West Park Church of England Primary School

RE Curriculum Overview

Our Ultimate End Goal:

At West Park, through the teaching of RE, we aim to support pupils in developing their own thinking and understanding of the world and their experience of it. We encourage curiosity, respect and celebration of different cultures and religions. Through teaching about different religions, we seek to develop children's wider religious, theological and cultural literacy, so that they become 'loving and courageous citizens'.

The National Association of Teachers of Religious Education (NATRE) proclaims that 'RE makes a valuable contribution to pupils' personal development.' Throughout valuable class discussions in RE lessons at West Park, as well as our daily collective worship sessions focusing on Christian and British values, children are able to ask questions, make choices and develop their own spirituality, however that may look for each individual child.

The RE curriculum at West Park is built on and reflects both the community we have here, as well as our vision for the children when they leave us for their next stage of life. We strive for children to achieve academic excellence, as well as 'let their lights shine' through their mutual respect and understanding of people and the world around them.

Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

EYFS	Year 1-2 (KS1)	Year 3-6 (KS2)
Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They can be introduced to specific subject words and use their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop	During KS1 pupils should be taught the knowledge and skills in order to understand: Christianity and at least 1 other principal religion. Curriculum time: **Key Stage One** • 36 hours per year When planning the KS1 curriculum, teachers need to think carefully about the sequencing of units of work to ensure coherence and progression. Units of work should build on previous learning, provide clear end points, and enable pupils to connect learning across units. Regular opportunities should be provided for pupils to review their learning. Schools should also consider: • visiting places of worship; • inviting visitors from local faith communities; • opportunities to extend pupils learning by	During KS2 pupils should be taught the knowledge and skills in order to understand: Christianity and at least 2 other principal religions. And where appropriate a secular worldview Curriculum time: **Key Stage Two** • 45 hours per year When planning the KS2 curriculum, teachers need to think carefully about the sequencing of units of work to ensure coherence and progression. Units of work should build on previous learning, provide clear end points, and enable pupils to connect learning across units. Regular opportunities should be provided for pupils to review their learning. Schools should also consider: • visiting places of worship, • inviting visitors from local faith communities, • opportunities to extend pupils learning by encouraging creativity, • using ICT imaginatively to explore religion and worldviews studied During KS2 pupils learn about the key characteristics of the religions and worldviews studied and

their appreciations and wonder at the world in which we live. It is a legal requirement for all those in reception year.	encouraging creativity; • using ICT imaginatively; • exploring religion and worldviews studied. During KS1 study pupils learn about the key characteristics of the religions and worldviews studied and their significance and impact in Britain. Pupils should be able to communicate their understanding using specific vocabulary, apply their learning, ask questions, and share their own ideas.	their significance and impact in Britain and globally. Pupils should be able to communicate their understanding using subject specific vocabulary (Tier 3 vocabulary), apply their learning, ask questions, share their own ideas, and make connections between religion and worldviews studied and wider learning. They should be able to reflect critically on the relevance of their learning, relate this to their own experiences and personal worldview. They should develop the knowledge and skills to hold informed and balanced conversations about religion and belief and the critical thinking skills to approach and question this substantive knowledge as a 'religious education specialist'.

	PROCEDURAL KNOLWEDGE - What skills do we want our Religious Education learners to have? Analyse, evaluate and solve problems *How will these skills build on what went before and help prepare our children for what is coming next?*						
Key Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin: Believing Thinking about religion and belief (Enquire, investigate and interpret, analyse) Beliefs and teachings (What people believe) Practices and lifestyles(What people do)	-What are beliefs and where do they come from?	-recognise and name features of religions and belief- -recall features of religious practices- festivals, worship, rituals. -Listen to spiritual, and moral stories.	-identify how religion and belief is expressed in different ways -identify similarities and differences in features of religious practices. -Retell religious, spiritual and moral stories, -Appreciate similarities between communities.	-identify similarities and differences between religions and beliefs. -Make links between religious beliefs and practices. -identify similarities and differences in religious spiritual and moral stories. -investigate and connect features of religion and belief.	-ask questions about different religions and beliefs -comment on connections between questions, beliefs, values and practice -describe similarities and differences within and between different religion, spiritual and moral stories.	explain connections between questions, beliefs, values and practices in different belief systems -explain how and why differences in beliefs are expressed. -Compare religious, spiritual, moral stories to our own experiences. -	-Use religious and philosophical terminology and concepts to explain religious beliefs and values systems -explain some of the challenges offered by a variety of religions and beliefs in the contemporary world -explain reasons for the effects of diversity within and between religions, beliefs and cultures.
Expression and language (How people express themselves- Empathy, Analysis) Identity and experience (Making sense of who we are)	-Name something that a person is doing because of their religion	-identify what they find puzzling/interesting in life	-Recognise that some questions about life are difficult to answer. -ask and answer questions about their own feelings and experiences.	-ask significant questions about religions and beliefs and relate these to questions they may have about their own lives.	-gather, select and organise ideas about religion and belief	--recognise and explain the impact of beliefs and ultimate questions on individuals and communities	-identify the influences on, and distinguish between, different viewpoints within religion and beliefs.

	-Recognise an object or action that is important to a religious person		-recognise symbols and other forms of religious expression from their own experience. How might these matter to their believers?		-suggest answers to questions raised by the study of religions and beliefs.	-recognise and explain diversity within religious expression, using appropriate concepts.	-interpret religious beliefs from different perspectives.
Living Meaning and purpose (Making sense of life- Reflection, Evaluation, Synthesis, Application Values and commitments (making sense of right and wrong)	-Talk about things that happen to them which have relevance to the key learning -Talk about something interesting in a story/ the world around them which links to the key learning -Talk about something that is important or special which links to the learning	-Recognise different symbols and actions that express a community way of life.	--Make links between some of the stories and teachings in the bible and life in the world today, expressing some ideas clearly.	-describe and suggest meaning for symbols and other forms of religious expression. -identify the impacts of people's beliefs and practices on people's lives.	-suggest meanings for a range of forms of religious expression, including symbols, using appropriate vocabulary. -describe the impact of moral and religious stories on individual, groups and communities-Discuss and apply own ideas about ethical questions including what is right/wrong/just/ fair	-suggest lines of enquiry to address questions raised by the study of religions and beliefs, using relevant sources and evidence. -recognise and explain the impact of beliefs and ultimate questions on individuals and communities.	-interpret the significance and impact of different forms of religious and spiritual expression. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Understanding Christianity: God							
Knowledge		*What do Christians believe God is like?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Identify what a parable is. -Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. -Give clear, simple accounts of what the story means to Christians. -Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. -Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. -Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.				*What does it mean if God is holy and loving?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -identify some different types of biblical texts, using technical terms accurately. -Explain connections between biblical texts and Christian ideas of God, using theological terms. -Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. -Show how Christians put their beliefs into practice in worship. -Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	
Key Vocabulary		*Parable, lost, found, son, prodigal, forgiveness, sorry*				*God, prophet, psalm, religious experience, letter, Holy, worship, pure, sin, church, architecture*	

Understanding Christianity: Creation/The Fall							
Assessment	*Why is the word 'God' so important to Christians?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO KNOW: -The word God is a name. -Christians believe that God is the creator of the universe. -Christians believe God made ourwonderful world	*Who made the world?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Retell the story of creation from Genesis 1:1–2.3 simply. -Recognise that 'Creation' is the beginning of the 'big story' of the Bible. -Say what the story tells Christians about God, Creation and the world. -Give at least one example of what Christians do to say thank you to God for the Creation. -Think, talk and ask questions about living in an amazing world.			*What do Christians learn from the Creation story?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. -Make clear links between Genesis 1 and what Christians believe about God and Creation. -Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) -Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians		*Creation and Science: conflicting or complementary?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Outline the importance of Creation on the timeline of the 'big story' of the Bible. -Identify what type of text some Christians say Genesis 1 is, and its purpose. -Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. -Make clear connections between Genesis 1 and Christian belief about God as Creator. -Show understanding of why many Christians find science and faith go together. -Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. -Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
Key Vocabulary		*Creator, creation, maker, world, Genesis, Christian, light, water, land and sea, sun and moon, birds and fish, animals and humans, rest*		*Creation, creator, earth, God's image, control, nature, natural world*			*Creationist, Theory of Evolution, The Big Bang Theory, faith, Scientific, evolving*

Understanding Christianity: People of God							
Assessment				*What is it like to follow God?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Make clear links between the story of Noah and the idea of covenant. -Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. -Make links between the story of Noah and how we live in school and the wider world.		*How can following God bring freedom and Justice?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. -Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. -Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. -Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.	
Key Vocabulary				*Noah, ark, yacht, promise, command, rainbow, obedience, obey, pact, covenant*			*Moses, Egypt, Israel, salves, freedom, justice, plagues, Red Sea, ten commandments*

Understanding Christianity: Incarnation							
Assessment	*Why do Christians perform nativity plays at Christmas?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO KNOW: -Christians believe that God cameto earth in human form as Jesus. -Jesus came to show that people are special and precious to God.	*Why does Christmas matter to Christians?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. -Recognise that stories of Jesus' life come from the Gospels. -Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. -Decide what they personally have to be thankful for at Christmas time.	*Why does Christmas matter to Christians? (Digging Deeper)* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Recognise that Incarnation is part of the 'Big Story' of the Bible. -Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. -Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. -Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.		*What is the Trinity?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. -Offer suggestions about what texts about baptism and Trinity might mean. -Give examples of what these texts mean to some Christians today. -Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. -Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.		*Was Jesus the Messiah?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. -Explain connections between biblical texts, Incarnation and Messiah, using theological terms. -Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. -Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. -Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.
Key Vocabulary		*Baby Jesus, Mary, stable, crib, Nazareth, Gabriel, Bethlehem, angels, manger, shepherds*	*Nativity, wise men, gold, frankincense, myrrh, carols, 'God on Earth', incarnation, flesh*	*Gospel, The Trinity, Son of God, Holy Spirit, Baptism, John the Baptist, The Grace, humanity*		*Messiah, Babylon, exile, savior, old testament, prophecies, fulfuled*	

	Understanding Christianity: Gospel						
Assessment			*What is the good news that Jesus brings?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. -Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. -Recognise that Jesus gives instructions to people about how to behave. -Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. -Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). -Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.	*What kind of world did Jesus want?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. -Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. -Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. -Make simple links between Bible texts and the concept of 'Gospel' (good news). -Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. -Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly			
Key Vocabulary			*Gospel, good news, peace, forgiveness, charity, community, world-changer, disciple, friendship*		*Gospel, disciples, Peter, Andrew, 'Fisher of People', Leprosy Mission, Leper*		

	Understanding Christianity: Salvation						
Assessment	Why do Christians put a cross in the Easter garden? BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO KNOW: -That Christians remember Jesus' last - week at Easter. -That Jesus name means 'Hesaves' -Christians believe Jesus came to show God's love. -Christians try to show love toothers.	BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. -Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). -Recognise that Jesus gives instructions about how to behave. -Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. -Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	*Why does Easter matter to Christians? (Digging Deeper)* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. -Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). -Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. -Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.	*Why do Christians call the day Jesus died 'Good Friday'?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. -Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. -Give examples of what the texts studied mean to some Christians. -Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. -Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. -Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	*Why do Christians remember the events of Holy Week every year? (Digging Deeper)* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. -Give examples of what the texts studied mean to some Christians. -Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. -Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. -Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.	*What did Jesus do to save human beings?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. -Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. -Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. -Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. -Show how Christians put their beliefs into practice. -Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.	*What difference does the resurrection make for Christians?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. -Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. -Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. -Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. -Show how Christians put their beliefs into practice in different ways. -Explain why some people find belief in the Resurrection makes sense and inspires them. -Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.
Key Vocabulary			*Holy Week, rescue, sadness, death, died, Easter Sunday, cross*	*Jerusalem, death, resurrection, saving, sin, Palm Sunday, Good Friday, cross, Easter Sunday*	*Last Supper, Judas, betrayal, Peter, denial, Maundy Thursday, Good Friday Holy*	*Resurrection, crucifixion, Palm Sunday, Sacrifice, Salvation, Pontius*	*Sacrifice, Resurrection, Salvation, Incarnation, Hope, Good Friday, Easter Sunday*

					Week, serving, trust, saving	*Pilate, fault, blame, Last Supper*	
Understanding Christianity: Kingdom of God							
Assessment				*When Jesus left, what was the impact of Pentecost?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. -Offer suggestions about what the description of Pentecost in Acts 2 might mean. -Give examples of what Pentecost means to some Christians now. -Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. -Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.			*What kind of King is Jesus?* BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: -Explain connections between biblical texts and the concept of the Kingdom of God. -Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. -Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. -Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
Key Vocabulary					*Pentecost, Holy Spirit, Dove, Fire, Languages, Wind, Lord's Prayer*		*Kingdom of God, Heaven, Hope, Forgiveness, Lord's Prayer, Feast, Tennant, Prison, Parable*

Guildford: Judaism							
Assessment		*What is the Torah and why is it important to Jewish people?* Pupils should learn: -What it means to treat something with respect -The Torah is the Jewish holy book and contains rules for Jews to live by -The Torah is in the form of a scroll and is written in Hebrew -The Torah can also be found in the Old Testament section of the Bible -The synagogue is the place where Jews go to learn, worship God and be together as a community, and is where the Torah is kept light is a symbol for God's presence in the synagogue		*How can a synagogue help us to understand the Jewish faith?* Pupils should learn: -The meaning behind the key features, artefacts & symbols found in a synagogue -That Jews believe the Torah is law, teaching and guidance -How its significance is reflected in the location & treatment of the scrolls that the teachings contained within the -Torah include the *shema*, and form the core beliefs of Judaism that the *shema* is both a prayer and a statement of belief about the significance of the synagogue for Jews in terms of being a place for worship, learning and community			
		Why do Jewish families celebrate Shabbat? Pupils should learn: -That families celebrate special times in many different ways -That Shabbat and the Friday night meal are an important part of Jewish family life and help Jewish families to feel closer to God -Shabbat lasts from sunset on Friday to sunset on Saturday,		*What are important times for Jewish people?* Pupils should learn: -That Jews mark stages in life through special ceremonies such as Bar / Bat Mitzvah and weddings -That Pesach (Passover) recalls the events of the Exodus and is celebrated each year with the Seder meal -That Sukkot is a Jewish harvest festival and			

		and that there are symbols that mark its beginning and its end -Shabbat is a time of rest and recalls how God rested on the seventh day after creation		recalls G_d's provision in the desert -That Rosh Hashanah celebrates Jewish New Year -That Yom Kippur (Day of Atonement) is a time for repentance and forgiveness			
Key Vocabulary		Respect, holy, Torah, scroll, value / valuable Precious, synagogue, ark, Kippah, tallit, everlasting light, Yad Simchat, Torah		Menorah, Torah, rimonim, breastplate, reform / orthodox, mezuzah, shema, tallit, ark, bimah, Ner Tamid (everlasting light)			
Guildford: Islam							
Assessment			*What is important for Muslim children?* Pupils should learn: -That Muslims believe in one God, Allah -That Allah: is the Arabic name for God the Creator has ninety-nine beautiful names that reflect aspects of his character -That Muhammad (pbuh*): is a prophet and the last messenger of Allah in Islam -That the Qur'an: is the special book for Muslims and is written in Arabic contains the holy words of Allah to Muhammad			*How can a mosque help us to understand the Muslim faith?* Pupils should learn: -The meaning behind the key features, artefacts & symbols found in a mosque -That the mosque is a place of worship and learning and is led by an Imam that in prayer, Muslims submit to the will of Allah -That Muslims believe: there is no God but God (Allah) and that he is without equal that God is One (Tawhid) -The Qur'an is Allah's final revelation to humanity, and was revealed to the Prophet Muhammad (pbuh) in Arabic -The Qur'an should be read in the original Arabic	

						What are the pillars of Islam? Pupils should learn: -That the 'pillars' (or duties) of Islam are: Shahadah 'There is no God but Allah and Muhammad is his messenger' Prayer (Salah and wudu) Fasting (Sawm) – Ramadan Pilgrimage (Hajj) Almsgiving (Zakah) -How the pillars of Islam influence the daily lives of Muslims -About key celebrations for Muslims: Id-ul-Fitr, which marks the end of Ramadan Id-ul-Adha, which celebrates the end of Hajj	
Key Vocabulary						Adhan, muezzin, mihrab, ka'bah, Minbar, Minaret, rak'ah, salah, wudu, submission	

	Guildford: Hinduism						
Assessment					*What does it mean to be a Hindu?* Pupils should learn: -Hinduism is a religious tradition that has many cultural expressions -About the festivals that punctuate the year and the meanings behind them -About the events that mark important times in the life of a Hindu e.g. sacred thread ceremony, marriage and death About the main features of family and home life e.g. diet, worship at home, music and dance -Hindus believe that there are spiritual consequences for their actions (karma)		*What helps Hindus to worship?* Pupils should learn: -That Hindus believe in a supreme reality (Brahman) who is present in all things and represented in many forms -The names/roles of some of the key deities and avatars of Hinduism and their place in Hindu worship -To draw meaning from Hindu images to develop understanding of the Hindu concept of the supreme reality -The key rituals of Hindu worship in the home and at the mandir that Hindus have their own sacred writings which are made up of stories with meanings
Key Vocabulary					Rangoli Diva Holi Karma Rakhi Raksha Bandhan Divali (Diwali) Rite of passage (samskara)		Murti (image) Tri-murti: Brahma; Vishnu; Shiva Arti (worship) Puja (prayers) Aum – the sound of the universe avatar – 'incarnation' (as human & animals) Krishna; Rama; Ganesh; Durga; Lakshmi Vedas / Bhagavad Gita/Mahabharata / Upanishads / Ramayana
Guildford: Additional Christianity							
Assessment			*Why is the Bible an important book?* Pupils should learn: -That the Bible is a very important book for Christians				*What does the Bible say about moving on?* Pupils should learn:

			-That the Bible has two sections: the Old and New Testament -That the Bible is actually more like a library, and contains rules, narratives, poems and letters, as well as 'stories'** -That Christians read the Bible to learn about God and what is important to him				-The Bible contains promises that God is faithful to his people -The Bible contains stories about people who trusted God as they entered new experiences -To respond to Biblical texts in order to develop strategies to help them manage change and thrive in a new environment
Key Vocabulary			Bible 'Living Word' Old Testament New Testament Christians Israelites Chapter / Verse / passage Stories / Letters / Poems / Rules Psalm				Transition/change/journey, Promise, Trust, belief Trustworthiness, Faithfulness Stress, Emmanuel (also spelt Immanuel)

Humanism

Year 1 Summer 2
Belonging as a Humanist
• What is a Humanist? Someone with a non-religious view.
• What do Humanists believe is important? Being happy and making others happy.
• What is the symbol of Humanism? The happy human.
• Shared values: A person does not have to be religious to have values such as kindness; people can have shared values without religion.

Year 5 Spring 1
1. Humanist Beliefs & Human Nature
• Assessment Statement: Pupils can explain what humanists believe about human nature as part of a non-religious worldview.
• Key Evidence: Pupils understand that humanists look for answers within the natural world and believe that humans possess the capacity for both good and bad.

2. The Concept of "One Life"
• Assessment Statement: Pupils can explain how the belief in having only one life influences a humanist's motivation and choices.
• Key Evidence: Pupils can identify that humanists use reason to conclude there is no afterlife, and that this single life motivates them to find freedom, personal meaning, and happiness on Earth rather than acting without rules.

3. Natural Origins and Environmental Care
• Assessment Statement: Pupils can explain humanist views on the origins of the world and their responsibility toward planetary care.
• Key Evidence: Pupils can describe how humanists see humans as a interconnected part of nature (not separate from it), recognize that human actions impact animals, and explain why some choose paths like vegetarianism out of empathy.

4. Ethical Decision-Making
• Assessment Statement: Pupils can explain how humanists use reason and empathy to determine right from wrong.
• Key Evidence: Pupils understand that humanists do not rely on divine rules or ancient texts for morality. Instead, they use logic (reason) and empathy to make decisions aimed at promoting happiness and reducing suffering.

5. Meaningful Life Stages & Ceremonies
• Assessment Statement: Pupils can explain the purpose and nature of non-religious humanist ceremonies.

	• Key Evidence: Pupils can identify how humanists mark major milestones (such as naming days, weddings, and funerals) using trained celebrants to celebrate human connections and life without religious elements. 6. Global Action and Responsibility • Assessment Statement: Pupils can explain international humanist campaigns aimed at improving the world. • Key Evidence: Pupils can demonstrate understanding through specific case studies (e.g., Humanist Alliance Philippines International / HAPI beach cleanups) that humanists take active global responsibility for making the world a better place.