



Religious Education at Beechwood Primary School

By the end of studying RE at Beechwood Primary School, children will be able to talk about the following themes which they cover through the Lancashire Grid for learning:

- **Christianity (God, Jesus, Church)** (Prayer, Creation, forgiveness, Advent, lent, sacrifice, Baptism, belonging, Christian rites of passage)
- **Buddhism** (The Buddha, The 4 Noble Truths, The Eightfold path)
- **Islam** (Muhammed, 5 Pillars, Ramadan, The Qur'an, The ummah, Hajj)
- **Sikhism** (Guru Nanak, The 10 Gurus, The 5 K's, The Gurdwara, Sikh Dharam, Guru Grath Sahib)
- **Judaism** (Noah, Moses, 10 commandments, The Sabbath)
- **Hindu Dharma** (One God in many forms, Devotion, Hindu scriptures, Diwali, Holi Krishna, Reincarnation, Karma)

Key Strands	Year Group Covered						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christianity (God, Jesus, Church)	Red	Red	Red	Red	Red	Red	Red
Islam	Red	Red	Red	Red	Red	Red	Red
Judaism	Red	Red	Red	White	White	White	White
Hindu Dharma	Red	Red	Red	Red	Red	Red	Red
Buddhism	White	White	White	White	White	White	Red
Sikhism	White	White	White	Red	Red	Red	White

Units and End Points

<p>EYFS</p>	<p><u>Where do we belong?</u></p> <p>Focus Question: Special Times</p> <p><i>Children learn to about different celebrations across three of the world's major religions – Christianity, Hinduism, and Islam.</i></p> <p><i>They will begin to understand the important religious events for these religions.</i></p> <p><i>They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.</i></p>	<p><u>Where do we belong?</u></p> <p>Focus Question: Special Stories</p> <p><i>Children will become familiar with the idea that some books are sacred and holy.</i></p> <p><i>They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims.</i></p> <p><i>Children will be given the opportunity to retell stories and respond in a variety of ways.</i></p>	<p><u>Where do we belong?</u></p> <p>Focus Question: Special Places</p> <p><i>Children will be encouraged to experience the natural world and explain why it is special.</i></p> <p><i>They will learn that many religious people believe that the world was created and designed by God.</i></p> <p><i>They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and stories from Islam focussing on care for Allah's creation.</i></p>
<p>Year 1</p>	<p><u>What do people say about God?</u></p> <p><u>Christianity (God)</u></p> <p><i>To know that Christians refer to God as 'Father'</i></p> <p><i>To talk about why Christians might compare God to a loving parent.</i></p> <p><i>To talk about how and why Christians might want to talk to God (prayer) suggest symbolic meanings of rituals and items used in Christian prayer.</i></p>	<p><u>What do people say about God?</u></p> <p><u>Islam</u></p> <p><i>To know that Muslims believe in one God (Allah)</i></p> <p><i>To know that Muslims believe the world was created by God</i></p> <p><i>To talk about why Muslims might value the natural world</i></p> <p><i>To know that Islam teaches that humans should be caretakers</i></p>	<p><u>What do people say about God?</u></p> <p><u>Judaism</u></p> <p><i>To explore key beliefs (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)</i></p> <p><i>To give an example of a core value or commitment (trusting that God will keep his promise)</i></p> <p><i>To recognise and name features of religious traditions (eg. Sukkot, festival)</i></p>

	<p><i>To talk about the importance of love in families.</i></p> <p><i>To talk about the ways in which they are cared for and supported by family members.</i></p> <p><i>To reflect on their own role within the family.</i></p> <p><i>To discuss who they can talk to when they are happy/sad/worried</i></p>	<p><i>(stewards/Khalifahs) of the planet</i></p> <p><i>To suggest how Muslims might show respect for God by caring for the natural world</i></p> <p><i>To talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</i></p> <p><i>To reflect on how they treat the natural world – and if they have a duty to look after it</i></p>	<p><i>Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)</i></p> <p><i>To notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot)</i></p> <p><i>To notice that for many people, trust is an important part of human life.</i></p> <p><i>To ask questions (about the importance of trust and who they can trust/rely on in their own lives)</i></p>
	<p><u>What do people say about God?</u></p> <p><u>Christianity (Jesus)</u></p> <p><i>To know a simple version of the nativity story</i></p> <p><i>To talk about why Christians would say that Jesus is a special baby.</i></p> <p><i>To talk about how different characters in the nativity welcome the baby Jesus.</i></p> <p><i>To identify religious aspects of Christmas celebrations</i></p> <p><i>To talk about why Christmas is a special time for Christians.</i></p>	<p><u>What do people say about God?</u></p> <p><u>Christianity (Church)</u></p> <p><i>To know that some Christians welcome babies into the God’s family (the Church) with baptism ceremonies</i></p> <p><i>To talk about what it might mean to belong to the Church family.</i></p> <p><i>To identify features of baptism – eg. the font, candles, godparents</i></p> <p><i>To talk about why parents might want to have their child baptised talk about what it means to belong to a family.</i></p>	<p><u>What do people say about God?</u></p> <p><u>Hindu Dharma</u></p> <p><i>To know that Hindus believe in one God in many forms.</i></p> <p><i>To know that Hindus believe that God is present in all living things.</i></p> <p><i>To suggest what Hindus might learn about God from the story of the blind men and the elephant.</i></p> <p><i>To talk about how and why Hindus might use statues and images (murtis) in their worship.</i></p> <p><i>To suggest symbolic meanings expressed in the images.</i></p>

	<p><i>To consider how and why babies might be special – and why they need love and care.</i></p> <p><i>To talk about the importance of looking after those who cannot help themselves.</i></p> <p><i>To talk about their own beginnings and how they were welcomed into the family. To reflect on who has helped them in life so far</i></p>	<p><i>To talk about the role of families in raising children</i></p> <p><i>To talk about their own identity as part of a family and part of the school community</i></p>	<p><i>To talk about the different ways that people can be seen and described. To consider how people might have multiple roles. To reflect on how others might see them.</i></p> <p><i>To talk about the different roles that they might have (friend, child, brother/sister etc.)</i></p>
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<p>Year 2</p>	<p><u>How do we respond to the things that really matter?</u></p> <p><u>Christianity (God)</u></p> <p><i>To retell (simply) the Genesis 1 story of creation</i></p> <p><i>To suggest why Christians might think it is important to look after the world. suggest ways that Christians might express their concern for the natural world.</i></p> <p><i>To describe how and why Christians might thank God for creation at Harvest festivals.</i></p> <p><i>To identify ways in which humans use (and abuse) the natural world.</i></p> <p><i>To talk about why our planet should matter to all humans – and how this should influence our behaviour.</i></p>	<p><u>How do we respond to the things that really matter?</u></p> <p><u>Islam</u></p> <p><i>To suggest why Muslims believe that it is important to respect God</i></p> <p><i>To talk about why Muslims would want to show their gratitude to God</i></p> <p><i>To know that submission to God is an important aspect of Islamic life</i></p> <p><i>To identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis</i></p> <p><i>To describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</i></p>	<p><u>How do we respond to the things that really matter?</u></p> <p><u>Judaism</u></p> <p><i>To retell the story of Moses being given the Ten Commandments</i></p> <p><i>To know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father.</i></p> <p><i>To suggest ways in which the Ten Commandments might influence the life of a believer.</i></p> <p><i>To talk about how keeping the Sabbath day holy might influence a Jewish person.</i></p> <p><i>To talk about how the Sabbath is a way of making time for God and family. To know about the Jewish tradition of Friday night dinner.</i></p>
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	<p><u>How do we respond to the things that really matter?</u></p> <p><u>Christianity (Jesus)</u></p> <p><i>To suggest what Christians might mean when they refer to Jesus as ‘the Light of the world’.</i></p> <p><i>To talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light carl services, Christingle) – and the symbolic meaning.</i></p> <p><i>To talk about the different ways that Christians might celebrate Christmas.</i></p>	<p><u>How do we respond to the things that really matter?</u></p> <p><u>Christianity (Church)</u></p> <p><i>To suggest beliefs and values that might unite the Christian community.</i></p> <p><i>To talk about why some Christians might think it is important to come together to worship God.</i></p> <p><i>To identify symbols (images and actions) used in Christian worship.</i></p> <p><i>To talk about how and why symbols might be used in Christianity.</i></p>	<p><u>How do we respond to the things that really matter?</u></p> <p><u>Hindu Dharma</u></p> <p><i>To know that Hindus believe in one God (Brahman) who can be worshipped in many forms.</i></p> <p><i>To know that these forms (the deities) have different qualities and are portrayed in different ways.</i></p> <p><i>To suggest why Hindus might believe that it is important to show devotion to the deities.</i></p> <p><i>To know that Hindus might worship at a Mandir and/or the home shrine.</i></p>

	<p><i>identify different ways that humans use light.</i></p> <p><i>To discuss the importance of light – as a source of comfort, security, and hope. talk about how and why light might be an important symbol.</i></p> <p><i>To ask questions about the value of sources of light in their own lives talk about the people who provide comfort, security, and hope for them. suggest ways in which they might be a light for others.</i></p>	<p><i>To identify and describe features of a church.</i></p> <p><i>To identify signs and symbols in the world around them talk about the school logo – what values it might represent and how it might unite the school community.</i></p> <p><i>To ask thoughtful questions about signs and symbols</i></p> <p><i>To talk about communities that they belong to – and how they show their commitment to these communities.</i></p>	<p><i>suggest why worship in the home might be important.</i></p> <p><i>To describe the meaning and symbolism of items used in worship (eg. arti lamp, items on the puja tray)• talk about qualities that make some people special.</i></p> <p><i>To identify ways in which humans show their gratitude to the people who matter in their lives.</i></p> <p><i>To talk about who is special to them and why.</i></p> <p><i>To reflect on who they should be grateful to and how they might show this in words and actions</i></p>
Year 3	<p><u>Who should we follow?</u></p> <p><u>Christianity (God)</u></p> <p><i>To know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</i></p> <p><i>To identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</i></p> <p><i>To suggest why these prophets chose to listen to and follow God • identify Christians who might be described as people who listened to and followed God.</i></p>	<p><u>Who should we follow?</u></p> <p><u>Islam</u></p> <p><i>To develop and understanding of the importance of founders and leaders for religious communities</i></p> <p><i>To identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)</i></p> <p><i>To describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)</i></p>	<p><u>Who should we follow?</u></p> <p><u>Sikhism</u></p> <p><i>To develop an understanding of the importance of founders and leaders for religious communities</i></p> <p><i>To Identify Sikh beliefs and values contained within the stories of the lives of the Gurus * Describe how and why the Guru Granth Sahib is treated with great respect.</i></p> <p><i>To suggest how and why Sikhs might show commitment to their faith.</i></p> <p><i>To identify people and ideas that inspire commitment.</i></p>

	<p><i>To describe how and why some Christians might devote their lives to serving God.</i></p> <p><i>To talk about what is meant by a sense of vocation.</i></p> <p><i>To identify inspirational people/role models for the world today describe the qualities that inspirational people might have.</i></p> <p><i>To discuss who makes a good role model and why.</i></p> <p><i>To raise and discuss questions about following others – including both positive and negative responses.</i></p>	<p><i>To describe and give reasons for the Islamic practice of Zakah</i></p> <p><i>To suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable</i></p> <p><i>To identify characteristics of a good role model</i></p> <p><i>To discuss how good role models can have a positive impact on individuals, communities and societies</i></p> <p><i>To reflect on their own aspirations for themselves and others</i></p> <p><i>To ask questions and suggest answers about how they can try to make the world a better place</i></p>	<p><i>To discuss the different ways that people might show that they are committed.</i></p> <p><i>To reflect on their own commitments and the impact that these have on their lives.</i></p> <p><i>To ask questions about the value of having commitments</i></p>
	<p><u>Who should we follow?</u></p> <p><u>Christianity (Jesus)</u></p> <p><i>To know what is meant by discipleship.</i></p> <p><i>To know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus.</i></p> <p><i>To identify beliefs and values within religious teachings (eg. ‘Follow me and I will make you fishers of men’ – Matt 4:19)</i></p>	<p><u>Who should we follow?</u></p> <p><u>Christianity (Church)</u></p> <p><i>To know what Christians mean by the Holy Spirit</i></p> <p><i>To suggest how belief in the Holy Spirit as God’s presence in the world might have an impact on individuals and communities</i></p> <p><i>To identify Christian values exemplified in the gifts of the Spirit</i></p> <p><i>To identify how beliefs about the Holy Spirit might influence forms</i></p>	<p><u>Who should we follow?</u></p> <p><u>Hindu Dharma</u></p> <p><i>To develop an understanding of the importance of duty and commitment to many religions</i></p> <p><i>To know that following dharma (religious duty) is an important part of Hindu life.</i></p> <p><i>To suggest the impact of belief in dharma, particularly the belief that there are three ‘debts’ – duty owed to God/the deities, duty owed to teachers, and duty owed to family.</i></p>

	<p><i>To describe how and why Christians might try to follow the example of Jesus through mission and charity work.</i></p> <p><i>To describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs.</i></p> <p><i>To talk about what it means to have charisma.</i></p> <p><i>To describe what makes a good leader and why people might want to follow him/her.</i></p> <p><i>To discuss what motivates people to want to make a difference• reflect on their own leadership abilities.</i></p> <p><i>To discuss their own desires to make a difference in the world/in their communities</i></p>	<p><i>of worship in a range of Christian denominations describe how and why Pentecost is celebrated</i></p> <p><i>To describe why some Christians might take part in a procession of witness</i></p> <p><i>To describe aspects of being human that we should be proud of</i></p> <p><i>To discuss what it means to be a successful human – and the different measures of success that might be applied</i></p> <p><i>To discuss their own sense of value and what is good/unique about being them</i></p> <p><i>To reflect on the people that they value in their lives – and how they show their appreciation</i></p>	<p><i>To describe how and why Hindus might celebrate Raksha Bandhan identify aspects of the celebration which remind Hindus of their dharma.</i></p> <p><i>To identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?)</i></p> <p><i>To identify sources of authority and inspiration</i></p> <p><i>To consider what our ‘duties’ as human beings are</i></p> <p><i>To reflect on their own duties – to themselves, to their families, to their communities</i></p> <p><i>To discuss who or what they follow – and why</i></p>
Year 4	<p><u>How should we live our lives?</u></p> <p><u>Christianity (God)</u></p> <p><i>To explore different Christian beliefs about the Bible as the word of God</i></p> <p><i>To explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible.</i></p>	<p><u>How should we live our lives?</u></p> <p><u>Islam</u></p> <p><i>To explore Islamic teachings about Ramadan from the Qur’an</i></p> <p><i>To make links between Islamic values and the beliefs explored so far in their study of Islam.</i></p>	<p><u>How should we live our lives?</u></p> <p><u>Sikhism</u></p> <p><i>To explore teachings and stories from Sikhism</i></p> <p><i>To describe what moral guidance Sikhs might gain from the stories and examples of the Gurus.</i></p> <p><i>To make links between the beliefs, values, and practices of Sikhism *</i></p>

	<p><i>To describe why some Christians might view the Bible as an important source of authority and moral guidance.</i></p> <p><i>To explain why Christians might have different views about how to interpret and apply the Bible.</i></p> <p><i>To explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</i></p> <p><i>To discuss why people might have different views about what is right and wrong – and where these views might come from</i></p> <p><i>To describe the different sources of authority that humans might look to when making decisions about how to live their lives.</i></p> <p><i>To reflect on their own understanding of morality and where it comes from</i> <i>raise questions and discuss responses to different ideas about how to live well.</i></p>	<p><i>To use subject specific language to describe how and why Muslims fast at Ramadan.</i> <i>explain the importance of Ramadan in the context of the Five Pillars of Islam</i></p> <p><i>To consider the impact that fasting might have on individuals, families, and communities.</i></p> <p><i>To discuss (with relevant examples) the importance of showing commitment to a belief, value, or community</i></p> <p><i>To consider the role of sacrifice within religion and communities</i></p> <p><i>To reflect on their own beliefs, values, and commitments</i></p> <p><i>To consider and discuss how they demonstrate their personal commitments</i></p>	<p><i>use subject specific language to describe how and why Sikhs show their religious commitments and values.</i></p> <p><i>To explain how clothing and behaviour might be symbolic of beliefs, values and commitments * discuss (with relevant examples) the importance of how we view and behave towards others.</i></p> <p><i>To talk about how our outward behaviour reflects our inner beliefs, values, and commitments * reflect on their own concept of living a good life and how this influences the way that they treat others.</i></p> <p><i>To discuss own thoughts and feelings about equality and justice</i></p>
	<p><u>How should we live our lives?</u></p> <p><u>Christianity (Jesus)</u></p> <p><i>To retell the story of Jesus in the wilderness</i></p>	<p><u>How should we live our lives?</u></p> <p><u>Christianity (Church)</u></p> <p><i>To retell some of the main parables of Jesus and explain how and why these might be an important source of guidance for Christians.</i></p>	<p><u>How should we live our lives?</u></p> <p><u>Hindu Dharma</u></p> <p><i>To explore teachings about good and evil in the story of Rama and Sita.</i></p>

	<p><i>To identify Christian beliefs about Jesus reflected in this story.</i></p> <p><i>To suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)</i></p> <p><i>To describe what a Christian might do during Lent and why. explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this.</i></p> <p><i>To discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith.</i></p> <p><i>To consider differing attitudes and responses to the concept of sacrifice (both positive and negative) discuss why many people are willing to make sacrifices for the people they love.</i></p> <p><i>To discuss why some people may be willing to make a sacrifice for someone they don't even know.</i></p> <p><i>To give examples of acts of sacrifice that have been done by or for them. discuss who or what they would be prepared to make sacrifices for</i></p> <p><i>To consider the value of sacrifice – as an expression of love and commitment</i></p>	<p><i>To suggest ways that Christians might put these teachings into action in the 21st century.</i></p> <p><i>To describe and explain (with examples) Christian attitudes about how to treat others.</i></p> <p><i>To explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</i></p> <p><i>To explain (with examples) how and why people might use stories to pass on wisdom and guidance.</i></p> <p><i>To discuss how and why fables might be an important aspect of human history and culture.</i></p> <p><i>To discuss examples of wisdom and guidance that they have learnt from stories.</i></p> <p><i>To consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this.</i></p>	<p><i>To describe what moral guidance Hindus might gain from the story of Rama and Sita.</i></p> <p><i>To make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma.</i></p> <p><i>To use subject specific language to describe how and why Hindus celebrate Diwali.</i></p> <p><i>To explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil.</i></p> <p><i>To discuss (with relevant examples) the importance of the belief that good overcomes evil.</i></p> <p><i>To suggest people, words or stories that might be inspiring when trying to overcome difficulties in life.</i></p> <p><i>To reflect on their own concept of 'goodness'</i></p> <p><i>To discuss what gives them hope during difficult times.</i></p>
Year 5	<u>Where can people find guidance on how to lead their lives?</u>	<u>Where can people find guidance on how to lead their lives?</u>	<u>Where can people find guidance on how to lead their lives?</u>

	<i>Christianity (God)</i>	<i>Islam</i>	<i>Sikhism</i>
	<p><i>To describe Christian beliefs about sin and forgiveness.</i></p> <p><i>To describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God.</i></p> <p><i>To suggest different ways that this story might be understood by Christians.</i></p> <p><i>To describe and explain how and why Christians might use the Lord's Prayer.</i></p> <p><i>To analyse and interpret the Lord's Prayer – and what guidance it provides for Christians.</i></p> <p><i>To suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations.</i></p> <p><i>To consider the different ways that myth and stories are and used.</i></p> <p><i>To explain how a 'truth' might be contained within a story.</i></p> <p><i>To consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</i></p> <p><i>To discuss and debate things that they consider to be true that others might disagree with.</i></p>	<p><i>To explore Islamic beliefs about the Qur'an as the word of God.</i></p> <p><i>To explain how and why the Qur'an is a source of guidance for life for a Muslim.</i></p> <p><i>To explain the impact of believing that the Qur'an is divine revelation.</i></p> <p><i>To describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets.</i></p> <p><i>To explain how and why Muslims might commemorate the Night of Power.</i></p> <p><i>To describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God.</i></p> <p><i>To explain how the teachings of the Qur'an might influence the actions and choices of a Muslim.</i></p> <p><i>To discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority.</i></p> <p><i>To suggest when and why people might want guidance about how to live.</i></p>	<p><i>To Investigate the meaning of the words in the title of the Guru Granth Sahib and how it is stored and treated in the Gurdwara.</i></p> <p><i>To link this to beliefs that the book is 'living' and is the 'Last Guru'.</i></p> <p><i>To explore its role in daily worship and as part of celebrations of Gurus' lives e.g. Akhand Path.</i></p> <p><i>To identify the sacred language and alphabet (Gurmukhi-from the Guru's mouth)</i></p> <p><i>To discuss the commitment and dedication that is taken to write out the Guru Granth Sahib to ensure it is 'perfect' and thus 'correct'.</i></p> <p><i>To explore how the teachings of the Gurus impact the lives of Sikhs.</i></p> <p><i>To discuss examples of information.</i></p> <p><i>To explore different places or books that the class/people get 'the truth' from, eg Holy scriptures (show any examples the school may have), parents, the Head Teacher, mosque or Sunday school, internet, newspapers etc.</i></p> <p><i>To review the importance of the Sikh 'sacred language'.</i></p> <p><i>To create a slogan or message about a principle for living that is important to their lives.</i></p> <p><i>To reflect on whether they think this principle will always be valid in their lives in the future.</i></p>

		<p><i>To discuss who or what has guided them in their own beliefs, values and commitments.</i></p> <p><i>To reflect on what 'ultimate authority' might mean for them.</i></p>	<p><i>To consider how their principle is similar or different to those of other pupils.</i></p>
	<p><u>Where can people find guidance on how to lead their lives?</u></p> <p><i>Christianity (Jesus)</i></p> <p>To describe Christian beliefs about miracles as 'signs' of the divinity of Jesus. To retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus.</p> <p>To describe why some Christians might go on pilgrimage to places associated with miraculous events.</p> <p>To explain the impact that belief in miracles and the power of prayer might have on a Christian.</p> <p>To explain the difference between fact, opinion and belief.</p> <p>To consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God.</p> <p>To discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</p>	<p><u>Where can people find guidance on how to lead their lives?</u></p> <p><i>Christianity (Church)</i></p> <p><i>To describe what Christians mean when they talk about one God in Trinity</i></p> <p><i>To identify the beliefs contained within the Apostle's Creed.</i></p> <p><i>To explain why the Christian community (The Church) might want/need an agreed statement of belief.</i></p> <p><i>To describe and explain the meaning of a range of symbols that might be used for the Trinity</i></p> <p><i>To explain how symbols might unite the worldwide Christian Church.</i></p> <p><i>To describe the role of places like Taizé where Christians from different backgrounds might come together to worship.</i></p> <p><i>To consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life.</i></p>	<p><u>Where can people find guidance on how to lead their lives?</u></p> <p><i>Hindu Dharma</i></p> <p><i>make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty</i></p> <p><i>explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus</i></p> <p><i>explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer</i></p> <p><i>describe and explain a variety of ways that Hindus might celebrate the festival of Holi</i></p> <p><i>suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</i></p> <p><i>explain how Holi celebrations might express Hindu beliefs about equality</i></p> <p><i>explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions</i></p> <p><i>consider the different ways that myth and stories are and used</i></p>

	To reflect on how they make decisions about what is/is not true	<p><i>To discuss different responses to sources of authorit.</i></p> <p><i>To raise meaningful questions about things that puzzle them</i></p> <p><i>To differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</i></p>	<p><i>explain how a 'truth' might be contained within a story</i></p> <p><i>consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</i></p> <p><i>discuss and debate things that they consider to be true that others might disagree with</i></p>
Year 6	<p><u>Is life like a journey?</u></p> <p>Christianity (God)</p> <p><i>explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</i></p> <p><i>explain (simply) Christian beliefs about salvation</i></p> <p><i>explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</i></p> <p><i>explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</i></p> <p><i>analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</i></p> <p><i>discuss differing ideas and opinions about the purpose of human life – and</i></p>	<p><u>Is life like a journey?</u></p> <p>Islam</p> <p><i>analyse the Five Pillars of Islam and how they are linked</i></p> <p><i>explain how the beliefs and values of Islam might guide a person through life</i></p> <p><i>explain the importance of the Ummah for Muslims and that this is a community of diverse members</i></p> <p><i>describe and explain the importance of Hajj, including the practices, rituals and impact</i></p> <p><i>explain how a person might change once becoming a hajji</i></p> <p><i>consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage</i></p> <p><i>discuss the various events that might happen on the journey of life</i></p>	<p><u>Is life like a journey?</u></p> <p>Buddhism</p> <p><i>analyse Buddhist beliefs and teachings about how to be content</i></p> <p><i>explain Buddhist beliefs and values contained within the story of Prince Siddhartha</i></p> <p><i>Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths</i></p> <p><i>describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist.</i></p> <p><i>consider the importance of daily meditation in Buddhism</i></p> <p><i>discuss the meaning of contentment – is it the same as happiness, or something different?</i></p> <p><i>raise questions about the human experience of being unsatisfied – why do humans so often want more than they</i></p>

	<p><i>how these beliefs might influence relationships with others</i></p> <p><i>discuss the importance of saying sorry and forgiveness in maintaining relationships with others</i></p> <p><i>raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)</i></p> <p><i>reflect on the benefits and difficulties of forgiveness</i></p>	<p><i>and how people might change over the course of their life</i></p> <p><i>consider what support people might need on life's journey</i></p> <p><i>ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed</i></p>	<p><i>have? To what extent does this prevent people from ever being happy?</i></p> <p><i>ask and respond thoughtfully to questions about their own happiness – consider this as something that they are in control of</i></p> <p><i>discuss the potential barriers to their happiness and what they can do to overcome these</i></p>
	<p><u>Is life like a journey?</u></p> <p>Christianity (Jesus)</p> <p>retell the events leading up to and including the death of Jesus</p> <p>explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</p> <p>explain how and why Christian individuals and communities might celebrate the events of Holy Week</p> <p>use religious vocabulary to describe and explain the Eucharist</p> <p>explain different Christian beliefs about the Eucharist and its importance</p> <p>consider how people might mature and become stronger through overcoming difficulties</p>	<p><u>Is life like a journey?</u></p> <p>Christianity (Church)</p> <p>explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</p> <p>explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)</p> <p>analyse the important of Christian rites of passage as an expression of faith and commitment</p> <p>use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</p> <p>discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life</p> <p>consider the value of celebrating landmarks in life – for individuals and communities</p>	<p><u>Is life like a journey?</u></p> <p>Hindu Dharma</p> <p><i>analyse Hindu beliefs about samsara, karma and moksha and how these are linked</i></p> <p><i>explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'</i></p> <p><i>explain how belief in reincarnation and the law of karma might affect the way a Hindu lives</i></p> <p><i>describe and explain the four ashramas (stages of life) in the life of a Hindu</i></p> <p><i>explain how a person might change as they move from one ashrama to the next</i></p> <p><i>consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</i></p> <p><i>discuss the special milestones that we might celebrate during a person's lifetime</i></p> <p><i>discuss how our rights, responsibilities and relationships with others might change as we go through life</i></p>

	<p>consider the value of being part of a community on the 'journey of life'</p> <p>raise questions and discuss the extent to which they agree that 'suffering makes you stronger'</p> <p>discuss own experiences and attitudes towards the importance of having companionship on the journey of life</p>	<p>ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change</p> <p>discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</p>	<p><i>ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future</i></p>
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In addition to the above, children will also have one off theme days to support their understanding