

RE Progression Document

Please also refer to the Agreed Syllabus document and exemplar plans where appropriate.



Year One Autumn Term	Key concepts	Learning objectives and outcomes																				
<p>What can we learn about Christianity from visiting a church?</p> <ul style="list-style-type: none">• What is a church?• What happens in a church?• What can we see and hear in our local church?• What do we know about Autumn and Harvest?• How do Christians think the world was made?• What happens in the church at a Harvest Festival?• How might we care for the world?• What shall we ask our vicar/minister/priest about the church?	<p>Expressions of Belief</p> <p>Authority</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none">• that the church is a special place for Christians• how church buildings can look different from one another• about some features in a church e.g. cross, windows, spire. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none">• recognise and name some features of a church e.g. cross, altar, pew, window• recognise and name some ways in which Christians worship in the church e.g. prayer, hymns, Bible reading• Sunday worship• recall the Christian story of Creation• recognise some features of a church Harvest festival• talk about what they find interesting or puzzling in a church• reflect on their own feelings about being quiet, being in a special place, caring for the world.																				
<p>Re-cap</p> <p>God as loving, Father, creator</p> <p>Special places – church</p> <p>Special times – Harvest, Christmas, Easter</p> <p>Infant Baptism</p> <p>Special objects – see vocabulary</p> <p>Special books – the Bible</p> <p>Special people – Jesus; vicar/minister/priest</p>		<p>Key Vocabulary</p> <table><tr><td>Church</td><td>Worship</td><td>Christians</td></tr><tr><td>Sunday</td><td>God</td><td>Jesus</td></tr><tr><td>Bible</td><td>Altar</td><td>Pew</td></tr><tr><td>Cross</td><td>Vicar</td><td>Prayer</td></tr><tr><td>Hymns</td><td>Candles</td><td>Harvest</td></tr><tr><td>Pulpit</td><td>Creation</td><td>world</td></tr></table>			Church	Worship	Christians	Sunday	God	Jesus	Bible	Altar	Pew	Cross	Vicar	Prayer	Hymns	Candles	Harvest	Pulpit	Creation	world
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Year One Autumn Term	Key Concepts	Learning objectives and outcomes
<p>What does it mean to belong in Christianity?</p> <ul style="list-style-type: none"> • Who do we belong to? • How do Christians welcome babies? • What special objects and actions can we see at a baptism? • What happens after Christian baptism? • How do Christians show care for each other? • How can we welcome people? 	<p>Belief Impact of Belief Expressions of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • what the word 'belonging' means • to recognise some of the ways a vicar/minister/priest leads • about the different groups of people belong to eg school, family, church, clubs. • to recall the story of the wise men • to recognise the words connected with the gifts the wise men brought - gold, frankincense, myrrh • to recognise that Christians see Jesus as a gift given by God to the world • talk about their own experiences and feelings about giving and receiving gifts • identify a way they can give a gift that does not cost any money. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • identify and name some objects and actions connected with the baptism ceremony.
<p>Re-cap</p> <p>Baptism – infant Belonging Christian</p>		<p>Vocabulary</p> <p>baptism candle, font, water, cross, baptism card, sign of the cross.</p>

Year One Autumn Term	Key Concepts	Learning objectives and outcomes
<p>Why are gifts given at Christmas?</p> <ul style="list-style-type: none"> • What gifts did the wise men bring? • Why do Christians see Jesus as a gift? • What gifts do we give? 	<p>Belief Authority Expressions of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • about the visit of the wise men to Jesus • about the gifts they brought and their significance. <p><i>Pupils should:</i></p> <ul style="list-style-type: none"> • know that parents and godparents promise to God to follow Jesus and bring their child up as a Christian (show commitment) • know that being a Christian means showing love and care to others and helping them • know that Christians take their children to church, pray and read the Bible with them to help them belong to the Christian church.
<p>Re-cap</p> <p>Special times: Christmas Journey to Bethlehem Jesus' birth born in a stable. Angels, Shepherds, Wise Men Why do Christians believe Jesus was special?</p>		<p>Vocabulary</p> <p>Jesus, Bethlehem, Wise men, Kings, Gold, Frankincense, Myrrh, Special, Gifts/giving/presents</p>

Year One Spring Term	Key Concepts	Learning objectives and outcomes												
<p>Why is Jesus special to Christians?</p> <ul style="list-style-type: none"> • What do we already know about Jesus? • Why did Jesus tell stories? • How did Jesus change lives? • What do Christians believe about Jesus' power? <p>Re-cap</p> <p>Jesus – Bible stories, teaching, healing Christian belief about Jesus being special</p> <p>Vocabulary</p> <table> <tr> <td>belonging</td><td>baptism</td><td>christening</td></tr> <tr> <td>welcome</td><td>font</td><td>candle</td></tr> <tr> <td>Jesus</td><td>Bible</td><td>love</td></tr> <tr> <td>church</td><td>God</td><td></td></tr> </table>	belonging	baptism	christening	welcome	font	candle	Jesus	Bible	love	church	God		<p>Belief Authority</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • that Jesus chose some special followers (disciples) to help him • that Jesus told special stories called parables to tell people about God and how to act and behave • about the meaning of The Lost Sheep • how Christians will try to follow the examples of Jesus, say sorry and forgive others • that Christians believe Jesus performed special acts (miracles) and that they see Him as special • to ask questions, discuss, listen to others, give simple reasons for views. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • state that Christians see Jesus as special and link to the birth of Jesus • know that Jesus travelled around telling people about God • retell the story of The Lost Sheep • know that Jesus befriended Zacchaeus and Zacchaeus changed his life and became kind • Jesus showed power by calming the storm, healing a paralysed man (retell one of these stories) • recognise how Jesus is shown as special in pictures/statues/icons • know that Christians believe Jesus is God's son • ask questions, give own view and simple reasons to back their views up.
belonging	baptism	christening												
welcome	font	candle												
Jesus	Bible	love												
church	God													

Year One Spring Term	Key Concepts	Learning objectives and outcomes
<p>How is Buddha special to Buddhists? Who is Buddha? What do Buddhists believe about Buddha? What are the special teachings about the natural world?</p> <p>Why did Buddha leave home? Where did Buddha come from? Why did he leave his life?</p>	<p>Belief Teachings Authority</p>	<p>Pupils should learn:</p> <ul style="list-style-type: none"> • Who Buddha was and that Buddhists believe in Buddha as an enlightened teacher (not a God) • the importance Buddhists place on the natural world. • about Buddhist values of compassion and respect for all living things. • stories about the Buddha - his birth, growing up as Prince Siddhartha, giving up palace life to search for truth and an answer to suffering; symbol of the Bodhi tree. <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • understand the meanings behind stories about the Buddha. • re-tell stories e.g. The Monkey King; Siddhartha and the Swan • know about the Buddhist messages of respect for living things, compassion and no stealing or telling lies.
<p>Re-cap</p> <p>Wesak; prayer wheels and flags; Buddha and stories about Buddha; Special places – the temple</p>		<p>Vocabulary</p> <p>Buddha, teacher, compassion, living things, respect for living things.</p>

Year One Spring Term	Key Concepts	Learning objectives and outcomes															
<p>What is the Easter story?</p> <ul style="list-style-type: none">• What happened to Jesus?• Can we make an Easter Garden?• What makes us happy?	<p>Belief</p> <p>Authority</p> <p>Expressions of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none">• that Jesus was put on a cross and died• that Christians believe Jesus came back to life• that Christians remember the death of Jesus• on Good Friday and He came back to life on Easter Day• Easter Gardens help people remember the Easter story.• to recap on the main events of Good Friday and Easter Day• to reflect on the things that make them happy• that Christians see Easter Day as a happy day. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none">• recall the story of death and resurrection of Jesus <p>recognise symbols linked to this story – cross, Easter Garden.</p>															
<p>Re-cap</p> <p>Easter, Jesus, sad and happy</p> <p>Christians – special time for them</p> <p>Easter day, Good Friday, Easter eggs.</p>		<p>Vocabulary</p> <table><tr><td>Good Friday</td><td>Easter Day</td><td>Jesus</td><td>Easter garden</td></tr><tr><td>cross</td><td>sad</td><td>happy</td><td>Christians</td></tr><tr><td>Easter egg</td><td>special</td><td>church</td><td>new life</td></tr></table>				Good Friday	Easter Day	Jesus	Easter garden	cross	sad	happy	Christians	Easter egg	special	church	new life
Good Friday	Easter Day	Jesus	Easter garden														
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Year One Summer Term	Key Concepts	Learning objectives and outcomes		
What do Hindus believe about God? What do Hindus believe about Brahman? What different roles do we all have? What does the story of Svetaketu tell us? What does the story of Ganesh tell us? What does Ganesh represent?	Belief Expressions of belief	<i>Pupils should learn:</i> <ul style="list-style-type: none"> that Hindus believe in One God, Brahman, shown in many forms the story of Svetaketu. consider different ways of understanding Hindu belief in God - one as many forms reflect on how we all have different roles and different aspects of our personalities the story of how Ganesh got his elephant head. know that Ganesh is the god of wisdom, change, remover of obstacles know some of the symbols connected with Ganesh think about times of change in their own lives. <i>Pupils should be able to:</i> <ul style="list-style-type: none"> recap their learning in this unit. 		
Re-cap		Vocabulary		
Special times – Divali Murtis - Ganesh, Rama and Sita Arti lamp, puja tray, decorations, music		Hindu	Lakshmi	Brahma
		God / Gods	Brahman	Vishnu
		Rama	Ganesh	Shiva
		Sita	murti	

Year One Summer Term	Key Concepts	Learning objectives and outcomes												
<p>How do Hindus show belonging? What does it mean to belong? How do we welcome a new baby? What is a baby naming ceremony? What do we know about Raksha Bandhan? What is a rakhi? What is the significance of the story of Indra and Sachi? What does it feel like to give and receive?</p> <p>Re-cap</p> <p>Infant baptism</p> <p>Vocabulary</p> <table> <tr> <td>Hindu</td><td>brother</td><td>sister</td></tr> <tr> <td>family</td><td>belonging</td><td>rakhi</td></tr> <tr> <td>Raksha Bandhan</td><td>Indra</td><td>Sachi</td></tr> <tr> <td>honey</td><td>ghee</td><td></td></tr> </table>	Hindu	brother	sister	family	belonging	rakhi	Raksha Bandhan	Indra	Sachi	honey	ghee		<p>Authority Expression of Belief Impact of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • what the word belonging means and how they belong in school • how a new born baby is welcomed and the features of a naming ceremony • that Raksha Bandhan celebrates brothers and sisters • how Raksha Bandhan is celebrated • what a rakhi is and who it is given to • the story of Indra and Sachi behind Raksha Bandhan • to reflect on who helps them and the importance of saying thank you • know why some objects are special to people • reflect on how they feel about their special objects • learn to make a rakhi • reflect on what it feels like to give and receive. • about the importance in Hinduism of good actions • about the Hindu values of care and respect and reflect on their own feelings and values in relation to their learning about Hindu values. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • recognise some of the features of the baby naming ceremony • recognise and name what happens at Raksha Bandhan • recall the story of Indra and Sachi • identify some ways Hindus show care and respect • think about special things they have • think about people who are special to them.
Hindu	brother	sister												
family	belonging	rakhi												
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Year 2 Autumn Term	Key Concept	Learning objectives and outcomes
How do Hindus Worship? How do Hindus worship in the home? What does the family shrine consist of? What is the puja? How do Hindus worship in the Mandir? What is the Arti/Arati ceremony?	Expressions of Belief Belief	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • that Hindus worship at home as well as in the mandir • that they have a home shrine which they use to worship • that the family shrine consists of a display of artefacts and can be simply or elaborately decorated • that the artefacts include: murtis, prashad and a puja tray • how these artefacts are used and how home worship takes place • when a Hindu can go to the mandir to worship. • the differences between home and temple worship. • about the arti ceremony, what it is and what happens during it. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • define what puja is and what it involves during worship • explain the purpose/significance of the objects on a puja tray • explain the differences between home and mandir worship. • describe the arti ceremony • recognise the aum symbol and describe when it is used.
Re-cap Hindu; Mandir; ceremony Raksha Bandan Worship		Vocabulary Worship, shrine, puja, puja tray, Arti ceremony, murtis, prashad, Mandir, aum.

Year 2 Autumn Term	Key Concepts	Learning objectives and outcomes
How and why is Divali special for Hindus? What is Divali? How Hindus celebrate Divali? Why is it special to Hindus?	Authority Expressions of Belief Belief	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • about the Hindu celebration of Divali and why it is special to Hindus • that it marks the beginning of the Hindu new year • what happens at Divali – how it is celebrated • the significance of Lakshmi, light and rangoli patterns. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • explain the significance of Divali to Hindus as an important festival in their calendar • show how it is celebrated • say what the significance of Lakshmi, light and rangoli patterns are in this festival.
Re-cap Divali celebrated by Hindus – special times.		Vocabulary Divali, celebrate, Lakshmi, calendar, light, festivals, rangoli patterns

Year Two Autumn Term	Key concepts	Learning objectives and outcomes
<p>How and why is light important at Christmas?</p> <p>Why is light important?</p> <p>What are the symbols of light in the birth story?</p> <p>What is a Christingle?</p>	<p>Belief</p> <p>Authority</p> <p>Expressions of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • how light helps us • how light can be a symbol • about symbols of light and what they mean in birth stories • ways in which light is used at Christmas • to identify the symbols of the Christingle • recognise what the symbols of the Christingle mean. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • re-tell the Nativity story and suggest meaning for symbols of light in the story • identify and suggest meaning for Christingle symbols • reflect on their own experience and feelings connected with light and be aware of other people's feelings.
<p>Re-cap</p> <p>Nativity story</p> <p>The visit of the wise men to Jesus</p> <p>The gifts they brought and their significance.</p>		<p>Vocabulary</p> <p>Light, angel, star, halo, Christingle</p>

Year Two Spring Term	Key Concepts	Learning objectives and outcomes															
<p>What does it mean to belong in Christianity?</p> <ul style="list-style-type: none"> Who do we belong to? How do Christians welcome babies? What special objects can we see at a baptism? What special actions can we see at a baptism? What happens after Christian baptism? How do Christians show care for each other? How can we welcome people? <p>Re-cap</p> <p>The church as a place of worship Jesus as teacher The Bible as special because of what it teaches.</p> <p>Vocabulary</p> <table> <tr> <td>belonging</td><td>baptism</td><td>christening</td></tr> <tr> <td>promises</td><td>welcome</td><td>candle</td></tr> <tr> <td>cross</td><td>font</td><td>light</td></tr> <tr> <td>Jesus</td><td>Bible</td><td>love</td></tr> <tr> <td>Church</td><td>God</td><td></td></tr> </table>	belonging	baptism	christening	promises	welcome	candle	cross	font	light	Jesus	Bible	love	Church	God		<p>Belief Authority Expressions of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> what the word 'belonging' means about the different groups they belong to that baptism services show belonging to the church what the main features of a baptism service are about the promises made at a baptism service how the candle and font are used in the baptism service about the Christening robe how the baptism objects help Christians think about God about actions in the baptism ceremony and what they mean how parents pray and read Bible stories with their children about the teaching of Jesus to love God and your neighbour as yourself how Christians care for others in different ways to identify examples of objects and actions which could symbolise belonging and welcome to work together to agree a class ritual of welcome. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> identify and name some objects and actions connected with the baptism ceremony eg baptism candle, font, water, cross, baptism card, sign of the cross know that parents and godparents promise to God to follow Jesus and bring their child up as a Christian know that being a Christian means showing love and care to others and helping them know that Christians take their children to church, pray and read the Bible with them to help them belong to the Christian church.
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Church	God																

Year Two Spring Term	Key concepts	Learning objectives and outcomes															
<p>How do Christians celebrate Easter? What can we remember about the Easter story? How do Christians use objects to celebrate Easter? How do Christians remember Good Friday and Easter Day in church?</p> <p>Re-cap Recall the story of the death and resurrection of Jesus. Recognise symbols linked to this story – cross, Easter Garden.</p> <p>Vocabulary</p> <table> <tr> <td>Easter</td><td>Christians</td><td>Good Friday</td></tr> <tr> <td>Easter Sunday</td><td>new life</td><td>Jesus</td></tr> <tr> <td>disciples</td><td>cross</td><td>crucifix</td></tr> <tr> <td>hot cross bun</td><td>palm cross</td><td>purple</td></tr> <tr> <td>Easter garden</td><td></td><td></td></tr> </table>	Easter	Christians	Good Friday	Easter Sunday	new life	Jesus	disciples	cross	crucifix	hot cross bun	palm cross	purple	Easter garden			<p>Belief Authority Expressions of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> about what happened on Good Friday and Easter Day (recap) about two events leading up to Good Friday – Jesus entering Jerusalem, last meal with friends about the crucifix and empty cross and how they link to Good Friday and Easter Day to identify and name other objects connected with Easter – church colours, palm cross, Easter garden, bread and wine and how they link to Easter story about ways in which Christians celebrate Easter in church to think about ways to help make people happy. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> identify some features and objects found in churches at Easter e.g. cross, Easter garden, gold/white/purple identify some Easter practices in churches eg Hallelujah, Easter hymns, giving out eggs, bread and wine recall story of Good Friday and Easter Day recall some other events in the Easter story eg entry into Jerusalem, Last Supper.
Easter	Christians	Good Friday															
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Year 2 Summer Term	Key Concepts	Learning objectives and outcomes															
<p>What can we learn from the story of Saint Cuthbert? Who was St Cuthbert? What did Cuthbert do? Why do people go to Lindisfarne today? Why is Durham Cathedral special?</p> <p>Re-cap</p> <p>Special places – church and cathedral Special people – Jesus and church leaders – to Christians</p> <p>Vocabulary</p> <table> <tr> <td>Cuthbert</td><td>Lindisfarne</td><td>prior</td></tr> <tr> <td>bishop</td><td>Holy Island</td><td>monk</td></tr> <tr> <td>Durham</td><td>Saint</td><td>cathedral</td></tr> <tr> <td>holy</td><td>pray</td><td>Bible</td></tr> <tr> <td>reflection</td><td></td><td></td></tr> </table>	Cuthbert	Lindisfarne	prior	bishop	Holy Island	monk	Durham	Saint	cathedral	holy	pray	Bible	reflection			<p>Impact of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • about Cuthbert as a boy and shepherd • about Cuthbert’s vision • about Cuthbert becoming a monk • about Cuthbert and the sea otters • that Cuthbert became prior and bishop of Lindisfarne • that Cuthbert lived as a hermit for several years on Inner Farne and died there • that Lindisfarne is also called Holy Island and why • that some people go to Holy Island to visit the places where Cuthbert was to pray and think about God (pilgrimage) • that Cuthbert is buried at the cathedral • that the cathedral was built because of Cuthbert • how the cathedral is a place of worship and prayer today for people to visit. <p><i>Pupils should be able to understand:</i></p> <ul style="list-style-type: none"> • why Cuthbert became a monk • how Cuthbert preached and helped others • how Cuthbert was bishop at Lindisfarne • how Cuthbert liked to be alone to pray • how and why Durham Cathedral is linked to Cuthbert • how Durham Cathedral is a place of worship today • how and why people visit Lindisfarne today.
Cuthbert	Lindisfarne	prior															
bishop	Holy Island	monk															
Durham	Saint	cathedral															
holy	pray	Bible															
reflection																	

Year Two Summer Term	Key concepts	Learning objectives and outcomes
<p>How do Buddhists show their beliefs and practice?</p> <p>How do Buddhists worship at home?</p>	<p>Belief</p> <p>Impact of Faith</p> <p>Worship</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • how Buddhists worship at home • about special ceremonies including Wesak • how Buddhists show commitment and belonging e.g. The Sangha • about Buddhist meditation and how this is part of worship • through experience first-hand how someone who is Buddhist shows their beliefs. <p><i>Pupils should understand:</i></p> <ul style="list-style-type: none"> • how Buddhists worship in the home through the Buddhist home shrine – statue of Buddha (rupa) or mandala, incense, candles, water, food, bell – engaging all the senses • that their knowledge of the Zumos chillroom will aid their understanding of meditation in Buddhist worship • that symbols and aids e.g. prayer beads, prayer wheels and flags, lotus flower are representative of what may be used in Buddhist worship.
<p>Re-cap</p> <p>Wesak</p> <p>Ceremonies</p> <p>Buddha and Buddhists</p> <p>Home shrine</p>		<p>Vocabulary</p> <p>Wesak, meditation, commitment, the Sangha, worship, rupa, mandala, incense, candles, symbols – prayer beads, wheels, flags, lotus flower.</p>

Year 3 Autumn Term	Key concepts	Learning objectives and outcomes									
<p>How and why do Sikhs worship in the Gurdwara? What do Sikhs believe? Why is the Gurdwara important to Sikhs? What is a Gurdwara like? What is the Guru Granth Sahib and how is it treated? How do Sikhs worship in the Gurdwara? What is the langar? What questions shall we ask when we visit the Gurdwara? So, how and why do Sikhs worship in the Gurdwara?</p> <p>Re-cap</p> <p>Worship and belief. Special places – the building and people Holy books Community</p> <p>Vocabulary</p> <table> <tr> <td>Gurdwara</td><td>Guru Granth Sahib</td><td>langar</td></tr> <tr> <td>Nishan Sahib</td><td>romalla</td><td>chauri</td></tr> <tr> <td>respect Granthi</td><td>authority</td><td>Sangat</td></tr> </table>	Gurdwara	Guru Granth Sahib	langar	Nishan Sahib	romalla	chauri	respect Granthi	authority	Sangat	<p>Belief Authority Expressions of Belief</p>	<p>During a visit to the Gurdwara:</p> <p>Pupils should learn:</p> <ul style="list-style-type: none"> • what the Gurdwara looks like • about the Guru Granth Sahib • how it is treated • why it is treated in this way • about key aspects of Sikh worship • what the langar is and how it is used • what Sikh values and beliefs are shown through the langar - equality, care for all, community • to ask questions about the Gurdwara • to evaluate their responses to the visit • what they need to do to complete their visitors' guide. <p>Pupils should be able to:</p> <ul style="list-style-type: none"> • describe the features of the Gurdwara • describe how Sikhs worship in the Gurdwara • describe how the guru Granth Sahib is treated • describe and show the importance of the langar meal.
Gurdwara	Guru Granth Sahib	langar									
Nishan Sahib	romalla	chauri									
respect Granthi	authority	Sangat									

Year 3 Autumn Term	Key concepts	Learning objectives and outcomes
<p>How and why is Advent important to Christmas? What is Advent? Why is Isaiah read during Advent? What would be in a Christian Advent calendar?</p> <p>Re-cap</p> <p>Nativity story Key features linked to Christian belief Special places – the church</p> <p>Vocabulary</p> <p>Preparation and hope Advent, Annunciation – Mary Rituals and symbols - Advent candle, services, colour purple (solemnity, reflecting the colour of God)</p>	<p>Belief Impact of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • how Christians celebrate Advent • to reflect on how they prepare for Christmas in Advent • how Old Testament passages foretold the coming of Jesus • the meaning of the passage from Isaiah for Christians • to distinguish between secular and Christian preparation in Advent • to identify key symbols, words, verses and passages connected with the birth story and Christian celebrations of Christmas • to reflect on quiet times and being still. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • describe some key features of Advent, how it is celebrated • make links between these features and beliefs about Jesus and the Christmas story • make links between beliefs expressed through Bible passages, particularly Isaiah 9 • reflect on their own feelings, beliefs and values connected with Christmas and appreciate that not all feel the same.

Year Three Spring Term	Key Concepts	Learning objectives and outcomes
<p>What do Christians believe about Jesus? Invite a Christian - a minister or a lay person - to talk to the class about why Jesus is important to them and the difference believing in Jesus makes to their life. This is an important part of the opportunities this unit can provide.</p> <p>Re-cap</p> <p>Jesus – stories from Bible; his life and teachings. Christian belief linked to Jesus</p> <p>Vocabulary Bible, Gospels, Son of God John the Baptist, proclaiming, coming Miracles, teaching, parables Founder Symbols, worship: Paschal candle Creator</p>	<p>Belief Authority Impact of Belief</p>	<p><i>Pupils should learn that:</i></p> <ul style="list-style-type: none"> • Jesus’ life is described in the Gospels as are his teachings, which are followed by Christians • in the Bible, Jesus is described as the Son of God – from his birth to death • the Bible stories support this – John the Baptist proclaiming his coming; miracles; teachings and parables • Jesus was the founder of Christianity • we can understand what Jesus was like through the stories he told and his actions • the Bible and Christian worship has Jesus as the central theme eg. the significance of the most well-known festival symbols, e.g. the cross or the Paschal candle, through seeing them on visits to churches • the Christian concepts of God as Creator and as a loving parent links directly to Jesus. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • describe some of the main features of Jesus’ life • recount key miracles that Jesus performed and recognise that this shows He is the Son of God in Christian belief • recognise that Christians read the Bible, part of which is about Jesus and that they follow His teachings and believe that He is the Son of God • use a developing religious vocabulary, such as resurrection, forgiveness to describe key aspects of Jesus’ life and teachings continued below:

Year Three Spring Term	Key concepts	Learning objectives and outcomes
<p>What do Christians remember on Palm Sunday? How and why did people react differently when Jesus came to Jerusalem? What do Christians mean when they call Jesus 'king'?</p> <p>Re-cap The Easter story How Christians use objects to celebrate Easter How Christians remember Good Friday and Easter Day in church</p> <p>Vocabulary Palm Sunday, Jerusalem, followers, disciples, palm leaves, palm crosses, Hosanna, enemies – priests and Sadducees. King, Messiah, ministry</p>	<p>Belief Impact of Belief Expression of Belief Authority</p>	<ul style="list-style-type: none"> begin to identify the impact that believing in Jesus has on a Christian's life describe some ways in which Jesus has been represented in art or music make links between some Christian beliefs and some stories about Jesus found in the New Testament ask and consider some important questions of their own about Jesus, making links between their own and others' responses. <p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> about the story of Jesus entering Jerusalem to think about the differing reactions of the disciples, people in the crowd, the enemies of Jesus and consider why they responded in different ways what type of king Jesus was as shown through his birth, ministry and death and how this was shown through His entry into Jerusalem (symbols and actions). How and why Palm Sunday is celebrated in churches today <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> describe what happened when Jesus entered Jerusalem describe Christian beliefs about Jesus as King/Messiah shown in the story of Jesus' entry into Jerusalem describe ways in which Christians remember Palm Sunday today ask questions about the Palm Sunday story; give their views and reasons why.

Year Three Summer Term	Key concepts	Learning objectives and outcomes																		
<p>How do Sikhs express their beliefs? What do Sikhs believe about God? Why is Guru Nanak special to Sikhs? What does Sikhism teach about equality? (focus on Baisakhi) What happens at the amrit ceremony? What are the 5 Ks - what do they mean? What is the Guru Granth Sahib and how is it treated? Who were the Sikh Gurus and why are they important to Sikhs? How do Sikhs worship in the Gurdwara? What is the story of Baisakhi?</p> <p>Re-cap</p> <p>Gurdwara and langar</p> <p>What do Sikhs believe.</p> <p>Vocabulary</p> <table> <tr> <td>Sikhism</td><td>gurdwara</td><td>Mool Mantar</td></tr> <tr> <td>monotheism</td><td>amrit</td><td>Guru</td></tr> <tr> <td>Guru Granth Sahib</td><td>khalsa</td><td>Guru Nanak</td></tr> <tr> <td>equality</td><td>langar</td><td>kesh</td></tr> <tr> <td>kanga</td><td>kara</td><td>kachs</td></tr> <tr> <td>kirpan</td><td>Baisakhi</td><td></td></tr> </table>	Sikhism	gurdwara	Mool Mantar	monotheism	amrit	Guru	Guru Granth Sahib	khalsa	Guru Nanak	equality	langar	kesh	kanga	kara	kachs	kirpan	Baisakhi		<p>Belief Expression of Belief Impact of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • about Sikh belief in one God • what Mool Mantar teaches Sikhs • the significance of Guru Nanak as the founder of Sikhism • about the events of the first Baisakhi and how they are remembered by Sikhs • How the amrit ceremony links to Baisakhi and the commitment of Sikhs to their faith • The history of the Guru Granth Sahib as the tenth Guru and how it is respected by Sikhs • About the Sikh Gurus and what they brought to the Sikh faith • What happens in the Gurdwara. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • demonstrate understanding of key beliefs in Sikhism: about God, equality, importance of gurus including Guru Granth Sahib • demonstrate understanding of some features in Sikhism: worship in the Gurdwara, amrit ceremony of belonging, how Guru Granth Sahib is treated, importance of 5 Ks • express views about questions raised, using sound reasons and showing understanding of differing views • reflect on their own beliefs, ideas, feelings, values and experiences in relation to their study of Sikhism.
Sikhism	gurdwara	Mool Mantar																		
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Year Four Autumn Term	Key concepts	Learning objectives and outcomes
<p>How and why do religious people show care for others?</p> <p>What do we mean by good deeds?</p> <p>What did Jesus teach about helping others?</p> <p>How do Christians help others today?</p> <p>How and why do Sikhs show sewa?</p> <p>What happens on Mitzvah Day?</p> <p>How can our school community care for others?</p> <p>What other religions are involved in helping others?</p> <p>Re-cap</p> <p>Jesus' teaching about caring for others.</p> <p>The Bible stories which show this.</p> <p>Sikhism – sewa – langar, Gurdwara</p> <p>Vocabulary</p> <p>Compassion, caring, community.</p> <p>Good Samaritan.</p> <p>Charities</p> <p>Mitzvah day</p> <p>Zakat - Islam</p>	<p>Belief</p> <p>Authority</p> <p>Impact of Belief</p>	<p><i>Pupils should learn:</i></p> <p>About good deeds:</p> <ul style="list-style-type: none"> • to consider ways in which people help others • to reflect on their own feelings and experiences of helping others. • about Jesus' teaching about the story of the Good Samaritan and the message it conveys <p>How various organisations offer help:</p> <p>(1) Christians help others: learn about food banks, Salvation Army, supporting the homeless, Christian Aid.</p> <p>(2) Non-religious functions – crèche, youth groups, community meetings, adult education etc.</p> <p>(3) Sewa – e.g. the langar in the Gurdwara</p> <p>(4) Mitzvah Day – how this multi-faith action helps others</p> <p>(5) Our School – Charity acts e.g. harvest festival, Children in Need</p> <p>(6) Other religions – Islam – Zakat (one of the Five Pillars of Islam)</p> <p>Buddhist beliefs and actions.</p> <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • describe ways in which religions help others • make some links to appropriate religious teaching about care for others • express views about who should care for others, supporting their views with plausible reasons • reflect on their own feelings and experiences of helping others and being helped.

Year Four Autumn Term	Key concepts	Learning objectives and outcomes
<p>Why do Christians call Jesus the light of the world? How and why is Jesus depicted as light of the world? What are the symbols in the Advent ring? Does the world today need messages of light?</p> <p>Re-cap Symbols of light in the birth story – star, angels. Symbolism of light – good over evil, Jesus as light of the world. How lights are used at Christmas. Christingle ceremony. Christmas story.</p> <p>Vocabulary Advent crown, candles Handel’s Messiah Jesus and light Saviour Son of God</p>	<p>Belief Impact of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • about Christian belief in Jesus as saviour and Son of God • that the Bible refers to Jesus as the light • to investigate and understand the symbols and imagery used by artists to depict Jesus as light of the world • that the Advent ring is lit each Sunday in church during Advent • what each candle represents and what this means for Christians. • to consider what is happening in the world today • to reflect on what positive messages may be needed. • to consider if the Christmas message has significance today. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • show some understanding of what Christians mean when they call Jesus light of the world - Christian belief in Jesus as Son of God and saviour • show understanding of how the symbol of light is used in the Christmas story, making links to Christian beliefs • describe how Christians use light at Christmas to express these beliefs – describe and show understanding of the Advent ring • reflect on their own and others’ experiences in relation to what they have learnt about the Advent ring • express their views and give sound reason to the question “Does the Christmas story have anything to say to people today?” Show understanding of differing views.

Year Four Spring Term	Key concepts	Learning objectives and outcomes
<p>What is the Bible and why is it important to Christians?</p> <p>What do we know already about the Bible?</p> <p>Where did the Bible come from?</p> <p>What types of writing are in the Bible?</p> <p>What is the Bible about?</p> <p>How might the Bible help Christians?</p> <p>How do Christians use the Bible?</p> <p>Is the Bible Creation story true?</p>	<p>Belief</p> <p>Authority</p> <p>Expressions of Belief</p> <p>Impact of belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> the importance of the Bible as the source of authority to Christians the different types of writing in the Bible and the fact it is a collection of books written over a long period of time the differing ways the Bible is used and the ways it can influence how a Christian can feel, think and act the ways in which the Bible can be interpreted. <p>They will have the opportunity to ask questions and form views about the significance of the Bible today.</p> <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> describe what is in the Bible (different types of writing, Old and New Testament) and how it is used show understanding of how the Bible helps Christians and why it is important to them describe some similarities and differences in how the Bible is interpreted give responses to questions raised about the Bible eg does something have to have happened to be true? <p>Pupils will also have had the opportunity to reflect on their own ideas, feelings about authority in their lives.</p>
<p>Re-cap</p> <p>Why is the Bible special to Christians?"</p> <p>The Bible linked to Jesus, the Church, Christmas and Easter.</p>		
<p>Vocabulary</p> <p>Bible, authority, Christians, writings, messages, interpret.</p> <p>Old and New Testament.</p> <p>Belief.</p> <p>The Creation story.</p>		

Year Four Spring Term	Key concepts	Learning objectives and outcomes
<p>Why is Lent such an important period for Christians? How is Lent a period of preparation for Christians? How was Jesus tempted? What kind of temptations do we face today?</p>	<p>Belief Authority Expressions of Belief Impact of Belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> the account of Jesus being in the desert for forty days and being tempted when the period of Lent is some ways in which differing Christians keep Lent. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> describe some ways Christians keep Lent today know what happened when Jesus was tempted in the desert make links between Jesus' period in the desert and Lent today. <p>Pupils should be given the opportunity to reflect on their own feelings, experiences and values about being tempted.</p>
<p>Re-cap</p> <p>The Easter story Where Lent is on a timeline of events leading up to Holy Week.</p>		
<p>Vocabulary</p> <p>Preparations, temptations, devil, desert, Christian reflection in Lent.</p>		

Year Four Summer Term	Key Concepts	Learning objectives and outcomes															
<p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p>What is worship?</p> <p>What symbols can be seen on our church visits and what do they mean?</p> <p>Why do some churches use colour?</p> <p>How could I use colour to express my ideas, feelings and beliefs?</p> <p>Should all worship be the same?</p>	<p>Expressions of Belief</p> <p>Belief</p> <p>Authority</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> the nature of God shown through metaphors and symbols in church; the otherness of God (transcendent) who inspires awe, wonder and devotion how buildings, symbolic objects and actions are used to express beliefs and feelings diversity of practice in Sunday worship in the local area. prayer and its importance for Christians including aids to prayer. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> recognise there are different types of churches (denominations) and identify the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel describe some of the objects/actions found in churches and how they are used in worship describe simply the meaning of these objects/actions give their views to questions raised (e.g. Do objects matter?) and give plausible reasons to back up their views. <p>Children should be given the opportunity to engage in personal reflection.</p>															
<p>Re-cap</p> <p>The church is a special place for Christians.</p> <p>How church buildings can look different from one another.</p> <p>Features in a church e.g. cross, windows, spire.</p>																	
<p>Vocabulary</p> <table> <tr> <td>denominations</td><td>worship</td><td>cross</td></tr> <tr> <td>crucifix</td><td>candles</td><td>Church</td></tr> <tr> <td>symbol</td><td>flag</td><td>banner</td></tr> <tr> <td>Eucharist</td><td>chalice</td><td>icon</td></tr> <tr> <td>statues</td><td>Holy water</td><td>rosary</td></tr> </table>			denominations	worship	cross	crucifix	candles	Church	symbol	flag	banner	Eucharist	chalice	icon	statues	Holy water	rosary
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Year Five Autumn Term	Key concepts	Learning objectives and outcomes
<p>What is the Qur'an and why is it important to Muslims?</p> <p>What is the Qur'an?</p> <p>What was the 'Night of Power and Excellence'?</p> <p>What does the Qur'an teach about God?</p> <p>Why is Muhammad called the final prophet?</p> <p>Re-cap</p> <p>Holy books</p> <p>Vocabulary see below</p>	<p>Belief</p> <p>Authority</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> • why the Qur'an is central to Muslims and how it is treated today • the links that are made between the significance of Muhammad in Islam and the giving of the Qur'an • what the Qur'an teaches Muslims about Allah. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • describe ways Muslims show respect for the Qur'an • explain why the events of the 'Night of Power and Excellence' are so significant for Muslims today • explain why Muhammad is important to Muslims today • describe what Muslims believe about God.
<p>What can we learn from visiting a mosque?</p> <p>Re-cap</p> <p>Religious buildings – church, mandir, gurdwara, temple</p> <p>Vocabulary (both units)</p>	<p>Belief</p> <p>Authority</p> <p>Expressions of Belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> • the mosque as a place of worship and community • worship in the mosque: salah - prayer including call to prayer, wudu, meanings of positions of prayer; Friday prayer (Jumu'ah) • the role of the Imam as spiritual leader and a teacher • how Muslim children show commitment to Islam through mosque school (learning the Qur'an). <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • describe the features in a mosque and how they are used • describe what happens at salah (wudu, prayer positions, words, times of prayer) and show understanding of what these mean • give views about the strengths and challenges of belonging to a community, backing up views with reasons • engage in personal reflection.
<p>Qur'an Muhammad prophet</p> <p>Allah Arabic pbuh</p> <p>sacred monotheistic hadith</p> <p>shahadah Islam salah</p> <p>Imam wudu</p>		

Year Five Autumn Term	Key concepts	Learning objectives and outcomes
<p>What are the themes of Christmas? What are the themes of Christmas? How can we see the themes of Christmas in the birth stories? Are the themes of Christmas important today?</p> <p>Re-cap</p> <p>Christian belief about Christmas Key areas of Christmas Story</p> <p>Vocabulary</p> <p>Themes – love, peace, joy, light, giving, hatred, goodwill, darkness and light Secular and religious Themes in the birth stories</p>	<p>Belief Impact of Belief Expressions of Belief Authority</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> • differences between celebrations and the understanding of Christmas from secular and religious viewpoints • some of the themes of Christmas which are common to both secular and religious understanding e.g. love, peace, light over darkness, goodwill, joy, giving • how to explore their own feelings and understanding about the themes of Christmas • how to consider whether Christmas could be celebrated by all regardless of faith. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • show understanding of the key themes of love, peace, light over darkness, goodwill, joy, giving from Christmas story, connecting with how both Christians and non-Christians celebrate this festival • reflect on their own feelings, ideas and experiences about these themes and develop empathy for those with differing experiences • give their views and sound reasons to the question “Is Christmas for everyone?”.

Year Five Spring term	Key concepts	Learning objectives and outcomes
<p>What do Christians believe about God?</p> <p>What is the Trinity? How does belief in this affect the Christian way of life? What is Christian prayer? What does the Lord's Prayer mean? How significant is it for Christians? How does prayer and especially the Lord's Prayer affect the Christian way of life? What is Christian worship? How important is it for Christians? How does it link to what they believe?</p> <p>Re-cap Jesus as the Son of God, his ministry and teachings. Christian belief – worship, the Church, the Bible.</p> <p>Vocabulary Belief, Creation Story, Trinity, Triquetra, prayer, worship, Lord's Prayer/</p>	<p>Belief Expressions of Belief Impact of Belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> • what a belief is • what the Christian Creation story says • what the Trinity consists of and what the Christian belief about the Trinity is • what Christian prayer can consist of and what the most important Christian prayer is about • what Christian worship may consist of • what happens during Christian worship and how this links to belief about God. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • demonstrate knowledge of the meaning of belief, creation, the Creation story • explain the meaning of Trinity and Triquetra • know the meaning of the Lord's Prayer and understand the significance of the Lord's Prayer to Christians. • know the different parts of a Christian church service • understand the link to Christian belief.

Year Five Spring term	Key concepts	Learning objectives and outcomes
<p>Why is the Last Supper so important to Christians?</p> <p>What are the events of Easter?</p> <p>What happened at The Last Supper?</p> <p>How and why do some Christians remember Jesus in the Eucharist?</p> <p>How does The Last Supper link to Eucharist today?</p>	<p>Belief</p> <p>Authority</p> <p>Expressions of Belief</p> <p>Impact of Belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> • What the events of Holy Week are: <ul style="list-style-type: none"> - entry into Jerusalem (Palm Sunday) - The Last Supper (Maundy Thursday) - Jesus' arrest and trial - crucifixion (Good Friday) - resurrection (Easter Day). • What happened at the last meal Jesus shared with disciples and the words He used when breaking bread and drinking wine. • How Christians remember events through the ritual of Eucharist – its meaning. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • show understanding of the key events remembered at Easter and their importance for Christians • describe and show understanding of what happened at The Last Supper • describe and show understanding of what some Christians do today at the Eucharist service.
<p>Re-cap</p> <p>Easter Story, events of Holy Week.</p> <p>Christian belief.</p> <p>Sadness and joy.</p>		
<p>Vocabulary</p> <p>Disciples, Last Supper, Judas Iscariot, Peter, bread and wine, body and blood, significance of the Eucharist, betrayal.</p>		

Year Five Summer Term	Key concepts	Learning objectives and outcomes									
<p>What can we learn about Christian faith through studying the lives of northern saints?</p> <p>Why is St Aidan seen as a beacon?</p> <p>How does the life of Cuthbert inspire people today?</p> <p>Why is the life of Venerable Bede still seen as significant today?</p> <p>Why do people visit Durham Cathedral today?</p> <p>How is Holy Island a place of pilgrimage today?</p> <p>Re-cap</p> <p>Saint Cuthbert – Year 2.</p> <p>Stories about St Cuthbert:</p> <p>How his Christian faith affected his life and how his Christian life had an impact then and now</p> <p>Durham Cathedral as a place of worship and Lindisfarne as a place of pilgrimage.</p> <p>Vocabulary</p> <table> <tr> <td>saint</td><td>pilgrimage</td><td>prayer</td></tr> <tr> <td>Cuthbert</td><td>Aidan</td><td>Bede</td></tr> <tr> <td>Holy Island</td><td>Lindisfarne</td><td>spiritual reflection</td></tr> </table>	saint	pilgrimage	prayer	Cuthbert	Aidan	Bede	Holy Island	Lindisfarne	spiritual reflection	<p>Impact of Belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> the significance of Aidan in establishing Christianity in the region, his Christian example and ministry the significance of Cuthbert as a monk, missionary, prior/bishop of Lindisfarne and man of prayer and contemplation the significance of Bede as monk and scholar the significance of Holy Island as a Christian place of pilgrimage the importance of Durham Cathedral as a place of pilgrimage, worship and prayer. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> know what the key work of Cuthbert, Aidan and Bede was know what Christian characteristics these saints exemplified describe the significance and influence of the northern saints today on Christian worship and pilgrimage (particularly in relation to Durham Cathedral and Lindisfarne) know about the varying reasons people visit Durham Cathedral today.
saint	pilgrimage	prayer									
Cuthbert	Aidan	Bede									
Holy Island	Lindisfarne	spiritual reflection									

Year Five Summer Term	Key concepts	Learning objectives and outcomes
<p>What can we find out about religious communities in our local area? Which religions have significant congregations in Darlington? What are their key beliefs? How are the religions similar and different to each other?</p>	<p>Belief Authority Expressions of Belief Impact of Belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> • which core religions are significant in Darlington in terms of the number who belong to each. • what the key beliefs and religious traditions of each are • two of these religions in more depth to follow from other year groups, focusing on belief and worship. (Buddhism and Sikhism) • these religions as a contrast to those already studied and how they are similar and different to each other.
<p>Re-cap</p> <p>What are the major world religions? Key beliefs.</p> <p>Vocabulary Significance, population, denominations, Religious buildings, location, population, traditions, belief, worship.</p>		<p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • know which religions are most significant in Darlington • know where they are located • understand the key beliefs of these religions • consider the ways in which the religions are similar and different to each other • connect significant features of religion together in a coherent pattern.

Year Six Autumn Term	Key concepts	Learning objectives and outcomes																					
<p>What can we find out about the Five Pillars of Islam?</p> <p>How do Muslims express their beliefs?</p> <p>What does Islam mean? (submission, God, shahadah)</p> <p>Research Questions:</p> <p>Why do Muslims pray 5 times a day?</p> <p>Why do Muslims fast?</p> <p>What is zakat and why does it matter?</p> <p>What happens at hajj?</p> <p>Do rituals matter?</p> <p>Re-cap -Year 5</p> <p>Why the Qur'an is central to Muslims and how it is treated today. Links between the significance of Muhammad in Islam and the giving of the Qur'an.</p> <p>What the Qur'an teaches Muslims about Allah.</p> <p>The Mosque – what happens there and why.</p> <p>Vocabulary</p> <table> <tr> <td>Islam</td><td>Muslim</td><td>submission</td></tr> <tr> <td>Allah</td><td>pillars</td><td>shahadah</td></tr> <tr> <td>salah</td><td>sawm</td><td>zakat</td></tr> <tr> <td>hajj</td><td>ritual</td><td>minaret</td></tr> <tr> <td>mosque</td><td>wudu</td><td>Mecca</td></tr> <tr> <td>Id-ul-Fitr</td><td>Id-ul-Adha</td><td>tawhid</td></tr> <tr> <td>Ramadan</td><td></td><td></td></tr> </table>	Islam	Muslim	submission	Allah	pillars	shahadah	salah	sawm	zakat	hajj	ritual	minaret	mosque	wudu	Mecca	Id-ul-Fitr	Id-ul-Adha	tawhid	Ramadan			<p>Belief</p> <p>Expressions of Belief</p> <p>Impact of Belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> the key beliefs in Islam (as expressed in shahadah) how beliefs are expressed through worship and actions: ritual prayer (salah), fasting (sawm), giving of alms (zakah), pilgrimage (hajj) the impact these have on how a Muslim lives their life. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> know what the Shahadah says and its significance for Muslims describe key features of salah and why they are important to Muslims (briefly) describe what happens in the months of fasting, its importance for Muslims and how Muslims celebrate Id-ul-Fitr explain why Muslims give zakat and how it is used for the benefit of others describe some of the features of hajj and their significance for Muslims today.
Islam	Muslim	submission																					
Allah	pillars	shahadah																					
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Ramadan																							

Year Six Autumn term	Key concepts	Learning objectives and outcomes
<p>What do the Gospels tell us about the birth of Jesus?</p> <p>Re-cap</p> <p>The Nativity story.</p> <p>Christian belief. Jesus as the light of the world.</p> <p>Vocabulary</p> <p>Angel, star, stable, manger, Mary, Augustus, Kings, gifts, lamb, donkey, shepherds, Joseph, three kings, Bethlehem, Quirinius, Herod. Matthew, Mark, Luke, John. Gospels. Context, comparisons, themes, biblical accounts, traditions.</p>	<p>Belief</p> <p>Authority</p> <p>Expressions of Belief</p> <p>Impact of Belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> the two versions of the birth story and compare similarities and differences what the gospel writers (Matthew and Luke) were showing about Jesus through their version of the birth story some of the ideas that have grown up around the nativity story which are not part of the gospel stories what some people mean by the words ‘true’ and ‘truth’ in the context of the birth stories. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> describe the similarities and differences in the gospel birth stories show understanding of the intentions of the gospel writers in the birth stories and the beliefs they show about Jesus show understanding of the differences between biblical accounts of birth stories and traditions surrounding the Christmas story show some understanding of the words true and truth in the context of the birth stories express their own views and give sound reasons to the question, “Are the birth stories true?”; show understanding of differing views and give reasons to support a differing view.

Year 6 Spring term	Key concepts	Learning objectives and outcomes
<p>How and why do religious people show care for others?</p> <p>Why should people with a religious faith care about the environment?</p> <ul style="list-style-type: none"> • What do we mean by good deeds? • What did Jesus teach about helping others? • How do Christians help others today? • How and why do Sikhs show sewa? • What happens on Mitzvah Day? • How can our school community care for others? <p>Re-cap – Year 4</p> <p>How and why religious people show care for others. Good deeds. What Jesus taught about helping others. How Christians help others today. How Sikhs show sewa. Mitzvah Day. How our school community cares for others.</p> <p>Vocabulary</p> <p>communities caring good deeds</p> <p>vand chakna sewa tan</p> <p>man dhan parable</p>	<p>Belief</p> <p>Impact of Belief</p> <p>Expressions of Belief</p>	<p><i>Pupils should learn:</i></p> <ul style="list-style-type: none"> • how religious beliefs have an impact on how people think, behave and act towards others. • how some religious people and communities help others, making links to religious teachings about caring for others. <p>Pupils will have the opportunity to ask questions and discuss who should care for others.</p> <p>They will have the opportunity to reflect on who cares for them and how they can help others.</p> <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • describe ways in which Christians, Sikhs and Jews help others • make some links to appropriate religious teaching about care for others • express views about who should care for others, supporting • their views with plausible reasons • reflect on their own feelings and experiences of helping others and being helped.

Year Six Spring Term	Key concepts	Learning objectives and outcomes
<p>Why are Good Friday and Easter Sunday the most important days for Christians? What does the Easter story mean to Christians today? Can we reflect on ideas behind Good Friday and Easter Day? So, why are Good Friday and Easter Sunday the most important days for Christians?</p> <p>Re-cap The Easter story – Holy Week. The Last Supper, Judas Iscariot, betrayal, Garden of Gethsemane. Priests, Pontius Pilate. Christian belief about Easter and their sadness and joy. Most important festival.</p> <p>Vocabulary Crucifixion, death, tomb, resurrection, Son of God. Christian belief. Good Friday, Easter Sunday. Holy Week.</p>	<p>Belief Authority Expressions of Belief Impact of Belief</p>	<p><i>Pupils will learn about:</i></p> <ul style="list-style-type: none"> the theological beliefs behind the Easter story (what the death and resurrection of Jesus mean for Christians – new life, eternal life, love of God). They will understand that this has an impact for Christians today and how they understand their lives. They will have the opportunity to ask and respond to questions which are raised through learning about the beliefs behind the Easter Story eg Is it true that joy follows sadness? Is it true that hope wins in the end? They will express their views on some of these questions, supporting their answers with sound reasons. They will have the opportunity to reflect on their own experiences, feelings and ideas associated with the beliefs behind the Easter Story (sadness and joy, fear and hope etc). Whilst the Easter story is recapped in this unit it does not just ask pupils to retell the events of Good Friday and Easter Sunday or Holy Week. It is anticipated that this unit develops understanding about beliefs and, therefore, develops depth of understanding. <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> show understanding of the significance of the crucifixion and resurrection for Christians – hope follows sadness, the love of God, life after death show understanding of these beliefs in the accounts of Good Friday and Easter Day express views about questions raised by the events and beliefs of crucifixion and resurrection of Jesus, giving sound reasons to support their views and understanding differing views.

Year Six Summer term	Key concepts	Learning objectives and outcomes
<p>What do we now know about Christianity?</p> <p>What can we remember about Christianity?</p> <p>What do Christians believe?</p> <p>What is the main source of authority in Christianity and why?</p> <p>How do Christians express their beliefs?</p> <p>How do beliefs have an impact for Christians?</p> <p>Re-cap</p> <p>See Bridging Unit resources. Re-cap of all learning.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • BELIEF • AUTHORITY • EXPRESSIONS OF BELIEF • IMPACT OF BELIEF 	<p>Belief</p> <p>Authority</p> <p>Expressions of Belief</p> <p>Impact of Belief</p>	<p><i>Pupils should learn about:</i></p> <ul style="list-style-type: none"> • BELIEF: key Christian beliefs including beliefs about God, Jesus, human life, love and forgiveness. • AUTHORITY: the sources that help Christians in their beliefs, attitudes and actions e.g. Bible, person of Jesus, church leaders. • EXPRESSIONS OF BELIEF: how Christians express their beliefs through worship, ritual, symbols, ceremonies. • IMPACT OF BELIEF: the difference that belief makes to how Christians think feel and act <p><i>Pupils should be able to:</i></p> <ul style="list-style-type: none"> • demonstrate understanding of BELIEF in Christianity (God, Jesus, love, forgiveness) • demonstrate understanding of AUTHORITY in Christianity and how this links to beliefs (Bible, Jesus) • demonstrate understanding of EXPRESSIONS OF BELIEF in Christianity (worship, ritual, symbols) • describe IMPACT OF BELIEF in Christianity (e.g. through Christian attitudes of love and care for others).