-type: none"> <li>• Considering the guidance of the Ten Commandments, pupils express ideas about right and wrong in the light of their learning.</li> <li>• They persuasively argue about reasons why some people (from a religious and or non-religious background) try to help others in need (e.g. victims of natural disasters and those with disabilities).</li> <li>• Pupils learn about the practise of justice through the work of different Christian aid agencies and consider how it links with the life and teachings of Jesus.</li> <li>• In Judaism they explore fairness through the</li> </ul>
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some prayers or meditations suited to a particular occasion and tradition.

commandment of giving charity (Tzedekah) and the importance of supporting communal projects.

- Pupils evaluate different religious responses to justice and fairness

Year 6	Autumn	Spring	Summer
	<p><b>Beliefs and practices; Symbols and actions (Identity and belonging)</b></p> <p><u>Celebrations and key events in life</u></p> <ul style="list-style-type: none"> <li>• Pupils investigate what it means to live as a Christian or Buddhist in Britain today considering internal diversity.</li> <li>• They develop an understanding of key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension) enquiring into how God can be different things to different people.</li> <li>• They reflect upon spiritual and internal diversity, comparing ways of celebrating the same and different festivals/events around the world (e.g. sacred or secular Christmas and how Humanists mark rites of passage) and question how and why festivals and events are valued by some and not others.</li> </ul> <p><u>Symbolic ways of expressing meaning</u></p> <ul style="list-style-type: none"> <li>• Pupils explore and compare how different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama).</li> </ul>	<p><b>Identity and belonging; Prayer, worship and reflection; Ultimate questions (Symbols and actions)</b></p> <p><u>Belonging to a community, individual commitment and religious leadership</u></p> <ul style="list-style-type: none"> <li>• Expressing what belonging and faith means in two different traditions pupils explore and compare the life of contemporary key leaders and the qualities of leadership.</li> <li>• They examine 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?).</li> <li>• They express insights into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?) and the internal diversity of responses.</li> <li>• They raise deep questions and ask what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today (e.g. what defines us and what is our purpose?).</li> <li>• Focusing on the Easter story and personal heroes, they examine the significance for Christians of Jesus as the Messiah.</li> </ul>	<p><b>Sources of wisdom; Human responsibility and values; Justice and fairness</b></p> <p><u>Sacred texts and stories, their guidance and impact</u></p> <ul style="list-style-type: none"> <li>• Pupils interpret and respond to a range of stories, sacred writing and sources of wisdom from the heart of different traditions and communities.</li> <li>• They consider how they guide and what they communicate to followers (e.g. What can stories and images tell us about the inspiration for Buddhist beliefs?).</li> <li>• They develop their understanding of key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance.</li> <li>• They reflect on the impact of key sources of wisdom on individuals and different communities.</li> <li>• Taking responsibility for living together, values and respect</li> <li>• Pupils use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain.</li> <li>• They consider what Jews, Humanists, Christians and Buddhists teach about how people can live together</li> </ul>

- They explore how artefacts and symbolic actions communicate different meaning to individuals.
- They investigate the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions.
- Pupils examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).

Communicating beyond prayer and sacred spaces

- Engaging with prayers from different religions, traditions and worldviews, pupils explore the role and interpretations of prayer, reflection, meditation and stillness and the impact on individuals.
- Considering what a multi-faith prayer space might look like, pupils look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music and poetry), as a form of expression.
- They learn why meditation and the teaching of compassion and mindfulness are central to Buddhism and how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels).
- They ask how does Buddhist mantra enhance worship and is meditation the same as praying.
- They experience meditation/stilling/silence and mindfulness as a form of worship sharing their thoughts and reflections by writing prayers, responses or meditations suited to a particular occasion and tradition.

respectfully to create a perfect world.

- They develop their understanding of responsibility and social justice and question why and how we should care.
- Pupils respond thoughtfully to ideas about human responsibility for the environment and how religious and moral codes are acted upon.
- Pupils ask how the 'Golden Rule' is interpreted in the Humanist tradition and consider if following God can bring freedom and justice

Different ideas about God and gods, creation and ultimate questions

- Developing challenging and deeper questions about meaning purpose and truth, pupils consider different perspectives on the questions of creation and the beginnings of life on Earth, debating the relationship/conflict between creation and science.
- Pupils develop 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'), constructing answers to their own challenging questions.
- When God and theological concepts including life, death,

			<p>and afterlife beliefs are rejected, they question what is truth and where do non-religious people find answers. This could be introduced through participation in a practical, expressive project</p> <p>Reflecting on ethics, what is right and wrong, just and fair</p> <p>Why isn't the world just and fair? Beyond religious guidance, pupils explore how people decide what is right and what is wrong and how they may choose to live.</p> <ul style="list-style-type: none"><li>• Pupils develop their thinking about why and how some people (from a religious and or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war).</li><li>• Focusing on the lives of children in pre-Holocaust Europe, pupils reflect on the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation).</li><li>• Pupils consolidate their ideas about right and wrong, justice and fairness through different religious traditions.</li><li>• They ask how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</li></ul>
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