

Religious Education Aims	As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils: • To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text. • To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied. • To engage with challenging questions of meaning and purpose raised by human existence and experience. • To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places. • To explore their own religious, spiritual and philosophical ways of living, believing and thinking.	
Curriculum links	Cycle A PSHE Science – food, growing, rocks History – Stone Age, Bronze and Iron Age, Romans, Anglo-Saxons Geography – Earthquakes	Cycle B PSHE Science – Living things, changing states History – Ancient Egyptians, Ancient Maya Geography – Rivers, climate
SMSC links	Compassion, Trust, Faith, Love, Respect, Justice, Hope, Courage	
Context	What has been learnt previously: In Years 1 & 2 pupils will learn about: Creation: Who made the world? Universal: How should we care for others and the world and why does it matter? Humanism: What is humanism? Salvation Why does Easter matter to Christians? Islam: Who is a Muslim and what do they believe? Creation: What do Christians believe God is like? Incarnation – Why does Christmas matter to Christians? Gospel – What is the good news that Jesus brings? Salvation - Why does Easter matter to Christians? Judasim: Who is Jewish and what do they believe?	Next steps for learning: In Years 5 & 6 pupils will learn about: God - What does it mean if God is holy and loving? Incarnation – Was Jesus the Messiah? People of God - How can following God bring freedom and justice? Salvation - What did Jesus do to save human beings? Islam - What does it mean to be a Muslim in Britain today? Creation/Fall - Creation and science: conflicting or complementary? Gospel – What would Jesus do? Humanism - What is Humanism? Judaism - What does it mean to be Jewish in Britain today? Universal - What can be done to reduce racism? Can religion help? Kingdom of God - What kind of king is Jesus?

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: People of God What is it like to follow God?	Unit: Gospel What kind of world did Jesus want?	Unit: Sikhi What is important to Sikh people?	Unit: Sikhi How do Sikh people worship and celebrate?	Unit: Kingdom of God When Jesus left, what was the impact of Pentecost?	Unit: Humanism What is Humanism?
By the end of this unit, pupils are expected to be able to: Make clear links	By the end of this unit, pupils are expected to know that:	By the end of this unit, pupils are expected to know that: Sikhs believe that there	By the end of this unit, pupils are expected to know that:	By the end of this unit, pupils are expected to know that: Christians believe that	By the end of this unit, pupils are expected to: Explain who Humanists are.

between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.	Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. Jesus shows love and forgiveness to unlikely people. Christians try to be like Jesus — they want to know him better and better. Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. Christians believe Jesus challenges people who pretend to be good (hypocrisy) and shows love and forgiveness to unlikely people.	is only one God, who they have several names for. (Waheguru) Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have. It is important for Sikh's to belong to a community of believers called the Khalsa. Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh.	describe Sikh worship and suggest the significance of each part of it. make clear links between the teachings of the Guru Granth Sahib and seva. describe some of the same / different things Sikhs' do which show equality in the Langar. Explain what happens at Vaisakhi and why Sikhs' celebrate it. Discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes	Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church. Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians	Describe what Humanists believe makes us special. Understand that there are different ways to be happy. Explain the difference between reason and empathy. Know what the golden rule is. Know that Humanists celebrate key moments in their lives. I can talk about what happens at a Humanist wedding. I can identify some similarities and differences between a Christian wedding and a Humanist wedding. Know that Humanists do not have a place of worship and why. Understand that Humanists celebrate humanity's achievements – intellectual, technological and creative. Name some of the shared values Humanists hold. Know that Humanists care about the environment and want to protect it. Know that most Humanists believe that human beings can make the world a better place.
Vocabulary: promises agreements covenant vows faith trust	Vocabulary: neighbour disciple clergy teachings parable hidden meaning love hypocrisy	Vocabulary: Sikhi Guru Gurdwara Guru-Granth-Sahib Gurmukh karma	Vocabulary: Sikhi Guru Gurdwara Guru-Granth-Sahib Gurmukh karma	Vocabulary: Pentecost Holy Spirit kingdom virtues bereaved king fruits of the Spirit fellowship	Vocabulary: Humanist philosophy atheism empathy spirituality ceremony

	social justice			Body of Christ Father Son	
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Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Creation What do Christians learn from the creation story?	Unit: Incarnation What is the Trinity? (Core Learning)	Unit: Incarnation What is the Trinity? (Digging Deeper)	Unit: Salvation Why do Christians call the day Jesus died 'Good Friday'?	Unit: Hindu Dharma What does it mean to be a Hindu in Britain today?	Unit: Hindu Dharma What does it mean to be a Hindu in Britain today?
By the end of this unit, pupils are expected to be able to: Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who Christians are not.	By the end of this unit, pupils are expected to know that: Christians believe God is Trinity: Father, Son and Holy Spirit. · Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. · Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. · Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. · Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. · Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	By the end of this unit, pupils are expected to know that: Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. Understanding God is challenging; people spend their whole lives learning more and more about God. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	By the end of this unit, pupils are expected to know that: Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. Christians today trust that Jesus really did rise from the dead and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection.	By the end of this unit, pupils are expected to: Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.	By the end of this unit, pupils are expected to: Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others
Vocabulary: timeline	Vocabulary: Trinity	Vocabulary: spirituality	Vocabulary: creation	Vocabulary: Hindi	Vocabulary: Mandir

responsible design Garden of Eden temptation human nature forgiveness punishment sin commandments	grace Holy Spirit incarnation Messiah baptism	denomination Holy Spirit incarnation Messiah baptism	fall Maundy Thursday Last Supper holy communion Passover death crucifixion resurrection	dharma reincarnation namaste Brahman upanishad karma deity puja Diwali	dharma aarti namaste Diwali Mutis Hol deity puja
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