

## Eastbury Primary School: Religious Education (RE)\_Progression Map 2020

<b>SUBJECT: Religious Education (RE - topics taken from discovery RE scheme of work -areas of enquiry targets AT1 &amp; AT2 targets or NC – national curriculum targets starting with Re have been selected. Key (T1) term 1 / (T2) term 2</b>						
	<b>Autumn</b> <i>(optional religious festivals - to also look at Diwali/Harvest/Guy Fawkes)</i>		<b>Spring</b> <i>(optional religious festivals – to look at Chinese New Year/Vaisakhi for Sikhs/St Georges day/Mother’s Day)</i>		<b>Summer</b> <i>(optional religious festivals – to look at Ramadan/Eid/Father’s Day)</i>	
<p><b>EYFS</b></p> <p><b>Nursery and Reception</b></p> <p><b>EYFS – focus is on speaking- I can – for key skills statements then it leads to writing etc</b></p> <p><b>EYFS statements</b></p> <p><b>40-60+ And</b></p>	<p><b>Topic Title: Special people/Christmas</b></p> <p><b>Understanding of the world – people and communities.</b></p> <p><b>Key knowledge:</b> 40-60+ Enjoys joining in with family customs and routines.</p> <p><b>ELG –</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Term 1 -Special People – our Families</b></p>	<p><b><i>Complete topic not done in Autumn 1.</i></b></p>	<p><b>Topic Title: celebrations /Easter - Christianity</b></p> <p><b>Understanding of the world – people and communities.</b></p> <p><b>Key knowledge:</b> 40-60+ Enjoys joining in with family customs and routines.</p> <p><b>ELG –</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Term 1 -celebrations</b></p> <p><b>Key Skills:</b> what do people celebrate?</p> <p>Children to complete a cultural book from autumn and have a cultural day. To discuss</p>	<p><b><i>Complete topic not done in Spring 1.</i></b></p>	<p><b>Topic Title: story time – (based on moral or religious story) / Special places.</b></p> <p><b>Understanding of the world – people and communities.</b></p> <p><b>Key knowledge:</b> 40-60+ Enjoys joining in with family customs and routines.</p> <p><b>ELG –</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Term 1 -: story time – based on moral or religious story.</b></p>	<p><b><i>Complete topic not done in Summer 1.</i></b></p>

<p><b>ELG targets</b></p>	<p><b>Key Skills:</b> what makes people special. I can say who is special to me and why.</p> <p><b>Key vocabulary:</b> Family, home, mum, dad, brother, sister, baby, grandma, granddad, grandparents</p> <p><b>Term 2 – Christmas</b></p> <p><b>Key Skills:</b> What is Christmas?</p> <p>I can say what is Christmas – birth of Jesus Christ. How we celebrate it. I can participate in the Christmas play.</p> <p><b>Key vocabulary:</b> Christmas, Christmas story, Jesus, presents, angel, 3 wise men/kings, shepherd, Mary, Joseph, Christmas play</p> <p><b>Reception Christmas Assembly performance</b></p>		<p>their special celebrations e.g. birthday, Christmas, Eid.</p> <p><b>Key vocabulary:</b> celebration, special, birthday, Christmas, Eid and Diwali.</p> <p><b>Term 2 – Easter</b></p> <p><b>Key Skills:</b> Easter, farm topic – new life linking to farm topic, life cycles of a hen and caterpillar. Farm visit.</p> <p>I can say why we have Easter to celebrate new life and beginnings. – link to lifecycles.</p> <p>Easter hat parade and Easter hunt in school.</p> <p><b>Key vocabulary</b> – Easter, new life, life cycle, new beginnings, hen, chick, caterpillar, butterfly.</p> <p><b>Whole school Easter hat parade.</b></p>		<p><b>Key Skills:</b> what can we learn from stories?</p> <p>To understand right and wrong – using story of your choice.</p> <p>Noah’s ark -story for children – linking to minibeast/farm topic. Also, maths counting in 2s.</p> <p><b>Key vocabulary:</b> story, right, wrong, choice, Noah’s ark, animals, mini beasts.</p> <p><b>Term 2 – Special Places</b></p> <p><b>Key Skills:</b> What makes places special?</p> <p>To know what a special place is to me, example home is, mosque, gurdwara, church, school. To say why it is special.</p> <p><b>Key vocabulary</b> – special place, places of worship – gurdwara, mosque, church</p>	
<p><b>Year 1</b></p>	<p><b>Topic Title:</b> Places of worship/creation story/Christmas story in Christianity</p> <p><b>Key knowledge:</b> NC RE1b: To identify how religion and belief is expressed in</p>	<p><b>Complete topic not done in Autumn 1.</b></p>	<p><b>Topic Title:</b> Jesus as a friend / Easter story – Christianity</p> <p><b>Key knowledge:</b> NC RE1a: To retell religious, spiritual and moral stories - Jesus as a friend</p>	<p><b>Complete topic not done in Spring 1.</b></p>	<p><b>Topic Title:</b> Judaism – Shabbat/Chanukah</p> <p><b>Key knowledge:</b> RE1a: To retell religious, spiritual and moral stories</p>	<p><b>Complete topic not done in Summer 1.</b></p>

<p>different ways</p> <p><b>RE1c:</b> To identify similarities and differences in features of religions and beliefs</p> <p><b>RE2c:</b> To identify possible meanings for symbols and other forms of religious expression</p> <p>AT1 A Beliefs, teachings and sources AT2 F Values and commitments</p> <p>Does the world belong to God? Should people take care of the world?</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging.</p> <p>What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?</p> <p><b>Key Skills:</b> to compare between different places of worship. To distinguish different religious symbols.</p>	<p><b>RE2b:</b> To ask questions about their own and others feelings and experiences</p> <p><b>Key Skills:</b> To identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult To identify was it always easy for Jesus to show friendship? To define when answering the following - What can I learn from religious traditions? Should people follow religious leaders and teachings?</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Show evidence for your answer. To know that Jesus is special to Christians and how his welcome on Palm Sunday shows this</p> <p><b>Key vocabulary:</b> Jesus, good, friend, bible, Palm Sunday, Easter,</p> <p><b>Whole school Easter hat parade.</b></p>	<p><b>RE2b:</b> To ask questions about their own and others feelings and experiences</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identify, diversity and belonging</p> <p>AT1 C Forms of expressing meaning</p> <p>To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p> <p>To empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.</p> <p><b>Key Skills:</b> To identify and describe some symbols in Judaism. To reflect and describe how a Jewish child would feel exploring celebrations in Judaism.</p> <p><b>Key vocabulary:</b> Judaism, synagogue, star of David, the lion of Judah, menorah, mezuzah, Torah scroll, Shabbat/Chanukah</p>
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	<p>To describe what is different and similar between different places of worship and their symbols.</p> <p>To re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment</p> <p>To reflect on the Christmas story and decide what gifts would be meaningful for Jesus. What can I learn from stories from religious traditions? To question are symbols better than words at expressing religious beliefs?</p> <p><b>Key vocabulary:</b> church, gurdwara, mosque, synagogue, mandir, Buddhist temple Creation story, bible ,7<sup>th</sup> day, days of the week. Christmas story, presents, characters from the story and role.</p> <p>Christmas concert performances</p>				Year group assembly – St Georges Day	
Year 2	<p><b>Topic Title:</b> Christianity:</p> <p>Is it possible to be kind all the time? (T 1)</p>	<p><b>Complete topic not done in Autumn 1.</b></p>	<p><b>Topic Title:</b> you may choose Judaism (theme is Passover) or Islam (theme is prayer at home, 5 times a day) (T1) / Christianity, Easter, Resurrection (T2)</p>	<p><b>Complete topic not done in Spring 1.</b></p>	<p><b>Topic Title:</b> you may choose Judaism (theme is Prayer at home ) or Islam (theme is Community and belonging) (T1)</p>	<p><b>Complete topic not done in Summer 1.</b></p>

	<p>Why did God give Jesus to the world? (T 2)</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 F Values and commitment</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people.</p> <p>To reflect on the Christmas story and the reasons for Jesus' birth.</p> <p><b>Key Skills:</b> to be able to listen and retell the story of the good Samaritan and paralyzed man and reflect on the stories.</p> <p>Reflect on times we have given gifts and explain why. To retell the Christmas story. To identify and explain why God gave Jesus.</p> <p><b>Key vocabulary:</b> bible stories, the good Samaritan, the paralyzed man, Christmas, Jesus, God, presents, birth</p> <p>Christmas concert performances</p>		<p>How special is the relationship Jews have with God? (T1)</p> <p>Does praying at regular intervals everyday help a Muslim in his/her everyday life? (T1)</p> <p>Christianity, Easter, Resurrection (T2)</p> <p>AT1 B Practices and ways of life</p> <p>AT1 F Values and commitments</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth-</p> <p><b>Key knowledge:</b> To investigate: Who do I believe I am? Does it feel special to belong? (both for Judaism and Islam) (T1)</p> <p>To identify if God is important to everyone? Are symbols better than words at expressing religious beliefs? (T2)</p> <p><b>Key Skills:</b> to evaluate and understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. (T1)</p> <p>To explain and evaluate what commitment means to us and to Muslims by knowing about how Muslims pray 5 times a day. (T1)</p>		<p>Judaism (how to show your commitment)/ Islam (theme is hajj) (T2)</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identity, diversity and belonging</p> <p>AT2 F Values and commitments</p> <p><b>Key knowledge:</b> To evaluate how important is it for Jewish people to do what God has asked them to do? (T1)</p> <p>To evaluate how going to the mosque give Muslims a sense of belonging? (T1)</p> <p>To identify the best way for a Jew to show commitment to God. (T2)</p> <p>To investigate does completing Hajj make a person a better Muslim. (T2)</p> <p><b>Key Skills:</b> To identify and understand the special relationship between Jews and God and the promise they make to each other. (T1)</p> <p>To understand why Muslims, visit the mosque and to explore</p>	
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			<p>Throughout the day interrupting learning, reflecting on how this felt. Learning about prayer position. Reflect on why Muslim's pray (T1)</p> <p>To re-tell and describe the Easter story and understand what Jesus' resurrection means for Christians. Reflect on the symbols at Easter. Debate whether Jesus came back to life (T2)</p> <p><b>Key vocabulary:</b> Passover, seder plates/muslim,prayer,paryer mat, salat,adhan,/resurrection,easter,palm Sunday</p> <p><b>Whole school Easter hat parade.</b></p>		<p>whether this gives them a sense of belonging. (T1)</p> <p>To explore different ways that Jews show their commitment to Go and evaluate different ways that Jews show their commitment to God. (T2)</p> <p>To explore and describe what happens during Hajj and to identify the importance of this to Muslims. (T2)</p> <p><b>Key vocabulary:</b> prayer, Jews, synagogue, mosque, hajj, mecca</p> <p><b>Year 2 assembly – Eid</b></p>	
<b>Year 3</b>	<p><b>Topic Title:</b> Hinduism – theme is Diwali or Sikhism – theme is Amrit Ceremony (T1) Christianity /Christmas (T2)</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices.</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and</p>	<p><b>Complete topic not done in Autumn 1.</b></p> <p><b>Year 3 assembly - Diwali</b></p> <p><b>Christmas concert performances</b></p>	<p><b>Topic Title:</b> Christianity – Jesus' Miracles (T1) Christianity – Easter – Forgiveness. (T2)</p> <p>RE2a:To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>RE2b:To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>RE1c:To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures</p>	<b>Complete topic not done in Spring 1.</b>	<p><b>Topic Title:</b> You may choose between Sikhism – Sharing and Community(T1) or Hinduism - Hindu Beliefs (T1)</p> <p>Sikhism – Prayer and Worship (T2) or</p> <p>Hinduism - Pilgrimage to the River Ganges(T2)</p> <p>RE2a:To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>RE2b:To suggest answers to questions raised by the study of</p>	<b>Complete topic not done in Summer 1.</b>

	<p>between religions, beliefs and cultures.</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT1 C Forms of expressing meaning AT2 D Identity, diversity and belonging</p> <p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? (T1)</p> <p>Does joining the Khalsa make a person a better Sikh? (T1/2)</p> <p>Has Christmas lost its true meaning? (T2)</p> <p><b>Key Skills:</b> To investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus. (T1)</p>		<p>AT1 A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>AT1 C Forms of expressing meaning</p> <p><b>Key knowledge:</b> To investigate could Jesus really heal people? Were these miracles or is there some other explanation?</p> <p>To debate and question what is 'good' about Good Friday?</p> <p><b>Key Skills:</b> Explain how to make yourself feel better if you were ill. Role play story of blind man. Re-tell story of paralysed man.(T1) Ordering sequence of events leading up to Jesus' death. To write about something you would like to be forgiven for doing.(T2)</p> <p><b>Key vocabulary:</b> bible, Jesus, old testament, new testament, paralysed man, blind man, story, characters.</p> <p>Easter, crucifixion, cross, Palm Sunday, resurrection, Easter eggs</p> <p><b>Whole school Easter hat parade.</b></p>		<p>religions and beliefs, using relevant sources and evidence.</p> <p>RE1b:To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1a:To make links and explain connections between beliefs, stories and practices.</p> <p>RE1b:To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1c:To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments</p>	
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	<p>To explore the reasons why a Sikh may choose to join the Khalsa. (T1/2)</p> <p>To research what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. (2)</p> <p><b>Key vocabulary:</b> Diwali, diva, lamp, light, Rama, Sita, Lakshmi.</p> <p>Sikh, Khalsa, Amrit, the 5ks, code of conduct</p> <p>Christmas, presents, Jesus Christ, nativity story.</p>				<p><b>Key knowledge:</b> Research why Sikhs think it is important to share? (T1)</p> <p>To research how can Brahman be everywhere and in everything? (T1)</p> <p>Investigate would visiting the River Ganges feel special to a non-Hindu?(T2)</p> <p>What is the best way for a Sikh to show commitment to God? (T2)</p> <p><b>Key Skills:</b> To explore how Sikh beliefs affect their way of life and the importance they place on sharing. Activities - Play a sharing game. Share rules we have in own lives. Ordering pictures of sharing into importance. Sharing bread with each other and focusing on 'Thank you's'. (T1)</p> <p>To explore and understand the Hindu belief that there is one God with many different aspects. (T1)</p> <p>Activities -A small box containing pictures/models of</p>
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					<p>different Hindu deities Cards explaining the role of each of the Glass of water and salt</p> <p>To compare and understand the significance of the River Ganges both for a Hindu and non-Hindu.(T2)</p> <p>To understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment. (T2)</p> <p><b>Key vocabulary:</b> Sikh, langar, share, kirat kerna, vand shakna,. Hindu- prayer, pooja, pooja tray, brahmin, Vishnu, Lakshmi, Rama. (T1)</p> <p>Sikh – ardas, mool mantar, guru granth sahib, guru, gurdwara. (T2) Hindu – Ganges, pilgrim, sins, pooja, (T2)</p>	
<b>Year 4</b>	<p><b>Topic Title:</b> : Judaism- Beliefs and Practices (T1) / Christianity – Christmas (T2)</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices</p>	<p><b>Complete topic not done in Autumn 1.</b></p>	<p>Title: Judaism – Passover (T1) Christianity -Easter (T2)</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices.</p>	<p><b>Complete topic not done in Spring 1.</b></p>	<p><b>Topic Title:</b> Judaism - Beliefs and Practices (T1) Christianity - Prayer and Worship(T2)</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices.</p>	<p><b>Complete topic not done in Summer 1.</b></p>

	<p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging.</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To investigate how special is the relationship Jews have with God? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community. (T1)</p> <p>To discuss and reflect on what is the most significant part of the nativity story for Christians today? (T2)</p> <p><b>Key Skills:</b> To explore and understand the special relationship between Jews and God and the promises they make to each other, accomplished through a series of</p>		<p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life AT2 E Meaning, purpose and truth.</p> <p><b>Key knowledge:</b> This unit will focus on understanding how celebration Passover and keeping the Kashrut (Food Laws) help Jews show God they value their special relationship with him. (T1)</p> <p>To discuss and debate Is forgiveness always possible? (T2)</p>		<p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 F Values and commitment</p> <p>AT2 D Identity, diversity and belonging</p>	
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	<p>stories, research, discussions, and enquiries. (T1)</p> <p>To understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. (T2)</p> <p><b>Key vocabulary:</b> Jews, god, old testament, Abraham, synagogue, Torah(T1)</p> <p>Christmas, Jesus, Christingle, cross, bible, nativity</p> <p><b>Christmas concert performances</b></p>		<p><b>Key Skills:</b> This will be accomplished through a series of stories, research, discussions and enquiries. The children will use skills of engagement, expression, investigations and evaluation. (T1)</p> <p>To explore and understand how Jesus' life, death and resurrection teaches Christians about forgiveness. Accomplished through a series of stories, research, discussions and enquiries. (T2)</p> <p><b>Key vocabulary:</b> Judaism, Jews, Kashrut, (T1)</p> <p>Easter – Jesus, resurrection, Palm Sunday, crucifixion, bible, cross</p> <p><b>Whole school Easter hat parade.</b></p>		<p>What is the best way for a Jew to show commitment to God? (T1)</p> <p>Do people need to go to church to show they are Christians? (T2)</p> <p><b>Key knowledge:</b> To explore different ways in which Jews show their commitment to God, comparing their practices to explore which shows the most commitment. (T1)</p> <p>to understand how important going to church is to show someone is a Christian. (T2)</p> <p><b>Key Skills:</b> To revisit and recap learning from term 1 and 3. Looking at a series of stories, research, discussions and enquiries. (T1)</p> <p>To discuss and debate in groups and then present ideas in front of their peers to on how important going to church is to show that you are a Christian. (T2)</p> <p><b>Key vocabulary:</b> Jews, commitment, practices, synagogue, rabbi. (T1)</p>
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					Christians – church, vows, confession, priest/vicar, baptism.	
<b>Year 5</b>	<p><b>Topic Title:</b> you can choose between, Sikhism -Belief into Action (T1) or Hinduism - Prayer and Worship (T1)</p> <p>Christianity – Christmas (T2)</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 F Values and commitment</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To identify how far would a Sikh go for his/her religion? (T1)</p>	<b>Complete topic not done in Autumn 1.</b>	<p><b>Topic Title:</b> You can choose between either - Sikhism - Beliefs and moral values(T1)</p> <p>Hinduism - Hindu beliefs (T1)</p> <p>Christianity – Easter (T2)</p> <p>RE2b: To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT1 C Forms of expressing meaning</p> <p>AT2 F Values and commitments</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To research if Sikh stories are important today and if so, explore why? (T1)</p> <p>To analyse how can Brahman be everywhere and in everything? (T1)</p> <p>To challenge and question if God intended Jesus to be crucified and if so, was Jesus aware of this? (T2)</p>	<b>Complete topic not done in Spring 1.</b>	<p><b>Topic Title:</b> you may choose from either –</p> <p>Sikhism -Prayer and worship (T1) or</p> <p>Hinduism - Beliefs and moral values (T1)</p> <p>Christianity - Beliefs and practices (T2)</p> <p>RE1b: To recognise and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>RE2c: To recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> Sikhism -To investigate and discuss what is the best way for a Sikh to show commitment to God?(T1)</p>	<b>Complete topic not done in Summer 1.</b>

	<p>Research and think about what are the best ways for a Hindu to show commitment to God? (T1)</p> <p>To debate whether the Christmas story true? (T2)</p> <p><b>Key Skills:</b> to compare the different ways Sikhs put their religion into practice. To explore what is the best way for a Sikh to show commitment to God?(T1)</p> <p>To evaluate if there is a best way for Hindus to show their commitment to god.,(T1)</p> <p>to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.(T2)</p> <p><b>Key vocabulary:</b> Sikhs, Guru Granth sahib, Gurdwara, Equality, Sewa, amrit and 5ks</p> <p>Hindus -worship, puja, arati, Lakshmi, brahma</p> <p>Christmas – old testament, cross, Jesus, church, nativity, gospels, Luke, Mathew</p> <p><b>Christmas concert performances</b></p>		<p><b>Key Skills:</b> To explore and understand the relevance of Sikh stories today. (T1)</p> <p>To explain and understand the Hindu belief that there is one God with many different aspects. (T1)</p> <p>To investigate if Jesus is the incarnation of God</p> <p>To question whether God intended Jesus to be crucified or whether Jesus’ crucifixion was the consequence of events during Holy Week. (T2)</p> <p><b>Key vocabulary:</b> Sikh stories, guru, guru granth sahib, Guru Nanak</p> <p>Hindu, brahmin, brahma, Vishnu, pooja</p> <p>Life after death, Holy Week, Bible</p> <p><b>Year 5 Assembly – Easter Whole school Easter hat parade.</b></p>		<p>To debate and discuss if beliefs in karma, samsara and moksha help Hindus lead good lives?(T1)</p> <p>To discuss the best way for a Christian to show commitment to God and then evaluate in groups and present to rest of their peers?(T2)</p> <p><b>Key Skills:</b> To explore and evaluate how Sikhs show their commitment to God and to evaluate if there is a best way. (T1)</p> <p>To investigate and research how the impact of certain beliefs on a Hindu’s life.(T1)</p> <p>To understand how Christians, show their commitment to God and to evaluate if there is a best way. (T2)</p> <p><b>Key vocabulary:</b> Sikhism -guru, Amrit ceremony, guru granth sahib, langar, sewa, gurdwara, marriage, birth and death ceremonies</p> <p>Hinduism – prayer, Pooja, karma, moshukh, re-carination</p> <p>Christianity – baptism, church wedding, church, cross, bible, prayer, confession, vicar, communion.</p> <p><b>End of year leavers /summer show celebrations</b></p>
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<p><b>Year 6</b></p>	<p><b>Topic Title:</b> Islam Beliefs and practices (T1) Christianity - Christmas (T2)</p> <p>RE1b: To recognize and explain the impact of beliefs and ultimate questions on individuals and communities</p> <p>RE1a: To make links and explain connections between beliefs, stories and practices</p> <p>AT1 B Practices and ways of life</p> <p>AT2 F Values and commitments.</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> To use prior knowledge and research what is the best way for a Muslim to show commitment to God?(T1)</p> <p>To discuss and evaluate how significant is it that Mary was Jesus' mother? (T2)</p> <p><b>Key Skills:</b> To understand some of the ways Muslims show commitment to God and to evaluate whether there is a best</p>	<p><b>Complete topic not done in Autumn 1.</b></p>	<p><b>Topic Title:</b> Christianity - Belief and meaning (T1) Christianity – Easter (T2)</p> <p>RE1c: To explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.</p> <p>RE2a: To suggest lines of enquiry to address questions raised by the study of religions and beliefs.</p> <p>AT1 A Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth Believing Belonging We are learning to evaluate different beliefs about eternity and to understand</p> <p>AT1 B Practices and ways of life</p> <p>AT2 D Identity, diversity and belonging.</p> <p>AT2 F Values and commitments</p> <p><b>Key knowledge:</b> To explore Is anything ever eternal? (T1)</p> <p>To research Is Christianity still a strong religion 2000 years after Jesus was on Earth? (T2)</p> <p><b>Key Skills:</b> To evaluate different beliefs about eternity and to understand the Christian perspective on this. (T1)</p>	<p><b>Complete topic not done in Spring 1.</b></p>	<p><b>Topic Title:</b> for term 1 and 2 – Islam-Beliefs and moral value</p> <p>RE 2b To suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence</p> <p>AT 1 A Beliefs, teachings and sources</p> <p>AT2 D Identity, diversity and belonging.</p> <p>AT 1 A Beliefs, teachings and sources</p> <p>AT 2 E Meaning, purpose and truth</p> <p><b>Key knowledge:</b> to explore and discuss does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Key Skills:</b> to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. (T1)</p> <p>To challenge stereotyping through understanding different Muslim interpretations of Jihad and how</p>	<p><b>Complete topic not done in Summer 1.</b></p>
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	<p>way. To use prior knowledge and discuss this comparing to other religions they have learnt about.</p> <p>To analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians. (T2)</p> <p><b>Key vocabulary:</b> Muslim, 5 pillars of Islam, mosque, sajda, fasting, Eid, Ramadan</p> <p>Christianity – bible stories, angel, joseph Mary, virgin birth, miracle</p> <p>Christmas concert performances</p>		<p>To examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. (T2)</p> <p><b>Key vocabulary:</b> Christianity, beliefs, church, bible, cross, Easter, crucifixion, eternity, Palm Sunday, resurrection, church.</p> <p>Whole school Easter hat parade.</p>		<p>this links to getting to Heaven. (T2)</p> <p><b>Key vocabulary:</b> Muslim, mosque, 5 pillars, death, burial, heaven, hell, jihad</p> <p>End of year leavers /summer show celebrations</p>	
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