

# Religious Education Curriculum

Nursery			
Educational programmes: Revised EYFS framework 2021			
Understanding the world: People, Culture and Communities			
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.			
	Autumn	Spring	Summer
Learning Priorities	<b>My family and community</b> <ul style="list-style-type: none"> <li>Continue to develop positive attitudes about differences between people. <ul style="list-style-type: none"> <li>Begin to develop an awareness of self and others:</li> <li>Talk about some of the things that make them unique.</li> <li>Begin to demonstrate an awareness and appreciation of their own physical features.</li> <li>Identify own likes and dislikes</li> </ul> </li> <li>Begin to be aware of those of familiar others.</li> <li>Begin to make connections between the features of their family and other families: □ talk about their own family:</li> <li>Listen to others as they talk about their family.</li> <li>Begin to develop an awareness of different types of families.</li> <li>Enjoy joining in with family customs and routines: <ul style="list-style-type: none"> <li>Remember and share family events / special times with others.</li> <li>Begin to imitate everyday actions / events from family life, through domestic role play.</li> </ul> </li> <li>Begin to develop an awareness of special times / events / celebrations through first hand experiences from home and first hand experiences within nursery to reflect their own culture and that of others.</li> </ul>	<b>My family and community</b> <ul style="list-style-type: none"> <li>Continue to develop positive attitudes about differences between people.</li> <li>Talk about the connections between the features of their immediate family and other families.</li> <li>Begin to develop positive attitudes about the differences between people.</li> <li>Begin to talk about similarities and differences between themselves and others within nursery / family.</li> <li>Begin to develop an awareness of special places for their own family and friends.</li> <li>Imitate everyday actions / events from family life e.g. through domestic role play.</li> </ul>	<b>My family and community</b> <ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Continue to talk about the connections between the features of their extended family and other families.</li> <li>Begin to take on different roles e.g. through domestic role play.</li> </ul>
Retrieval Vocabulary		People, friends, family, mum, dad, baby, brother, sister, party, celebrate, birthday	People, friends, family, mum, dad, baby, brother, sister, party, celebrate, birthday, same, different, grandparents, grandma, grandad, aunt, uncle, cousin
New Vocabulary	Birthday, celebrate, Christmas, Diwali,	Same, different, grandparents, grandma, grandad, aunt, uncle, cousin	Eid, Ramadan, Christmas, Easter, wedding, birth, baby, clothes, costume, food, presents, cards, church, Gurdwara, Mosque, Synagogue, prayer, worship, pray, God, Allah

Reception			
Educational programmes: Revised EYFS framework 2021			
Understanding the world: People, Culture and Communities			
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>			
<p><b>Manchester, Salford, Stockport, Tameside and Trafford (MSSTT) Agreed Syllabus for Religious Education 2022–2027</b></p> <p>RE enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within an enabling environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>Children in EYFS will:</p> <p>encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.</p> <p>Listen to and talk about stories.</p> <p>Be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.</p> <p>Ask questions and reflect on their own feelings and experiences.</p> <p>Use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.</p>			
	Autumn	Spring	Summer
Learning Priorities	<p><b>My family and community</b></p> <ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Talk confidently about members of their immediate family, people who are familiar to them and their community, making comparisons.</li> <li>• Talk confidently about own family and develop an awareness of different types of families.</li> <li>• Talk confidently about some family customs and routines.</li> <li>• Confidently imitate everyday actions and events from family life: take on different roles from the family.</li> <li>• Continue to demonstrate an awareness and appreciation of their own physical features.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Talk about and share own special celebrations.</li> <li>• Begin to identify similarities and differences between some celebrations.</li> </ul>	<p><b>My family and community</b></p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community through demonstrating positive attitudes about the differences between people.</li> <li>• Talk about similarities and differences between themselves and others with developing appreciation and respect within the school community and within the local community and beyond.</li> </ul>	<p><b>My family and community</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

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	Autumn		Spring		Summer	
Key question or enquiry	Which people are special and why?	Which times are special and why?	Which places are special and why?	Which stories are special and why?	Where do we belong?	What is special about our world?
Key learning experiences	<p>Talk about people who are special to you including yourselves, your classmates and people from outside the class community • Say what makes other people special to you • Use new vocabulary to hold conversations about friends, religion and community • Talk about people who are special to you in the local community • Recall a story about a special person in Sikhism (Guru Nanak) and talk about what can be learnt from it</p> <ul style="list-style-type: none"> <li>• Identify some of the qualities of a good friend and identify your own good friends</li> <li>• Recall and talk about a story of Jesus as a friend to the disciples</li> <li>• Recall and talk about the story of the feeding of the 5 000</li> <li>• Identify some of the qualities shown by the boy in the feeding of the 5 000</li> <li>• Identify some of the qualities of a good friend</li> <li>• Recall and talk about a story where Jesus shows friendship to another</li> </ul>	<p>What do children think is a 'Big Day'? What makes some days exciting and easy to remember? • Discuss the importance and value of celebration in children's own lives. Ask parents and carers to share a 'big day' from family life with their children. • Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, Christening – or other baby-welcoming ceremonies - Christmas, Mother's Day, New Year. • Consider some major religious festivals and celebrations, and the stories associated with them. E.g. seasonal festivals including Christmas, Easter, Sukkot, Eid-ul-Adha, Diwali.</p>	<p>Invite visitors to talk about / show pictures of places that are spiritually significant to them and say why they are special. • Children share and record their own special places in a variety of ways, drawing on all their senses, in ways that are meaningful to them. • Discuss why some places are special and what makes them significant. • Discuss when people like to go there and what they like to do there. • Consider examples – include at least two; the church building as a special place for Christians, a mosque as a special place for Muslims, a synagogue as a special place for Jewish people. • Consider how a place of worship is used by members of the faith – what happens there? How</p>	<p>Explore stories pupils like, re-telling stories to others and sharing features of a story they like. • Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible. Introduce new vocabulary: Bible, Christian, Holy book, scripture. • Hear and explore Bible stories - David the Shepherd Boy (1 Samuel 17); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19).</p>	<p>Play some simple games in three or four teams with the class, and talk about belonging to a team. • Discuss the idea that each person is unique and valuable, learning some new vocabulary about religious beliefs that each person is unique and valuable. E.g 'Child of God', fellowship, Ummah (the worldwide Muslim community), teams, co-operation, togetherness. • Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and they are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Christian beliefs about Jesus</p>	<p>Use outdoor learning to enable children to experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God. • Use art and creative activities to explore natural objects – shapes, pattern – or use micro-hikes or listening walks; grow and look after some plants and creatures. • Use stories and poems to talk about creation (e.g. 'God's Quiet Things' by Nancy Sweetland); explore stories with stilling exercises, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening</p>
Key learning experiences continued			<p>do people feel? When is it busy? When is it peaceful? When is it friendly? • Consider different special places, such as Makkah for Muslims; Jerusalem for Jewish and Christian people.</p>	<p>• Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Moses in the Bulrushes; Prophet Muhammad and the Night of Power. that people care for others. • Tell stories</p>	<p>believing children to be very special. Tell the story of children wanting to see Jesus: the disciples tried to stop them until Jesus himself made time to welcome them (Mark 10:13–16). • Discuss how God's love for children is shown in Christianity</p>	<p>ears, clever thoughts). • Use a simple child-friendly, but authentic version of the Bible's creation story, e.g. 'In the Beginning' by Steve Turner; explore in mime, express through art; reflect on ways in which the world is 'very good'. •</p>



				from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Jesus choosing the twelve disciples (Matthew 4:17–22); blind Bartimaeus (Mark 11:46–52).	through infant baptism and dedication and through ways churches welcome children. • Discuss how children are welcomed into another faith or belief community e.g. the Islamic aqiqah ceremony, the whispering of the Shahadah and cutting of hair. Humanist baby-naming and welcoming ceremonies are good for learning too. • Consider some signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle, the Aum symbol used by Hindus.	Hear and role-play stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the ant' (talk about caring for animals, looking after pets); 'Muhammad and the thirsty camel' (talk about how the camel felt; whether they have ever done something they are sorry for). NB: in Islam, don't role-play the part of the Prophet – Muslims never do, out of respect.
<b>Vocabulary</b>	Jesus, special, Christian, Muslim, Islam, Prophet, Muhammad, visitors, jobs, friendships, care, disciples	Christian, Hindu, Jewish, celebration, Christmas, Easter, festival, Sukkot, Diwali, birthday, wedding, baptism, welcome	Christian, Muslim, pray, worship, holy books, festivals, special, meaningful, senses, church, mosque, holy, special, sacred	God, Jesus, Bible, Christian, Prophet, Muhammad, Muslim, holy, book, special	Christian, Hindu, Muslim, stories, belonging, baptism, community, baby, team, unique, help, cooperate, togetherness, welcome, ceremony	Care, world, Christian, Muslim, Jewish, experiences, feelings, God, human beings, animals, plants, joy, wonder, curiosity, nature, environment
<b>Strand</b>	<b>Believing</b>	<b>Believing</b>	<b>Expressing</b>	<b>Believing Expressing</b>	<b>Living</b>	<b>Living</b>
<b>Key themes</b>		Rites of passage	Places of worship	Special books Religious characters  Prophets Religious stories and characters	Implications for own life	Implications for own life British Values Respect
<b>Key Concepts</b>	Sacred text, special	Special, celebration, festival	Special, places of worship	Friendship, responsibility	Unique, valuable, faith, belief	New life, growth, decay, wonders

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**Manchester, Salford, Stockport, Tameside and Trafford (MSSTT) Agreed Syllabus for Religious Education 2022–2027 : KS1**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Know about and understand a range of religions and worldviews:**

Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

**Express ideas and insights about the nature, significance and impact of religions and worldviews:**

Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

Notice and respond sensitively to some similarities between different religions and worldviews.

**Gain and deploy the skills needed to engage seriously with religions and worldviews:**

Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

Find out about and respond with ideas to examples of cooperation between people who are different.

Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Year 1	Autumn	Spring	Summer
Key Question or enquiry	Who is a Christian and what do they believe?	What makes some places sacred?	What does it mean to belong to a faith community?
Strand	Believing	Expressing	Living
Key themes	Prophets Special books Religious stories and characters Places of worship	Celebrations Similarities and differences Prophets Places of worship	British values Similarities and differences Implications for own life
Key Concepts	<b>Religion, respect</b> <b>Special, faith</b>	<b>Celebration</b> <b>Special, sacred</b>	<b>Special, sacred</b> <b>Faith</b>
Retrieval Vocabulary	Christian, God, Jesus, stories, right, wrong	Christian, Muslim, Jewish, special, stories, actions, church, mosque, music, songs	Christian, Muslim, Jewish, special, religion, symbols, baby
New Vocabulary	Beliefs, symbols, images	Synagogue, believe, worship, objects, symbols	Baptism, wedding, married, cooperation, identity, community, ceremonies, belonging, believers

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Sequence of learning	
Autumn – Who is a Christian and what do they believe?	<p><b>Knowledge giving:</b> Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13). • Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving. • Look at art and recognise some symbols and images used to express ideas about God. • Listen to pieces of music that express ideas about God. • Talk to Christians about what they believe about God (personal worldviews). • Give opportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g. responding to the question ‘Where is God?’ through art. • Using a suitable children’s Bible (e.g. The Lion Storyteller Bible or New International Children’s Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. • Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. • Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways. • Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. • Many pupils have no personal belief in God but have just learnt lots about people who do. Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives.</p> <p><b>Enquiry:</b> Who is a Christian? What do Christians believe? Why might Christians believe that God is all-powerful? Where do you believe God is? Why do you think Christians believe Jesus was the Son of God? How are Christian beliefs similar to your own?</p> <p><b>Individual responses to the Big Question</b></p>
Spring – What makes some places sacred?	<p><b>Knowledge giving:</b> Talk about how the words ‘sacred’ and ‘holy’ are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? • Talk about why it is important to show respect for other people’s precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). • Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. • Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. • Notice some similarities and differences between places of worship and how they are used. • Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. in church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross; baptismal pool; pulpit in synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), hanukkah, bimah in mosque/masjid: wudu; calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin. • Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; pupils’s songs to help learn stories; to celebrate at a wedding. • Revisit the key question in the light of their learning. Explore the difference between special and sacred, and reflect on whether they have things in their lives that might be special or sacred.</p> <p><b>Enquiry:</b> What makes a sacred place? Why are some places sacred and others aren’t? Why might some people not go to their holy building?</p> <p><b>Individual response to the Big Question</b></p>

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Summer – What does it mean to belong to a faith community?

**Knowledge giving:**

Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them. • Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in children's own lives and experience. • Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. • Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – brit bat or zeved habat; Islam: Aqiqah. • Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. • Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract). • Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. • Explore the idea that different people belong to different religions, and that many people are not part of religious communities, but that they also belong to different communities (sometimes also with religious people). • Find out about times when people from different religions and non-religious people might work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or Remembrance Day on 11th November.

**Enquiry:**

What does belonging mean? Is it important to belong to a group? Do you have to belong to a faith community to have a faith? Why is it important for different faith communities to come together?

**Individual response to the Big Question**

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Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

**Express ideas and insights about the nature, significance and impact of religions and worldviews:**

Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

Notice and respond sensitively to some similarities between different religions and worldviews.

**Gain and deploy the skills needed to engage seriously with religions and worldviews:**

Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

Find out about and respond with ideas to examples of cooperation between people who are different.

Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Key Question or enquiry</b>	Who is a Muslim and what do they believe?	Who is Jewish and what do they believe?	What can we learn from sacred books?	How and why do we celebrate special and sacred times?		How should we care for others and the world, and why does it matter?
<b>Strand</b>	<b>Believing</b>	<b>Believing</b>	<b>Believing</b>	<b>Expressing</b>		<b>Living</b>
<b>Key themes</b>	Prophets Special books Religious stories and characters Places of worship	Prophets Special books Religious stories and characters Places of worship	Prophets Special books Religious stories and characters Similarities and differences	Prophets Special books Religious stories and characters		British values Implications for own life
<b>Key Concepts</b>	<b>Belief, faith</b>	<b>Belief, faith</b>	<b>Special, sacred</b>	<b>Special, sacred, celebration</b>		<b>British values</b>
<b>Retrieval Vocabulary</b>	Muslim, God, Allah, beliefs, objects, celebrate, Ramadan, Eid, Quran	God, celebrate, festival, light	Christian, Muslim, Jewish, stories, religion, sacred, texts, respect, Bible, Quran, right, wrong	Christian, Jewish, Muslim, celebrate, celebration, Jesus, Christmas, Easter, symbols, actions		Christian, Jewish, religions, valuable, God, create, Bible, stories, caring, bad, good, right, wrong, texts, rules, believers, beliefs
<b>New Vocabulary</b>	Prophet Muhammad, calligraphy	Jewish, Channukah, Shabbat, mezuzah reflection, thanksgiving, praise, remembrance	Faiths	Son of God, Pentecost, harvest, festival		



Sequence of learning	
Autumn A – Who is a Muslim and what do they believe?	<p><b>Knowledge giving:</b> Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. ‘Muhammad and the cat’, ‘The story of the two brothers’, ‘The crying camel’. • Look at calligraphy and listen to nasheeds that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; • Share the words of the Shahadah, listen to the Call to Prayer. • Describe one of the beliefs that Muslims hold about God e.g. tawhid (note how this links to the idea that Muslims never try to draw Allah). • Share the story of the revelation of the Holy Qur’an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur’an. • Talk to Muslims about what they believe about God • Identify the objects that are most precious to them. Why are they precious? How does it show? • Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur’an and stand, compass, headscarf. Why are these important? • Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?</p> <p><b>Enquiry:</b> What do Muslims believe about Allah? If God is invisible, how do you know he’s there? What important messages would you spread if you were telling people how to lead a good life? How do you inspire people? What makes a person a Muslim?</p> <p><b>Individual response to the Big Question</b></p>
Autumn B – Who is Jewish and what do they believe?	<p><b>Knowledge giving:</b> Discuss what precious items they have in their home. Why are they important? • Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. • Talk about remembering what really matters: how do people make a special time to remember? • Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all people. • Look at a mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would pupils like to have displayed in their home? • Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the ‘day of delight’, and celebrate God’s creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? • Consider the importance and value of celebration and remembrance in pupils’ own lives; learn about the festival of Sukkot, Chanukah/Hanukkah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched chanukiah/hanukkiah links to the story of Chanukah. • Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.</p> <p><b>Enquiry:</b> What is really good about having times of rest when life is busy? When do you have times of rest and for family in their home? Why do Jewish people write God as G-d? Do you agree with their opinions? Why? Why not? How do Jewish values relate to you? What do Jewish people believe in?</p> <p><b>Individual response to the Big Question</b></p>
Spring A – What can we learn from sacred books?	<p><b>Knowledge giving:</b> Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God. • Introduce the Bible as a sacred text for Christians. • Introduce a sacred text for Muslims – Holy Qur’an, and/or Jewish people – Tenakh. • Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all ages; Holy Qur’an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad. • Read, act out and illustrate some stories Jesus told about what God is like (e.g. ‘The lost sheep/Lost coin’ Luke 15) and how to treat each other (e.g. ‘The good Samaritan’ Luke 10). • Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. ‘Joseph and his brothers’ (Genesis 37, 39–48); the story of Moses (book of Exodus); ‘The call of Samuel’ (1 Samuel 3); ‘David and Goliath’ (1 Samuel 17); Jonah (Book of Jonah). • Explore stories about Prophet Muhammad (e.g. ‘Muhammad and the hungry stranger’, ‘The thirsty camel’, ‘The sleeping cat’, ‘Muhammad and Bilal’, ‘Muhammad and the rebuilding of the Ka’aba’). • Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.</p>

	<p><b>Enquiry:</b> Do religious stories from other religions teach us things? What have you learnt from your sacred book? Why do religions need sacred texts? Why is it important for religious people to read their sacred text? Can someone be religious and not read their sacred text?</p> <p><b>Individual response to the Big Question</b></p>
<p>Spring B and Summer A – How and why do we celebrate special and sacred times?</p>	<p><b>Knowledge giving:</b> Consider the importance and value of celebration and remembrance in children's own lives. • Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. • For example, from Easter: o Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. o Explore feelings of Jesus and disciples. o Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions; washing feet; sorrow of Good Friday; darkness on Saturday services; light and joy of Easter day etc. • Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1; God as creator), Pesach (Moses and the Exodus; freedom), Chanukah (hope and dedication), Sukkot (reliance on God). • Explore the meaning and significance of Jewish rituals and practices during each festival. • Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr. • Talk about whether the stories and events mean something for the pupils themselves – can they connect with ideas of rest, freedom, hope and self-control?</p> <p><b>Enquiry:</b> How do we know if there is a special or sacred time? Are there any similarities/differences to how people celebrate special/sacred times? How do I celebrate my special times?</p> <p><b>Individual response to the Big Question</b></p>
<p>Summer B – How should we care for others and the world, and why does it matter?</p>	<p><b>Knowledge giving:</b> Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The good Samaritan' (Luke 10:25–37). • Consider the idea that we all have special gifts we can use to benefit others. • Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat, alms giving, in Islam; tzedakah (charity) in Judaism. • Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo; people known in the local area. • Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if the children can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Draw cartoons to show their ideas. • Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). • Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it, as a gardener tends a garden). • Investigate ways that people can look after the world and think of good reasons why this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees).</p> <p><b>Enquiry:</b> Should we care for people who don't always show care for us? What does it mean to care? How can we show we care? Do you need money to show you care? How did Jesus and Muhammad show care for people? Can we always follow the Golden Rule? Why/Why not? How can we care for the world that God created?</p> <p><b>Individual response to the Big Question</b></p>

**Manchester, Salford, Stockport, Tameside and Trafford (MSSTT) Agreed Syllabus for Religious Education 2022–2027: KS2**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Know about and understand a range of religions and worldviews:**

Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews:**

Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews

**Gain and deploy the skills needed to engage seriously with religions and worldviews:**

Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including eg reasoning, music, art and poetry.

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Key Question or enquiry</b>	What do people believe about God?	Why is the Bible important for Christians today?	What does it mean to be a Christian in Britain today?	How do family life and festivals show what matters to Jewish people?	How do people from religious and non-religious communities celebrate key festivals?	
<b>Strand</b>	<b>Believing</b>	<b>Believing</b>	<b>Living</b>	<b>Living</b>	<b>Expressing</b>	
<b>Key themes</b>	Similarities and differences Prophets Special books Religious stories and characters	Special books Religious stories	Similarities and differences Places of worship Special books	Celebrations Religious stories	Celebrations Places of worship	
<b>Key Concepts</b>	<b>Belief, faith</b>	<b>Special, sacred</b>	<b>Special, sacred, prayer</b>	<b>Special, sacred, celebration</b>	<b>Spiritual, celebration, festivals</b>	
<b>Retrieval Vocabulary</b>	Christian, Hindu, Muslim, God, beliefs, stories, texts, describe, faith, symbols	Christians, Bible	Christians, family, faith, beliefs, actions, similarities, differences, worship, church, connections	Jewish, people, faith, beliefs, God, relationships, worships, celebrating	Christian, Jewish, festivals, celebrations	
<b>New Vocabulary</b>	Express, understanding, arts, words, sacred	Connections, Fall, Salvation, save, rescue	Teachings	Exodus, festivals, sorry, forgiven, grateful, freedom, communities, reflection	Non-religious, religious studies expert, sociologist	



Sequence of learning	
Autumn A – What do people believe about God?	<p><b>Knowledge giving:</b> Talk about ways in which we exercise trust and faith in our everyday lives. • Find some examples of how we know about something we have not seen or experienced for ourselves. • What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God, with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). • Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. • Explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God's relationship with people e.g. Moses and the Burning Bush (Exodus 3:1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1:9–11); Pentecost (Acts 2:1–21) and Paul's conversion (Acts 9:1–19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15:11–32). • Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo). • Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension. • Examine similarities and differences between varied ideas about God. • Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews.. • Explore the fact that many people do not believe in God. • Reflect on pupils' own questions and ideas about God in light of their learning.</p> <p><b>Enquiry:</b> Why believe in something you can't see? Does believing in God make you a good person? Why are there so many ideas about God?</p> <p><b>Individual reponse to the Big Question</b></p>
Autumn B – Why is the Bible important for Christians today?	<p><b>Knowledge giving:</b> Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians. • Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories; laws; poems; prayers; biographies (Gospels); letters) (be clear that what Christians call the 'Old Testament' is Jewish scripture too). • Introduce pupils to the idea that for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. • Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or artworks to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. • Find out what good and bad things people sometimes do. Explore the idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Christian teaching says that people all choose to go against God's commands. Think about why Christians say people need to ask God to forgive them. • Explore creatively the Lost Coin, Sheep and Son stories (Luke 15), building on prior learning, and how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them. • Look at examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?</p> <p><b>Enquiry:</b> Why do believers need a sacred text? Are there other ways that Christians could learn about the word of God? Should the Bible be taken literally by Christians? How does the Bible relate to modern life?</p> <p><b>Individual reponse to the Big Question</b></p>

<p>Spring A – What does it mean to be a Christian in Britain today?</p>	<p><b>Knowledge giving:</b> Find out about how Christians show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things would Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? • Explore what Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith. • Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these things, but find out why Christians and others do work hard to help people in their communities. What kinds of things do pupils at your school do to help others, and why? • Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Mother Teresa, Pope Francis, Archbishop Justin Welby, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc. • Talk about how Christians practise their faith in many ways. For some, believing is central, for others it is more about participation in Christian fellowship, and for others it may be about making the world a fairer place – or a combination of all three. What would pupils say makes someone a Christian and why?</p> <p><b>Enquiry:</b> How does being a Christian affect daily life? Are all Christians the same? How do some people show their faith? What is most important to some Christians?</p> <p><b>Individual response to the Big Question</b></p>
<p>Spring B – How do family life and festivals show what matters to Jewish people?</p>	<p><b>Knowledge giving:</b> Use creative ways to explore stories behind Jewish festivals: their meaning and significance; how adherents express meanings through symbols, sounds, actions, stories and rituals: o Rosh Hashanah and Yom Kippur: Explore Rosh Hashanah, the Jewish new year festival; how Jews look at their deeds from the past year and make a fresh start for the next one; find out about the shofar, eating sweet foods, tashlich. Explore Yom Kippur, the 'Day of Atonement': a day of fasting and praying for forgiveness; what happens and why; the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). Talk about the value in pupils' own lives of reflection, saying sorry, being forgiven and making resolutions to improve. o Pesach/Passover: explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this story is remembered at Pesach and celebrated in Jewish homes (e.g. preparation and the seder meal). Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. Talk about ways in which slavery is still present in the world today, how important freedom is, and how we might bring freedom. • Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the importance of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today. • Find out about (or recall from Unit L2.9) some prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say thank you 100 times a day; the Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'). What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions). • Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well.</p>

	<p><b>Enquiry:</b> How does being Jewish affect daily life? How are values and beliefs expressed during significant festivals? Can you ever be completely forgiven? Should there be rules for how to live your life?</p> <p><b>Individual response to the Big Question</b></p>
<p><b>Summer A and Summer B – How do people from religious and non-religious festivals celebrate key festivals?</b></p>	<p><b>Knowledge giving:</b> Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Are there similarities and differences in practices across the class? Why might this be? • Be a Religious Studies (RS) investigator: provide pupils with inference grids with pictures showing some Christmas celebration practices, religious and secular. Ask questions about what pupils can see, what they guess is happening, and questions they would like to ask. • Be a Religious Studies investigator: choose a series of Christmas practices to explore, at least one celebrated at church and one from home e.g. nativity service, Christingle service, decorating the house, carol singing. Find out information about how, why and by whom these are done. Plan one of these activities e.g. a nativity service, explaining why certain parts of the celebration happen, who might join in or not join in. • Be a Sociology investigator: look at information about how many people in the UK celebrate Christmas and how they say they celebrate. What is interesting or surprising? Create a questionnaire as a class to find out how people celebrate Christmas and what is important to them about Christmas. Ask a variety of people from different religious and non-religious worldviews. Analyse the results. Can pupils see any patterns? Do lots of people give similar information in their response? Are all the responses different? • Compare answers gathered on the celebration of Christmas using the two disciplines. How were they different or similar? RS can help us to look at evidence to find out how Christians celebrate at Christmas; we don't answer questions about Christmas from the point of view of a Christian when we look through an RS lens. In Sociology we can look at data (e.g. on how Christmas is celebrated in the UK) from large groups of people, or small groups or individuals. • Choose another festival from another religious or non-religious worldview to study and apply similar strategies e.g. look at a Jewish festival such as Chanukah or Sukkot and how that is celebrated by religious and secular Jews and Jewish people from different communities. • Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Is there a 'real' meaning of a festival?</p> <p><b>Enquiry:</b> Is it important to have a festival? Are some festivals more important than others? Should people from a different world view be allowed to join in with a festival?</p> <p><b>Individual response to the Big Question</b></p>

Every Child a  
Confident Learner



**Manchester, Salford, Stockport, Tameside and Trafford (MSSTT) Agreed Syllabus for Religious Education 2022–2027: KS2**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Know about and understand a range of religions and worldviews:**

Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews:**

Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews

**Gain and deploy the skills needed to engage seriously with religions and worldviews:**

Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including eg reasoning, music, art and poetry.

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Year 4	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Key Question or enquiry</b>	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	Why do some people think that life is a journey?		What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right or wrong?
<b>Strand</b>	<b>Believing</b>	<b>Expressing</b>	<b>Expressing</b>		<b>Living</b>	<b>Living</b>
<b>Key themes</b>	Implications for own life Prophets Special books Religious stories and characters	Celebrations Similarities and differences	Rites of passage Implications for own life		Place of worship Implications for own life Prophets Special books Religious stories and characters	British values Justice
<b>Key Concepts</b>	<b>Belief, faith, inspiration</b>	<b>Spiritual, celebration, festivals</b>	<b>Rites of passage</b>		<b>Places of worship</b>	<b>Beliefs, decisions</b>

Every Child a  
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	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Retrieval Vocabulary	Christians, Jesus, followers, Holy Week, Easter Sunday, the Fall, creation	Christians, Hindus, Muslims, Jewish, festivals, celebrations, Pesach, Diwali, Christmas, Easter, Eid, symbols, beliefs	Christian, Hindu, Jewish, wedding, belonging, belief, promises		Hindu, family, faith, beliefs, teachings, actions, worship	Christian, Jewish, non-religious, rules, teachings, love, forgiveness, kindness
New Vocabulary	Gospel, incarnation inspired, attitudes, values, inspiration, salvation		Commitment, marriage, ceremonies, journey, milestone, ritual, community		Mandir, aims, duties, puja, aarti, bhajans	Traditions, temptation, inspirational, Humanist, codes, honesty, generosity

#### Sequence of learning

Autumn A – Why is Jesus inspiring to some people?	<p><b>Knowledge giving:</b> Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. • Recall stories of Jesus that pupils have learnt in previous units. Make some connections as you explore creatively some words and actions of Jesus which continue to inspire Christians today e.g The Parable of the Two Builder from Matthew chapter 7; hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils’ questions, then find out how Christians interpret these by asking some. • Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; build on prior learning from Unit 1.6 and explore how the events of Holy Week are celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. (Note that celebrations vary between different Christian groups.) • Explore the question: why do Christians call Good Friday ‘good’? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus’ death and resurrection open up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). • Find out about the impact that believing in Jesus can have on a Christian’s life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. • Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the ‘fruit of the Spirit, Galatians 5:22–23). • Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus’ teachings and actions (e.g. love, fairness, service, sacrifice, joy) comparing these with what pupils believe to be most important.</p> <p><b>Enquiry:</b> What would you tell people to do if they wanted to be good? Does every cloud have a silver lining? How could God allow his only son to die? What would you sacrifice for the good of others?</p> <p><b>Individual response to the Big Question</b></p>
Autumn B – Why are festivals important to religious communities?	<p><b>Knowledge giving:</b> think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this • Consider the meanings of the stories behind key religious festivals, e.g Christmas, Easter, Pentecost, Harvest in Christianity, Diwali in Hinduism, Pesach, Rosh Hashanah and Yom Kippur in Judaism, Eid in Islam. • For each of the festivals explored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. • notice and think about similarities and differences between the way festival are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. • study key elements of festival: shared values, story, beliefs, hopes and commitments. • Consider questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). You might use Philosophy for Children approaches to open up these questions. • Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? • Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? What are the best ways to recall important past events and stories, and to bring communities together?</p>

	<p><b>Enquiry:</b> Why should expressions of faith involve suffering? Are there “best ways” of expressing your faith? How should people express their faith? How does fasting make you a better person?</p> <p><b>Individual response to the Big Question</b></p>
Spring A and Spring B – Why do some people think that life is a journey?	<p><b>Knowledge giving:</b> Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? • Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and ‘believers’ baptism’ or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. How do non-religious people mark these moments? Find out about Humanist naming days. • What meaning do these ceremonies have to the individual, their family and their communities? • List, sort and order some different commitments held by believers in different religions – and by the pupils themselves e.g. to pray every day, to read holy texts, to try to be good, to exercise regularly, to look after others, to treat the earth well, to follow God, to use words wisely, to practise kindness and generosity, etc.); comment on what difference they might make to someone’s personal worldview. • Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies. • Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? • Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life’s journey? • Create a ‘map of life’ for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life’s journey. Can anyone learn from another person’s ‘map of life’? Is a religion like a ‘map of life’? • Reflect on pupils’ own ideas about community, belonging and belief. Are these only part of organised religions, or are they important for everyone?</p> <p><b>Enquiry:</b> How else could life be described? Why is this fitting? How do people celebrate milestones in their life? Is no man an island? Why might some people choose to go on life’s journey alone, eg. Hermits? How is it helpful to have others on life’s journey with you?</p> <p><b>Individual response to the Big Question</b></p>
Summer A – What does it mean to be a Hindu in Britain today?	<p><b>Knowledge giving:</b> Find out about how Hindus show their faith within their families. • Learn that Hindu dharma is incredibly diverse as a whole way of life rather than a set of beliefs. • What objects might you find in a Hindu’s home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? • Explore Hindu ideas about the four aims of life (punusharthas) dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth; reincarnation. • Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why ‘snakes and ladders’ links with Hindu ideas of karma. • Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography – how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith. • Find out about some ways in which Hindus make a difference in the worldwide community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.</p> <p><b>Enquiry:</b> Is it important to have a religion? What are the challenges to belonging to a faith? Does it matter which mandir you attend? What are the values that a Hindu should show? Are they similar to your own values? How is family and belonging important in Hinduism?</p> <p><b>Individual response to the Big Question</b></p>



**Knowledge giving:**

explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? • Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the ‘Fall’, and Jesus resisting temptation in Matthew 4. • Share teachings from different religions that give examples of how to live ‘a good life’, e.g. connect with Unit L2.10 to explore Jewish teachings about being thankful or Christian teaching from Jesus on the Beatitudes (Matthew 5:2–13). • Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? Note how there may be a difference between the teachings of organised worldviews and the personal worldviews of individuals within a tradition; not everyone follows all the teachings of their religion. • If religions say that God inspires their rules for living, where do non-religious people look for guidance? Find out about how Humanists decide about right and wrong. • Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others are a bit less clear. Explore whether it would be easier for a religious believer to decide. • Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. • Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in pupils’ own lives and the lives of others, in the light of their studies in RE.

**Enquiry:**

Is it hard to be good or is it just easier to be bad? How can religion guide us onto the right path? If you have been bad, does that mean you can never be good? What are the best rules for living a good and ‘right’ life? Who decides what is right and wrong for us? Do they have the right to make choices for us? Is it sometimes difficult for believers to follow the guidance? If religions say that God inspired their rules for living, where do Humanists look for guidance?

**Individual response to the Big Question**

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**Manchester, Salford, Stockport, Tameside and Trafford (MSSTT) Agreed Syllabus for Religious Education 2022–2027: KS2**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Know about and understand a range of religions and worldviews:**

Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews:**

Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews

**Gain and deploy the skills needed to engage seriously with religions and worldviews:**

Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including eg reasoning, music, art and poetry.

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Year 5	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Key Question or enquiry</b>	Why do some people believe God exists?		If God is everywhere, why go to a place of worship?	What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	What does it mean to be a Muslim in Britain today?	Green religion? How and why should religious communities do more to care for the Earth?
<b>Strand</b>	Believing		Expressing	Believing	Living	Living
<b>Key themes</b>	Tests of faith Tolerance		Places of worship	Implications for own life Prophets Special books Religious stories and characters	Implications for own life Prophets	Special books Religious stories and characters
<b>Key Concepts</b>	Belief, faith, theism		Worship	Values	Beliefs, decisions	Environment
<b>Retrieval Vocabulary</b>	Christian, non-religious, Humanist,		Christian, Hindu, Jewish, worship, believers, traditions, community, help	Christians, Jesus, teachings, values, love, forgiveness, justice, generosity	Muslim, Quran, Allah, Prophet Muhammad, mosque, functions, beliefs, practice	Hindu, Muslim, Christian, Jewish, teachings, , commitment
<b>New Vocabulary</b>	Theist, atheist, agnostic, creator, psychology, philosophy, suffering, universe		Functions, support,	Followers, moral dilemma	Five Pillars of Islam, guidance, rituals	Environment, activist, planet, Earth, collaboration, contribution, protection, activism

Sequence of learning	
Autumn A and Autumn B – Why do some people believe God exists?	<p><b>Knowledge giving:</b> Find out about how many people in the world and in your local area believe in God – using global statistics and the 2011 UK census (use 2021 data when available). Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words ‘theist’ (believes in God), agnostic (cannot say if God exists or not) and atheist (believes there is no god). • Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, in order to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from Key Question L2.1, and explore some of the names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God is real, what difference would ‘he’ make to the way people live? Make links with prior learning about the Bible and its ‘big story’ (Key Question L2.2). • Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include reasons from psychology of religion, and from philosophy: family background – many people believe (or don’t believe) because of their home background; religious experience – many people say they have experienced a sense of ‘the presence of God’ or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life. • Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander). • Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.</p> <p><b>Enquiry:</b> If God exists, then why do bad things happen in the world? If God exists, why do bad things happen to good people? If God exists, what difference would he make to the way people live? What do different people believe about how was the world made?</p> <p><b>Individual response to the Big Question</b></p>
Spring A – If God is everywhere, why go to a place of worship?	<p><b>Knowledge giving:</b> Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue. • Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places? • Can pupils talk about a place where people might say or feel God is somehow more ‘present’? What is special about these places? • Consider these definitions: ‘synagogue’ = ‘house of assembly’ (a place to get together), also called ‘schul’ = school (a place to learn). Answer the key question in light of these definitions. • What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the ‘body of Christ’, mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don’t like institutions, hierarchies, crowds! Why do Christians worship in different ways? • Find out about alternative forms of Christian communities, e.g. <a href="http://www.freshexpressions.org.uk">www.freshexpressions.org.uk</a> Consider the appeal of these to some Christians. • Note that there are many Christians, Hindus and Jewish people who see themselves as members of the communities but don’t attend places of worship. Return to the unit key question; how might different people answer this? What answers do pupils have?</p> <p><b>Enquiry:</b> Why are people drawn to places of worship? Is it better to worship alone or as part of a community? Do we need places of worship?</p> <p><b>Individual response to the Big Question</b></p>

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<p>Spring B – What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</p>	<p><b>Knowledge giving:</b> Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this. • Love: use some of Jesus’ stories, teachings and example to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; ‘Love your enemies’, Matthew 5:43–48; compare Paul’s letter, 1 Corinthians 13:4–7; explore the idea of agape love – self-sacrificial love; make a link with the Christian belief that Jesus died to show his love for all humans, (e.g. in John 3:16). • Forgiveness: use some of Jesus’ stories, teachings and example to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21– 35; Jesus forgives those who crucify him, Luke 23:34). • Justice and fairness: use some of Jesus’ stories, teaching and examples to understand the way Christians believe we should treat each other (serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42). • Generosity and not being greedy: use some of Jesus’ stories, teaching and examples to understand the way Christians believe we should handle wealth (the vineyard workers, Matthew 20:1–16; widow’s offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9). • Devise some moral dilemmas and ask pupils to say ‘what would Jesus do’, from their learning in this unit. Reflect on and discuss what impact following Jesus’ example and teaching have on the school / local community / world? Some say Jesus’ demands are impossible: is this true, and if so, is it worth aiming for them or not?</p> <p><b>Enquiry:</b> Some say Jesus’ demands are impossible: is this true, and if so, is it worth aiming for them or not? Is it ever possible to love your enemies? Why? Why not? Should we always forgive and forget? Or forgive but not forget? Or neither? Should we have to share our wealth? What would you say to someone who didn’t want to share?</p> <p><b>Individual response to the Big Question</b></p>
<p>Summer A – What does it mean to be a Muslim in Britain today?</p>	<p><b>Knowledge giving:</b> Gain a rich knowledge of the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action). Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? • Learn, think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (Ummah). Investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils’ lives. • Consider the importance of the Holy Qur’an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17, the Prophet’s Night Journey. Find out about people who memorise the Qur’an and why (hafiz, hafiza). • Find out about the difference between the authority of the Qur’an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). • Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur’an for Muslims. • Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.</p> <p><b>Enquiry:</b> What values do you think are important? What beliefs do you think are important? How does the media affect the lives of Muslims? How does society view Muslims? How could Muslims prove the stereotypes are wrong? How could we bring harmony to our multi-cultural society?</p> <p><b>Individual response to the Big Question</b></p>

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**Knowledge giving:**

This unit investigation enables pupils to learn in depth about issues of climate change, environmental protection and the future sustainability of the planet, in the light of teaching and practice from 4 different religions (limit this to two or three if you wish, for the clarity you can achieve if time is shorter). ▪ Use a case study about Greta Thunberg to introduce the issues of climate justice. From her story, what can pupils tell about her personal worldview? What matters most to her? Greta is non-religious. Use this case study to enable pupils to think about the meanings of some key questions: whose world is this? Why do humans pollute their own earth? Why do extinctions matter? Can we care better for our planet? Who is most at risk from environmental change? Does the earth belong to God? If some people believe the earth does belong to God, how should they live? What about the beliefs that humans or the powers of nature 'own the planet'? ▪ Learn in detail about key concepts such as khalifah (Islam), stewardship (Christianity), Bhumi (goddess in Hindu dharma) and Tu B'Shevat (Jewish) which have implications for care of the earth. Connect these ideas to words and stories from sacred texts about the natural world. ▪ Learn about the work of projects such as the Jewish Ecological Coalition, Islamic Relief's tree-planting, the Hindu Bhumi Project, Christian projects such as Eco Church or Operation Noah. Consider some reasons why these projects may need to grow and influence their traditions more strongly. Should religions be greener? ▪ Learn in detail about examples of creative expressions of green spirituality from different faiths in works of art, music, drama, prophecy and activist protests or actions: what are the spiritual roots of such expression, and what impacts can they have? ▪ Find out about connections between ancient wisdom in holy texts and some ways religious people have become "climate justice activists". ▪ Discuss what must happen for people and planet to survive and re-balance the ways humans have exploited the earth. ▪ What kinds of behaviour, belief and expression does the world need now? Weigh up different responses as we face the crisis of climate justice.

**Enquiry:**

Why should we think about the future? If something doesn't affect us, should we care? Is there any point in trying to make a change?

**Individual response to the Big Question**

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**Manchester, Salford, Stockport, Tameside and Trafford (MSSTT) Agreed Syllabus for Religious Education 2022–2027: KS2**

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

**Know about and understand a range of religions and worldviews:**

Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.

Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews:**

Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews

**Gain and deploy the skills needed to engage seriously with religions and worldviews:**

Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including eg reasoning, music, art and poetry.

Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Year 6	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	<b>Life, death, suffering</b>		<b>Christianity and humanism</b>		<b>Expressions of faith</b>	<b>Islam</b>
<b>Key Question or enquiry</b>	What do religions say to us when life gets hard?		What matters most to Christians and to Humanists?	What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?	Is it better to express your religion in arts and architecture or in charity and generosity?	What can be done to reduce racism? Can religion help?
<b>Strand</b>	<b>Believing</b>		<b>Living</b>	<b>Living</b>	<b>Expressing</b>	<b>Living</b>
<b>Key themes</b>	Rites of passage Humanism		British values Places of worship Prophets Sacred texts Religious stories	Harmlessness, Grace, Community	Faith, places of worship	Communities, prejudice, racism
<b>Key Concepts</b>	<b>Judgement, salvation Death</b>		<b>Fairness, freedom, truth</b>	<b>Wisdom</b>	<b>Charity, creativity, generosity</b>	<b>British values, tolerance, mutual respect</b>



Year 6	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Retrieval Vocabulary	Christian, Hindu, Muslim, non-religious, Humanist, life, death, suffering, heaven		Christian, non-religious, Humanist, stories, texts, values, image, God, honesty, freedom, truth, peace	Christian, Muslim, Hindu, teachings	Christian, Muslim, non-religious, Humanist, teachings, charity, generosity, creativity, sacred, buildings, art, scriptures	Christian, Muslim, non-religious, Humanist, racism, anti-racism, communities, prejudice
New Vocabulary	Reincarnation, afterlife, karma, salvation, judgment		Fallen, moral code, fairness,	Ahimsa, Grace, Ummah, wisdom	Perspectives	Unjust

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Sequence of learning	
Autumn A and Autumn B - What do religions say to us when life gets hard?	<p><b>Knowledge giving:</b></p> <p>Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. • Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. • Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together: gather and deploy knowledge from different religions and worldviews. • Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. • Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that some people believe that death is the end of life, and that there is no afterlife. • Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also one non-religious view about what happens after death, e.g. Humanism. • Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. • Taking due care, ask pupils to reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.</p> <p><b>Enquiry:</b> Individual response to the Big Question</p>
Spring A - What matters most to Christians and to Humanists?	<p><b>Knowledge giving:</b></p> <p>Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? • Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do Christians think this is a good explanation of why humans are good and bad? Make a link with what it means to be a Humanist: 'good without God' is a Humanist slogan. • Talk about how having a 'code for living' might help people to be good. Talk about the difference if someone believes guidance comes from a divine Being (e.g. many Christians) or that human beings must decide their own guidelines (most non-religious). • Look at a Humanist 'code for living', e.g. Be honest; Use your mind; Be rational; Tell the truth; Do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? • Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? • Christian codes for living, which can be summed up in Jesus' two great commandments: 'Love God and love your neighbour'. Explore in detail how Jesus expects his followers to behave through the use of the story of the Good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? • Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. • Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives. • Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting upon them? • Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?</p> <p><b>Enquiry:</b> Individual response to the Big Question</p>

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<p>Spring B - What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?</p>	<p><b>Knowledge giving:</b> Discover and think about the meanings of some key ideas in three religions, building on prior learning: • Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation. • Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless? • Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything. Recall how this is illustrated by the story of the forgiving father/lost son (Luke 15: 11–32). • Make links between the idea of grace, Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9). • Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things? • Recall that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat. • Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally, drawing attention to some ways Muslims care for each other in one community. • Ask good questions about these three key concepts and find out some answers to them. • Discuss and consider the impact of ahimsa, grace and Ummah: if we all followed these ideas, how would life change? • Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.</p> <p><b>Enquiry:</b> <b>Individual response to the Big Question</b></p>
<p>Summer A - Is it better to express your religion in arts and architecture or in charity and generosity?</p>	<p><b>Knowledge giving:</b> Find out lots of information about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive; • Work in a small group and present to the class an example of the most impressive religious art or architecture. • Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. • Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. • Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. • Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art, narrative art from the life of Jesus and the art inspired by the text of the Qur'an). • Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). • Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important. • Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?</p> <p><b>Enquiry:</b> <b>Individual response to the Big Question</b></p>

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Summer B - What can be done to reduce racism? Can religion help?

**Knowledge giving:**

Discover and think about the meanings of some key ideas about racism and religion by studying some people who have given their lives to reducing prejudice and hatred. • Learn in depth and detail about the statues of Colston and Wesley in Bristol. • Consider how music, film, prayer, art and other forms of expression have been used in struggles against racism. • Enable pupils to think for themselves about the ways that scriptures encourage religious people to treat all humans with dignity, respect, equity or love – and consider reasons why this does not always happen. • Learn that early Christian traditions include important stories about human unity, even though the Christian church has sometimes been complicit in racism. • Learn that Prophet Muhammad taught his followers to set racial difference aside. • Ask good questions about racism and equality, discussing how religion could make more positive contributions to justice. • Consider some questions, such as: can prayer help reduce racism? Does God care about racism? Why are religious people sometimes racist even though they preach love for all? Is it only religious people who fail to live up to their ideals? • Create a work of art and commentary on it, expressing pupils' reactions to the idea that 'we have far more in common than keeps us apart'. • Pupils weigh up their own learning in relation to their own ideas about equity, justice and race.

**Enquiry:**

What is prejudice/discrimination? Is prejudice/discrimination always a negative thing? Why are some people racist? Are people born racist? Is it ever going to be possible to completely reduce racism?

**Individual response to the Big Question**

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