

Religious Education-Why here, why now?

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|-------------------|--|---|---|---|--|--|
| EYFS | | What makes me special? | Who is special to different people? | Which stories are special to different people? | How do different people celebrate their special times? | What places are special to different people? | If the world is special, how should we treat it? |
| | Content | children find out a little more about themselves and others. They talk about their interests, likes, dislikes. family and friends, as well as familiar customs and routines, they consider ways in which other people are similar to or different from themselves, including the fact that some people belong to a religious worldview | Children find a little bit more about which people are special to them, their school and local community, and to religious people. That introduced to the word God and explored why God is special to some religious people. They do this by engaging with some important stories for Christians, Hindus and Jewish people and exploring how these people put their beliefs about God into practise in the real world | children find out a little bit more about religious worldviews by exploring books and stories that are important to Christians and Muslims. They are introduced to the Bible on the Koran, think about why these books are important and how they are treated by Christians and Muslims they found out more about Christian and Muslim stories. They also think about books and stories that are important to them and why they are | children investigate how different people celebrate their special times, including Christians and Sikhs. They might link to their own celebrations and learn about how different people might celebrate religious festivals different across the globe. | Children will I see collect which places are special to them and white. They found out a little more about the places that are special to religious people, including opportunities to engage with Christian, Hindu, Jewish, Muslim and Sikh world views | children find out a bit more about what it means for the natural world to be special. They explore creation stories drawn from Muslim and Christian worldviews and their importance. They also think about their own impact on the natural world and how they can help look after it |
| | Why here, why now | First unit linked to hello topic to support children gaining an understanding of their place | first unit to introduce the concept of special people and in particular God. First introduction of different religions | links to prior unit t to introduce sources of authority, link into home and own important stories | First unit to introduce different religious celebrations, links to own celebrations and home life. | Increasing the children's exposure to different religions, in addition to special places that links into pilgrimages in key stage 2 | links to previous unit on special places, first introduction to creation stories |
| | Key Vocabulary | community, family, religion, special, world | Christian, God, Hindu, Jewish, special | Bible, Christian, Muslim, Qur'an | Christian, Easter, Jesus, Sikh, Vaisakhi | Church, Chapel, cathedral, Gurdwara, mandir, mosque, synagogue | Allah, Bible, creation, God, Qur'an |

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| Year 1 | | Who is God to Christians and why does God matter to them? | Why is it important to say thank you? | Who is Allah [God] to Muslims on why does Allah [God] matter to them? | Is it possible to speak to God? | What is my view of the world? | Is there a right way to worship? |
| | Content | Exploring in detail ways in which Christians articulate their beliefs about God. Deepening their understanding of how context influences the way in which Christians express their beliefs | exploring different ways in which people show thankfulness including through key festivals such as harvest and Sukkot | exploring in detail, ways in which Muslims articulate their beliefs about Allah [God] | How did Muslims pray to God? Explore into different ways in which religious people pray. | How has context shaped the things they believe and value and how they live their own lives. | Exploring A philosophical question about worship |
| | Why here, why now | build on learning in EYFS about the importance of God as a special person | built on learning about special times in EYFS and in the previous unit about the different ways in which people show thankfulness | build on learning in EYFS and autumn term unimportance of Allah [God]Muslims | Building on the children's understanding of the Muslim concept of God. Deepening understanding of the way in which context affects being a Muslim. | Recognise examples of the distinction between individual and organised worldviews from previous learning | brings together their knowledge about religious, organised an individual worldview, sources of authority and context. |
| | Key Vocabulary | Bible, Christian, church, creation, cross, God, stewardship | gratitude, harvest, Katia Katanga, maori, prayer, stewardship, Sukkot, thankfulness, Tikkun Olam | 99 names, Allah, Arabic, creation, God, harmony, mosque, Muslim, Prophet Muhammad, Qur'an, special | Allah, Christian, church, communication, context, Jewish, Gurdwara Makkah, mosque, Muslim, prayer, Prophet Muhammad, Sikh, synagogue, Waheguru Wudu | Context, diversity, individual worldview, organised worldview, personal worldview, worldview | Context, diversity, God [Allah], individual worldview, organised worldview, reason, worship, worthy |

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| Year 2 | | What is a human being? [Part 1] | What is a human being? [Part 2] | local case study 1 | local case study 2 | How do people welcome a new human into their community [Part 1] | How do people welcome a new human into their community? [Part 2] |
| | Content | Children explore more deeply how people's beliefs are shaped by key sources of authority | children gain a better understanding of Muslim and Sikh beliefs about human beings. | Children learn about local man Thomas Clarkson, his work on the abolition of slavery, and the story of the Good Samaritan | children learn about Sheikh Abdel Hakim Morad a local Muslim community leader and about Maharaja Dilip Singh -the last Maharaja of India | How religious and non-religious people welcome a new baby into their community | How religious and non-religious people welcome a new adult into their community |
| | Why here, why now | builds on learning from EYFS and year one about sources of authority. | Built on learning from EYFS and year one and from autumn one about people's beliefs and using sources of authority | pupils are able to apply their understanding of key sources of authority gained from previous work in EYFS and year one | | Deep inside knowledge and understanding of believes convert developing their understanding of ways of knowing by using questions and tools | building on their understanding of context and ways of living from previous unit |
| | Key Vocabulary | Bible, creation, God, human, image of God, Methodist, purpose, orthodox, unique | Allah, equality, guru, guru Granth sahib, harmony, human, Khalifa, Prophet Muhammad, Qur'an, Sikh Waheguru | Aberration, Christian, dignity, emancipation, equality, freedom, image of God, parable, respect, slavery | community, empire, granthi, gurdwara, hadith, harmony, imam, Khalifa, leader, Maharaja, mosque, Muslim, shaykh, seek | Baptism, celebration, context, dedication, Hindu, humanism, naming ceremony, non-religious, Rakhi, Raksha Bandhan, ritual, welcome, worldview | Baptist, believers' baptism, belonging, convent, monastery, monk, none, ritual, philosopher, shahadah, welcome |

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| Year 3 | Year A | What is my duty, how do I know and why does it matter? [Sikh worldviews] | what is my duty, how do I know and why does it matter? [Hindu worldviews] | what is a good life? [Non-religious worldviews] | what is a good life? [Christian worldviews] | do Christians have to believe in God as Trinity? [Part 1] | do Christians have to believe in God as Trinity? [Part 2] |
| | Content | how does context affect the ways in which Sikhs understand and live out their duty | How does context affect the way in which Hindus understand and live out their Dharma | Explore the life of James Baldwin | looking at the work and life of Saint Francis of Assisi | Interpretations of the concept of God, analysing the lived reality of Christian worldviews | |
| | Why here, why now | built on previous knowledge of Sikh customs, beliefs and practises from key stage 1 | develops from understanding of Hindu beliefs and customs and follows on from consideration of Sikh duty | applying the understanding of the concept of duty from the previous 2 units and looking at the ways in which non-religious people apply it in their lives | applying understanding of the concept of duty from previous units and looking at the ways in which religious people try to live a good life | allowing children to engage more deeply with Christian sources of authority from key stage 1 | |
| | Key Vocabulary | Duty, equality, good wire, Gurmukhi, guru, guru Granth sahib, Manmukh, Mool mantar, Siwa, Sikhi Waheguru | Brahma, atman, context, dharma, karma, liberation, moksha, Samsara, Shiva, Trimurti, Vishnu | Civil rights, context, duty, ethics, good, humanist, reason, segregation | authority, Bible, Catholic, Franciscan, golden rule, monastic, St, source of authority | authority, creed, father, Holy Spirit, Nicene, son, Trinity | denomination, leading, ministry, Quaker, social action, Trinity |

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| Year 4 | | What is religion? What is spirituality? | Along home spirit food places? | Can spirituality make things better? Case study one [non-religious worldview] | can spirituality make things better? Case study two [Sikh worldview] | How do people express their spirituality together? [Pilgrimage-Muslim and Hindu worldviews] | how do people express their spirituality together? [Pilgrimage-Christian worldviews] |
| | Content | considers various ways in which religion can be defined and introduces the separate but linked concept of spirituality | What does it look like to be spiritual for both religious and non-religious people | Developing an understanding of humanist beliefs about human beings, spirituality and the natural world | looking at the ways in which spirituality can motivate and be affected by interfaith work | case studies relating to religious pilgrimage | historical case today related to Christian pilgrimage |
| | Why here, why now | built on engagement with previous religious individuals and groups of people in earlier units of study, begins to develop an understanding of what is religion? | Builds on previous unit exploring the concept of spirituality in more depth | Draws on previous learning about different spiritual capacities in a non-religious context | continuing to deepen their understanding of spirituality as a concept and further opportunities for pupils to ask theological questions of religious sources of authority from key stage 1 | continuing develop their understanding of the concept of spirituality | Final unit to develop their understanding of spirituality |
| | Key Vocabulary | meditation, Naam japo, prayer, religion- non religion, spirituality, worldview, | Church, Dharma, kosher, mandate, meditation, mezuzah, murti, prayer, religion, sacred, shabbat shrine, spirituality, worldview | atheist, climate, environment, humanism, natural world, non-religious, philosopher, spirituality, supernatural, survey | Anti-Semitism, belonging, covenant, discrimination, interfaith, mitzvah, social action, spirituality, Tikkun Olam | Ahimsa, environment, Ganges, Hajj, Hindu, journey, Kumbh Mela, Makkah, pilgrimage, river, spirituality | Annunciation, denomination, journey, Magnificat, marry, pilgrimage, spirituality, Walsingham |

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| Year 5 | | Does creativity matter? [music] | Does creativity matter? [art] | Do people always put their beliefs into action? [Christian worldviews] | People always put their beliefs into action? [Muslim worldviews] | Are all people equal? [Part 1] | Are all people equal? [Part 2] |
| | Content | Creation stories from different religions, religious expression through music | expression of religious beliefs and values through art | case study of the 16th street Baptist Church in Birmingham, Alabama and connection to the Welsh artist John Petts | how much time Celsius if authority help Muslims understand justice and injustice, migration and refugee status, Islamophobia | Sikh beliefs in Waheguru, satguru, Gurmukhi in the light of the view that all people are equal. | Collective worship, ideas of freedom of religion and belief |
| | Why here, why now | building on learning from key stage 1 on creation, focusing on religious narratives about the origin of the universe | developed from learning from unit for autumn one, considering more philosophical questions about how humans communicate abstract and conceptual ideas | building on previous work on beliefs, duty, dignity and respect, also builds on work from walls and barricades topic in lower key stage 2 | building on work from previous term, asking philosophical questions about what it means to be human. Also builds on work from Walton barricades topic in lower key stage 2 | Built on learning from lower key stage 2 developing key Sikh concepts including Gurmukhi | building on previous work on equality and equity and religious persecution |
| | Key Vocabulary | Adhan, belonging, communication, creativity, genre, guru Granth sahib, identity, halal, Haram, Kirtan, klezmer, Shabad | ancient, atheist, calligraphy, creation, creativity, empire, Hasidic, humanist, incarnation, Jesus, non-religious, purpose | black theology, dignity, equality, equity, hermeneutics, image of God, injustice, justice, racism, respect, right, segregation, slavery | Allah, community, discrimination, hadith, Hijrah, Islamophobia, migration, prophet, Qur'an, refugee, slavery, Ummah | Dastar, equality, Gurdwara, Gurmukhi, Khalsa, langar, Sewa, Sikh, Waheguru | belief, freedom, justice, religion, right, worldview, worship |

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| Year 6 | | do religious worldviews change over time? [Part 1] | Do religious worldviews change over time? [Part 2] | Is technology a good thing for religious worldviews? [Part 1] | is technology a good thing for religious worldviews? [Part 2] | What is my view of the world? | Does religion matter? |
| | Content | Anne Askew on the Protestant Reformation, role of women in religion | the experience of women in the contemporary Anglican church | the impact of the printing press on Christian and non-religious worldviews, concepts of right and wrong | use of technology to support travel, communication, traditions and helping others, ethical questions | Everyone has a worldview, views changing over time. being curious about worldviews helps us live well together | Differences in what we understand by the word religion, how well views are affected by context, including time, place, culture |
| | Why here, why now | builds on learning from key stage one, key Christian teachings and texts relating to what it means to be human, lived examples | built on work from the previous term looking at the role of women in the Church of England, also builds on work from the parliament and power topic into suffragism | build on learning from this year into equality equity and changes in thinking | builds on learning from the previous unit into equality, equity and changes in thinking | Opportunity to revisit their own worldviews developed over key stage 1 and key stage 2, considering how learning so far has helped them become more consciously aware of why they believe value what they do | revisiting key concepts of religion, spirituality and worldview, drawing on prior learning in key areas |
| | Key Vocabulary | authority, Bible, Catholic, context, Eucharist, faith, heresy, interpretation, mass, power, Protestant, reformation, sexism, thesis, truth | abolition, Bishop, Catholic, Church of England, denomination, Methodist, minister, ordination, orthodox, Presbyterian, priest, protestant, Quaker, sexism, suffrage | Catholic, Great Commission, printing press, Protestant, technology | AI, Anglican, Catholic, communication, ethics, harmony, mission, Mormon, orthodox, service, sewer, shabbat social media, technology, Ummah, Zakat | Agnostic, Ashoka, atheist, Buddha, Buddhist, Dhammapada Koan, organised worldview, Siddhartha Gautama, theist, worldview | senses, culture, religion, social action, spirituality, sport, worldview |