

RE Curriculum Map: Early Years with links to Year 1

	Learning about and learning from religion	Promoting spiritual, moral, social and cultural development
<p>Key concepts:</p> <p>End of Yr1</p>	<ul style="list-style-type: none"> ○ Children understand why Christians celebrate the festival of Harvest and why they are thankful to God. How they celebrate Harvest. ○ The Bible has two main parts. Whereabouts in the world Jesus lived in relation to where we live/ are from. Christians know that Jesus is special. ○ Explore the preparations for Shabbat and why it is a special time kept for God. ○ Learning the symbols of Easter and their meanings. Explore how Christian children learn their faith by reading the Bible. Read the Bible stories of the birth of Jesus. ○ The teachings of the Qu’ran and that there is one God. The stories of Prophet Muhammed. ○ The stories of Krishna and the teachings. Explore how and why Hindus celebrate Holi. 	<p>How Christians show that they are thankful and share with others.</p> <p>The Bible guides Christians on how to live their life and treat others (told through parables). God is loving and forgiving and they should be too.</p> <p>Reflect on their own experiences of a special meal. Reflecting and being thankful for what they have.</p> <p>Baptism and infant dedication express the hope that children will grow up to follow the teaching and example of Jesus.</p> <p>The Qu’ran teaches how to look after the world. What the stories of Prophet Muhammed teach Muslims.</p> <p>Reflect on being sorry and being forgiven. Explore the meaning</p>

		of what Hindus do to celebrate Holi.
<p>Key concepts:</p> <p>End of EYFS</p> <p>Key driver :</p> <p><i>Oracy runs throughout – developing exploratory and presentational talk, developing vocabulary</i></p>	<ul style="list-style-type: none"> ○ Children know about similarities and differences in relation to places and objects. ○ Children talk about events in their own lives and the lives of family members. ○ hey know about similarities and differences between themselves and others, and among families, communities and traditions 	<p>Children play co-operatively, taking turns with others.</p> <p>They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p>Children talk about how they and others show feelings.</p> <p>They work as part of a group or class, and understand and follow the rules</p>
Early Years – Key Learning Experiences (adult led)		
Nursery	<p>Autumn 1: Diwali</p> <p>Children make firework pictures and relate the festival of light of Hanukkah and Guy Fawks.</p>	<p>Autumn 1 – Harvest</p> <p>Bring in tinned food for harvest to donate.</p> <p>Discuss and show children how food is grown from the ground.</p> <p>Children make thank you cards to their families.</p> <p>Text Link: Farmer Duck</p>

Text Link

Autumn 2:Christmas

Make Christmas cards for loved ones.

Use clay to make Christmas decorations for Christmas trees.

Text Links: The Jolly postman

The snowman

Spring 1: Chinese New Year

Make and eat traditional food

Text Links: A range of Non-Fiction books

Spring 2: Easter

Take part in whole school Easter assembly

Traditional Christmas baking

	<p>Text Link:</p> <p>Summer 2: Eid</p> <p>Visit to a mosque</p> <p>Text Link:</p>	
<p>Reception</p>	<p>Autumn 1 – Harvest Festival</p> <p>Autumn 2 - Diwali 14/11</p> <p>Thanksgiving 26/11</p> <p>Hanukkah 10/12-18/12</p> <p>Making 8 stand candle holders</p>	<p>Christians beliefs and the reason why the birth of baby Jesus is so important to Christians.</p> <p>Being thankful for our family - how we show love to our family.</p>

	<p>Diwali - making candle holders, rangoli patterns</p> <p>Christmas 25/12</p> <p>Learning Christmas songs, making Christmas cards</p> <p>Reading bible stories to the children and discussing the morals/ fables</p> <p>Spring 1 - Chinese New Year</p> <p>Reading stories about the importance of this 14 day festival, red envelopes, tasting chinese food, making noodles</p> <p>Importance of the Chinese Dragon - watching a Chinese new year parade. Making a dragon as part of D&T</p> <p>Spring 2 - Easter</p> <p>Making Easter/ Celebration cards</p>	<p>Learning about coming together as a family and new beginnings.</p> <p>The importance of the resurrection to Christians.</p> <p>Giving up something for Lent - why do Christians do this? How do they feel?</p>
--	---	---

	<p>Summer 2 - Eid</p> <p>The importance of the Qu’ran</p> <p>Mosques around the world</p> <p>Text links:</p>	<p>Understanding the importance of holy places and what makes us feel safe.</p>
<p>Early Years Continuous Provision (independent and adult supported)</p>		
<p>Nursery/Reception (<i>ongoing through year</i>)</p> <p>Examples of adult role in continuous provision: <i>Encourage children to talk about their observations and experiences. Introduce vocabulary.</i></p> <p><i>Intervene to extend language/thinking/knowledge.</i></p>	<p>Adults to engage in conversations with pupils asking questions about their learning.</p> <p>Asking children to define key vocabulary.</p> <p>Move children on - ask children to draw or write a sentence about their learning.</p>	<p>Globes and world maps available as part of independent provision in all classrooms .</p> <p>Stories and non-fiction books available in the reading area and across provision to support learning.</p> <p>Family photo books reflecting homes, families, cultures – available in reading areas.</p>

Key Vocabulary	<u>Nursery</u> Christmas, celebrate, family Meal, gift, Muslim New beginnings, Spring Time Colour, patterns, Light	<u>Reception</u> Christianity - , Bible, Christmas, Church, Easter, God, Harvest, Jesus, Prayer, Vicar Hinduism - Diwali, Hindu, Hinduism, Pray, Rama, Sita Islam - Allah, Islam, Mosque, Muslim, Quran Judaism - Synagogue, Ark, Torah,
Key Knowledge for Assessment New ELGs (2021/22) - Past and Present <i>Understanding the World</i>	Children at the expected level of development will: ✓ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps	

Fleecefield Primary School RE Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Hinduism - Diwali	Judaism - Hanukkah	Buddhism - Introduction to Buddhism/ growing up in a Buddhist family	Christianity - Belonging	Sikhism - Birth of Guru Nanak	Islam - Ramadan/ Eid-UI-Fitr

Link to Programme of study	Enfield SACRE	Enfield SACRE	Only 4 weeks planned (No access to SACRE at the moment)	Planned	Planned but needs tweaking	Enfield SACRE No plans?
Composite knowledge	Children understand the importance of the story of Rama & Sita. Understand how Rama & Sita are examples of how to live for Hindus. Identify how Hindus use light to celebrate and the importance of light.	Children should identify why Jews celebrate Hanukkah and how the traditional foods and symbols of Hanukkah remind the Jews of the love of God and the miracle of the oil. There is one God who cares for all people.	Children should be able to identify how Buddhism started. They should be able to identify the journey of Buddha and what he encountered.	Children should be able to identify which communities they belong to and how they show that. They should understand the Christians belong to the church family/ community and that the church is a special place. They should be able to identify and label the different parts of the church. They should be able to identify how babies are welcomed into the Christian family.	Children to explore who Guru Nanak is and his teachings. Children should be able to identify what Guru Nanak Gurburab is and how it is celebrated. The children should also identify the importance of Guru Nanak to Sikhs and why.	Children to understand why Muslims fast during the year, what this means to them and how it helps them and others. Muslims believe in One True God and he is the creator of all things. They need to identify how Muslims should behave and the character they need to have. Identify Ramadan and Eid-UI-Fitr and what they are for.
Intentional knowledge they need to understand (Component)	Learning about and learning from religion How Hindus worship at home Hindus believe God is diverse and one being Understanding Sikh's also celebrate Divali	Learning about and learning from religion Promoting spiritual, moral, social and cultural development	Learning about and learning from religion Buddha grew up in a Hindu home. What Buddhists do in their daily lives. Promoting spiritual, moral, social and cultural development Meditation, the story of	Learning about and learning from religion How Christians show they belong to God. How and why babies are Christened. Promoting spiritual, moral, social and cultural development How Christians are expected to behave and	Learning about and learning from religion The life of Guru Nanak and how he influences Sikh people. Promoting spiritual, moral, social and cultural development What type of person Guru Nanak was and how that helps Sikhs to	Learning about and learning from religion One True God (Allah), That Allah has no partners and is the creator who provides all good things. How Allah has sent guidance through the Qur'an and his prophets. Promoting spiritual,

	Promoting spiritual, moral, social and					
--	--	--	--	--	--	--

knowl edge)	cultural development Understand that good overcomes evil in Hindu religion		Siddarthas enlightenment.	the rules they follow.	live their lives.	moral, social and cultural development What home and family life is like for children, how Muslims need to have honesty and good manners and they are responsible for all creation.
vocab ulary	Hindu Sikh Diwali worship believe		Meditation Breathing Peace Tranquillity Negativity Prayer Monk Meditation Solitary Lamps Temple Siddhartha Enlightenment Four Noble Truths Buddha	Church Baptism/ Christening Cross Crucifix God Font Alter Pews Cross Pulpit Lectern Easter Jesus Jerusalem Last supper Tomb	Sikhism, Guru Nanak Gurpurab, Langar, Turban, Gurdwara, Kasala, The 5 K's, qualities	Ramadan, Eid-UI-Fitr, Prophet, Tawhid, Aklaq, Iman
Links to prior knowl edge	Diwali studied in Year 2 festival of Holi in Year 1	Judaism studied in Year 1 Growing up in a Jewish home	N/A	Christmas and Harvest studied in Year 1	N/A	Growing up in a Muslim family studied in Year 1.
Key knowl edge for assess ment	Who are the important characters in the story of Diwali? How do Hindus worship at home? I can name the Hindu gods I have learnt about. I can recognise the teachings of the story of Diwali. What is the importance of the diva lamps?	What are the 3 main symbols of Judaism? Why do Jews celebrate Hanukkah? How do Jewish people celebrate Hanukkah?	How did Buddhism start? What happened to Siddhartha? What did he believe?	How are children welcomed into the Christian family? What would you find in a church? Why do Christians celebrate Easter?	Who was Guru Nanak? Why is he special to Sikhs? How do they celebrate his birthday? What qualities did Guru Nanak have?	Why do Muslims fast? How does fasting help Muslims? Who is Allah?

	How do Hindus celebrate Diwali?					
Cross-curricular links						

Fleecefield Primary School RE Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Hinduism and Sikh Divali	Christianity - Christian Bible	Islam - Living as a Muslim	Christianity - Holy week and Christian practice	Inspirational People - Leaders of Religions (roles/ clothing)	Judaism - The Torah and stories of the Jewish people
Link to Programme of study	Enfield SACRE	Enfield SACRE	Enfield SACRE	Christianity: Holy Week and Christian practice.	To be planned	Enfield SACRE
Composite knowledge	Children understand the importance of the story of Rama and Sita and its importance to Hindus and that Sikhs also celebrate Divali but for different reasons.	Children make connections between Jesus' teachings, events from his life and understand that God is loving and forgiving.	Children to make connections between the revelation of the Qu'ran to Mohammed, Islam and other religions and Allah and the muslim belief that humans are required to protect the world he has created. Identify how the Qu'ran is treated with reverence, and how there is one God. Identify the observations of ritual observance.	Children to make connections between who Jesus was and where Christianity originated. Identify the Christian festivals, what happened during Holy Week and why it is celebrated.	Children understand that there are different Leaders of religion. That each one has a special job in their faith. That they wear special clothes. That religious leaders guide, support and encourage followers.	Children understand the importance of the Jewish holy book and what it contains. To make connections between the reliving of key events in Jewish history and their belief in the ongoing protection of God. The belief in one God.
Intentional knowledge they need to understand (Comp	<p>Learning about and learning from religion How Hindus worship at home Hindus believe God is diverse and one being Understanding Sikh's also celebrate Divali</p> <p>Promoting spiritual,</p>	<p>Learning about and learning from religion The Bible has two main parts. Whereabouts in the world Jesus lived in relation to where we live/ are from. Christians know that Jesus is special.</p>	<p>Learning about and learning from religion The revelation of the Qu'ran to Mohammed. How it is treated and committed to memory. The belief in one God.</p> <p>Promoting spiritual, moral, social and</p>	<p>Learning about and learning from religion Who Jesus was, where he lived and why he was important. The Bible includes many books, different types of literature (songs, history, laws), Old and New Testaments. How</p>	<p>Learning about and learning from religion Why are there leaders of religion? What are the leaders of each religion called? Comparing religions and the teachings of the leaders.</p> <p>Promoting spiritual, moral, social and</p>	<p>Learning about and learning from religion The Torah is the first five books of the Jewish Bible (holy book) The Torah contains laws, history and religious teachings.</p> <p>Promoting spiritual, moral, social and</p>

onent knowl edge)	moral, social and cultural development Understand that good overcomes evil in Hindu religion	Promoting spiritual, moral, social and cultural development The Bible guides Christians on how to live their life and treat others (told through parables). God is loving and forgiving and they should be too.	cultural development The attributes of Allah and qualities Muslims try to develop in their own lives. Religious observances and what Muslims gain from belonging.	Christians read the Bible and how it helps their lives. Promoting spiritual, moral, social and cultural development Teachings from the Bible about how to treat one another.	cultural development What the leaders teach. Stories/ parables. Rules and teachings to encourage living correctly in that faith.	cultural development The Torah contains stories which teach Jews about God and how to live.
vocab ular y	Hindu Sikh Divali worship believe	Bible Christian Jesus parable forgiveness guide human divine	Muslim revelation Adhan unity Qu'ran	Jesus Holy week Easter, Trinity, Ten Commandments, Jerusalem, Bethlehem, Nazareth,denomination	Christianity Islam Judaism Sikhism Buddhism Jesus, Prophet Mohammed, Buddha, Guru Nanak	Jew Torah Tenakh famine, threatened, suffering, precious, covenant agreement,
Links to prior knowl edge	Divali studied in Year 2 festival of Holi in Year 1	Christianity (Belonging) studied in Year 2 Christianity (Harvest/ Christmas/ Easter) studied in Year 1	Islam (Ramadan/ Eid-UL-Fitr) studied in in Year 2 Islam (Growing up in a Muslim family) studied in Year 1	Christianity in Autumn 2 Year 3 Christianity Belonging in Year 2 and Harvest and Christmas in Year 1	Links to previous learning in Year 1 and 2	Year 2 Hannukkah and Growing up in a Jewish Home in Year 1.
Key knowl edge for assess ment	Who are the important characters in the story of Divali? How do Hindus worship at home? I can name the Hindu gods I have learnt about.	How many parts does the Bible have? What do parables teach Christians? What qualities do the parables teach about God? Whereabouts did Jesus live? How do we know that Jesus was a special baby?	How was the Qu'ran revealed and to who? How do Muslims show their respect and love for Allah every day? Why do Muslims pray?	Where did Christianity originate? Why do Christians celebrate Holy week? What happened during Holy week?	Who are the leaders of the 5 main religions? What did they wear? What did they do?	Why is the Torah so important to Jewish people? What are some of the laws God gave to Moses?
Cross- curric ular links						

Fleecefield Primary School RE Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Judaism - Sukkot	Islam- the Qur'an and Prophet Muhammed	Buddhism - Festival of Wesak	Christianity - Christian Community	Hinduism - Living as a Hindu	Sikhism - Guru Nanak
Link to Programme of study						
Composite knowledge	Children understand the importance of Sukkot and how Jews celebrate. Understand the importance of the story of the Jews escaping slavery and how they remember this time during the Sukkot harvest festival. The objects that are symbolic of the celebration.	Children make connections between the Muslim belief in Allah and the part humans are required to play in protecting the pattern, order and diversity of the world Allah has created.	Children to make connections between and explore how the story of Siddhartha and the 'four sights' helps Buddhists to understand that nothing lasts forever and everything changes. Identify how in celebrating Wesak Buddhists remember the Enlightenment of the Buddha e.g. by retelling stories about his birth, life and death. How celebrating Wesak together, develops a sense of belonging to the Buddhist community How through the objects and artefacts on a shrine (eg the Buddha rupa, candles, flowers, incense), Buddhists show reverence for the Buddha and his	Children to make connections between Jesus' teachings, events from his life, and the Christian belief that God is loving and forgiving eg teachings: the Lord's Prayer; parables: the Prodigal Son, the Lost Sheep; events: the Nativity, Easter. make connections between what the Bible teaches about God (Father, Son and Holy Spirit), and how this is expressed in worship and prayer.	Children to understand that there are different Leaders of religion. That each one has a special job in their faith. That they wear special clothes. That religious leaders guide, support and encourage followers.	Children to understand the importance of the Jewish holy book and what it contains. To make connections between the re-living of key events, in Jewish history and their belief in the ongoing protection of God. The belief in one God.

			<p>teachings</p> <p>explore the symbolism of light at Wesak, reminding Buddhists of the Buddha's teachings which are like a light, showing people how to be kind in everything they do, think and say</p>			
Intentional knowledge they need to understand (Component knowledge)	<p>Learning about and learning from religion</p> <p>Describe and give meanings for the basic features of a sukkah and the reasons why. discuss how Sukkot reminds Jewish families of God.</p> <p>Promoting spiritual, moral, social and cultural development</p> <p>Reflect on the experience of building a sukkah and sharing food in it reflect on the precariousness of life in a shelter like a sukkah. Make links between the symbol of the sukkah and the experiences of refugees and the homeless.</p>	<p>Learning about and learning from religion</p> <p>How and when the revelation of the Quran happened. The life of Prophet Muhammed and why he is so important to Muslims.</p> <p>Promoting spiritual, moral, social and cultural development</p> <p>How Allah and the instructions from the Quran help Muslims to live a good life.</p>	<p>Learning about and learning from religion</p> <p>The life of Siddhartha and what he experienced. How his life changed and his teachings.</p> <p>Promoting spiritual, moral, social and cultural development</p> <p>How Buddhists follow the teachings of the Buddha. Why they tell the story of the Buddha at Wesak.</p>	<p>Learning about and learning from religion</p> <p>Understand the connections between the teachings of the Bible and how Christians live their lives.</p> <p>Promoting spiritual, moral, social and cultural development</p> <p>make connections between the belief that service to others is service to God, (ie Jesus' commandment to love God and love your neighbour), and its implications for how Christians should respond to others.</p>	<p>Learning about and learning from religion</p> <p>Why there are leaders of religion. What the leaders of each religion are called. Comparing religions and the teachings of the leaders.</p> <p>Promoting spiritual, moral, social and cultural development</p> <p>What the leaders teach. Stories/ parables. Rules and teachings to encourage living correctly in that faith.</p>	<p>Learning about and learning from religion</p> <p>The Torah is the first five books of the Jewish Bible (holy book)</p> <p>The Torah contains laws, history and religious teachings.</p> <p>Promoting spiritual, moral, social and cultural development</p> <p>The Torah contains stories which teach Jews about God and how to live.</p>
vocabulary	Sukkot, sukkah, lulav & etrog, Torah	Muslim, Islam, Prophet Muhammed, revelation, Pattern, Mosque, Allah/God, Purpose, merciful, reflection,	Buddhist, Buddhism, Siddhartha Guatama, Wesak, impermanence, Buddharupa	Baptism, font, priest/ vicar, holy easter, community, belong	Hindus Hinduism	

		Qu'ran			Believers God Puja Om Murti Arti obstacles mandir shrine	
Links to prior knowledge	Year 1 Growing up in a Jewish family Year 2 Hanukkah	Islam (Ramadan/ Eid-UI-Fitr) studied in in Year 2 Islam (Growing up in a Muslim family) studied in Year 1	Year 2 Buddhism	Christianity in Autumn 2 Year 3 Christianity Belonging in Year 2 and Harvest and Christmas in Year 1	Links to previous learning in Year 1 and 2	
Key knowledge for assessment	What is Sukkot? Tell me 3 things about Sukkot? What is a sukkah? What are the key features of a sukkah? What is the lulav and etrog?	What patterns can you think of in nature? Who do Muslims believe created the world? How many names does Allah have and can you remember one? How does the Qu'ran guide Muslims? Can you name some key events in Prophet Muhammeds life?	What were the four sights that Siddartha saw? How did seeing them change his life? What artefacts would be found on a Buddhist shrine and what is their meaning? Why is the symbolism of light important to Buddhists?	How do Christians welcome babies into the community? The religious buildings symbols and objects of christianity. What does belonging to the church mean for christians?	What do Hindus believe in? How many Hindu gods are there? Tell me some characteristics of one of the gods? How do Hindus worship?	
Cross-curricular links						

Fleecefield Primary School RE Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Buddhism - Buddha and his teachings	Sikhism - The Sikh Community & Gurdwara	Food Significant to Religions/Traditions	Christianity - Christian Values	Islam - Mosque and the community	Judaism - Pesach
Link to Programme of study	Enfield SACRE	Enfield SACRE		Enfield SACRE	Enfield SACRE	Enfield SACRE
Composite knowledge	<p>Understand the key events of the life of Siddhartha Gotama and how the four sights changed his life</p> <p>Understand what the four sights mean and make links to our experiences</p> <p>Relate to what the four sights mean and make links to our experiences</p> <p>Relate to the 5 Precepts</p> <p>Understand how Buddhists try to live their lives by following the teachings of the Buddha</p>	<p>Understand the significance of wearing symbols; Sikhs wear the 5 Ks.</p> <p>Learn about Guru Gobind Singh's teachings and how to show their values and how the Bhai Khanaya story reflects key Sikh beliefs of serving God and one another.</p> <p>Recognise the connection of the Khalsa and the Baisakhi festival. Who the first five (Panj Piarses) to take Amrit are.</p> <p>Key features of every Gurdwara and the behaviour expected from</p>	<p>Children understand the different foods and traditions associated with different religions. They should be able to make connections between religions and notice any similarities.</p>	<p>Children make connections between Jesus teachings, events from his life, and the Christian belief that God is loving and forgiving. To make connections between how Christians celebrate Easter and the events in the last week of Jesus life and also make connections between the Christian celebration of the Eucharist/Holy Communion and what Jesus said and did at the Last Supper.</p>	<p>Children to make connections between the revelation of the Qur'an and the Prophet Muhammad (pbuh)* as the messenger of Allah. Make connections between the way the Qur'an is treated with reverence, studied and committed to memory, and the belief that it is precious because it contains the message of Allah.</p>	<p>Children understand the importance of key figures and events from the Tenakh. Make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word. Make connections between the Jewish belief in a Creator God and the role assigned to humans in taking responsibility for others and for the environment</p>

		people who enter a gurdwara.				
Intentional knowledge they need to understand (Component knowledge)	<p>Learning about and learning from religion The events of Siddhartha Gotama's life and the four sights that changed his life. Identify and suggest meanings from images of the Buddha. Discuss how the five precepts influence a Buddhist's daily life.</p> <p>Promoting spiritual, moral, social and cultural development Discuss some of the causes of human dissatisfaction. Make links between the teachings of human dissatisfaction and our own experience of wanting and needing things. Children to reflect on their own guidelines for living.</p>	<p>Learning about and learning from religion Reflect on Sikh symbols, The 5 K's. The story of the first Baisahki and how Sikhs celebrate this today. The features of a Gurwara.</p> <p>Promoting spiritual, moral, social and cultural development Describe that Sikhs believe that behaviour is more important than appearance. The meaning behind the Five K's and how wearing them show commitment to their faith. Reflect on the ways we demonstrate our own values. Reflect on what is involved in keeping a promise.</p>	<p>Learning about and learning from religion Reflect on the teachings of the religions and personal choices.</p> <p>Promoting spiritual, moral, social and cultural development Identifying the personal choices made by themselves and of others. Identifying why people fast. How it helps personal growth.</p>	<p>Learning about and learning from religion Discuss the Bible teaching that in caring for others Christians show their love for God. Understand that stories convey meanings beyond the literal.</p> <p>Promoting spiritual, moral, social and cultural development Discuss contemporary examples of 'being a good neighbour'. Reflect upon global examples of unfairness and injustice in the distribution of resources and discuss how people can be poor through no fault of their own.</p>	<p>Learning about and learning from religion The story of building the first mosque and what Muslims learn from it. Same beliefs and the same holy book. Explain how salah helps Muslims to remember Allah.</p> <p>Promoting spiritual, moral, social and cultural development Understand that learning about the mosque helps us to understand community. The different ways the mosque is used in the community.</p>	<p>Learning about and learning from religion The story of Moses and the exodus. Reflect on what the Passover teaches Jews.</p> <p>Promoting spiritual, moral, social and cultural development That symbols enable people to make links between their own experiences and those of others. Reflect on the meaning of freedom for themselves and others.</p>
vocabulary	Buddhist, Buddhism, Siddhartha Gotama, Four Sights, symbolism, dissatisfaction, Five	Sikh, Sikhism, Guru Gobind Singh, 5 K's, Gurdwara, commitment, Bhai Khanya	Sustenance Customs, Diet, Fasting Feasting, Thanks-giving Vegan	injustice, good neighbour, Samaritan, face value, beliefs, distribution, tolerance,	Islam, Muslim, salah, mosque, Qu'ran, community, Madinah	Jew, Judaism, Tenakh, Passover, exodus

	Precepts,		Vegetarian Alms-giving Fasting Chanting Exclusion, Christmas, Easter, Lent, disciples gifts, Diwali, Puja, Holi			
Links to prior knowledge	Introduction to Buddhism/Growing up in a Buddhist Family in Year 2 Inspirational people in Year 3	Sikhism, the Birthday of Guru Nanak in Year 2 Guru Nanak in Year 4	Links to all other religions studied in previous years.	Christian harvest, Christmas and Easter in Year 1. Belonging in Year 2 Christian Bible and Holy week and Christian practice in Year 3 Christian community in Year 4	Growing up in a Muslim family in Year 1. Ramadan/Eid-UI-Fitr in Year 2 Living as a Muslim in Year 3 The Quran & Prophet Muhammad in Year 4	Growing up in a Jewish family in Year 1 Hannukah in Year 2 The Torah and stories of the Jewish people in Year 3 Sukkot in Year 4
Key knowledge for assessment	What are the key events in Siddhatha Gotama's life? What are the Four Sights? Can you make a link between the four Sights and your own life? What did Buddha mean when he said that anyone can become enlightened?	What are the 5 K's and what do they represent? How do Sikh's celebrate Baisahki? What happens when Sikhs take Amrit? What are 3 features of a Gurdwara? Explain why Sikhs treat the Guru Granth Sahib with such reverence.		What did Jesus look like? What did Jesus mean by the word 'neighbour'? What does the term 'injustice' mean? How do Christians show their love for God? How are Christian beliefs taught?	Why is being a community important for Muslims? How do they show they are part of a community? What are mosques like and what are they used for?	How do Jews relive the story of Moses? What does Passover teach Jews about God? How do Jews show their thankfulness? How are children involved in retelling the Passover story?
Cross-curricular links						

Fleecefield Primary School RE Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Judaism - Rosh Hashanah & Yom Kippur	Hinduism - Hindu community & the Mandir	Islam - Hajj & Id-UI Adha	Christianity - Holy week to Pentecost & Mission	Special Books	Buddhism - The Buddhist Community
Link to Programme of study	2 lessons from the SACRE plan the rest needs to be planned.	5 lessons from SACRE planning plus 1 to be planned.	4 lessons from SACRE 2 need to be planned.	5 lessons from SACRE 1 to be planned.		6 lessons from SACRE
Composite knowledge	Children make connections between narratives about key figures and events from the Tenakh, make connections between the re-living (e.g. during the Seder, Shabbat and Sukkot) of key events in the history of the Jewish people and the belief in God's on-going care and protection. Make connections in Judaism between repenting and being forgiven eg Rosh Hashanah and Yom Kippur.	Children make connections between the make connections between stories about eg Krishna and Rama, and the Hindu belief that God descends to earth when evil threatens to overcome good make connections between Hindu stories and belief in a personal, devotional relationship between God and the individual. Make connections between the themes of Hindu narratives about the gods and the parallel experiences for humans trying to live a good life.	Children to make connections between the revelation of the Qur'an and the Prophet Muhammad (pbuh)* as the messenger of Allah eg the first revelation on Mount Hira make connections between the way the Qur'an is treated with reverence, studied and committed to memory, and the belief that it is precious because it contains the message of Allah. Make connections between two attributes of Allah, Ar-Rahman, (The Compassionate) and Ar-Rahim (The Merciful), and the qualities Muslims try to develop in their own lives.	Children make connections between Jesus teachings, events from his life, and the Christian belief that God is loving and forgiving. To make connections between how Christians celebrate Easter and the events in the last week of Jesus life and also make connections between the Christian celebration of the Eucharist/Holy Communion and what Jesus said and did at the Last Supper.	Children make connections between the sacred texts of the main 5 religions. To identify what the religious texts say about God, the world and human life. Children will identify how religious meaning is expressed through different types of language (e.g. parables, poems, psalms).	Children to u make connections between stories from the life of the Buddha and his teachings about living a contented life eg the early life of Prince Siddhartha, the Four Sights, the years in the forest, the Enlightenment; Kisa, Angulimala, King Ajatasattu. Children make connections between the symbolism of the Buddha rupa and qualities and practices that Buddhists aspire to e.g. fearlessness, contentment, kindness, meditation.

<p>Intentional knowledge they need to understand (Component knowledge)</p>	<p>Learning about and learning from religion The events of Siddhartha Gotama's life and the four sights that changed his life. Identify and suggest meanings from images of the Buddha. Discuss how the five precepts influence a Buddhist's daily life.</p> <p>Promoting spiritual, moral, social and cultural development Discuss some of the causes of human dissatisfaction. Make links between the teachings of human dissatisfaction and our own experience of wanting and needing things. Children to reflect on their own guidelines for living.</p>	<p>Learning about and learning from religion Reflect on Sikh symbols, The 5 K's. The story of the first Baisahki and how Sikh's celebrate this today. The features of a Gurwara.</p> <p>Promoting spiritual, moral, social and cultural development Describe that Sikhs believe that behaviour is more important than appearance. The meaning behind the Five K's and how wearing them show commitment to their faith. Reflect on the ways we demonstrate our own values. Reflect on what is involved in keeping a promise.</p>	<p>Learning about and learning from religion The revelation of the Qu'ran. How the Qu'ran is treated with reverence and why. Obligations of religious observance.</p> <p>Promoting spiritual, moral, social and cultural development Unity in the ummah, an awareness that there are Muslims of different nationalities and how they are united. Religious observance and the strength Muslims gain.</p>	<p>Learning about and learning from religion Discuss the Bible teaching that in caring for others Christians show their love for God. Understand that stories convey meanings beyond the literal.</p> <p>Promoting spiritual, moral, social and cultural development Discuss contemporary examples of 'being a good neighbour'. Reflect upon global examples of unfairness and injustice in the distribution of resources and discuss how people can be poor through no fault of their own.</p>	<p>Learning about and learning from religion Identifying the similarities and differences between holy scriptures.</p> <p>Promoting spiritual, moral, social and cultural development Making links between the religions special books and how they are a guide for people to live their lives. Identify how scriptures are treated. · Recognise and describe how a story from sacred text may provide inspiration or guidance to a religious believer.</p>	<p>Learning about and learning from religion The stories from the life of Buddha and Buddhist scriptures.</p> <p>Promoting spiritual, moral, social and cultural development Making links between how Buddhists live and the connections to the teachings. Meditation, worship and ethical behaviour.</p>
<p>vocabulary</p>	<p>Jew, Judaism, shofar, synagogue, Rosh Hashanah, repentance, solemn, forgiveness apple & honey flowing water white - for purity eg white kippah, prayer shawl pomegranate</p>	<p>Sikh, Sikhism, Guru Gobind Singh, 5 K's, Gurdwara, commitment, Bhai Khanaya , divine, mandir, puja,</p>	<p>pilgrimage, Hajj, Ummah, Allah, symbols, Mecca, Hajji (Male), Hajja (Female),</p>	<p>Lent, Easter, Palm Sunday, resurrection, bereavement, death, Reflection, Contemplation, Enrich, Temptation, Paten, Chalice, Communion wafers, Wine and water, Paschal candle</p>	<p>Islam, Christianity, Judaism, Hinduism, Sikhism, sacred, holy, Bible, Torah, Qu'ran, Guru Granth Sahib Ji, The Vedas, Gurdwara, Ark, Throne,</p>	<p>Buddhist, Buddhism, Siddhartha Gotama, Four Sights, Four Noble Truths, symbolism, dissatisfaction, Five Precepts, Dharma, Sangha, monks, lay Buddhists, The Eightfold Path, impermanence, contented</p>

Links to prior knowledge	Growing up in a Jewish family in Year 1 Hannukah in Year 2 The Torah and stories of the Jewish people in Year 3 Sukkot in Year 4 Year 1 Growing up in a Jewish family	Sikhism, the Birthday of Guru Nanak in Year 2 Guru Nanak in Year 4		Christian harvest, Christmas and Easter in Year 1. Belonging in Year 2 Christian Bible and Holy week and Christian practice in Year 3 Christian community in Year 4	All previous learning.	Buddhism in Year 2 and 4.
Key knowledge for assessment	Why is the shofar sounded at rosh hashanah? What do repenting, forgiving and being forgiven mean? Can you give an example? How does the shofar help individuals to repent?	What are the 5 K's and what do they represent? How do Sikh's celebrate Baisahki? What happens when Sikhs take Amrit? What are 3 features of a Gurdwara? Explain why Sikhs treat the Guru Granth Sahib with such reverence. What are some of Krishnas characteristics?	What is a pilgrimage? What is the Hajj? How does the Hajj remind Muslims of the Ummah? What are some o the symbolic actions of Muslims during the Hajj? Why is it so important for Muslims to perform Hajj? How might the experience of the Hajj may change a person	What is Lent? Why is Palm Sunday important to Christians? What are the key events of Holy week? What symbols are associated with Holy week? What is resurrection Why do Christians believe that death is not the end of Jesus?	Identify an action or ritual that shows how important holy books are to believers. Describe how and why religious books are important to a believer. What are the names of the 5 religious texts of the religions we have studied?	How do flowers remind Buddhists of the nature of life? How do Buddhists meditate? Who was King Ajatasattu and what was his story? What does it mean to be contented?
Cross-curricular links						

FLEECEFIELD PRIMARY SCHOOL - RE- WHOLE SCHOOL NEW PLAN- 2021-2022



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Christianity Christian Harvest	Christianity Christmas	Judaism Growing up in a Jewish Family	Christianity Easter	Islam Growing up in a Muslim family	Hinduism Holi & stories of Krishna
Year 2	Hinduism Diwali	Judaism Hanukkah	Buddhism Introduction to Buddhism/Growing up in a Buddhist Family	Christianity Belonging	Sikhism Birthday of Guru Nanak	Islam Ramadan/Eid-UI-Fitr
Year 3	Hinduism Hindu & Sikh Diwali	Christianity Christian Bible	Islam Living as a Muslim	Christianity Holy week & Christian Practice	Inspirational People Leaders of Religions-roles, clothing, etc	Judaism The Torah and stories of the Jewish people
Year 4	Judaism Sukkot	Islam The Quran & Prophet Muhammad	Buddhism Festival of Wesak	Christianity Christian community	Hinduism Living as a Hindu	Sikhism Guru Nanak
Year 5	Buddhism Buddha & his teachings	Sikhism The Sikh Community & Gurdwara	Food Significant to Religions/Traditions	Christianity Christian Values	Islam Mosque & The Community	Judaism Pesach
Year 6	Judaism Rosh Hasanah & Yom Kippur/Shabbat	Hinduism Hindu community & Mandir	Islam Hajj & Id-UI Adha	Christianity Holy Week to Pentecost & Mission	Special Books	Buddhism The Buddhist Community