



# RELIGIOUS EDUCATION CURRICULUM COVERAGE

Updated January 2024

## RELIGIOUS EDUCATION INTENT

RE is a component of the basic curriculum here at Wheatlands and is taught alongside the National Curriculum for Religious Education throughout EYFS, KS1 and KS2. We follow the locally Agreed Syllabus for Redcar and Cleveland produced by SACRE (Standing Advisory Council for Religious Education). Our curriculum content also takes account of the teachings and practices of the main religions and worldviews represented in our nation, including Christianity, Judaism, Buddhism, Hinduism, Islam and Humanism. Through Religious Education we aim to broaden our children's horizons of the wider world. We encourage and develop the inquisitive nature of children and build a culture of respect, tolerance and acceptance. Children are encouraged to ask questions, make links and think for themselves.

At Wheatlands we believe it is important to support our pupils in developing respectful and sensitive attitudes towards others, whether they hold similar or different religious beliefs to themselves. We believe that is our role to do our best to provide our children with a rich variety of experiences through which they can develop the necessary attitudes and knowledge to formulate their own beliefs and social values. These can include visits to places of worship and visits from members of local faith communities, the use of artefacts, drama, dance, music and art.

We want all our children to experience the learning of Religious Education, with creativity, enquiry, practical learning and through a range of other cross-curricular links. The development of self-awareness, moral values and positive relationships with others are also elements of learning which we believe to be important in RE teaching. We believe it is important that children in the EYFS find out about different religions and celebrations from an early age and we provide our children with valuable experiences to learn about these in a fun and engaging way.

Our intent is to deliver high quality RE to all our children. We want to equip them with a developing knowledge and understanding of a range of religions and worldviews and with a growing ability to express their own beliefs, ideas and values, whilst respecting the rights of others.

**Religious Education  
EYFS (Foundation Stage 1)**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>Special Times</b></p> <ul style="list-style-type: none"> <li>• Own experiences – birthdays, etc.</li> <li>• Autumn and Harvest festivals in school and church- thanksgiving.</li> <li>• Other festivals /special times in other religions (at least one other).</li> </ul> <p><b>Special stories</b></p> <ul style="list-style-type: none"> <li>• Christmas - Why do we celebrate Christmas?</li> </ul>	<p><b>Special stories</b></p> <ul style="list-style-type: none"> <li>• What are our special stories? Why and how are they special?</li> </ul> <p><b>Special People</b></p> <ul style="list-style-type: none"> <li>• Who is special to us? Jesus is special to Christians – stories about Jesus.</li> </ul> <p><b>Special Times</b></p> <ul style="list-style-type: none"> <li>• Easter – signs of new life</li> </ul>	<p><b>Special People in the community</b></p> <ul style="list-style-type: none"> <li>• Who is special to us? Religious leaders e.g. vicar, priest, imam, monk, nun or any appropriate to the local community.</li> </ul> <p><b>Belonging/Family</b></p> <ul style="list-style-type: none"> <li>• Infant Baptism</li> </ul>
<p><b>EYFS Statements</b></p> <p><b><u>Understanding of the World: People and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family and friends.</li> <li>• Shows interest in different ways of life.</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• Knows that information can be retrieved from computers.</li> </ul> <p><b><u>Personal, Social and Emotional Development: Self-confidence and Self Awareness</u></b></p> <ul style="list-style-type: none"> <li>• Confident to talk to other children when playing and will communicate freely about own home and community.</li> </ul> <p><b><u>Communication and Language: Listening and Attention</u></b></p>	<p><b><u>Understanding of the World: People and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Shows interest in different ways of life.</li> <li>• Shows interest in the lives of people who are special to them.</li> <li>• Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Recognises and describes special times or events for family or friends.</li> </ul> <p><b><u>The World</u></b></p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Show care and concern for living things and the environment.</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• Knows that information can be retrieved from computers.</li> </ul>	<p><b><u>Understanding of the World: People and Communities</u></b></p> <ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life.</li> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Recognises and describes special times or events for family or friends.</li> </ul> <p><b><u>Technology</u></b></p> <ul style="list-style-type: none"> <li>• Knows that information can be retrieved from computers.</li> </ul> <p><b><u>Personal, Social and Emotional Development:</u></b></p> <ul style="list-style-type: none"> <li>• Confident to talk to other children when playing and will communicate freely about own home and community.</li> </ul>

- Listen to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in harvest stories.

**Speaking**

- Use vocabulary focused on objects and people that are of particular importance to them.

**Expressive Arts and Design**

**Being Imaginative**

- Engages in imaginative role play based on own first-hand experiences.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Builds stories around toys.

**Personal, Social and Emotional Development:**

**Self-confidence and Self Awareness**

- Confident to talk to other children when playing and will communicate freely about own home and community.
- Is more confident in new social situations.

**Communication and Language:**

**Listening and Attention**

- Listen to stories with increasing attention and recall.
- Listens to others in small groups.

**Speaking**

- Begin to use more complex sentences to link thoughts.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Can retell simple past event in the correct order.

**Expressive Arts and Design**

**Being Imaginative**

- Engages in imaginative role play based on own first-hand experiences.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Builds stories around toys.

- Is more outgoing towards unfamiliar people and more confident in new social situations.

**Making Relationships**

- Can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children.

**Communication and Language:**

**Listening and Attention**

- Listen to others in small groups.

**Speaking**

- Begin to use more complex sentences to link thoughts.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Builds up vocabulary that reflects the breadth of their experiences.
- Questions why things happen and gives explanations.

**Expressive Arts and Design**

**Being Imaginative**

- Engages in imaginative role play based on own first-hand experiences.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Builds stories around toys.

Possible Learning Challenges	<p><b>Questioning-</b></p> <ul style="list-style-type: none"> <li>• How do you celebrate your birthday, Christmas? When do you say thank you? Why is it important to say thank you? How can you say thank you? How can you show you are thankful? How do you celebrate special times at home? How do you get ready of special times? Do you have special stories at home? What is your favorite story? Why is it special?</li> <li>• Why is Christmas special to Christians? What gifts do you give/receive at Christmas? How does it make you feel? What gift would you give Baby Jesus?</li> </ul>	<p><b>Questioning-</b></p> <ul style="list-style-type: none"> <li>• What are our special stories? What stories do you enjoy sharing at school, home? Why and how are they special? How do they make you feel? How do you show love to others? How do people show love? How do we help others? Who helps us? Why do Christians think Jesus is special? What makes Jesus special? Who is special in your life? Why are they special? What kind of person do you think Jesus was?</li> <li>• What do you think is growing inside the egg? What do you think it would be like inside an egg? What can you see growing outside? How do you celebrate Easter? Why is Easter an important time for Christians?</li> </ul>	<p><b>Questioning-</b></p> <ul style="list-style-type: none"> <li>• What people are special to you? Why are they special? How do they help us? What special clothing do we wear? What special clothing do people who help us wear?</li> <li>• What is a promise? What promises do you make? Is it important to keep a promise? Why is your family important? What occasions do you celebrate with your family? Can you tell us about the special celebrations that you remember?</li> </ul>
Vocabulary	<p>Special times, celebration, birthday, wedding, Autumn, Harvest, Harvest festival, assembly, pray, prayer, Christian, festival, church, thanksgiving, thank you, religion, family, friends, Christmas, Nativity, Jesus, God, celebrate, family, prepare, Nativity, angel, star, stable, birth, special gifts, wise men.</p>	<p>Special stories, special people, Jesus, Christians, Easter, new life, spring, grow, church, love, springtime, egg, chick, flowers, bible, Easter egg, alive, cross, celebrate.</p>	<p>Special people, leaders, vicar, minister, family, friends, baby, christening, Baptism, belong, Church, font, uniform, people who help us, bible, cross, christening gown, candle, certificate, cards, promises, family, wedding.</p>

**Religious Education:  
EYFS (Foundation Stage 2)**

	Autumn	Spring	Summer
	<p><b><u>Special Times</u></b></p> <ul style="list-style-type: none"> <li>Harvest and Christian beliefs about caring for our world.</li> <li>Divali – the festival of light</li> </ul> <p><b><u>Special stories</u></b></p> <ul style="list-style-type: none"> <li>Why was Jesus' birth seen as special?</li> </ul>	<p><b><u>Special Books</u></b></p> <ul style="list-style-type: none"> <li>The Bible as a special book for Christians.</li> </ul> <p><b><u>Special Stories</u></b></p> <ul style="list-style-type: none"> <li>Stories Jesus told (e.g. The Lost Coin) Other stories from the Bible.</li> </ul> <p><b><u>Special Times</u></b></p> <ul style="list-style-type: none"> <li>Easter - new life and celebration.</li> </ul>	<p><b><u>Special places</u></b></p> <ul style="list-style-type: none"> <li>Church visit through the senses (Actual or ICT virtual visit).</li> </ul> <p><b><u>Belonging/Family</u></b></p> <ul style="list-style-type: none"> <li>Weddings - Christian and Hindu marriage ceremonies.</li> </ul>
<p><b>EYFS Statements/ELGs</b></p>	<p><b><u>Understanding of the World: People and Communities</u></b></p> <ul style="list-style-type: none"> <li>Shows interest in different ways of life.</li> <li>ELG: They know about similarities and differences among families, communities and traditions.</li> <li>ELG: They know that other children don't always enjoy the same things and are sensitive to this.</li> </ul> <p><b><u>Personal, Social and Emotional Development: Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding and asks appropriate questions of others.</li> <li>ELG: They show sensitivity to others' needs and feelings.</li> </ul> <p><b><u>Self Confidence and Self Awareness</u></b></p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>ELG: They are confident to speak in a familiar group and will talk about their ideas.</li> </ul> <p><b><u>Communication and Language: Listening and Attention</u></b></p>	<p><b><u>Understanding of the World: People and Communities</u></b></p> <ul style="list-style-type: none"> <li>Shows interest in different ways of life.</li> <li>Enjoys joining in with family customs and routines.</li> <li>ELG: They know about similarities and differences among families, communities and traditions.</li> <li>ELG: They know that other children don't always enjoy the same things and are sensitive to this.</li> </ul> <p><b><u>The World</u></b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> <li>ELG: They know about similarities and differences in relation to places, objects, materials and living things.</li> </ul> <p><b><u>Personal, Social and Emotional Development: Making Relationships</u></b></p> <ul style="list-style-type: none"> <li>Initiates conversation, attends to and takes account of what others say.</li> </ul>	

- ELG: They are confident to speak in a familiar group and will talk about their ideas.

**Communication and Language:**  
**Listening and Attention**

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

**Speaking**

- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- ELG: They express themselves effectively, showing awareness of listeners' needs.

**Expressive Arts and Design:**  
**Being Imaginative**

- Introduces a storyline or narrative into their play.
- ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

- Maintains attention, concentration and sits quietly during appropriate task.
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- Explains own knowledge and understanding and asks appropriate questions of others.
- ELG: They show sensitivity to others' needs and feelings.

**Self Confidence and Self Awareness**

- Confident to speak to others about own needs, wants, interests and opinions.
- ELG: They are confident to speak in a familiar group and will talk about their ideas.

**Communication and Language:**  
**Listening and Attention**

- Maintains attention, concentration and sits quietly during appropriate task.
- ELG: They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

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**Expressive Arts and Design:**  
**Being Imaginative**

- Introduces a storyline or narrative into their play.
- ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

<b>Possible Learning Challenges</b>	<p><b>Questioning-</b></p> <ul style="list-style-type: none"> <li>• What parties and special occasions have been to? How do you feel when you see fireworks? How do Hindu's celebrate their special festival? How did Rama/Sita feel in the story?</li> <li>• How do you celebrate Christmas? What gifts did Jesus receive when he was born? Do you give and receive gifts at Christmas? How does it make you feel? How does it make others feel? Who comforts you when you're afraid? What visitors do you have to your home? Have you ever made a long journey? How did you feel?</li> </ul>	<p><b>Questioning-</b></p> <ul style="list-style-type: none"> <li>• Why is the bible a special story for Christians? Do you have special stories at home? What is your favorite story? Why is it special? What does this story mean to Christians?</li> <li>• What stories do you know about Jesus? How did Jesus' help others in this story? Who looks after you when you are hurt? How do friends help you? How did the shepherd care for his sheep? Who cares for you? How? How do they keep you safe?</li> <li>• What can you see growing outside? What happens in the Springtime? What animals have babies at this time of year? How do you celebrate Easter? Why is Easter an important time for Christians? Where have you seen a cross before? How is the cross linked to the Easter story? How do Christians prepare for Easter?</li> </ul>	<p><b>Questioning-</b></p> <ul style="list-style-type: none"> <li>• What do Christians do when they go to Church? What might you see inside a church? When might we visit a church? What objects might we see inside a church? What other activities might take place in a Church? What kind of person do you think Jesus was? What clothing would you see people in a church wearing?</li> <li>• What clothing do people wear at a wedding? Have you ever been to a wedding? What did you wear? What did you see? How is the clothing different at a Hindu wedding? Where did they get married? What promises are made at a wedding?</li> </ul>
<b>Vocabulary</b>	<p>Special times, celebration, celebrate, Divali, Hindu, feelings, Diva, good, bad, evil, mandir, celebration, rangoli, celebrate, Rama, Sita, Hanuman, and Lakshmi.</p> <p>Autumn, Harvest, Harvest festival, assembly, pray, prayer, Christian, festival, church, thanksgiving, thank you, religion, family, friends.</p> <p>Christmas, Nativity, First Christmas, Jesus, God, Mary, Joseph, King Herod, family, prepare, Nativity, angel, star, stable, birth, special gifts, wise men, hymn, give, receive, gold, frankincense, myrrh, guests, visitors, journey.</p>	<p>Special story, special book, bible, Christians, Jesus, disciples, friends, friendship, hymn.</p> <p>Special times, celebration, special people, Jesus, Christians, Easter, new life, spring, grow, church, love, springtime, egg, chick, flowers, bible, Easter egg, alive, cross, celebrate, palm leaves.</p>	<p>Special places, Church, cross, chalice, paten, Bible, Jesus, vestments, alter, glass window, candle, worship, pray, prayer, singing, Communion/ Eucharist, belonging, Family, Weddings, Christian, Hindu, marriage ceremonies, celebrate, family, friends, guest, dress, Shari, rings, veil, special clothes, cakes, invitations.</p>



**Religious Education: Key Stage 1  
Year 1**

Autumn	Spring	Summer
<p><b>Who am I and why am I special?</b> <i>(Belief, Impact of Faith, 1-2 weeks)</i></p> <ul style="list-style-type: none"> <li>To consider the question 'Who am I?' and consider the uniqueness of each person in the community.</li> </ul> <p><b>How and why do Christians celebrate harvest?</b> <i>(Belief, Worship, 3-4 weeks)</i></p> <ul style="list-style-type: none"> <li>To respond thoughtfully to basic ideas of God as Creator.</li> </ul> <p><b>What does it mean to belong in Christianity?</b> <i>(Worship, Impact of Faith, 4 weeks)</i></p> <ul style="list-style-type: none"> <li>To begin to understand that people belong to the Church and are welcomed through special ceremonies.</li> <li>To begin to explore other secular world views and how children are welcomed into the family.</li> </ul> <p><b>Why are gifts given at Christmas?</b> <i>(Belief, Worship, Impact of Faith, 3 weeks)</i></p> <ul style="list-style-type: none"> <li>To know that Christmas is one of the most important festivals in the Christian year.</li> <li>To demonstrate familiarity with some aspects of the life of Jesus. Realise that Christians remember the birth of Jesus through Christian celebrations.</li> <li>To respond to the Christmas story, making connections with religious values.</li> </ul>	<p><b>Why is Jesus special to Christians?</b> <i>(Belief, Teachings/Authority, 7-8 weeks)</i></p> <ul style="list-style-type: none"> <li>To show some understanding that for Christians Jesus is special.</li> </ul> <p><b>Why is Easter special for Christians?</b> <i>(Belief, Teachings /Authority, Worship, 3 weeks)</i></p> <ul style="list-style-type: none"> <li>To retell some aspects of the Easter Story.</li> <li>To recognise some religious symbols and words.</li> <li>To identify aspects of their own experience.</li> </ul>	<p><b>How do both Jews and Christians think the world was created?</b> <i>(Beliefs, Teachings/ Authority, 6-7 weeks)</i></p> <ul style="list-style-type: none"> <li>To respond thoughtfully to basic ideas about God as Creator.</li> </ul> <p><b>How do Jews worship at home?</b> <i>(Belief, Worship, 6-7 weeks)</i></p> <ul style="list-style-type: none"> <li>To demonstrate some understanding of the special place of the home in Jewish family life.</li> <li>To recognise some of the marks of the Jewish family home.</li> <li>To describe and respond thoughtfully to some aspects of special celebrations.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Possible learning challenges</b></p>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>• How are you unique? Do you think we are all equal? How do Christians believe Jesus is special? What is a talent? Why do people need to use the different talents they have?</li> <li>• When might you be thankful? What do Christians say thank you to God for at this time of year? What happens in church at this time of year? Why do Christians celebrate Harvest? How can we give to others who need help?</li> <li>• What does it mean to belong? What shows that you belong to different groups? What people are important in your lives and why? Do Christians belong to a family? How do Christians show that they belong? How are Christians welcomed into church? How do Christians belong to a church?</li> <li>• What do Christians celebrate at Christmas time? Why do we give and receive gifts at Christmas? What do Christians believe about Jesus? What qualities do Christians believe Jesus brought to the world?</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>• Why is Jesus' special to Christians? How do Christians believe Jesus helped and cared for others? How do Christians believe Jesus was a special friend to others? What powers do Christians believe Jesus had? How does Jesus display his power over nature? Why do Christians believe that Jesus was a special teacher? What makes a good teacher?</li> <li>• How is Easter special to Christians? Do you recognise these religious symbols and words? What does a cross represent/remind you of? How do Christians prepare for Easter? What do palm leaves remind Christians of?</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>• How do Jews worship at home? How do Jewish families prepare for Shabbat? How do Jews and Christians believe the world was created?</li> <li>• How do you feel when you create something? What is special about the natural world? Why is the bible special to Christians? Why is the Torah special to Jews? Are the Ten Commandments similar to God's rules for Jewish people in the Torah?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Uniqueness, special, differences, Jesus, parables, talents</li> <li>• Harvest, God, thankful, celebrations, festival, prayer, Church</li> <li>• Belonging, Church, Christening, baptism, family</li> <li>• Christmas, festival, gift, Jesus, God, celebration, Bible, peace, joy, hope, birth</li> </ul>	<ul style="list-style-type: none"> <li>• Special, Jesus, Christians, caring, friendship, healing, God, power, Bible, teacher, parable.</li> <li>• Easter, Palm Sunday, Good Friday, Easter Day, Cross, Lent, crucifixion, traditions, tomb, Shrove Tuesday, Church, palm cross, Jesus, Last Supper, disciple, risen, resurrection</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity – God, Creator, Christians, Bible, Genesis, 7th Day, resting, 10 commandments.</li> <li>• Judaism – God, Creator, Jews, Torah, Shabbat, God's rules</li> <li>• Worship, prayer, kippah, tallit, kosher, home, family, mezuzah, special, celebrations, customs, Shabbat, symbol</li> </ul>

**Religious Education: Key Stage 1  
Year 2**

Autumn	Spring	Summer
<p><b>How and why do Christians care for others?</b> <i>(Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <ul style="list-style-type: none"> <li>To identify how people care for each other and suggest people who care for us.</li> <li>To demonstrate familiarity with some key value such as love, care and forgiveness which influence how Christians live their lives.</li> <li>To explain the religious meaning of a story.</li> <li>To work with others to produce own version of a parable or story which shows understanding of its content and meaning.</li> <li>To recognise that Christians try to follow Jesus' example. To understand how Christians apply the teachings of Jesus in practical situations.</li> <li>To give examples of ways in which Christians help others.</li> </ul> <p><b>How and why do Jews celebrate Sukkot?</b> <i>(Belief, Worship, 4 weeks)</i></p> <ul style="list-style-type: none"> <li>To describe and respond thoughtfully to some aspects of special celebrations.</li> <li>To recognise the way some key events in Jewish history are commemorated through festivals.</li> <li>To be familiar with some key events in Jewish history.</li> </ul>	<p><b>Why is Moses important to Jews?</b> <i>(Belief, Teachings/Authority, 5 weeks)</i></p> <ul style="list-style-type: none"> <li>To develop knowledge of Moses as one of the key figures in Judaism.</li> <li>To learn how Moses was chosen to be a leader of the Jews.</li> <li>To talk about the feelings and emotions experienced by Moses when he was called by God to be a leader.</li> <li>To become familiar with aspects and events of Moses' life.</li> <li>To recognise the Torah as a Holy book for Jews.</li> <li>To understand that the Torah teaches Jews how God wants them to live.</li> </ul> <p><b>Why is the Bible special for Christians?</b> <i>(Teachings/ Authority, 5 weeks)</i></p> <ul style="list-style-type: none"> <li>To talk about own ideas of what 'special' means.</li> <li>To be aware of the Bible as a special book for Christians.</li> <li>To understand the Bible is a sacred/holy book which forms the basis of the Christian Faith.</li> <li>To identify that the Bible is used by Christians in their life and worship.</li> <li>To understand that religious ideas, beliefs and feelings can be expressed through the Bible.</li> <li>To identify the significance of special texts both to themselves and to Christians.</li> </ul>	<p><b>What can we learn from visiting a church?</b> <i>(Beliefs, Worship, 5-6 weeks)</i></p> <ul style="list-style-type: none"> <li>To identify the main features of a church.</li> <li>To understand the need to show respect for other people and places of worship.</li> <li>To experience and describe the atmosphere of a church.</li> <li>To identify some of the artefacts in a church. Make connections between the features of a church and artefacts and the way they are used by Christians.</li> <li>To identify the parts of a church they think are important and begin to consider why.</li> <li>To give simple explanations about why and how the building is special to Christians.</li> <li>To begin to consider how and why people pray.</li> </ul> <p><b>What can we learn from the story of a saint?</b> <i>(Teachings/ Authority, Impact of Faith, 4 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand the impact of religious faith on a person.</li> <li>To explore how the way he/she lived showed faith in God.</li> <li>To understand how the faith of the person affected / still affects the lives of other people.</li> <li>To respond to stories of faith.</li> </ul>

<p><b>How and why is Christmas a festival of light?</b> (Belief, Teachings/Authority, Worship, 3 weeks)</p> <ul style="list-style-type: none"> <li>To identify different kinds of lights To reflect on why Christmas is a special time To identify symbols of light in the Christmas story.</li> <li>To retell what happens at a religious service and begin to think about some of the symbolism.</li> <li>To begin to explain meanings of some religious symbols and services.</li> <li>To suggest meanings in religious symbols.</li> </ul>	<p><b>How do Christians celebrate Easter?</b> (Belief, Teachings/Authority, Worship, 3 weeks)</p> <ul style="list-style-type: none"> <li>To know the Easter story and begin to realise its significance for Christians.</li> <li>To begin to identify and understand the symbolism of particular items.</li> <li>To identify ways in which Christians celebrate Easter.</li> <li>To know that Good Friday is the anniversary of the Crucifixion.</li> <li>To describe how a paschal candle is used in the Easter vigil.</li> <li>To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday.</li> </ul>	
<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>How do Christians believe Jesus cared for others? What do they think Jesus wanted people to learn? How do Christians follow Jesus? How do Christians help others? How do Christians try to follow Jesus' example? How and why do Christians care for others?</li> <li>How do Jewish people celebrate Sukkot? Why is Kosher food important to Jewish people? Can you tell me about some of the key events in Jewish history?</li> <li>Why is Christmas known as the festival of light? How many ways is light used at Christmas? Why is light an important part of Christmas? Can you think of any symbols of light in the Christmas story? Can you think of words that describe light? What is the symbolism of candles and light? Why do Christians believe Jesus is the light of the world?</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>Why is Moses important to Jews? What does the story of Moses say about what God is like? Can you remember some of the story of Moses receiving the 10 commandments? Why do we have rules and how do they help? Which are the most important? Can we create some of our own rules for life? Why is the Torah important to Jewish people? How do you think Moses felt when he was called by God to be a leader? What does the Torah teach Jews?</li> <li>Why is the bible important to Christians? How and why do Christians use the bible? Can you relate any stories from the bible to your own feelings and experiences? What is 'special' and 'important' in your life?</li> <li>Why is Easter an important time of the year for Christians? What is the importance of the palm cross? Why is Good Friday a sad time for Christians? What is the significance of light in the darkness at this time? How do Christians celebrate Easter Sunday? How is a paschal candle is used in the Easter vigil?</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>Why is a church important for Christians? What do you think is in the tower? What do you think you might find inside the church? Why does a church have a bell? How does being inside the church make them feel? What makes a church special? How and when do Christians pray? When do people say prayers?</li> <li>What did the Saint do make a difference? How can we make the difference to the lives of others? Did the life of the saint change significantly at any point? What does this show about the person and how he/she felt?</li> </ul>

Possible learning challenges

Vocabulary

- Christians, Jesus, parable, caring, love, forgiveness, help, Church
- Jewish, Sukkot, celebration, festival, Sukkah, Kosher, Moses, fruit, Israel, sea, parting, desert
- Festival, light, Christmas, candle, decorations, star, angel, symbol, Christingle, service, 'Light of the World', seasons.

- Jews, Moses, birth, leader, Burning Bush, baskets, river, God, afraid, 10 Commandments, rules, Torah, Holy Book
- Bible, special, Christian, sacred, holy book, faith, Church, worship, beliefs, Old/New Testament, parables
- Easter, Shrove Tuesday, Lent, Palm Sunday, Good Friday, cross, Easter Vigil, candle, light, dark, Easter Sunday, resurrection, symbol, festival.

- Church, altar, pulpit, font, pews, hymn books, hassocks, Bible, lectern, flags, banner, instruments, organ.
- Saint, faith, stained glass window, symbol.

**Religious Education: Key Stage 2  
Year 3**

Autumn	Spring	Summer
<p><b>What do Hindus believe about God?</b> <i>(Belief, 8 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand the basic facts of the Hindu religion.</li> <li>To understand what Hindus believe about God.</li> </ul> <p><b>How and why do Hindus worship at home and in the Mandir?</b> <i>(Worship, Impact of Faith, 4 weeks)</i></p> <ul style="list-style-type: none"> <li>To learn how Hindus worship at home and in the Mandir.</li> <li>To understand why worship at home and in the Mandir is important.</li> </ul> <p><b>Christmas</b> <b>Why is Advent important to Christians?</b> <i>(Worship, Teachings/ Authority, Belief, 3 weeks)</i></p> <ul style="list-style-type: none"> <li>To recognise Advent as a time to prepare for the arrival of Jesus as a special baby.</li> </ul>	<p><b>What do miracles tell us about who Jesus was?</b> <i>(Belief, Teachings/ Authority, 7-8 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand why Christians believe that Jesus is God's Son.</li> <li>To understand that Christians believe Jesus had power over nature, sickness and sin.</li> </ul> <p><b>Easter</b> <b>What do Christians remember on Palm Sunday?</b> <i>( Belief, Teachings/ Authority, Worship, 3 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand the story of what happened on Palm Sunday.</li> <li>To understand how different people in the story felt and reacted.</li> <li>To understand the difference between a royal king and Jesus as a king.</li> <li>To understand how and why Christians celebrate Palm Sunday.</li> </ul>	<p><b>Why are holy books important?</b> <i>( Belief, Teachings/ Authority, Worship, 6 weeks)</i></p> <ul style="list-style-type: none"> <li>To demonstrate awareness that the Bible is a special book for Christians.</li> <li>To understand that the Bible teaches Christians how to live.</li> <li>To understand that all religions have holy books.</li> </ul> <p><b>How do Jesus' parables help Christians live their lives?</b> <i>( Teachings/ Authority, Impact of Faith, 6 weeks)</i></p> <ul style="list-style-type: none"> <li>To be able to re-tell some stories Jesus told and explain what they mean to Christians</li> </ul>
<p><b>Possible Learning Challenges</b></p> <p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>What do Hindus believe about God? How is Brahman shown in different ways? Can you tell me what is important about the main deities in Hinduism?</li> <li>Why is worship at home and in the Mandir important to Hindus? How is a shrine used in the Mandir and at home?</li> <li>What is the significance of Advent wreaths? What do the evergreen leaves symbolise? What do the candles symbolise?</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>What do miracles tell us about who Jesus was? Why do Christians believe Jesus had power over nature, sickness and sin? What does the Bible tell us about the miracles Jesus performed? What do the miracles Jesus performed tell us about what he was like as a person?</li> <li>What was it like for the crowd/ disciples/ enemies of Jesus? How is his kingship different? What is the difference between a royal king and Jesus as a king?</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>Why are holy books important? Why is the Bible a special book for Christians? What does the bible teach Christians? Can you name any other holy books for different religions? How do ministers use a bible in church? Why do Christians use the Bible? What holy books are used in other religions?</li> <li>How do Jesus' parables help Christians live their lives? Can you re-tell some stories Jesus told and explain what they mean to Christians? What is a parable? What was Jesus trying to teach through the story? Why did the people in this story act in that way?</li> </ul>

**Vocabulary**

- *Hinduism, Brahman, Hindu, Divali, deities, Vishnu, Shiva, Brahma, God, worship, belief, Creator, puja, Shrine, Mandir*
- *Christmas, Advent, Jesus, special baby, celebration, Christians, wreaths, candles, birth, symbolise, eternal God, Advent calenda*

- *Miracles, Christian, power, Jesus, paralysed, authority, sickness, belief, heal*
- *Easter, Jerusalem, Palm Sunday, disciples, palm leaves, king, royalty, kingship. Power, crow, donkey, leader, palm crosses, procession, Hosanna, Christians*

- *Bible, Christians, special book, collective worship, Vicar, Minister, Priest, gospel, sermon, Old Testament, New Testament, prayer, pray, worship, Lords Prayer, verse, chapter, God, Jesus, Guidance*
- *Jesus, Christians, Parables, message, teaching, neighbour*

**Religious Education: Key Stage 2  
Year 4**

Autumn	Spring	Summer
<p><b>Why do religions have rules?</b> <i>(Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand why societies have to have rules.</li> <li>To know that religious groups have specific rules or guidelines to live by</li> <li>To understand why rules are important to religions</li> </ul> <p><b>How and why do Hindus (or Sikhs) celebrate Diwali?</b> <i>(Teachings/ Authority, Worship, 5-6 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand the basic facts of the Hindu religion.</li> <li>To understand the key events of the story of Rama and Sita.</li> <li>To understand the characters' feelings in the story.</li> <li>To understand the key events of the story of Rama and Sita.</li> <li>To understand the characters' feelings in the story. To understand what Diwali means to Hindus.</li> <li>To understand how Hindus celebrate Diwali.</li> </ul> <p><b>Christmas</b> <b>How do Christians celebrate Christmas today?</b> <i>(Worship, Belief, 3 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand the difference between Christmas as a religious festival and secular celebration.</li> <li>To understand the Christmas story and why it is important.</li> <li>To understand how Christians celebrate Christmas.</li> </ul>	<p><b>How and why do religious people pray?</b> <i>(Worship, Belief, 6 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand what prayer is.</li> <li>To understand why people pray. To understand how people pray.</li> </ul> <p><b>Easter</b> <b>Why is Lent such an important time for Christians?</b> <i>(Belief, Worship, Teachings/ Authority, 3 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand why Lent is important to Christians.</li> </ul>	<p><b>What can we learn about symbols and beliefs from visiting religious buildings?</b> <i>(Belief, Worship, 6 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand that the value placed on objects and experience varies, that what people regard as precious reveals their underlying values and links to how they live their lives.</li> <li>To be able to classify different types of religious buildings and objects .</li> <li>To understand that beliefs, ideas and feelings can be expressed in a variety of ways.</li> <li>To be able to describe what sorts of things are found in religious buildings.</li> <li>To understand the significance of religious buildings and objects for believers</li> </ul> <p><b>What do religions say about the environment?</b> <i>(Belief, Teachings/Authority, Impact of faith, 5-6 weeks)</i></p> <ul style="list-style-type: none"> <li>To know and understand the views taken by different religions about the environment.</li> <li>To understand the impact of buying fair trade food in order to help the environment by encouraging sustainable development.</li> <li>To understand why people, choose to buy fair trade food.</li> </ul>



<ul style="list-style-type: none"> <li>To understand how worship is important to Christians.</li> <li>To understand why candles are used and their significance to Christians.</li> </ul>		
<p><b>Possible learning challenges</b></p> <p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>Why do societies have rules? Why are rules important to religions? What would happen if lots of people chose not to follow rules?</li> <li>How does Hinduism differ from other faiths? What guidance do Hindus get from the Dharma? What does Divali mean to Hindus? How does Hinduism differ from other faiths? What does the Dharma give guidance about?</li> <li>How is worship important to Christians? Why are candles significant to Christians? How does going to a religious service at Christmas help Christians to live their lives?</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>How and why do religious people pray? What is prayer? When can prayer actually take place? Can you compare how different religious pray?</li> <li>Why is Lent such an important time for Christians? Why did Jesus spend 40 days in the desert? What did Jesus find hard? Why did God ask Jesus to go to the desert? What does this teach Christians?</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>What can we learn about symbols and beliefs from visiting religious buildings? What do you value and why? What do the religious buildings show about what the religious community value? What can we learn from a visit to a religious building? What is your overall impression of the religious building? How do religious buildings make people feel part of a group?</li> <li>What do different religions say about the environment? What impact does buying fair trade food have on the environment? Why do you think people, choose to buy fair trade food?</li> </ul>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Religions, rules, societies, guidelines, faiths, commandments, Dharma</li> <li>Hindus, Rama, Sita, Lakshmi Divali, celebration, festivals, rangoli, saris, diva lamp, light, incense, Goddess, wealth</li> <li>Christmas, Bethlehem, Angel, candle, Mary, Joseph, Gabriel, donkey, Nazareth, stable, Inn Keeper, shepherds, Kings, gold, myrrh, frankincense, advent, wreath, mass</li> </ul>	<ul style="list-style-type: none"> <li>Religion, Prayer, relationship, pray, Thanksgiving, blessing.</li> <li>Lent, Christians, Shrove Tuesday, pancakes, devil, Ash Wednesday, dust, Roman Catholic, desert, ashes, sin, Gospel, faithful, temptation, Easter, prepare, Jesus, sacrifice, redemption, fast.</li> </ul>	<ul style="list-style-type: none"> <li>Symbol, belief, value, precious, concrete, intangible, Church, mosque, temple, synagogue, mystery, awe, worship, respect</li> <li>Religions, bible, Christianity, Harvest Festival, Hinduism, Buddhism, ahimsa, environment, 1st precept, fair trade</li> </ul>

**Religious Education: Key Stage 2  
Year 5**

**Autumn**

**Spring**

**Summer**

**Why is Muhammad important to Muslims?**

*(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)*

- To know who Muhammad was (PBUH)
- To know what happened on the 'Night of Power'.
- To understand the meaning of 'revelation'.
- To understand that a Mosque is a special place for Muslims.
- To understand that Muslims do not focus on statues or pictures when they pray.

**What is the Qur'an and why is it important to Muslims?**

*(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)*

- To know how to treat the Qur'an -and why.
- To know what the Qur'an represents
- To know how the Qur'an affects the lives of Muslims.
- Begin to understand the meaning of 'sacred'.
- Begin to reflect on what influences them and their behaviour/actions.

**Why is the birth of Jesus important to Christians?**

*(Belief, Worship, Teachings/Authority, 3 weeks)*

- To understand that Jesus was born, and died, a Jew, that the birth of Jesus fulfils the prophecies written in the Old Testament (also the Torah).

**Why do people travel to sacred places?**

*(Worship, Impact of Faith, 7-8 weeks)*

- To understand that people travel to certain places on a pilgrimage for different reasons.
- To understand that Mecca is an especially sacred place for Muslims.
- To understand that the Qur'an tells Muslims that they should visit Mecca at least once in their life, if they can raise the money to go.
- To understand that there are many different places of pilgrimage.
- To make a presentation describing another type of pilgrimage which people make.

**Easter**

**What happened at the Last Supper?**

*(Belief, Worship, Teachings/ Authority, 3 weeks)*

- To understand what happened at the Last Supper.
- To understand how Jesus prepared his friends for his death and showed them how they could think about him frequently.
- To understand how Jesus showed his friends he was there to serve by washing their feet

**What do Christians believe about God?**

*(Belief, 4 weeks)*

- To understand that Christians believe there is only one God and that he made us in his image.
- To understand that Christians believe God created the world in 6 days and on the 7th day he rested.
- To understand that there are different viewpoints to how the world was created and it is important to respect each others views.
- To understand that Christians believe that God left the world in people's care – Stewardship.

**Why and how do Christians celebrate Pentecost?**

*(Belief, Worship, 4 weeks)*

- To know when Christians celebrate Pentecost and understand what happened at the first Pentecost.
- To understand the significance of the symbols associated with the Holy Spirit.
- To know what Christians believe about God, the Trinity and the Holy Spirit.
- To understand the significance of the events of Pentecost on the history of the church.

**How do Christian groups differ in their expression of faith?**

*(Belief, Worship, 4 weeks)*

<ul style="list-style-type: none"> <li>• To know that Jesus is the incarnation of God-that God became man.</li> <li>• To know that God gave a great gift to the world in his son Jesus.</li> <li>• To understand that Jesus came to earth for all people-rich and poor alike, good and bad.</li> </ul>		<ul style="list-style-type: none"> <li>• To know that not all Christians worship in the same way.</li> <li>• To understand that singing can be a powerful form of worship.</li> <li>• To know that for some people contemplation is an integral part of their church.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Possible learning challenges</b></p> <p><b>Questioning –</b></p> <ul style="list-style-type: none"> <li>• Why is Muhammad important to Muslims? Can you explain what happened on the 'Night of Power'? What was revealed? Can you explain the meaning of a 'revelation'? How difficult must it have been for Muhammad to go out and persuade people God was using him as a messenger? Can you think of anyone else who had a revelation? Inside a mosque what is the focal point for the faithful? Why? What is the role of a religious leader inside a mosque?</li> <li>• What is the Qur'an and why is it important to Muslims? What does the Qur'an represent? How does the Qur'an affect the lives of Muslims? Can you explain the meaning of 'sacred'? What influences you and our behavior or actions?</li> <li>• Why is the birth of Jesus important to Christians? What does incarnation mean? Who do Christians believe Jesus is the incarnation of? What gift do Christians believe God gave to the world? Why do Christians believe Jesus came to the Earth? What kind of person were the prophets predicting would come to free the Jews? What kind of people did God choose to prepare his son for his ministry? Can gifts be bought, or only given? What does this tell</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>• Why do people travel to sacred places? Why is Mecca an especially sacred place for Muslims? What is a pilgrimage? Why do people go on pilgrimages? What does sacred mean? Why is the Hajj pilgrimage especially important to Muslims?</li> <li>• What happened at the Last Supper? How did Jesus prepare his friends for his death and show them how they could think about him frequently? How did Jesus show his friends he was there to serve? What did Jesus' use as a focus in the meal? Why are symbols used so much as reminders?</li> </ul>	<p><b>Questioning -</b></p> <ul style="list-style-type: none"> <li>• Do all people believe the world was created in the same way? What does evolution mean? Can you debate creation versus the theory of evolution? Is it important to respect other people's views? Do we all have the responsibility to care for the world? Do you have to believe in God to follow this? How did God feel when he had finished creating the Earth? Whose responsibility is it to care for the world? How would you feel if you created something and then it wasn't treated well?</li> <li>• Why and how do Christians celebrate Pentecost? What happened at the first Pentecost? What is the significance of the symbols associated with the Holy Spirit? What is the significance of the events of Pentecost on the history of the church? Who had Jesus told the apostles to wait for? What happened when the Holy Spirit filled the believers? How would you feel if you could suddenly speak five different languages? Why do you think the Holy Spirit gave them this gift? How did it help them? What is the Holy Spirit? Why is Pentecost known as the birthday of the Christian church? What if Pentecost hadn't happened?</li> <li>• How do Christian groups differ in their expression of faith? Do all Christians worship in the same way? How do Christians celebrate their beliefs? Are there any specific pieces of church furniture, artefacts</li> </ul>

	<p>Christians about Jesus and the relationship they can have with Jesus?</p>		<p>etc. that symbolise their beliefs? Why do Christians celebrate their faith in the way they do? Does it have an impact on their daily lives? What do Christians communities share in common with each other?</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> <li>• Muslims, Muhammad, Islam, PBUH, Night of Power, revealed, beloved, prophet, messenger, God, revelation, Allah, faith, Mosque, faith, leader.</li> <li>• Qur'an, special book, Muhammad, PBUH, Allah, sacred power, prayer, inspired, Arabic, guidance, behaviour indicators.</li> <li>• Birth, Jesus, Christians, prophecy, gift, love, joy, peace, shepherds, Magi, faith.</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred, pilgrimage, holy, Hajj, symbolic, healing, spirituality, blessings, journey, forgiveness</li> <li>• Jesus, disciples, Passover, Jerusalem, exodus, meal, body, blood, communion, symbol, Last Supper, washing, serving, death, friend</li> </ul>	<ul style="list-style-type: none"> <li>• God, Creator, live, Creation, image, belief, evolution, Stewardship, conservation, preservation, protect, world, nature</li> <li>• Pentecost, Christians, Holy Spirit, 'speaking in tongues', Holy Trinity</li> <li>• Christian, expressions, Worship, faith, celebration, belong, celebrate, prayer, pray, verse, Church</li> </ul>

# Religious Education: Key Stage 2

## Year 6

Autumn	Spring	Summer
<p><b>Why is the Buddha important for Buddhists?</b>  <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <ul style="list-style-type: none"> <li>To think about different famous people and why they are famous</li> <li>To find out the basic facts of the Buddhist religion.</li> <li>To identify key events in the life of the Buddha.</li> <li>To understand why the life of the Buddha is important for Buddhists.</li> </ul> <p><b>How do Buddhist beliefs affect the way Buddhists live their lives?</b>  <i>(Belief, Teachings/ Authority, Impact of Faith, 5-6 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand the significance of the Buddhist shrine and how Buddhists can worship at home.</li> <li>To explore how Theravadin Buddhists express their faith.</li> <li>To explore the concept of community in the Buddhist tradition and beyond.</li> </ul> <p><b>Christmas</b>  <b>What do the gospels tell us about the birth of Jesus?</b>  <i>(Teachings/Authority, 3 weeks)</i></p> <ul style="list-style-type: none"> <li>To have a clear understanding of the story of Christmas and understand why it is significant to Christians.</li> <li>To compare and contrast the Gospel stories of Christmas from Matthew and Luke.</li> </ul>	<p><b>How do religions respond to prejudice and discrimination?</b>  <i>(Belief, Impact of Faith, 7-8 weeks)</i></p> <ul style="list-style-type: none"> <li>To begin to understand what a stereotypical view is and how we can all have them.</li> <li>To understand what prejudice and discrimination is.</li> <li>To understand how Christians deal with prejudice and discrimination.</li> <li>To understand how Buddhists deal with prejudice and discrimination.</li> </ul> <p><b>Easter</b>  <b>Why are Good Friday and Easter Day the most important days for Christians?</b>  <i>(Belief, 3 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand the Easter story and realise its significance for Christians.</li> <li>To identify ways in which Christians celebrate Easter.</li> <li>To know that Good Friday is the anniversary of the Crucifixion.</li> <li>To understand why Christians believe Jesus is the Light of the World.</li> <li>To compare and contrast the church on Good Friday and Easter Sunday and recognise the significance of Easter Sunday.</li> </ul>	<p><b>How and why do some religious people inspire others?</b>  <i>(Teachings/ Authority, Impact of faith, 5-6 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand what an inspirational person is and what makes them one.</li> <li>To understand how people have inspired others by actions and words.</li> <li>To compare these inspirational people and the techniques they have used.</li> </ul> <p><b>What do religions believe about life after death?</b>  <i>(Worship, Impact of Faith, 7-8 weeks)</i></p> <ul style="list-style-type: none"> <li>To understand what Christians believe happens when you die</li> <li>To understand what Christians mean by spirit or soul</li> <li>To understand what practical aspects follow a death</li> <li>To understand that saying goodbye is part of the grieving process</li> <li>To understand what Hindus/ Sikhs believe happens when they die</li> <li>To understand that Hindus/Sikhs believe the soul continues after death/ is reborn into a new life</li> <li>To understand how karma influences a Hindu's/Sikh's life</li> <li>To understand what Humanist's view on what happens after death is</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Possible learning challenges</b></p>	<p><b>Questioning –</b></p> <ul style="list-style-type: none"> <li>• Why is the Buddha important for Buddhists? Can you identify key events in the life of the Buddha? Why is the life of the Buddha important for Buddhists? Can you describe the events surrounding the life of Buddha? How do we try to live our lives in a good way? Where do we get guidance from? How did he teach others to live a good life?</li> <li>• How do Buddhist beliefs affect the way Buddhists live their lives? What is the significance of the Buddhist shrine? How do Theravadin Buddhists express their faith?</li> <li>• What do the gospels tell us about the birth of Jesus? Can you compare the Gospel stories of Christmas from Matthew and Luke? How are they different? Which one do you think is more accurate/believable? Why do you think there are differences? What implications does this have for Christians? Which one do you think is the most preferred version?</li> </ul>	<p><b>Questioning –</b></p> <ul style="list-style-type: none"> <li>• How do religions respond to prejudice and discrimination? What is a stereotypical view? What does it mean to show prejudice and discrimination? How does it make people feel? What can we do about it? Is there a wrong way to deal with it? How do Christians deal with prejudice and discrimination? How do Buddhists deal with prejudice and discrimination? What is the stereotypical view of members of different religions/jobs/ways of life? What is the message in this story? What is Jesus telling Christians to do? What impact does this have for Buddhists? How does it compare with what we believe about gender equality? Is there a social pecking order in school? Should there be? What would a Buddhist think/do about this?</li> <li>• Why are Good Friday and Easter Day the most important days for Christians? What is the significance of the Easter story for Christians? Why do Christians believe Jesus is the Light of the World? Why did Jesus go through such suffering? What impact did his suffering and death have for Christians?</li> </ul>	<p><b>Questioning –</b></p> <ul style="list-style-type: none"> <li>• What is an inspirational person and what makes them inspirational? How do people inspire others with their actions and words? How do you think Jesus inspires Christians? How did Gandhi/Martin Luther King stand up for his beliefs? How were these people inspirational? What impact did they have by standing up for their beliefs? What can we learn from this? If you made an inspirational speech, what would you say?</li> <li>• What do religions believe about life after death? What do Christians mean by spirit or soul? What do you think happens when we die?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Buddhism, Buddha, The Four Noble Truths, Five Moral precepts, Noble Eightfold Path, enlightened, meditation, Nirvana, wheel of life</li> <li>• Buddhism, Buddha, temple, shrine, monks, candles, incense burner, statues, puja, Theravasin tradition, alms bowl, robe.</li> <li>• Gospels, Christmas Story, Mary, Joseph, angels, Jesus, shepherds, Kings, Egypt, Nazareth</li> </ul>	<ul style="list-style-type: none"> <li>• Prejudice, discrimination, misconception</li> <li>• Stations of the Cross, Good Friday, Easter Vigil, Pascal Candle, service, Jesus, Light of the World, Easter Sunday</li> </ul>	<ul style="list-style-type: none"> <li>• Jesus, Gandhi, Martin Luther King, belief, inspire, inspirational</li> <li>• Death, spirit, soul, funeral, heaven, afterlife, karma, ceremony, cremation, burial</li> </ul>