

Key- Christianity, Islam, Judaism, Sikhism.

RE at Oakworth Primary School

Statement of Intent, Implementation & Impact

Intent:

We recognise the value and importance that RE has for developing our children as ‘Young Superheroes’, specifically developing their powers of resilience, teamwork, discovery and challenge throughout a range of projects and themes.

At Oakworth, we use RE as a tool to celebrate diversity and create cultural and global citizens. We recognise the importance of understanding the different faiths represented in Great Britain to prevent ignorance and promote appreciation and unity in society. Our teaching of RE also develops the children’s ability to reflect and make reasoned and informed judgments based on a strong set of morals, whatever faith they choose to practice.

Implementation:

The school curriculum focuses on the wide variety of religions around the world. We also look at moral education, which doesn’t necessarily form a part of any religion, and how this contributes to the well-being of humanity. Children will year on year progressively develop their knowledge, skills and understanding of festivals, beliefs, teachings, practices and ways of life. The curriculum also is designed to encourage them to express responses and to raise questions and issues about identity, belonging, meaning, purpose, values and commitments.




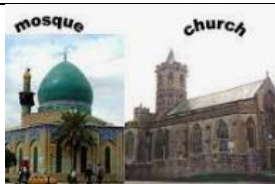

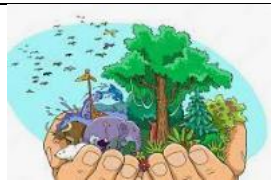
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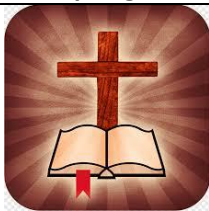



Children will be equipped with systematic knowledge and understanding of a range of religious and worldviews, enabling them to develop their ideas, values and identities. Children will be able to positively participate in our multicultural and diverse society, and will be able to articulate clearly and coherently their personal views and beliefs while respecting the right of others to differ. This will prepare children for making their own choices later in life and living in a multicultural society.



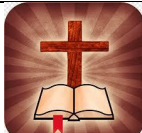
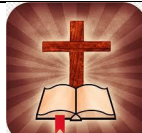
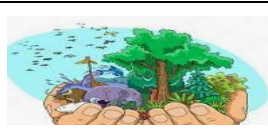

Nursery







- Have a sense of own immediate family and relations, imitate everyday actions/ events from own family and cultural background.
- Learn that they have similarities and differences that connect them and distinguish them from others.
- Remembers and talks about significant events and celebrations in their own experience.
- Explore events and festivals celebrated by communities other than their own.

Key- Christianity, Islam, Judaism, Sikhism.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<p>Where do we live and who lives there?</p> <ul style="list-style-type: none"> • Talk about their home • Talk about their family • Think about where we belong. • Talk about special objects in the home. • Talk about special objects for Christians and then for Muslims. <p>How do people celebrate Autumn festivals?</p> <ul style="list-style-type: none"> • Talk about celebrations and which ones are important to us. • Begin to compare different religions. • Discuss the Hindu festival of Diwali. 	<p>How do people celebrate Autumn festivals?</p> <ul style="list-style-type: none"> • Talk about Remembrance Day and how it is important. • Reflect back on Diwali and how Sikhs celebrate the festival. • Talk about the Hannukah festival and how it is important to Jews. • Listen to and retell the Christmas story. • Compare how Christians and others celebrate Christmas. 	<p>How do people celebrate Spring festivals?</p> <ul style="list-style-type: none"> • Talk about Chinese New Year and how it is celebrated. • Talk about the festival of Holi and why Hindu people celebrate it. • Talk about the festival of Vaisakhi and why Sikh people celebrate it. • Begin to notice why celebrations are important to others. • Talk about the Jewish festival of Pesach and why it is remembered. • Talk about the Christian festival of Easter. 	<p>Which places are special and why?</p> <ul style="list-style-type: none"> • Talk about a special place that is important to them. • Talk about where might be a special place in school or in the community and think why they are special. • Talk about and name special places for Christians. • Talk about and name special places for Muslims. • Compare the special places, identifying what is the same and what is different. 	<p>What makes a good helper?</p> <ul style="list-style-type: none"> • Talk about rules and think why we need them. • Talk about how we can help one another. • Talk about friends and what qualities they have. • Talk about special people for Christians. • Listen to a story and talk about what it teaches us about caring and about God. • Think about the stories of Jesus and how they help to live our lives. • Talk about special people for Muslims. • Describe why Imam is special to Muslims. • Talk about people in the wider world we can help. 	<p>What do religious believers believe about who created the world?</p> <ul style="list-style-type: none"> • Talk about who Christians believed created the world. • Talk about the Jewish creation story • Describe how Shabbat is linked to the creation story. • Recognise how creation stories compare in Christianity and Judaism. • Talk about what Muslims believe about creation. • Compare the creation stories between the three religions. • Listen to and explore the Hindu story of creation.

	Year 1- Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<p>How do we celebrate special events?</p> <ul style="list-style-type: none"> • Thanksgiving • Name some things for which believers are thankful. • Retell what happens at a Harvest festival. • Name some gifts are given at Harvest. • Become familiar with the Muslim festival of Ramadan. • Understand fasting. • Understand the nature and importance of Eid. • Retell the story of Sukkot and its meaning. • Respond sensitively to making a Sukkot shelter. • Design and participate in a class celebration. • Share ideas about thankfulness. 	<p>How and why do we care for others?</p> <ul style="list-style-type: none"> • Talk about who they care about and why. • Retell a story about caring. • Listen and ask questions about Christian stories about caring. • Explore ways people follow these examples. • Listen and ask questions about Muslim stories about caring. • Explore ways people follow these examples. • Retell a story about caring. • Share ideas about how they can care for others. 	<p>Who brought messages about God and what did they say?</p> <ul style="list-style-type: none"> • Talk about how a person who brings us a message brings information. • Recall religious stories and talk about what a prophet is. • Retell the story of Jonah. • Retell the story of Daniel. • Retell the story of Abraham and Isaac. • Talk about how different people approach God. • Retell the story of Isaac and Jacob. • Talk about how our choices can affect us. • Retell the story of Joseph and talk about the benefits of forgiving. • Talk about making and keeping promises. • Retell the story of the birth of Jesus. • Talk about knowing that Jesus was a very special baby. • Talk about how Christians believe that Jesus is the son of God. 	<p>What books and stories are special?</p> <ul style="list-style-type: none"> • Talk about why some books are special and notice how they are treated. • Talk about how Christians read the Bible and show that it is special. • Talk about why some books are special and notice how they are treated. • Talk about how Muslims read the Qur'an and show that it is special. • Talk about why some books are special and notice how they are treated. • Recall and retell special stories for Christians and ask questions about the meaning. • Recall and retell special stories for Muslims and ask questions about the meaning. • Talk about how people might follow moral examples from stories in order to live a good life. 	<p>What does it mean to belong to a church?</p> <ul style="list-style-type: none"> • Talk about the different groups to which they belong. • Design a symbol and say what it means. • Talk about a special place. • Talk about what it means to belong to a school and a church. • Talk about the similarities and differences. • Talk about why Sunday is special for Christians. • Talk about what Christians do in Church to show they belong. • Identify some important parts of a church and why there are important. • Explore what goes on inside a church. • Think about why people want to belong to the church. 	<p>What does it mean to belong to a mosque?</p> <ul style="list-style-type: none"> • Talk about the different groups to which they belong. • Name a mosque. • Talk about why Muslims wear special clothes to go to the Mosque. • Talk about why and how Muslims pray. • Name Muslim artefacts. • Talk about what they might see in a mosque. • Talk about the similarities and differences between what believers do at the church and the mosque.







	Year 2- Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<p>How is new life welcomed?</p> <ul style="list-style-type: none"> • Say what some names mean and why this is important for some people. • They know about what a new baby needs and why a baby's birth is celebrated. • They can understand the importance of new life and why it is precious. • Retell what happens at infant baptism and what some of the symbols mean. • Retell how Muslims welcome a new baby and what some of the symbols mean. • Describe other welcoming ceremonies. • Write promises and think about how to keep them. 	<p>How and why do people pray?</p> <ul style="list-style-type: none"> • Pupils understand what prayer is and some reasons people might pray. • Pupils identify ways Christian may pray. • Pupils can describe how some symbols help in prayer. • Pupils know that some prayers are special, including the Lord's Prayer. • Pupils identify ways Muslims may pray. • Pupils know that some prayers, places and artefacts are special. • Name some of the main festivals and seasons. • Describe special prayers/ worship associated with festivals and seasons. • Name some of the symbols and practices linked to festivals and seasons. • Consider how prayer can take place anywhere but also think of places where it may be most helpful. • Talk about reflection as well as prayer. • Compose a prayer or poem that reflects the aspirations of the class. 	<p>What did Jesus teach us and how did he live?</p> <ul style="list-style-type: none"> • Express ideas about what a calling is. • Express ideas about the kinds of jobs people might feel called to do. • Retell how Jesus was called. • Order the key events of the life of Jesus. • Give reasons as to why Jesus was baptised. • Link this to their own experiences. • Recall the name given to Jesus' twelve special friends? • They are able to answer: What is a disciple? What were the disciples going to learn and do? • Retell and suggest meanings for the story of Jairus' daughter. • Understand that Jesus showed real concern and care for Jairus and his family. • Retell and suggest meanings for the Miracle of the Feeding of the Five Thousand. • Reflect upon how this miracle might encourage Christians to live their lives. 	<p>What did Jesus teach us and how did he live?</p> <ul style="list-style-type: none"> • Retell and suggest meanings for the Miracle of the Healing of the Blind Man. • Reflect upon the changes that Jesus brought to the man's life. • Think of some ways in which Christians can show care for the sick today. • Explore that Christians believe that God is a God of love and forgiveness. • Begin to express ideas about their own views of forgiveness. • Children find out about and respond to the idea that all of the rules in the Bible can be summarised through this commandment. • Children find out about what happened when Jesus arrived in Jerusalem. • Children retell and suggest meanings for how people felt about Jesus. • Children can retell the key beliefs of the Christian faith. 	<p>How can we look after the planet?</p> <ul style="list-style-type: none"> • Can talk about things in the world. • Can talk about their feelings and recognise that others may have different points of view from themselves. • Can ask questions and understand that not all questions are easy to answer. • Can appreciate that some things are natural and some are made by people. • Can recall the main points from the stories of creation. • Can explain that not everyone has the same idea about right and wrong. • Can understand that humans use the earth's resources for their benefit. • Can understand that another person may hold a different viewpoint. • Can explore ways of taking care of the planet. • Can understand that small actions can collectively have a big impact. • Can express ideas about religious beliefs and responsibility. 	<p>How can we make good choices?</p> <ul style="list-style-type: none"> • Say which school rules are important. • Say why we have rules in school. • Understand that there are consequences if rules are broken. • Say what they think about right and wrong. • Listen carefully to other's opinions about right and wrong. • Discuss and sort the Ten Commandments. • Talk about Jesus' summary of the commandments and what this meant. • Describe the Five Pillars of Islam and how these are used as rules and guidelines. • Write about rules they think are important, giving reasons for their choices.

	Year 3- Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<p>What do Christians believe about a good life?</p> <ul style="list-style-type: none"> • Compare and Contrast different types of Bibles. • Identify and describe ways in which the Bible is important for Christians. • Make links between Bible stories in the Old Testament. • Complete a Diamond Ranking Activity on The Ten Commandments. • Identify how Christians receive guidance on how to live and relate to their own experience. • Understand and explain the reasons why Christians try to see all people as neighbours. • Compare and contrast Jesus' parables and their meanings. • To know and understand the meaning of one of Jesus' parables. • Understand and explain the concept of salvation and judgement. • Compare and contrast Jesus' teachings with their own actions. 	<p>How do Jews remember God's covenant with Abraham and Moses?</p> <ul style="list-style-type: none"> • Make links between the promises/ agreements they make and the covenant with God and Noah. • Recognise that Abraham is the father of Judaism. • Explore and describe links between Abraham and Noah and the covenant with God. • Pick out words and actions of Moses which continue to inspire Jews today. • Ask questions about the Moses story and about bad situations in the world today. • Describe what happened at the Exodus and make a link between this story and Jewish beliefs about God as their rescuer. • Make links between my ideas about unfairness and the experience of the Jewish people. • Tell the story of the Exodus. • Suggest meanings for the objects on a Seder plate. • Talk about freedom and why this is a good thing, making a link with the story of Exodus. 	<p>How do Jews remember God's covenant with Abraham and Moses?</p> <ul style="list-style-type: none"> • Features of different churches • Talk about some of the things some Jewish families would and would not do on Shabbat. • Make links with the ways in which rest and family time are important to me. • Describe how Jewish people practise their faith on Shabbat. • Make links with the things that Jewish people enjoy about Shabbat and the kinds of things I find refreshing. • Use religious vocabulary to identify and explain some symbolic objects, actions and sounds found in a synagogue and say how these help Jews worship. • Ask some thoughtful questions about why worshippers choose to attend a synagogue and suggest some possible answers. • Say why the Torah is the holy book for Jews. • Reflect on things which are very special in my own life. 	<p>What is Spirituality and how do people experience this?</p> <ul style="list-style-type: none"> • Explain their understanding of 'spiritual'. • Express some ideas that are important to them. • Explain the meaning of some symbols. • Describe how some faiths use pictures to represent beliefs. • Observe and respond thoughtfully to religious and spiritual visual arts. • Observe and describe how some faiths use words, calligraphy and poetry to represent beliefs. • Recognise the 99 names of Allah and respond thoughtfully to these ideas. • Discover more about how people use words to express faith and spirituality, explaining different ideas and responding through art and poetry. • Respond thoughtfully to a setting of the Mool Mantar and explain its meaning for Sikhs. • Give examples of other forms of religious music and explain their meaning. • Re-tell the story of the Exodus and the story of Miriam and make links with 	<p>What do the creation stories tell us?</p> <ul style="list-style-type: none"> • Retell the Jewish creation story and express ideas about its importance for Jewish people. • Suggest ideas about looking after the world and our responsibilities. • Retell the Islamic creation story and express ideas about its importance for Muslims. • Give reasons why faiths teach that the world should be cherished. • Describe and talk about Sikh beliefs about the origins of the world. • Identify and describe similarities and differences between creation stories and ideas. • Give reasons why faiths teach that the world should be cherished. • Identify and describe the importance of a rest day/weekly religious observance within different faiths. • Compare different viewpoints and practices. • Express their own ideas about the rest day. • Identify and explain symbolic meanings for stories. 	<p>Who can Inspire us?</p> <ul style="list-style-type: none"> • Give examples of different types of leaders. • Describe the characteristics needed for a good leader. • Identify their own values and commitments and recognise how these affect their own behaviour. • Explain the meaning of at least one story about Jesus. • Express ideas about how the moral of the story can be applied to our everyday lives. • Identify personal qualities of Jesus and give reasons why these make him a good leader. • Give examples of the ways in which Christians might follow Jesus. • Explain the meaning of at least one story about the Prophet Muhammad. • Express ideas about how the moral of the story can be applied to our everyday lives. • Identify personal qualities of Muhammad and give reasons why these make him a good leader. • Give examples of the way Muslims follow the example of the Prophet Muhammad.

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	<ul style="list-style-type: none"> • Talk about and suggest reasons why some people want to help others. • Describe their own experiences of helping. • Know that Jesus chose special friends and offered friendship to all. • Explain how Jesus friendship changed Zacchaeus. • Explore their own thoughts and feelings about friendships in and out of school. • Should understand how Jesus helped people. • Discuss the difficulties of following a moral principle. 	<ul style="list-style-type: none"> • Show an understanding of the meaning of Pesach to Jewish people today. 	<ul style="list-style-type: none"> • Talk about what makes the difference between something being special and sacred. • Make links between stories in the Torah and Jewish beliefs about God, covenant, creation. • Say how believing in God may affect how Jewish people live. • Make links between the value of keeping promises in my own life and in the story of the Jewish people and God. 	<p>the expression of beliefs through dance.</p>	<ul style="list-style-type: none"> • Explain why people of different faiths and worldviews teach that the world should be cherished. • Identify and explain symbolic meanings for stories. • Discuss the relevance of creation stories for believers and non-believers. • Express their own ideas about creation and the world around. 	<ul style="list-style-type: none"> • Explain the meaning of at least one story about Moses. • Express ideas about how the moral of the story can be applied to our everyday lives. • Identify personal qualities of Moses and give reasons why these make him a good leader. • Show understanding of why Jews consider Moses to be a leader. • Give examples of people who inspire them. • Present and explain their ideas about what makes a good leader. • Discover more about the life of a modern-day leader through research. • Identify people who influence them. • Identify sources of their own values and commitments. • Give an example of an action they themselves have done which reveals their values. • Explain why believers try to follow the example of their leaders.
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Key- Christianity, Islam, Judaism, Sikhism.

	Year 4- Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<p>What faiths are shared in our country?</p> <ul style="list-style-type: none"> Describe what belonging means using symbols and actions. Observe and explain similarities and differences between communities. Identify and describe ways of welcoming new people to a community. Identify the religions represented in the local area or community. Identify and describe the places of worship in the local area and community. Describe how they are used. Describe a faith and identify some core beliefs. Describe how beliefs make a difference to believers' lives. Identify and describe some differences and similarities between denominations. Ask thoughtful questions about the objects and features of a place of worship. Reflect on what is special to them and why, and then look 	<p>How are important events remembered?</p> <ul style="list-style-type: none"> Retell the story of Hanukkah. Suggest meanings for the representation of light. Explain and give reasons why Jewish people light Hanukkah candles. Describe examples of how food and actions help Jewish people to remember the meaning of Hanukkah. Make links to other religious festivals. Retell the story of Guru Hargobind. Describe similarities and differences between faith stories. Show understanding that faiths teach moral values. Retell the story of Rama and Sita. Explain and give reasons why Hindus light many lights during Diwali. Describe similarities and differences with Sikh Diwali. Explain how light represents good. Research religious festivals of ancient civilisations. 	<p>How do the Five Pillars guide Muslims?</p> <ul style="list-style-type: none"> Explain the meaning and significance of a Muslim artefact. Present some key facts about Islam and show understanding of some Islamic vocabulary. Find Saudi Arabia on various maps of the world and identify its significance. Explore and describe the life of the Prophet Muhammad and the importance for Muslims. Give reasons to explain why the five pillars are important to Muslims. Apply their ideas to their own lives and give examples of who/what supports them. Create a personal statement of belief. Ask and respond to questions about Islamic prayer. 	<p>How do the Five Pillars guide Muslims?</p> <ul style="list-style-type: none"> Describe and identify features of the month of fasting. Reflect on and explain the meaning and importance of an Islamic text. Describe what Zakat is and explain its importance for Muslims. Explain how Zakat can make an impact on the wider world. Evaluate and apply ideas about the importance of charitable donations and suggest ideas about how society could be made fairer. Reflect on how it feels to give to others. Describe Hajj and explain what it might mean to Muslims. Explain how Muslims might feel after performing Hajj. Reflect on and express ideas about the importance of Hajj for Muslims. 	<p>Why are Gurus at the heart of Sikh belief and practise?</p> <ul style="list-style-type: none"> Give examples of their experiences of learning from a teacher. Express their own ideas about the process of learning. Give examples of the qualities of a good teacher. Ask and respond thoughtfully to questions. Identify key information about Guru Nanak and his early life. Ask thoughtful questions about Guru Nanak. Explain the meaning of important Sikh stories. Make links between stories and their own experiences. 	<p>Why are Gurus at the heart of Sikh belief and practise?</p> <ul style="list-style-type: none"> Express their own ideas about Sikh beliefs. Respond thoughtfully to a religious text. Describe the way Guru Nanak appointed his successor. Express ideas about why Nanak appointed his successor this way. Understand the significance of the Golden Temple as the resting place of the Guru Granth Sahib. Recognise that the Guru Granth Sahib is the last in a line of Gurus.







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	<p>carefully at what is special to other people.</p> <ul style="list-style-type: none">• Make links between their ideas and those of others.• Identify and describe similarities and differences between faiths.• Explain and give reasons why faiths choose to work together on interfaith projects.	<ul style="list-style-type: none">• Describe and show understanding of the importance of the sun to ancient civilisations.• Express ideas and opinions about why light is used as a representation.• Show understanding of the relevance of the solstice.• Explain and give reasons why light is a significant symbol to many different religions and non-religious people.• Explain how light is symbolic.	<ul style="list-style-type: none">• Observe and describe how Muslims prepare for prayer.• Investigate Salaah through research and questioning and present their ideas.• Reflect on why Salaah is important to Muslims and explain how it might make Muslims feel closer to God.	<ul style="list-style-type: none">• Describe and explain the five pillars of Islam.• Give examples of Muslim beliefs and practices learned during the unit.• Apply ideas and express their own opinions about the importance of the five pillars.		
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	Year 5- Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<p>Why are some journeys and places special?</p> <ul style="list-style-type: none"> Understand that there are special religious places in the world. Describe their own special place, explaining what makes it special to them. Describe how a Jewish person feels about visiting the Western Wall. Explain how Jewish people feel closer to other Jewish people and God after their pilgrimage. Reflect on how visits to special places make people think and feel. Identify and explain the significance of the journey to Makkah for Muslims. Reflect on the idea that believers need to make sacrifices for their beliefs. Describe and explain how Christian special places and journeys influence individual Christians. Explain and understand similarities and differences between 	<p>What values are shown in codes for living?</p> <ul style="list-style-type: none"> Identify 'good' and 'bad' actions and discuss why people behave in particular ways. Explain the concept of 'consequences' and give examples. Explain the concept of 'code for living' and give examples of some rules to live by. Make links between religious and non-religious ideas. Summarise some Christian teaching about values and behaviour. Consider moral questions about whether there are 'bad thoughts' and understand the impact of ideas on behaviour. Use religious vocabulary to describe aspects of the teaching of the prophet. Explain and give examples of how he has influenced the lives of Muslims. Make connections between some Muslim teachings and how Muslims choose to live. Make links between how Jews live by the principles of Tikkun Olam, thoughts and ideas and words and 	<p>Should we forgive others?</p> <ul style="list-style-type: none"> Why is pilgrimage important in different religions? Identify ways in which people show that they are sorry. Show understanding of some reasons people might feel sorry. Show understanding of some reasons why it is hard to 'make up' or apologise in a conflict. Describe an example of forgiveness in a story told about or by Jesus. Understand the actions of Jesus in the stories did and explain why he behaved in this way. Observe and understand the practice of Confession in some Christian communities. Suggest reasons for the importance of confession and forgiveness to Christians. Thoughtfully explain the importance of the practice of Confession. 	<p>Should we forgive others?</p> <ul style="list-style-type: none"> Reflect on and discuss examples of modern individuals who have faced the challenge of forgiveness. Identify and explain links between the examples of forgiveness and reconciliation studied to the teaching and example of Jesus. Give a considered response to the examples of reconciliation studied suggesting how these examples have followed Christian teaching. Make links between Jesus' ideas and Christian teaching and situations faced by 9-10 year olds today. Explain and give reasons for the challenges of forgiveness reconciliation and the problems of conflict. 	<p>What do Christians believe about the Old and New Testament?</p> <ul style="list-style-type: none"> Explain the term covenant. Reflect on the covenant Abraham had with God. Suggest reasons why Abraham is important to Christians. Make connections between Abraham and other important leaders in Christianity. Suggest reasons why Abraham is important to Christians, Jews and Muslims. Compare the Abrahamic faiths' views on Abraham. Explain the term Abrahamic faith. Make connections between Moses and Abraham. Explain Moses' covenant with God. Discuss who Moses was and reflect on why he was important to Jews and Christians. Suggest reasons why the Ten Commandments are important for Jews and Christians. 	<p>What do Christians believe about the Old and New Testament?</p> <ul style="list-style-type: none"> Explain who King David was and reflect on why he was important to Christians. Make connections between David and Abraham and David and Jesus. Discuss Jesus' Jewish background. Reflect on the meaning of 'incarnation'. Explain the terms 'Messiah' and 'Saviour'. Investigate evidence from Bible extracts that support Christian beliefs about Jesus. Reflect on Jesus' covenant with God. Suggest reasons why Jesus' 'I am' statements are important to Christians. Reflect on the different titles attributed to Jesus. Explain which title they believe is the most important.

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	<p>different Christian pilgrimages.</p> <ul style="list-style-type: none">• Describe and explain how Sikhs use personal reflection.• Make links between pilgrimages and personal reflection.• Compare and contrast why Jerusalem is special for different religions.• Reflect on how different people can work together for tolerance.	<p>actions, suggesting how thinking can lead to action.</p> <ul style="list-style-type: none">• Identify and explain some ways people try to increase peace.• Suggest ways to build peace in our society, giving examples from their learning.• Compare, contrast and evaluate codes for living.• Describe similarities and differences between the codes for living used by Christians and the followers of at least one other religion.• Respond to questions about values for myself with some sensitivity.• Describe some rules I think are good and make links between values and their impact or consequences.• Consider questions about rules for living for myself, applying ideas from Christians and Humanists for myself.				
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	Year 6- Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
	<p>How does growing up bring responsibilities?</p> <ul style="list-style-type: none"> • Explain what is meant by a rite of passage, giving examples. • Investigate religious ceremonies or 'rites of passage' connected to adulthood. • Consider and evaluate arguments about the age of responsibility. • Evaluate the importance and significance of promises. • Explain what happens at Bat and Bar Mitzvah and respond with insights about how these ceremonies are important for Jewish young people. • Explain what happens at Amrit and respond with insights about how it reflects and symbolises commitment for Sikhs. • Apply insights about commitment to their own lives. • Explain and evaluate the importance of Confirmation or Believers' Baptism for a Christian. 	<p>How do Sikhs show commitment?</p> <ul style="list-style-type: none"> • Discuss and compare a range of important values. • Apply ideas to their own experiences and values. • Summarise and give reasons for Sikh daily practice. • Reflect on personal values and make links with Sikh beliefs. • Identify and explain Sikh symbols, including the 5Ks. • Summarise and explain how Sikh teachings and stories influence Sikh practice. • Weigh up different points of view about the significance of the Kirpan. 	<p>What do Christians believe about Jesus' death and resurrection?</p> <ul style="list-style-type: none"> • Compare and contrast Gospel accounts of Jesus' death and resurrection. • Describe how Christians show their beliefs about Palm Sunday in worship. • Explain what the gospel texts about the entry into Jerusalem might mean to Christians. • Compare and contrast different gospel accounts of the Last Supper. • Give reasons for the Christian traditions on Maundy Thursday. • Explain why Christians call the day Jesus died 'Good Friday'. • Give reasons for the importance of Good Friday to Christians. • Apply a range of ideas to crucifixion artwork. • Make a parallel between a work of fiction and aspects of the Easter story. • Explore the distinction between literal truth and material that contains 'truths'. • Explain the Christian belief that Jesus calls them to sacrifice their 	<p>What do Christians believe about Jesus' death and resurrection?</p> <ul style="list-style-type: none"> • Explain what the gospel texts about the death and resurrection of Jesus might mean to Christians. • Discuss emotion and feelings about the themes of suffering and death. • Explore the words 'victory' and 'victorious' from their own experience. • Debate and analyse the merits of some victories. • Explore 'victory' in the context of Easter. • Explain the link between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Explain why Pentecost might be important to Christians today. • Describe how Christian beliefs about Pentecost influence how they live their lives. • Explain the link between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. • Express their own ideas e.g. in dance. • Explain the phrase 'Kingdom of God'. 	<p>How do Jews remember Kings and Prophets in worship and life?</p> <ul style="list-style-type: none"> • Explain key facts about Judaism. • Evaluate the importance and significance of David to Jewish people including his symbol and the founding of Jerusalem. • Respond to the Psalms and write own versions. • Explain what a prophet is. • Describe what a prophet does. • Give reasons why people may not follow the messages of the prophets. • Describe the story of Esther. • Give reasons why and how Purim is celebrated. • Understand the symbolism of Purim. 	<p>How do Jews remember Kings and Prophets in worship and life?</p> <ul style="list-style-type: none"> • Describe the ten commandments and how these are followed today. • Understand the Shema as the first commandment of Judaism and how this is used in daily life. • Describe some of the mitzvah including observance of kosher. • Discover how Jews celebrate the new year and Hannukah festivals. • Describe and give reasons for the symbolism used in festivals. • Describe, evaluate and compare key promises. • Explain and justify their own values and beliefs.

Key- Christianity, Islam, Judaism, Sikhism.

	<ul style="list-style-type: none">• Compare and contrast confirmation and believers' baptism.• Describe, evaluate and compare key promises made in rites of passage.• Explain and justify their own values and beliefs.		<ul style="list-style-type: none">• own needs to the needs of others.• Describe a personal act of sacrifice.	<ul style="list-style-type: none">• Give reasons why Christians believe Jesus had qualities of a king.• Describe how Christians mark the Easter events in their church communities.		
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