

Religious Education Curriculum

Broadfields Primary School
KS1 & KS2

Intent

- *RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils.*
- *It helps children to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others.*
- *The agreed syllabus is designed to provide an exciting and progressive curriculum across the school so that new knowledge and skills build on what is taught before.*
- *It has been organised using Key Questions and religious strands to develop pupils understanding of human and religious experiences*
- *Our intent is to provide an academic RE curriculum that “makes a major contribution to the knowledge that pupils need to succeed in life.”*
Research review series, GOV 2021



	-asking exploratory questions
	-observing practices and ways of living
	-reading sources of wisdom
	-debating
	-exploring the emotional and sensory world of religion
	-analysing data and statistics
	-understanding the various degrees of certainty about religious claims.

R.E. Whole School Curriculum Map Overview 2022 - present

Golden Threads
Belonging and Being Me
Stories, Celebrations and Symbols
Leaders and Teachers, Beliefs and Believing

Year group	Autumn Term	Spring Term	Summer Term
EYFS	Strand 1 - Myself Strand 2 - Belonging Strand 3 - Festivals		
Year 1	Strand 1 - Celebrations	Strand 2 - Symbols	Strand 3 - Special Places in the home and community
Year 2	Strand 1 - Creation Stories & Special books	Strand 2 - Beliefs	Strand 3 - Leaders and teachers
Year 3	Strand 1 - Religion and the individual	Strand 2 - Religion, family and community (places of worship)	Strand 3 - Pilgrimage and sacred places
Year 4	Strand 1 - Teaching and Authority (Sacred texts)	Strand 2 - Journey of Life and Death	Strand 3 - Worship
Year 5	Strand 1 - Beliefs and Questions	Strand 2 - Symbols and Religious Expressions	Strand 3 - Inspirational People
Year 6	Strand 1 - Inspirational People		Strand 2 - Beliefs in action

Strand (Year 1):**Celebrations - Special Times****Building Blocks:**

EYFS: Begin to make sense of their life story, family history, Understand the key features of life cycles, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	What celebrations happen in our lives?	Birthdays; Anniversaries; Easter; Christmas; Diwali; Eid; New Years; Black History Month; St Patrick's Day; Earth Day; Halloween; Rosh Hashanah; International Day of Peace; Jubilees.	Pupils will learn what events we celebrate in the year.
2	How do we welcome people into the world?	Belong, Belonging, ceremony, Christening/ Baptism, Brit Bat, Aqiqah, Naming Ceremony	Pupils will learn about the different religious ceremonies which are performed when a new baby enters the family.
3	What religious festivals are celebrated around the world?	Easter; Christmas; Diwali; Holi; Rosh Hashanah; Yom Kippur; Eid; Ramadan; Christianity; Hinduism; Islam; Judaism; Sikhism; Buddhism; Diva Lamps; Rangoli; Fireworks; Fasting; Prayers; Torah; Qu'ran; Special Food; Candles; Prayer	Pupils will be introduced to the idea of religious celebrations.

		Mats; Mosque; Church; Temple; Mandir; Synagogue; Priest; Mass.	
4	What religious festival is celebrated in Islam?	Festivals, Ramadan, Eid, Mosque, Charity	Pupils will learn how and why religious festivals are celebrated in Islam.
5	What religious festival is celebrated in Christianity?	Festival, Church, Christmas, Easter, Mass	Pupils will learn how and why religious festivals are celebrated in Christianity.
6	What are the similarities and differences between Islam and Christianity?	Festivals, Ramadan, Eid, Mosque, Charity, Church, Christmas, Easter, Mass	Pupils will learn the similarities and differences between the celebrations of festivals in Christianity and Islam.
7	What religious festivals are celebrated in Judaism?	Festivals, Rosh Hashanah, Synagogue, Challah, Shofar	Pupils will learn how and why religious festivals are celebrated in Judaism.
8	What religious festival is celebrated in Hinduism?	Festivals, Mandir, Rangoli, Diwali	Pupils will learn how and why religious festivals are celebrated in Hinduism.
9	What are the similarities and differences	Festivals, Rosh Hashanah, Synagogue,	Pupils will learn the similarities and

	between Judaism and Hinduism?	Challah, Shofar, Mandir, Rangoli, Diwali	differences between the celebrations of festivals in Judaism and Hinduism.
10	What religious festival is celebrated in Buddhism?	Festival, Buddha, Vesak, Temple, Incense, Enlightenment	Pupils will learn how and why religious festivals are celebrated in Buddhism.
11	What religious festival is celebrated in Sikhism?	Festival, Langar, Gurdwara, Nishan Sahib, Vaisakhi, Nagar kirtan	Pupils will learn how and why religious festivals are celebrated in Sikhism.
12	What are the similarities and differences between Buddhism and Sikhism?	Festival, Buddha, Vesak, Temple, Incense, Enlightenment, Langar, Gurdwara, Nishan Sahib, Vaisakhi, Nagar kirtan	Pupils will learn the similarities and differences between the celebrations of festivals in Buddhism and Sikhism.
13	What are the similarities and differences between Islam, Christianity and Judaism?	Festivals, Ramadan, Eid, Mosque, Charity, Church, Christmas, Easter, Mass, Rosh Hashanah, Synagogue, Challah, Shofar	Pupils will learn the similarities and differences between the celebrations of festivals.
14	What are the similarities and differences	Festivals, Mandir, Rangoli, Diwali,	Pupils will learn the similarities and

	between Hinduism, Buddhism, and Sikhism?	Buddha, Vesak, Temple, Incense, Enlightenment, Langar, Gurdwara, Nishan Sahib, Vaisakhi, Nagar kirtan	differences between the celebrations of festivals.
Careers: Religious Studies Scholar, Anthropologist, Event planners, Cultural Heritage Specialist. Tourism and Hospitality. Interfaith Coordinator, Community Outreach Coordinator, Museum Curator, Teacher			

Strand (Year 1):

Symbols

Building Blocks:

EYFS: Begin to make sense of their life story, family history, Understand the key features of life cycles, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.

Year 1 - Symbols (from different religions)

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	What is a symbol?	Symbol; Mark; Picture; CCTV; BPS tree; No Smoking; Disabled; Wheelchair Access; Fire Exit; Fire Alarm; Toilets; Fire extinguisher; Wet Floor.	Pupils will be able to identify and name everyday life symbols. This will include identifying symbols around the school.
2	Can I create a symbol for my class?	Symbol; Meaningful; Class; morals;	Pupils will be able to create a symbol that

		belonging	represents their class's morals and values.
3	What symbols represent Christianity and why?	Christianity; Cross; Noah's ark; Dove; Olive branch; Ceremonies; New beginnings; Church	Pupils will learn about a few key symbols from the Christian faith and the stories behind them.
4	What symbols represent Hinduism and why?	Diva Lamp; Aum; Hinduism; Meditation; Diwali; Symbols; Light; Mandir; Murti	Pupils will learn about a few key symbols from the Hindu faith and the stories behind them.
5	What symbols represent Islam and why?	Allah; Prophet Muhammad; Islam; Muslim; Crescent moon and star, Calligraphy, Mosque	Pupils will learn about a few key symbols from the Islamic faith and the stories behind them.
6	What symbols represent Judaism and why?	Star of David; Torah scrolls; Mezuzah; Synagogue; Hebrew; Judaism; 10 Commandments	Pupils will learn about a few key symbols from the Jewish faith and the stories behind them.
7	What symbols represent Sikhism and why?	Waheguru; The 5 K's; Kesh; Kangha; Kara; Kachera; Kachera; Khanda; Guru; Guru Nanak	Pupils will learn about a few key symbols from the Sikh faith and the stories behind them.

8	What symbols represent Buddhism and why?	Buddha; Buddhist; Buddhism; Temple; The Dharma Wheel; The Eightfold Path; Tripitaka; Meditation	Pupils will learn about a few key symbols from the Buddhist faith and the stories behind them.
9	What are the similarities and differences between the Christian and Jewish symbols?	Christianity; Cross; Noah's ark; Dove; Olive branch; Ceremonies; New beginnings; Church; Star of David; Torah scrolls; Mezuzah; Synagogue; Hebrew; Judaism; 10 Commandments	Pupils will understand the similarities and differences between what symbols from Christianity and Judaism represent.
10	What are the similarities and differences between the Hindu and Muslim symbols?	Allah; Prophet Muhammad; Islam; Muslim; Crescent moon and star; Calligraphy; Mosque; Diva Lamp; Aum; Hinduism; Meditation; Diwali; Symbols; Light; Mandir; Murti	Pupils will understand the similarities and differences between what symbols from Hinduism and Islam represent.
11	What are the similarities and differences between the Sikh and Buddhist symbols?	Buddha; Buddhist; Buddhism; Temple; The Dharma Wheel; The Eightfold Path; Tripitaka; Meditation; Waheguru; The 5 K's; Kesh; Kangha; Kara; Kachera; Kachera; Khanda; Guru; Guru Nanak	Pupils will understand the similarities and differences between what symbols from Sikhism and Buddhism represent.
Subsequent Years/ Topics : Year 1: Computing Symbols in coding.			

Careers: Interfaith Dialogue Facilitation, Cultural Heritage Preservation, Symbolism Analysis, Museum Curation, Religious Tourism Guiding, Religious Publishing, Graphic Design, Marketing and Branding, Academic Research.

Strand (Year 1):

Special places in the home and community

Building Blocks:

EYFS: Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.

Year 1 Geography: UK and its Landmarks (as special places)

Year 1 RE: Festivals and Symbols across the religions. Introduction to prayer.

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	What is a special place? (combined with PSHE)	Safe; Happy; Fun; Celebrate; Special; Place; Interesting; Calm; safe; Important; Ceremonies; Play.	Pupils will reflect on places that are special to them and why. A story, read by the teacher, will help them understand why a place might be special to someone.
2	What places are special to me? (combined with PSHE)	Safe; Happy; Fun; Celebrate; Special; Place; Interesting; Calm; safe; Important; Ceremonies; Play.	Pupils will reflect on what makes places feel special, for example their home or classroom.

3	What are special places for Muslim people and what happens there?	Mosque, Prayer Hall, Quran, Worship, Imam	Pupils will learn about some of the key features of a Mosque and what people do when worshipping there.
4	What are special places for Christian people and what happens there?	Church, Prayer, The Holy Bible, Worship, Priest	Pupils will learn about some of the key features of a Church and what people do when worshipping there.
5	What are special places for Hindu people and what happens there?	Mandir, Puja, Shrine, Worship, priest	Pupils will learn about some of the key features of a Mandir and what people do when worshipping there.
6	What are special places for Jewish people and what happens there?	Synagogue, The Torah, Worship, Prayer	Pupils will learn about some of the key features of a Synagogue and what people do when worshipping there.
7	What are special places for Buddhist people and what happens there?	Temple, Meditation, The Buddha, Incense, Meditation Hall	Pupils will learn about some of the key features of a Buddhist Temple and what people do when worshipping there.
8	What are special places for Sikh people and what happens there?	Gurdwara, Prayer, Guru Granth Sahib, Guru	Pupils will learn about some of the key features of a Gurdwara and what people do when worshipping there.
9	What are the similarities and differences between a Church, a Mosque and a Synagogue?	Church, Prayer, The Holy Bible, Worship, Priest, Mosque, Prayer Hall, Quran, Worship, Imam, Synagogue, The Torah	Pupils will revisit what they have learnt and compare what they have seen between two places of worship.
10	What are the similarities and differences between a Mandir, a Gurdwara, and a Buddhist Temple?	Gurdwara, Prayer, Guru Granth Sahib, Guru, Mandir, Puja, Shrine, Worship, priest, Temple, Meditation, The Buddha, Incense, Meditation Hall	Pupils will revisit what they have learnt and compare what they have seen between two places of worship.

Careers: Interior Designer, Community Planner, Urban designer, Architect, Historic Preservationist, Landscape Architect, Real Estate Developer, Community Organiser, Cultural Anthropologist, Environmental Psychologist.

Strand (Year 2):

Stories and Special Books

Building Blocks:

EYFS: Begin to make sense of their life story, family history, Continue developing positive attitudes about differences between people, Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways.

Literacy: Exploring books for pleasure and through the Literacy Units

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	Which books are special to us and why?	Special; books; stories; characters; family; exciting; funny	Pupils will discuss their favourite stories and why they are their favourite.
2	Why are stories so important?	Special; books; stories; characters; family; exciting; funny; morals; lesson; right and wrong	Pupils will read a story with a moral lesson and reflect on the lesson it is teaching. Pupils will reflect on why we tell each other stories.
3	What is the Torah?	Sacred texts; Judaism; Torah; Commandments; Moses; Mitzvot; Hebrew	Pupils will learn about the key features of The Torah and why it is significant to Jews.
4	What is the Holy Bible?	Sacred texts; Christianity; Bible; Old testament; New testament; Jesus; The Gospels	Pupils will learn about the key features of The Bible and why it is significant to Christians.

5	What is the Quran?	Sacred texts; Islam; Quran; Allah; Prophet Muhammad; revelation; Arabic;	Pupils will learn about the key features of The Quran and why it is significant to Muslims.
6	What are the Vedas?	Sacred texts; Hinduism; The Vedas; Sanskrit; rituals; poems; hymns	Pupils will learn about the key features of The Vedas and why it is significant to Hindus.
7	What is the Guru Granth Sahib?	Sacred texts; Sikhism; The Guru Granth Sahib; Guru; hymns; Punjabi	Pupils will learn about the key features of The Guru Granth Sahib and why it is significant to Sikhs.
8	What is the Tripitaka?	Sacred texts; Buddhism; The Buddha; Sanskrit; Teachings	Pupils will learn about the key features of The Tripitaka and why it is significant to Buddhists.
9	How was the world created in Hinduism and Judaism?	Creation; Creator; Sacred text; God; Brahma; Torah	Pupils will learn about the creation stories from the Jewish and Hindu faiths and contrast them.
10	What are the Judeo/Christian and Islamic Creation Stories?	Creation; Creator; Sacred text; God; Allah; Torah; Bible; Quran; Abrahamic	Pupils will build on their learning about creation stories by looking into the other Abrahamic religions.
11	What are the Judeo/Christian and Islamic Creation Stories?	Creation; Creator; Sacred text; God; Allah; Torah; Bible; Quran; Abrahamic	Pupils will continue to build on their learning about creation stories by looking into the other Abrahamic religions.
Careers: Faith leader, Religious Educator, Theologian, Religious Scholar, Clergy Member, Religious Writer or Author, Religious Publisher, Religious Counsellor or Chaplain, Religious Historian, Religious Librarian or Archivist, Interfaith Dialogue Facilitator.			

Strand (Year 2):

Beliefs

Building Blocks:

EYFS: Begin to make sense of their life story, family history,, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.

Our class rules (each year)

PSHE Y1 and Y2: The Behaviour Code and making the right choices.

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	What are beliefs and why do we have them?	Beliefs; Believing; Choices; Behaviours; Ideas; Right; Wrong	Pupils will learn what beliefs are and will begin to explore and share what their own beliefs are.
2	What are rules and why do we need them?	Rules; Commandments; Laws; Right; Wrong; Chaos; Order	Pupils will learn about why we need rules and what would happen if we didn't have them.
3	What are the 10 commandments?	Commandments; Moses; God; Right; Wrong; Judaism; Christianity	Pupils will explore the 10 commandments and have a go at making their own.
4	What are the five pillars of Islam?	Allah; Muslim; Islam; Pillars; Shahada; Salat; Zakat; Sawm; Hajj	Pupils will learn about the 5 Pillars of Islam and what they represent.
5	What are the 5 K's of Sikhism?	Sikhism; Waheguru; Guru Gobind Singh; Kesh; Kara; Kangha; Kachera	Pupils will learn about the 5 K's of Sikhism and what they represent.
6	What are the beliefs and values of Humanism?	Humanism; Happy Human; Right; Wrong;	Pupils will learn about the beliefs and values of Humanism and what it means to be Humanist.

7	How do people from different faiths pray?	God; Prayer; Salat; Worship; Communication; Hope; Sacred Text	Pupils will learn how people of different faiths communicate with God through prayer.
8	How do we know the difference between right and wrong?	Moral; Right; Wrong; Good; Helpful; Friendship; Community; Peace	Pupils will look into and discuss moral dilemmas.
9	How should we treat the world around us? (1)	Environment; Global warming; recycling; sustainability; Charity; Community	Pupils will discuss and explore how we should treat the world around us, from our school to our global environment.
10	How should we treat the world around us? (2)	Environment; Global warming; recycling; sustainability; Charity; Community; Religion	Pupils will discuss and explore how we should treat the world around us, taking into account what some religious worldviews teach about taking care of our planet.

Subsequent Years:

Careers: Religious Studies Scholar, Interfaith Dialogue Facilitator, Religious Diversity Trainer, Religious Affairs Analyst, Chaplain, Religious Counsellor, Religious Educator, Peace and Conflict Resolution Mediator, Cultural Anthropologist, International Relations Specialist.
Religious Counsellor, Religious Educator, Peace and Conflict Resolution Mediator, Cultural Anthropologist, International Relations Specialist.

Strand (Year 2):

Leaders and Teachers - Special People

Building Blocks:

EYFS: Begin to make sense of their life story, family history, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.

Year 1 RE: Special Places in the home and Community
Year 1 and 2 PSHE: Special people to me

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	How do people help us lead our lives?	Leaders; Teachers; Admire; Influence; Value; Appreciate; Esteem; Respect; Praise; Worship; Adore; Idolise; Communities; Spiritual; Moral guidance	Pupils will learn about how people help us lead our lives in places of worship, home and school.
2	Who do we admire?	Leaders; Teachers; Admire; Influence; Value; Appreciate; Esteem; Respect; Praise; Worship; Adore; Idolise; Communities; Spiritual; Moral guidance	Pupils will be able to name and describe people that they admire and why.
3	Why are leaders important?	Leaders; Teachers; Admire; Influence; Value; Appreciate; Esteem; Respect; Praise; Worship; Adore; Idolise; Communities; Spiritual; Moral guidance	Pupils will be able to reason why leaders are important to the world around us, from our school to our everyday lives.
4	Who are the religious leaders from the faiths in our class?	Religious leaders; Faiths; Christianity; Roman Catholic; Islam; Judaism; Hinduism; Sikhism; Buddhism Priest; Pastor; Minister; Imam; Brahmin; Guru; Pujari; Rabbi	Pupils will be able to identify religious leaders from the faiths within their classroom.
5	What do leaders believe about their God?	God; Allah; Waheguru; Brahman; Supreme; All-knowing; YHWH;	The Children will learn about the Christian and the Islamic views of God.
6	What do leaders believe about their God?	God; Allah; Waheguru; Brahman; Supreme; All-knowing; YHWH;	The Children will learn about the Judeo and Sikh views of God.

7	What can I learn from a religious leader?	Rabbi, Synagogue, Torah, Community	The children will plan for their trip to the local Synagogue and think about the kind of questions they want to ask the Rabbi.
8	What did I learn from my visit to a place of worship?	Rabbi, Synagogue, Torah, Community	The Children will review their visit to the Synagogue, summarising what they learned.
Subsequent Years: Careers: Faith Leader, Religious Studies Scholar, Religious Education Instructor, Clergy Member Religious Counsellor, Religious Historian, Interfaith Dialogue Facilitator, Religious Publisher, Spiritual Life Coach, Chaplain, Religious Journalism, Headteacher, Governor, Teacher			

Strand (Year 3):

Religion and the Individual

<u>Building Blocks:</u> EYFS: Begin to make sense of their life story, family history, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Year 1 RE: Symbols Unit and Celebrations Unit: Learning about and comparing festivals from different religions. An introduction to prayer Year 2: Creation Stories and Special Books			
<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	Can we use symbols to express ourselves?	Symbolic; Symbols; Logo; personality; likes; dislikes; identity; self	Pupils will learn about symbols and design symbols which represent aspects

			of their personality.
2	Can we use symbols to represent our beliefs?	Symbolic; Symbols; Logo; personality; likes; dislikes; identity; self	Pupils will learn about symbols and design symbols which represent aspects of their personality.
3	How can we celebrate difference?	Religious identity; tolerance; different;	Pupils will learn how to identify, respect and tolerate other religious identities
4	What places of worship are there in our local community?	Religions; place of worship; clothes; symbols; holy day; prayers; celebrate; festivals; community; borough; city; ward	Pupils will learn about religions within the community in which they live.
5	What places of worship are there in our local community?	Religions; place of worship; clothes; symbols; holy day; prayers; celebrate; festivals; community; borough; city; ward	Pupils will continue to learn about religions within the community in which they live.
6	What does it mean to be Christian?	Jesus; Prayer; Church; God; Cross; Sabbath; Bible	Pupils will learn about the day in the life of a Christian, focusing on religious activities and beliefs.
7	What does it mean to be Jewish?	Torah; Synagogue; Prayer; Rabbi; Shabbat; Kippah, Star of David; Tallit; Tzitzit	Pupils will learn about the day in the life of a Jewish person, focusing on religious activities and beliefs.
8	What does it mean to be Muslim?	Allah; Quran; Prophet Mohammed; Salah; Fajr; Dhuhr; Asr; Maghrib; Isha	Pupils will learn about the day in the life of a Muslim, focusing on religious activities and beliefs.
9	What does it mean to be Sikh?	Guru; Prayer; Gurdwara; Guru Nanak; The five K's; Guru Granth Sahib	Pupils will learn about the day in the life of a Sikh, focusing on religious activities and beliefs.
10	What does it mean to be Hindu?	Dharma; Hinduism; Temple; Shrine; Idols; Prayer; The Vedas	Pupils will learn about the day in the life of a Hindu, focusing on religious activities

			and beliefs.
11	What does it mean to be Buddhist?	Buddha; Dharma; The four Noble Truths; Eightfold Path; 5 Precepts	Pupils will learn about the day in the life of a Buddhist, focusing on religious activities and beliefs.
12	What does it mean to be a Quaker?	Christian; Friends Meeting House; Quakerism; Simplicity; Equality; Pacifism	Pupils will learn about the day in the life of a Quaker, focusing on religious activities and beliefs.
Careers: Spiritual Counsellor, Religious Therapist, Religious Life Coach, Chaplain, Religious Educator, Religious Psychologist, Mindfulness Instructor, Meditation Teacher, Religious Retreat Leader, Wellness Coach			

Strand (Year 3):

Religion, family and the community - Places of Worship

Building Blocks:

EYFS: Begin to make sense of their life story, family history, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.

Year 1 RE: Stories and Holy books - Special Places are introduced Symbols associated with each religion.

Year 2 RE: Beliefs

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	What is a place of worship?	Buddhism; Christianity; Sikhism; Hinduism; Judaism; Islam; congregate;	Pupils will learn about why places of worship are needed and important to a

		worship; mosque; church; synagogue; wat; mandir; gurdwara.	community. Key identifiers of a place of worship will be identified.
2	What might I find in a Church?	Christian; Church; Water; Holy Book; Alter; Crucifix; Lectern; Font; Pulpit; Worship; Stoup	Pupils will learn about the different features of a Church as well as exploring the ways people express their faith in this place of worship.
3	What might I find in a Synagogue?	Judaism; Synagogue; Ark; Torah Scrolls; Bimah; The Ner Tamid; The Menorah; Ten Commandments	Pupils will learn about the different features of a Synagogue as well as exploring the ways people express their faith in this place of worship.
4	What might I find in a Mosque?	Islam; Mosque; Masjid; Prayer Hall; Mihrab; Minbar; Ablution area; Dome; Minaret	Pupils will learn about the different features of a Mosque as well as exploring the ways people express their faith in this place of worship.
5	What might I find in a Mandir?	Hinduism; Temple; Mandir; Mandapa; Inner sanctum; Garbhagriha; Shrines; Murti; Aarti; Puja; Ghanta	Pupils will learn about the different features of a Mandir as well as exploring the ways people express their faith in this place of worship.
6	What might I find in a Gurdwara?	Sikhism; Gurdwara; Diwan Hall; The Takhat; Guru Granth Sahib; Palki; Langar	Pupils will learn about the different features of a Gurdwara as well as exploring the ways people express their faith in this place of worship.
7	What might I find in a Buddhist Temple?	Buddhism; Temple; Meditation; Statue; Buddha; Shrine; Incense; Offering; Tripitaka; Dharma Wheel	Pupils will learn about the different features of a Temple as well as exploring the ways people express their faith in this place of worship.
8	What places of worship do we find in our local community?	London; Edgware; Barnet; Community; Church; Synagogue; Mosque; Temple;	Pupils will look into local places of worship in the Edgware area. This will

		Mandir; Gurdwara;	involve using a map of the local area as well as looking into the statistics which describe its religious diversity.
9	What is the role of religion in our local community?	London; Edgware; Barnet; Community; Church; Synagogue; Mosque; Temple; Mandir; Gurdwara; Social outreach; Charity; Community development; Education	Pupils will learn about the impact local religious groups have on their communities.
Careers: Religious Community Organiser, Family Counselor with a religious or cultural focus, Religious Education Coordinator, Community Outreach Coordinator for religious organisations, Interfaith Dialogue Facilitator, Religious Event Planner, Religious Social Worker, Marriage and Family Therapist with a focus on religious dynamics, Religious Youth Leader, Cultural Anthropologist specialising in religious communities.			

Strand (Year 3):

Pilgrimage and Sacred Places

Building Blocks:

EYFS: Begin to make sense of their life story, family history,, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.

Year 1 RE: Special Places in the home and community
Year 2 RE: Leaders and Teachers

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
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1	What makes a place special?	Special; location; memories; family; friends; personal	Pupils will explore which places are special to them and why.
2	What is a pilgrimage?	Pilgrimage; Sacred places; Journey; Special; Significant	Pupils will learn about what a pilgrimage is and what makes somewhere a pilgrimage site.
3	Are there any pilgrimage sites in the UK?	Pilgrimage; Sacred places; Journey; Special; Significant; The Pilgrims Way; Christian; Canterbury Cathedral; World Heritage site; Winchester; pilgrims passport	Pupils will learn about a famous British pilgrimage which is still taken part in today - The Pilgrims Way. Pupils will explore why this pilgrimage is significant and what it would be like to take part in it.
4	What is the pilgrimage in Christianity?	Pilgrimage; Sacred places; Journey; Special; Significant; Christian; Jesus; The Holy Land; The Church of the Nativity; Church of the Annunciation; Holy Sepulchre; Chapel of Ascension	Pupils will learn about a significant Christian pilgrimage - Journeying to The Holy Land. Pupils will learn about specific locations within The Holy Land which Christian pilgrims may visit.
5	What is the pilgrimage in Islam?	Pilgrimage; Sacred places; Journey; Special; Significant; Islam; 5 Pillars of Islam; Allah; Prophet Muhammad; Hajj; Mecca; Ihram; Talbiya; Tawaf; Kaaba; The Black Stone; Ibrahim; Safa and Marwa; Arafat; Muzdalifa; Mina	Pupils will learn about Hajj, the Islamic pilgrimage. They will explore the different stages of Hajj and the meaning behind them.
6	What is the pilgrimage in Judaism?	Pilgrimage; Sacred places; Journey; Special; Significant; Judaism; Jerusalem; Passover; Shavuot; Sukkot; Festival; Mount Sinai; Moses; Torah; Dairy; Tikkun Leil Shavuot	Pupils will learn about one of the three main pilgrimage festivals in Judaism - Shavuot. Pupils will explore what it represents and how it is celebrated.
7	What is the pilgrimage in Sikhism?	Pilgrimage; Sacred places; Journey; Special; Significant; Sikhism; The Golden Temple; Guru Granth Sahib; Gurdwara;	Pupils will learn how whilst pilgrimage isn't compulsory in Sikhism, many Sikhs see The Golden Temple as a very

		Guru Arjan Sahib; Sarovar; The Langar Hall; The Akal Takhat; The Central Sikh Museum; Prakash	significant religious site.
8	What is the pilgrimage in Hinduism?	Pilgrimage; Sacred places; Journey; Special; Significant; Hindu; Deities; Kumbh Mela; The River Ganges; India; Garuda; Moksha; Karma; Offering; Celebration	Pupils will learn about a major pilgrimage in Hinduism - Kumbh Mela. Pupils will explore the meaning behind this huge festival and what it might be like to take part.
9	What is the pilgrimage in Buddhism?	Pilgrimage; Sacred places; Journey; Special; Significant; Buddhist; Buddha; Enlightenment; Siddhartha Gautama; Nepal; India; Lumbini; Bodhgaya; Sarnath; Kushinagar	Pupils will learn about the pilgrimage in Buddhism - which is centred around the life of Siddhartha Gautama.
10	Why is Jerusalem so religiously significant?	Jerusalem; Pilgrimage; Sacred places; Journey; Special; Significant; The Holy Land; Christianity; Islam; Judaism; Abrahamic; The Ark of the Covenant; The Western Wall; Temple Mount; Jesus; The Holy Land; The Church of the Nativity; Church of the Annunciation; Holy Sepulchre; Chapel of Ascension; al-Aqsa Mosque; The Dome on the Rock	Pupils will learn about the significance Jerusalem holds to the three major Abrahamic religions - Judaism, Christianity and Islam.
11	What is The Vatican and why is it so significant to Catholics?	Catholic; The Catholic Church; The Pope; God; The Vatican; Vatican City; Pope Francis; St Peter; Rome; St Peter's Basilica; St Peter's Square; The Vatican Museums; The Sistine Chapel; Mass	Pupils will learn about the significance of The Vatican to the Catholic Church. They will explore the role of the Pope and why he is an important authority figure to a lot of people.
Careers: Pilgrimage Tour Guide, Religious Tourism Coordinator, Cultural Heritage Preservationist, Archaeologist specialising in religious sites, Religious Studies Scholar focusing on pilgrimage traditions, Spiritual Retreat Coordinator, Religious Event Planner specialising in pilgrimage events, Travel Writer or Blogger focusing on religious pilgrimage experiences, Religious Photographer or Videographer			

documenting pilgrimages, Religious Educator specialising in pilgrimage rituals and traditions.

Strand (Year 4):

Teaching and Authority - Sacred Texts

Building Blocks:

EYFS: Begin to make sense of their life story, family history, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways.

Year 1 RE: Celebrations, Special Places in the home and Community

Year 2 RE: Creation Stories and Holy books

Year 3 RE: Religion and the Individual

Year 3 History: Ancient Egypt: What did they believe?

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	Can I recall what I have learned?	Places of worship, Pilgrimage, Church, Mosque, Synagogue, Buddhist Temple, Gurdwara, Mandir.	Pupils will recall their prior learning from year 3.
2	What are the sacred texts? (1)	Holy books; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; Tripataka; Bible; Torah; Qu'ran; Vedas; Guru Granth Sahib;	In groups, Pupils will research sacred texts and present their findings.
3	What are the sacred texts? (2)	Holy books; Christianity; Islam; Judaism;	In groups, Pupils will continue to research

		Hinduism; Buddhism; Sikhism; Humanism; Tripataka; Bible; Torah; Qu'ran; Vedas; Guru Granth Sahib;	sacred texts and present their findings.
4	What are similarities and differences between the sacred texts?	Holy books; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; Tripataka; Bible; Torah; Qu'ran; Vedas; Guru Granth Sahib;	Using the research they gather in the previous two lessons, pupils will compare and contrast the key features of some of the sacred texts.
5	How do different worldviews show respect to sacred texts?	Holy books; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; Tripataka; Bible; Torah; Qu'ran; Vedas; Guru Granth Sahib;	Pupils will explore how different faith groups show respect to their sacred texts and comparisons will be drawn.
5	What do different worldviews teach about creation? (1)	Judeo; Christian; Islamic; Allah; God; Bible; Torah; Quran; Sabbath; Creation; Nature; Humanity	Pupils will explore what some of the sacred texts teach about creation (people, animals and the world around them).
6	What do different worldviews teach about creation? (2)	Judeo; Christian; Islamic; Allah; God; Bible; Torah; Quran; Sabbath; Creation; Nature; Humanity	Pupils will explore what some of the sacred texts teach about creation (people, animals and the world around them).
7	What commandments or teachings appear in the sacred texts? (1)	Values; priorities; positive impact; commandments; Torah; The Pentateuch; Moses; Quran; Bible	Pupils will learn about the values and commandments found in the Sacred texts.
8	What commandments or teachings appear in the sacred texts? (2)	Values; priorities; positive impact; commandments; Torah; The Pentateuch; Moses; Quran; Bible	Pupils will learn about the values and commandments found in the Sacred texts.
9	What do sacred texts teach us about God? (1)	Holy books; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; Tripataka; Bible; Torah; Quran; Vedas; Guru Granth Sahib; God; Allah; Waheguru	Pupils will explore what some sacred texts can teach us about how different worldviews perceive God or a higher power. Through this, they will draw parallels between different religions' views

			on God.
10	What do sacred texts teach us about God? (2)	Holy books; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; Tripataka; Bible; Torah; Quran; Vedas; Guru Granth Sahib; God; Allah; Waheguru	Pupils will explore what some sacred texts can teach us about how different worldviews perceive God or a higher power. Through this, they will draw parallels between different religions' views on God.
11	What can we learn from the Bible about Kindness?	Kindness; Holy books; Christianity; Jesus; Old Testament; New Testament; The Holy Bible;	Focusing on kindness, children will research what the Bible teaches about being kind.
<p>Year 4 History: Roman Britain - same period of time as the New Testament</p> <p>Careers: Religious Education Instructor, Theological Scholar, Clergy Member, Religious Studies Professor, Religious Text Translator or Interpreter, Religious Writer or Author, Religious Publisher, Religious Counsellor, Interfaith Dialogue Facilitator, Religious Historian.</p>			

Strand (Year 4):

Journey of Life and Death

Building Blocks:

EYFS: Begin to make sense of their life story, family history, Understand the key features of life cycles, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways.

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	How do we celebrate life's milestones?	Milestones; Life; Birthdays; Naming	Pupils will learn what a milestone is, what

		Ceremonies; Adhan; Christening; Success; Achievement; Experience	events might be considered milestones and what milestones they have already experienced in their lives.
2	How do different worldviews celebrate growing up? (1)	Christening; Religion; Culture; Growing up; Holy Communion; Baptism; Confirmation; Bar Mitzvah; Bat Mitzvah	Pupils will learn about Rites of passage from the Christian and Jewish Worldviews.
3	How do different worldviews celebrate growing up? (2)	Rites of passage; Islam; The Quran; Buddhism; Monk	Pupils will learn about Rites of passage from the Islamic and Buddhist worldviews.
4	Do different worldviews celebrate growing up in the same way?	Christening; Religion; Culture; Growing up; Holy Communion; Baptism; Confirmation; Bar Mitzvah; Bat Mitzvah; Rites of passage; Islam; The Quran; Buddhism; Monk	Pupils will compare and contrast different worldviews in regards to how they celebrate growing up.
5	Where do different worldviews believe we came from?	Value; Life; Sacred; Sacred texts; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; Tripataka; Bible; Torah; Quran; Vedas; Guru Granth Sahib	Pupils will learn the ways different worldviews teach the value of life.
4	How do we live a purposeful life? (1)	Meaningful; purpose; importance; family; friends; Four Noble Truths; Humanism; Good deeds; Karma; Patience; Honesty	Pupils will learn the ways different worldviews teach people to live a purposeful life.
7	How do we live a purposeful life? (2)	Meaningful; purpose; importance; family; friends; Four Noble Truths; Humanism; Good deeds; Karma; Patience; Honesty	Pupils will learn the ways different worldviews teach people to live a purposeful life.
8	How do different worldviews celebrate marriage?	Marriage; Wedding; Ceremony; Christianity; Humanism; Register; Hinduism; Sangeet; Mehndi; Henna; Mandap; Saptapadi	Pupils will learn about the ways different worldviews celebrate Marriage and compare similarities and differences.

9	How do we respect those who have passed on?	Respect; Religion; Funeral; Ceremony; Remembrance; Crematorium; Flowers; Coffin; Prayer; Salat al-Janazah	Pupils will learn about the ways different worldviews respect those who have passed on and compare similarities and differences.
10	How do different worldviews view the afterlife?	Afterlife; Religion; Reincarnation; Karma; Moksha; Resurrection; Jesus; God; Allah; Peace; New life	Pupils will discuss and compare the different beliefs different worldviews have about the afterlife.
Careers: Hospice Caregiver, Bereavement Counsellor, Funeral Director or Mortician, End-of-Life Doula, Grief Therapist, Palliative Care Nurse or Physician, Religious Chaplain specialising in end-of-life care, Thanatologist (study of death and dying), Religious Ritual Specialist for funerals and memorials, Spiritual Counsellor specialising in existential and end-of-life issues, Undertaker, Intensive Care Medical Professional, Midwife, Health Visitor			

Strand (Year 4):

Worship

Building Blocks:

EYFS: Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways.

Year 1 RE: Celebrations Units - learning about different Festivals and comparing them

Year 3 RE: Pilgrimages and Sacred Places (when Pilgrimages take place: Shavuot) and Religion and the Individual: What are the religions in our Community?

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	What is worship?	Sacred text; place of worship; song;	Pupils will define what worship is and look

		praise; prayer; meditation; congregation; offering; fasting; Mosque; Church; Synagogue; Temple; Mandir; Gurdwara;	into a few examples of worship in religion.
2	How is belief expressed in Christianity?	Jesus; Worship; Prayer; Church; God; Cross; Sabbath; Bible; pilgrimage; Rituals; Priest; Minister; Pastor; Vicar	Pupils will research and explore the various ways in which belief is expressed in Christianity.
3	How is belief expressed in Islam?	Salah; The Five Pillars of Islam; Haj; Quran; Allah; Prophet Muhammad, Muslim; Imam	Pupils will research and explore the various ways in which belief is expressed in Islam.
4	How is belief expressed in Judaism?	Torah; Synagogue; Prayer; Rabbi; Shabbat; Kippah, Star of David; Tallit; Tzitzit	Pupils will research and explore the various ways in which belief is expressed in Judaism.
5	How is belief expressed in Sikhism?	Sikhism; Prayer; Guru Granth Sahib; Gurdwara; Guru; Langar; Service	Pupils will research and explore the various ways in which belief is expressed in Sikhism.
6	How is belief expressed in Hinduism?	The Vedas; Shrine; Mandir; Idols; Puja; Deity; Murtis; Mantras; Offering; Holi	Pupils will research and explore the various ways in which belief is expressed in Hinduism.
7	How is belief expressed in Buddhism?	Buddhism; Dhamma; The four Noble Truths; Eightfold Path; 5 Precepts; Tripitaka.	Pupils will research and explore the various ways in which belief is expressed in Buddhism.
8	Religious festivals in focus: Passover	Passover; Exodus; Moses; Judaism; Seder; Haggadah, Hebrew; Matzah; Torah; Family	Pupils will take an in-depth look into the Jewish festival of Passover.
9	Religious festivals in focus: Ramadan and Eid al-Fitr	Ramadan; Islam; Muslim; Fasting; Food; Family; Salah; Mosque; suhoor; Iftar; crescent moon; Eid al-Fitr	Pupils will take an in-depth look into the Muslim festival of Ramadan and Eid al-Fitr.

10	Religious festivals in focus: Easter	Cross; Christian; Jesus; Risen; Holy Week; Resurrection; new life; Church; Palm leaves; Palm Sunday; Good Friday; Easter Sunday	Pupils will take an in-depth look into the Christian festival of Easter.
Careers: Worship Leader, Music Director or Musician in religious settings, Religious Educator specialising in worship practices, Liturgical Coordinator, Worship Arts Coordinator, Religious Ritual Specialist, Spiritual Retreat Leader, Chaplain, Religious Event Planner, Worship Pastor or Minister.			

Strand (Year 5):

Beliefs and Questions

<u>Building Blocks:</u> EYFS: Begin to make sense of their life story, family history, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways.			
Year 2 Beliefs: Rules and why we have them, exploring the values of each religion			
<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	How do our beliefs influence our behaviour?	Beliefs; behaviour; opinion; fact; causation	Pupils will explore the link between beliefs and behaviour, focussing on their own beliefs.
2	Why are rules important?	Rules; safety; context; public; sports; society; consequence;	Pupils will define and discuss rules and why they are important to society.
3	What is right and wrong and how do we decide?	Rules; safety; values; morals; laws	Pupils will look at the key shared rules and values of some of the world's

			religions.
4	What does religion teach us about the environment? (1)	Climate change; stewardship; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; natural resources; recycling; environment	Pupils will learn what religion teaches us about how we should treat our environment.
5	What does religion teach us about the environment? (2)	Climate change; stewardship; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; natural resources; recycling; environment	Pupils will learn what religion teaches us about how we should treat our environment.
6	Religion and Science: Are they opposites? (1)	Science; Religion; Knowledge; Fact; Belief; Study; Education; Provable; objective; Subjective; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism	Pupils will learn what religion teaches us about science and the pursuit of knowledge.
7	Are the scientific and religious views of creation compatible?	Science; Religion; Knowledge; Fact; Belief; Study; Education; Provable; objective; Subjective; Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism	Pupils will learn what religion teaches us about science and the pursuit of knowledge, focusing on the compatibility of different worldviews.
8	What is social action?	Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; Charity; Giving; community; outreach; Zakat; Tithe	Pupils will explore social action through a multi-faith perspective.
9	How do different religions respond to social need?	Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; Charity; Giving; community; outreach; Zakat; Tithe	Pupils will explore charity through a multi-faith perspective.
10	What is peace and conflict?	Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; debate; conflict; problem solving	Pupils will explore conflict through a multi-faith perspective.

12	What does religion teach us about peace and conflict?	Christianity; Islam; Judaism; Hinduism; Buddhism; Sikhism; Humanism; debate; conflict; problem solving; war	Pupils will explore conflict through a multi-faith perspective.
Careers: Religious Studies Scholar, Theologian, Religious Educator, Interfaith Dialogue Facilitator, Religious Counsellor, Chaplain, Religious Writer or Blogger, Cultural Anthropologist specialising in religion, Religious Journalist, Spiritual Life Coach			

Strand (Year 5):

Symbols and Religious Expressions

Building Blocks:

EYFS: Begin to make sense of their life story, family history, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways.

Year 1 RE: Symbols

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	What are symbols and are they useful?	Identify; safety; inclusivity; symbols; logos; values	Pupils will define symbols and their use in the world around us.
2	What symbols are significant to Christians?	Christianity; Jesus; Church; Crucifix; Cross; Candles; Ichthys; Water; Dove; Freedom;	Pupils will learn what holds symbolic significance in Christianity.
3	What symbols are significant to Jews?	Judaism; Star of David; Torah; Menorah; Mezuzah; Klap; Tallit; Tefflin; Kippah	Pupils will learn what holds symbolic significance in Judaism.
4	What symbols are significant to Muslims?	Islam; Allah; Crescent Moon; Prayer mat;	Pupils will learn what holds symbolic

		Water; Geometric art	significance in Islam.
5	What symbols are significant to Sikhs?	Sikhism; Waheguru; Khanda; Ik Onkar; Kara; Kesh; Kangha; Kirpan; Kachera	Pupils will learn what holds symbolic significance in Sikhism.
6	What symbols are significant to Hindus?	Hinduism; Murti; Aum; Diya Lamp; Rangoli; Lotus Flower; River Ganges; Saffron	Pupils will learn what holds symbolic significance in Hinduism.
7	What symbols are significant to Buddhists?	Buddhism; Buddha; The Dharma Wheel; Statue; Eternal Knot; Lotus flower; Prayer wheel; Mandala	Pupils will learn what holds symbolic significance in Buddhism.
8	Are there significant symbols for Humanists?	Humanism; Happy Human; Non-religious	Pupils will learn what holds symbolic significance in Humanism and design their own symbols representing the values of Humanism.
9	In what way is water significant in different worldviews?	Water; Cleansing; Purity; Baptism; Christening; Ablution; Wudu; Purification	Using the knowledge they have gained in previous lessons, pupils will explore the symbolic meaning of water in a religion of their choice.
10	What are religious metaphors?	Metaphor; water; fire; faith; hope; sight; light; dark; religion; sacred texts	Using their knowledge of metaphoric language, pupils will explore the use of metaphors in religion.
Careers: Symbolism Analyst, Religious Art Historian, Cultural Anthropologist specialising in religious symbols, Religious Educator, Graphic Designer specialising in religious imagery, Religious Writer or Author Museum Curator specialising in religious artefacts, Religious Publisher, Marketing and Branding Specialist for religious organisations, interfaith Dialogue Facilitator.			

Strand (Year 5):**Inspirational People****Building Blocks:**

EYFS: Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways.

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	What are the qualities of an inspirational person?	Inspiration; inspirational; hard working; positive; brave; unstoppable	Pupils will identify inspirational people around the world and explore what it is that makes them inspirational.
2	Which religious figures inspire people today?	Inspirational; qualities; hopes; dreams; aspiration; role model; Religious Leaders	Pupils will identify and explore which current religious leaders are inspirational to people of faith and why.
3	Who was the Buddha and what did he do?	Buddha; Siddhartha Guatama; Enlightenment; Meditation; Nepal; Eightfold Path; Four Noble Truths	Pupils will explore the life of Siddhartha Gautama and why he is still inspirational to millions today.
4	Why is the Buddha still inspirational today?	Buddha; Siddhartha Guatama; Enlightenment; Meditation; Nepal; Eightfold Path; Four Noble Truths	Pupils will explore the life of Siddhartha Gautama and why he is still inspirational to billions today.
5	Who was Jesus and what did he do?	Christianity; Jesus; Nazareth; Peace; Disciples; Crucified; Ministry; Parables; Teaching	Pupils will explore the life of Jesus and why he is still inspirational to billions today.
6	Why is Jesus still inspirational today?	Christianity; Jesus; Nazareth; Peace;	Pupils will explore the life of Jesus and

		Disciples; Crucified; Ministry; Parables; Teaching	why he is still inspirational to billions today.
7	Who was the Prophet Muhammad and what did he do?	Allah; Islam; Prophet; Muhammad; Quran; Hadith; Arabic; Revelation	Pupils will explore the life of the Prophet Muhammad and why he is still inspirational to billions today.
8	Why is the Prophet Muhammad still inspirational today?	Allah; Islam; Prophet; Muhammad; Quran; Hadith; Arabic; Revelation	Pupils will explore the life of the Prophet Muhammad and why he is still inspirational to billions today.
10	What does it take to be inspirational in sport?(1)	Inspirational; qualities; hopes; dreams; aspiration; role model; failure; success; competition; trials; barriers; difficulties	Pupils will learn about what it takes for someone to be inspirational in sport - drawing on the stories and experiences or a variety of sportspeople.
11	What does it take to be inspirational in sport?(2)	Inspirational; qualities; hopes; dreams; aspiration; role model; failure; success; competition; trials; barriers; difficulties	Pupils will learn about what it takes for someone to be inspirational in sport - drawing on the stories and experiences or a variety of sportspeople.
12	Who are some inspirational environmentalists and why are they important?	Inspirational; Climate; Environment; Climate change; Role model; Positive change	Pupils will learn about the lives of inspirational environmentalists - what they stand for and why they believe it's important.
Careers: Motivational Speaker, Life Coach, Leadership Trainer, Inspirational Writer or Blogger, Biographer, Counselor or Therapist specialising in personal development, Human Resources Consultant focusing on employee motivation, Personal Development Trainer, Mentorship Coordinator, Social Media Influencer focusing on inspiration and personal growth.			

Strand (Year 6):

Inspirational People

Building Blocks:

EYFS: Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways.

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	What is Muhammad Ali's life story and what can we learn from him? (1)	Early life; training; racism; fame; Islam; legacy; boxing; champion; hardship; career; greatest	Pupils will learn about and research Muhammad Ali's life story.
2	What is Muhammad Ali's life story and what can we learn from him? (2)	Early life; training; racism; fame; Islam; legacy; boxing; champion; hardship; career; greatest	Pupils will learn about Muhammad Ali's life story and summarise their learning in a fact file.
3	Who is Barack Obama?	Barack Obama; president; lawyer; senator; population; civil rights; injustice; discrimination; Leader	Pupils will explore the life of Barack Obama and his achievements so far.
4	Why was Barack Obama such a significant leader?	Barack Obama; president; lawyer; senator; population; civil rights; injustice; discrimination; Leader	Pupils will learn about why Barack Obama's time as the President of America was so significant.
5	Who is Michelle Obama and why is she so important?	Michelle Obama; Leader; First Lady; lawyer; Societal change; Achievements	Pupils will learn about the life of Michelle Obama - from her upbringing to her time serving as First Lady.

6	What did Michelle Obama achieve and what is her legacy?	Michelle Obama; Leader; First Lady; lawyer; Societal change; Achievements	Pupils will learn about the significance of Michelle Obama's achievements.
7	Who is Mahatma Gandhi?	Education; India; Hinduism; Racism; Non-violent protest; Boycott; British Rule; Peace; Partition; Salt March	Pupils will learn about the life of Mahatma Gandhi.
8	What can we learn from Mahatma Gandhi's life? (1)	Education; India; Hinduism; Racism; Non-violent protest; Boycott; British Rule; Peace; Partition; Salt March	Pupils will put what they know into a timeline of Mahatma Gandhi's life, detailing the most significant events.
10	What can we learn from Mahatma Gandhi's life? (2)	Education; India; Hinduism; Racism; Non-violent protest; Boycott; British Rule; Peace; Partition; Salt March	Pupils will explore what they believe are the key lessons we can learn from Gandhi's example.
11	What were Mahatma Gandhi's religious influences?	Hinduism; Jainism; Non-Violence; India; Karma; Religion; Enlightenment; Ahimsa; Reincarnation	Pupils will learn about the religious teachings of Hinduism and Jainism which inspired Gandhi's approach to the issues India faced.
12	What was Malala Yousafzai's life journey?	Education; advocate; equality; Taliban; Nobel Peace Prize; United Nations; UK	Pupils will take an in-depth look at Malala Yousafzai's life so far.
13	What can we learn from Malala's experience?	Education; advocate; equality; Taliban; Nobel Peace Prize; United Nations; UK; Malala's magic pencil	Pupils will learn about how Malala overcame hardship by studying her book: Malala's magic pencil.
14	What is Malala's legacy?	Education; advocate; equality; Taliban; Nobel Peace Prize; United Nations; UK; Gender equality; United Nations	Pupils will learn about the change which Malala is advocating for and why it is important.
15	Can I present and discuss an inspirational figure? (1)	Malala; Muhammad Ali; Mahatma Gandhi; Michelle Obama; Barack Obama; Leaders; Inspirational; achievements	

16	Can I present and discuss an inspirational figure? (2)	Malala; Muhammad Ali; Mahatma Gandhi; Michelle Obama; Barack Obama; Leaders; Inspirational; achievements	
Careers: Motivational Speaker, Life Coach, Leadership Trainer, Inspirational Writer or Blogger, Biographer, Counselor or Therapist specialising in personal development, Human Resources Consultant focusing on employee motivation, Personal Development Trainer, Mentorship Coordinator, Social Media Influencer focusing on inspiration and personal growth.			

Strand (year 6):

Beliefs in action

Building Blocks:

EYFS: Begin to make sense of their life story, family history, Continue developing positive attitudes about differences between people, Talk about members of their immediate family and community. Understand that some places are special to members of their community, Recognise that people have different beliefs and celebrate special times in different ways.

Year 1 RE: Celebrating different Festivals and comparing festivals from different religions.

Year 3 RE: Pilgrimages and Sacred Places (when Pilgrimages take place: Shavuot)

Year 4 RE: Worship: Festivals in focus

<u>Lesson</u>	<u>North star question:</u>	<u>Star words:</u>	<u>Substantive knowledge:</u>
1	Beliefs in action: What do we know about Judaism?	Judaism; Torah; Star of David; Mezuzah; Hebrew; Synagogue; Worship; Festivals	Pupils will use their previous knowledge and research to create a piece of work displaying everything they know about Judaism.
2	Beliefs in action: What do we know about Christianity?	Christian; God; Cross; Crucifixion; Jesus; Church; Worship; Festivals; Bible	Pupils will use their previous knowledge and research to create a piece of work

			displaying everything they know about Christianity.
3	Beliefs in action: What do we know about Islam?	Allah; Prophet Muhammad; Quran; Islam; Muslim; Arabic; 5 Pillars; Salah; Festival	Pupils will use their previous knowledge and research to create a piece of work displaying everything they know about Islam.
4	Beliefs in action: What do we know about Sikhism?	Waheguru; Sikhism; Gurdwara; Worship; Festival; Guru; Guru Granth Sahib; Guru Nanak;	Pupils will use their previous knowledge and research to create a piece of work displaying everything they know about Sikhism.
5	Beliefs in action: What do we know about Hinduism?	Hinduism; Mandir; Brahman; Deity; Murti; Aarti; Puja; Shrine; Vedas; Sanskrit; Festival; Worship	Pupils will use their previous knowledge and research to create a piece of work displaying everything they know about Hinduism.
6	Beliefs in action: What do we know about Buddhism?	Buddhism; Siddhartha Gautama; Meditation; Karma; Temple; Tripitaka; Festival; Worship; Buddha; Enlightenment	Pupils will use their previous knowledge and research to create a piece of work displaying everything they know about Buddhism.
7	Beliefs in action: What is equality and why is it important?	Equality; Equity; Right; Wrong; Fair; Equal; Society; Laws	Pupils will learn about the difference between equity and equality.
8	What is equity and how is it different from equality?	Equality; Equity; Right; Wrong; Fair; Equal; Society; Laws	Pupils will demonstrate their understanding of equity and equality by looking at and explaining scenarios.
9	Beliefs in action: What is justice?	Beliefs; Laws; Society; Justice; Right; Wrong; Equality; Equal; Equity	Pupils will explore the meaning of justice and look into what it means in a school and broader world context.

10	How do different worldviews view justice? (1)	Beliefs; Laws; Society; Justice; Right; Wrong; Equality; Equal; Equity	Pupils will explore how different worldviews approach justice.
11	How do different worldviews view justice? (2)	Beliefs; Laws; Society; Justice; Right; Wrong; Equality; Equal; Equity	Pupils will explore how different worldviews approach justice.
12	What is social oppression?	Beliefs; Laws; Society; Justice; Right; Wrong; Equality; Equal; Equity; Human Rights; Social Justice; oppression	Pupils will learn about the meaning of oppression in a societal sense. Pupils will refer back to hardships which some of the inspirational people they have studied experienced to help understanding.
13	How do different worldviews respond to social oppression?	Beliefs; Laws; Society; Justice; Right; Wrong; Equality; Equal; Equity; Human Rights; Social Justice; Oppression	Pupils will learn about the meaning of oppression in a societal sense. Pupils will refer back to hardships which some of the inspirational people they have studied experienced to help understanding.
14	End of strand project: How can I have a positive impact on the world around me? (1)	Positive change; Social action; Community; School; Inspire	Pupils will explore how they can make positive change, in their lives, school and communities.
15	End of strand project: How can I have a positive impact on the world around me? (2)	Positive change; Social action; Community; School; Inspire	Pupils will explore how they can make positive change, in their lives, school and communities.
Careers: Religious Studies Scholar, Theologian, Religious Educator, Interfaith Dialogue Facilitator, Religious Counsellor, Chaplain, Religious Writer or Blogger, Cultural Anthropologist specialising in religion, Religious Journalist, Spiritual Life Coach			