

Birchwood Religious Education Curriculum Map



Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
Reception - autumn	<p>Autumn 1 <u>Understanding the World</u> -Know that we live in the country called England. -Know that each person is unique. -Know appearance is what you look like. -Know that a tradition is something unique to a person or group of people. -Know what a celebration is. -Know that some people celebrate different things than they do and that is ok. -Know what Bonfire night is and how it might be celebrated. -Know that a religion is something people believe in. -Know not everyone believes in religion. -Know that Diwali is a religious festival celebrated by Hindu's and Sikhs.</p> <p><u>Communication and Language</u> -Know what a question is. -Know that an answer is expected when a question is asked. -Know that we all have ideas and can share them.</p> <p><u>Personal Emotional and Social Development</u> -Know that they can use new vocabulary. -Know that empathising with others is when you think about how they may be feeling. -Know that discussion can help clarify ideas.</p> <p><u>Expressive Arts and Design</u> -Know that a firework is a traditional element of Bonfire night. -Know that retelling a story helps you to remember the facts. -Know what a Diva lamp is. -Know what Henna patterns are for. -Know what a Mandala is.</p>	<p>Autumn 1 <u>Understanding the World</u> -Discuss that we live in a country called England. -Compare similarities and differences between themselves and their friend such as physical appearance, families, where they live and traditions. - Explore the common factors of a celebration i.e – music, food, clothes, decorations, gifts, people gathering. -Discuss the story/history behind Bonfire night. -Identify the Bonfire night traditions (fire, fireworks, sparklers, a guy) -Understand that Bonfire night is a tradition in the UK not across the world. - Explore the religious festival of Diwali. -Identify that a religion is a festival of faith. - Discuss the elements of Diwali and the festival. -Compare Diwali to Bonfire Night.</p> <p><u>Communication and Language</u> -Begin to use why questions to clarify ideas and understanding. -Follow and understand 1 step questions. -Begin to express a point of view</p> <p><u>Personal Emotional and Social Development</u> -Use a wider range of vocabulary. -Think about the feelings of the people celebrating Bonfire Night do the children relate to these feelings? -Discuss how the class may celebrate Bonfire Night, compare and discuss similarities and differences.</p> <p><u>Expressive Arts and Design</u> -Create Bonfire Night paintings with a range of paints, glitter and colours. -Create a firework rocket in the junk model area. - Play with small world characters from the story of Bonfire night and retell/replay the story. -Use clay to create a Diva Lamp -Recreate Henna on paper hands -Explore Mandalas in sand, rice and photos.</p>	Country, England, unique, appearance, similarity, difference, tradition, celebration, food, music, clothes, decorations, gifts, people gathering, celebrate, Bonfire night, Guy Fawkes, fireworks, Diwali, Festival, religion, Sikh, Hindu, faith, Diva Lamp, Henna, Mandala, patterns.	Books, YouTube clips of story, photos of Bonfires, fireworks. Paint, glitter, paper, junk modelling, small world characters, sand, rice, paint, clay.

	<p>Autumn 2 <u>Understanding the World</u> - Know that Christmas is a religious festival celebrated by Christians. - Know what celebrate means. - Know that the Nativity is the correct name for the story of Jesus' birth. - Know that Jesus is the son of God. - Know some key events from the Nativity story. - Know the main characters of the Nativity – Mary, Joseph, Jesus, Shepherds, Kings, angels and the animals.</p> <p><u>Communication and Language</u> - Know what a question is. - Know that an answer is expected when a question is asked. - Know that we all have ideas and can share them.</p> <p><u>Personal Emotional and Social Development</u> - Know that they can use new vocabulary. - Know a Vicar/Priest works in the Christian religion, - Know that discussion can help clarify ideas.</p> <p><u>Expressive Arts and Design</u> - Know what a performance is. - Know that retelling a story helps you to remember the facts.</p>	<p>Autumn 2 <u>Understanding the World</u> - Introduce the religious celebration of Christmas. - Explore the story of the Nativity and the importance of it to the Christian faith. - Investigate artefacts linked to Christmas (decorations, nativity scene, cards, presents etc) - Revisit the meaning of what a festival/celebration is and what contributes to it – food, music, clothes, celebration, gifts and significant people - Discuss about the similarities and differences between Christmas and Diwali - Identify some of the key events of the story of the birth of Jesus Christ. - Begin to understand that the son of God is Jesus.</p> <p><u>Communication and Language</u> - Begin to use why questions to clarify ideas and understanding. - Begin to ask questions relating to their community and religion - Follow and understand 1 step questions. - Begin to express a point of view</p> <p><u>Personal Emotional and Social Development</u> - Use a wider range of vocabulary. - Invite a trusted person into school to talk about Christian Faith. (Vicar or Priest) - Discuss how we might celebrate Christmas in different ways.</p> <p><u>Expressive Arts and Design</u> - Role play characters and elements of the Nativity story within the provision. - Create Christmas cards to give to others. - Perform in the Christmas Nativity.</p>	<p>Christmas, religious, Christian, festival, celebration, Nativity, faith, Jesus Christ, God, Mary, Joseph, Shepherds, Kings, angels, decorations, tradition ,perform, cards</p>	<p>Books, decorations, cards, Nativity scene, costumes, video clips, card, glitter, pens, pencils</p>
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<p>Reception – spring</p>	<p>Spring 1 <u>Understanding the World</u> -Know not all celebrations are religious. -Know that Chinese New Year is a traditional festival celebrated every year. -Know that Chinese New Year originated in China. -Know there are many stories connected to Chinese New Year and be able to recall facts from them. -Know that each year is names after an animal in the Great Race Story. -Know that there are traditions associated to Chinese New Year. -Know that Chinese food originates from China. -Know that Dragon Dancing is important to people celebrating Chinese New Year. -Know that Valentine’s day is a celebration that people across the world engage with. -Know that Valentine’s day is not a religious festival.</p> <p><u>Communication and Language</u> -Know what a question is. -Know that an answer is expected when a question is asked. -Know that we all have ideas and can share them. -Know that questions can have more than one step to them. -Know that detail is when you provide lots of relevant information.</p> <p><u>Personal Emotional and Social Development</u> -Know what a friend is. -Know what love is.</p> <p><u>Expressive Arts and Design</u> -Know what a performance is. -Know that cards are sent to people during celebrations. -Know decorations are part of celebrations.</p>	<p>Spring 1 <u>Understanding the World</u> - Listen to the story of the Great Race and understand its link to Chinese New Year. -Engage with songs about Chinese New Year. -Discuss the traditions associated with Chinese New Year (decorations, dancing, music, colours of red and gold) -Explore traditional Chinese food, tasting a range and evaluating the tastes. -Experience real Chinese Dragon dancers. -Explore the tradition of Valentines Day and that it is not a religious celebration. -Discuss all the different types of love people can have in their lives (family, friends, pets)</p> <p><u>Communication and Language</u> -Use why questions to clarify ideas and understanding. - Ask questions relating to their community and religion -Follow and understand 2 step questions. -Begin to express a point of view -Describe events in detail. -Discuss their own community/family.</p> <p><u>Personal Emotional and Social Development</u> -Explore their own relationships/friendships with discussion and reflection. -Discuss their own understanding of celebrations and love.</p> <p><u>Expressive Arts and Design</u> -Perform traditional Chinese New Year songs and dances. -Create Chinese New Year cards for family and friends. -Make decorations in the traditional style of Chinese New Year. -Paint pictures of people close to them that they love.</p>	<p>Chinese New Year, China, red, gold, The Great race, rat, ox, tiger, rabbit, dragon, snake horse, goat, monkey, cockerel, dog, pig, food, dragon dancers, love, valentines</p>	<p>Decorations, red paper, gold paper, pens, Chinese costumes, masks, paint, non fictions books, you tube clips, dragon dancers.</p>
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	<p>Spring 2 <u>Understanding the World</u> -Know that Easter is a Christian celebration. -Know that Easter is a religious celebration. -Know that Christians worship in a church. -Know that worship is when people believe/pray to a god or higher power. -Know that a church is a building. -Know that a cross is a symbol of Christianity.</p> <p><u>Communication and Language</u> -Know what a question is. -Know that an answer is expected when a question is asked. -Know that we all have ideas and can share them. -Know that questions can have more than one step to them. -Know that detail is when you provide lots of relevant information.</p> <p><u>Personal Emotional and Social Development</u> -Know what a church looks like on the inside and outside. -Know that in different homes, Easter can be celebrated in different ways. -Know that betrayal is when someone really lets you down. -Know how to talk about betrayal. -Know how to talk about forgiveness.</p> <p><u>Expressive Arts and Design</u> -Know that props can be used to retell stories. -Know fingers can be used to paint.</p>	<p>Spring 2 <u>Understanding the World</u> -Listen to the Easter story in a range of ways (books, video, retelling) -Understand that this is a new story about Jesus the son of God. -Explore the fact that Jesus is an adult in the Easter story not a baby. -Discuss the role of the church in Christianity. -Visit a local church or Abbey to experience the inside and outside. -Identify different churches with photos and videos so children are familiar with their distinct features. -Discuss the role of worship and what that involves (praying, singing, visiting church) -Identify a Christian cross, what it symbolises and where they might see a cross. (top of a church, on jewellery, in a church) -Explore the key events of the Easter Story and sequence them (Palm Sunday, Holy Monday, Shrove Tuesday, Ash Wednesday, Maundy Thursday, Good Friday, Easter Sunday)</p> <p><u>Communication and Language</u> -Use why questions to clarify ideas and understanding. - Ask questions relating to their community and religion -Follow and understand 2 step questions. -Begin to express a point of view -Describe events in detail. -Discuss their own religion or faith.</p> <p><u>Personal Emotional and Social Development</u> -Visit a local church or Abbey to gain first-hand experience of inside and outside of a church. -Discuss how children celebrate Easter at home. -Compare the similarities and differences of how children celebrate Easter. -Discuss betrayal and how the children would feel if their friends turned against them. -Discuss whether Jesus' friends were right or wrong in their actions and relate it to own experience. -Explore forgiveness and what that looks like/feels like.</p> <p><u>Expressive Arts and Design</u> -Use props within the small world area and the role play area to retell significant events from the Easter story. -Use masking tape, finger paints and card to recreate a cross. -Create Easter themed cards (traditional and non-traditional) for children to make. -Sequence the Easter story using pictures.</p>	<p>Easter, Jesus Christ, Tomb, disciples, palm leaves, forgiveness, betrayal, celebration, worship, church, cross, building, symbol, Christian,</p>	<p>Books, video clips, pictures, small world characters, costumes, paper, card, paints, pencils, masking tape.</p>
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<p>Reception - summer</p>	<p>Summer 1 and Summer 2 <u>Understanding the World</u> -Know that there is a religion called Islam. -Know that those who follow this religion are called Muslims. -Know a mosque is where a Muslim will worship. -Know differences between a mosque and a church. -Know paradise is where Muslim’s believe they go after they die.</p> <p><u>Communication and Language</u> -Know what a question is. -Know that an answer is expected when a question is asked. -Know that we all have ideas and can share them. -Know that questions can have more than one step to them. -Know that detail is when you provide lots of relevant information.</p> <p><u>Personal Emotional and Social Development</u> -Know some differences between the Christian and Muslim religion. -Know what a prayer mat is. -Know what a prayer is.</p> <p><u>Expressive Arts and Design</u> -Know that in a prayer you are asking for something.</p>	<p>Summer 1 and Summer 2 <u>Understanding the World</u> -Explore a new religion called Islam. -Identify the symbol for this religion. -Compare a church and a mosque – what are the differences/similarities. -Identify a prayer mat. -Explore the idea of paradise and its importance to the Muslim faith.</p> <p><u>Communication and Language</u> -Use why questions to clarify ideas and understanding. - Ask questions relating to their community and religion -Follow and understand 2 step questions. -Begin to express a point of view -Describe events in detail. -Discuss their own religion or faith.</p> <p><u>Personal Emotional and Social Development</u> -Identify the differences between the Christian and Muslim faith. -Use a prayer mat, respecting the need to take off shoes when they do. -Think about prayers and how they differ from wishes. -Create different prayers for the future.</p> <p><u>Expressive Arts and Design</u> -Design own prayers.</p>	<p>Muslim, Islam, mosque, symbol, paradise, prayers, prayer mat, belief, religion.</p>	<p>Books, prayer mat, photos, paper, pencils. videos.</p>
<p>Year 1 autumn</p>	<p>Autumn 1 - Christians - Creation <u>Exploring</u> -Know that Christianity is a faith. -Know that Christianity is the predominant faith in Britain. -Know that Christians live all over the world. -Know that Christians believe in God. -Know that Christians believe that God created the world and everything on it. -Know that the bible is the sacred text for Christians. -Know that the creation story is told in the bible. -Know the creation story.</p> <p>Autumn 2 - Christians - Jesus’ Birth <u>Exploring</u> -Know that Jesus is the son of God. -Know the Christmas story. -Know that Jesus was given gifts by the three wise men. -Know that the bible is the sacred text for Christians. -Know that the Christmas story is told in the bible. -Know how Christians celebrate Christmas (church, presents, being with family) -Know that church is place of worship for Christians. -Know that charities help people in need.</p>	<p>Autumn 1 - Christians - Creation <u>Exploring</u> -Engage with the creation story and talk about its meaning. <u>Engaging</u> -Talk about what the creation story tells us about how God wanted Christians to be treated. -Describe how we look after our school. <u>Reflecting</u> -Make moral judgements about how people treat the school by considering different scenarios (e.g littering, holding the door open for others, eco club etc.).</p> <p>Autumn 2 - Christians - Jesus’ Birth <u>Exploring</u> -Engage with the Christmas story and talk about its meaning. -Find out about how the bible is used in church to celebrate Christmas. <u>Engaging</u> -Talk about why Christmas is important to Christians. -Talk about how people feel when a baby is born and how they feel at Christmas. <u>Reflecting</u> -Consider how Christmas may be different to different people (e.g. local care home, children’s hospital).</p>	<p>Christianity, Christians, community, creation, bible, God, sacred story.</p> <p>Christmas, God, Jesus, church, bible, sacred story, charity, worship. pray</p>	<p>-In the beginning retold by Steve Turner -Noah’ Ark and Other Bible Stories retold by Marcia Williams -God’s creation p6 The Garden of Eden p8 What is God Like? By Rachel Held Evans</p> <p>-The Beginners Bible Baby Jesus is Born -The Nativity Play by Nick Butterworth and Mick Inkpen -The Beginners Bible The Very First Christmas - The Wise Men Visit Jesus</p>

<p>Year 1 spring</p>	<p>Spring 1 - Christians - Jesus' disciples <u>Exploring</u> -Know that Jesus is important to Christians. -Know that Jesus taught people about God by telling stories. -Know that Jesus had a close group of followers called disciples. -Know that disciples shared the teachings of Jesus with other. -Know the difference between a disciple and a friend. -Know the story of The Good Samaritan. -Know the story of The Lost Sheep.</p> <p>Spring 2 - Christians - Easter (Palm Sunday) <u>Exploring</u> -Know that Easter is an important festival celebrated by Christians. -Know that Easter is a celebration to remember the death and resurrection of Jesus. -Know the story of Palm Sunday. -Know that Jesus is special to Christians. - Know that church services are held to celebrate Easter. -Know that symbol for Christianity is a cross. -Know that palm crosses are made to remember Palm Sunday.</p>	<p>Spring 1 - Christians - Jesus' disciples <u>Explore</u> -Engage with the stories of The Good Samaritan and The Lost Sheep and talk about how they show the values of friendship and helping others. -Read stories about Jesus and his disciples. -Describe what a disciple is. <u>Engage</u> -Discuss how the stories (Good Samaritan and The Lost Sheep) teach Christians about kindness. <u>Reflect</u> -Consider how we can help our friends and help people we do not know (charities etc.).</p> <p>Spring 2 - Christians - Easter (Palm Sunday) <u>Exploring</u> -Engage with the story of Easter and Palm Sunday explaining why these are important stories to Christians. <u>Engage</u> -Discuss why Jesus was welcomed as a king on Palm Sunday. -Talk about why Jesus is special to Christians. <u>Reflect</u> -Identify who they admire and why.</p>	<p>Jesus, disciple, followers, Samaritan, bible, sacred stories</p> <p>Easter, Palm Sunday, crucifixion, cross, religious symbol.</p>	<p>-Jesus's Special Friends (Luke 5) Jesus and his Disciples retold by Katherine Sully -The story of Zacchaeus (Luke 19) -The story of the good Samaritan (Luke 10) -BBC clips The Good Samaritan</p> <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-the-good-samaritan-and-the-lost-sheep/zr7wxyz -Charlie and Blue find out about Charity https://www.truetube.co.uk/resource/charlie-and-blue-find-out-about-jesus/ -The Triumphal Entry (Luke 19) -The Easter Story -BBC clips The Easter Story https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</p>
<p>Year 1 summer</p>	<p>Summer 1 - Muslims - The prophet Muhammad <u>Exploring</u> -Know that there is more than one faith. -Know that Muslims follow Islam. -Know that Islam follows the teaching of the sacred text called the Qu'ran. -Know that Muslims believe that Allah created the universe. -Know that Muslims live by the teachings of Allah (God). -Know that a prophet teaches about God. -Know that Muslims believe that Muhammad is a prophet. -Know that Muslims believe that Allah appeared to Muhammad. -Know that Muslims believe that Angel Gabriel appeared to Muhammad to tell him the teachings of Allah.</p> <p>Summer 2 - Muslims - Mosques <u>Exploring</u> -Know that Islam is a faith that is followed by Muslims. -Know that Muslim believe in Allah (God) -Know that Muslim's place of worship is called a mosque. -Know that Muslims go to a Mosque to pray. -Know that an Imam leads prayers in a mosque. -Know that a qiblah is the part of the mosque where the Imam leads prayers from. -Know that all qiblahs face Mecca (where the prophet Muhammad was born). -Know about some Muslim rules when entering a Mosque. -know that the importance of a Mosque is mentioned in the Qu'ran.</p>	<p>Summer 1 - Muslims - The prophet Muhammad <u>Exploring</u> -Read and understand the story 'The Proudest Blue' and The story of Muhammad and Angel Gabriel's Message on Mount Hira, to find out about what Muslims believe and the prophet Muhammad. Engage -To talk about why the prophet Muhammad is important to Muslims. -To ask questions to find out about the Muslim faith. Reflect -Discuss how there are different religions in the world. -Reflect on how to treat people of any faith respectfully.</p> <p>Summer 2 - Muslims - Mosques <u>Exploring</u> -Read and understand the story Golden Domes and Silver lanterns and 'The Proudest Blue' to find out about the Islam faith and mosques. <u>Engage</u> -To talk about why a Mosque is important to Muslims. -To ask questions and talk about how Muslims feel when they go to a Mosque. -Discuss / compare a Mosque to a church. <u>Reflect</u> -Consider places that are special to ourselves and what makes them special.</p>	<p>Muslim, Islam, follower, Qu'ran, Allah, Angel Gabriel, prophet, Muhammad</p> <p>Muslim, Islam, follower, Qu'ran, Allah, mosque, Imam, qiblah, prophet Muhammad, Mecca</p>	<p>-The story of Muhammad and Angel Gabriel's Message on Mount Hira -The Proudest Blue by Ibtihaj Muhammad -Charlie and Blue ask about Allah and the Creation https://www.truetube.co.uk/resource/charlie-and-blue-ask-about-allah-and-creation/</p> <p>-Golden Domes and Silver Lanterns -The Proudest Blue by Ibtihaj Muhammad -Holy Cribs – Mosque https://www.truetube.co.uk/resource/holy-cribs-the-mosque/ -BBC Teach Mosques https://www.bbc.co.uk/programmes/p02mwjhx</p>

<p>Year 2 autumn</p>	<p>Autumn 1 - Christians - The Bible / Harvest Festival</p> <ul style="list-style-type: none"> -Know that Christianity is the predominant faith in Britain. -Know that Christians live all over the world. -Know that Christians believe in God. -Know that the bible is the sacred text for Christians. -Know that parables/sacred stories and Christian teachings are in the bible. -Know that stories from the bible teach Christians about Jesus' life and God's message. -Know that 'the feeding of the five thousand' is a sacred story from the bible. -Know that the 'the feeding of the five thousand' is an example of Jesus performing a miracle. -Know that Harvest Festival is a Christian celebration -Know that Harvest Festival is a celebration to give thanks and show gratitude for food. -Know how Christians celebrate Harvest Festival. <p>Autumn 2 - Christians - Advent and Christingle</p> <ul style="list-style-type: none"> -Know that Jesus is the son of God. -Know the Christmas story. -Know that the bible is the sacred text for Christians. -Know that the Christmas story is told in the bible. -Know how Christians celebrate Christmas (church, presents, being with family). -Know that church is place of worship for Christians. -Know why Christmas is important to Christians. -Know some symbols that are special to Christians at Christmas time. -Know that advent is the preparation time before Christians celebrate Christmas. -Know that the four candles of advent symbolise hope, peace, joy, and love. -Know the symbolic meaning of Christingle. 	<p>Autumn 1 - Christians - The Bible / Harvest Festival</p> <p><u>Exploring</u></p> <ul style="list-style-type: none"> -Revisit stories from Year 1 Spring 1 and discuss what these stories teach Christians. -Engage with the feeding of the five thousand sacred story and talk about its meaning. <p><u>Engaging</u></p> <ul style="list-style-type: none"> -Talk about what 'the feeding of the five thousand' teaches us about being grateful. -Talk about what 'the feeding of the five thousand' tells Christians about Jesus' power over nature. -To talk about why it is important to Christians to show gratitude and be thankful for food. <p><u>Reflecting</u></p> <ul style="list-style-type: none"> -Explore where food comes from and difference food choices that people around the world have. -Discuss how we should care for others and why it matters. <p>Autumn 2 - Christians - Advent and Christingle</p> <p><u>Exploring</u></p> <ul style="list-style-type: none"> -Engage with the Christmas story and talk about its meaning. -Find out how Christians use advent candles to prepare for Christmas. -Find out about the origins and meaning of Christingle. <p><u>Engaging</u></p> <ul style="list-style-type: none"> -Talk about why Christmas traditions are important. -Talk about why it is important to Christians to prepare for the celebration of Jesus' birth. <p><u>Reflecting</u></p> <ul style="list-style-type: none"> -Consider how Christmas traditions may be different to different people around the world. 	<p>Christianity, Christians, bible, God, sacred story, parable, miracle, festival, celebration, harvest.</p> <p>Christmas, God, Jesus, church, bible, sacred story, worship, pray, advent, religious symbol, Christingle.</p>	<ul style="list-style-type: none"> -The story of Zacchaeus (Luke 19) -The story of the good Samaritan (Luke 10) -BBC clips The Good Samaritan <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-the-good-samaritan-and-the-lost-sheep/zr7wxyz</p> <ul style="list-style-type: none"> -The feeding of the five thousand. Luke 10 -Charlie and Blue find out about Charity <p>https://www.truetube.co.uk/resource/charlie-and-blue-find-out-about-jesus/</p> <ul style="list-style-type: none"> -The Beginners Bible Baby Jesus is Born -The Nativity Play by Nick Butterworth and Mick Inkpen -The Beginners Bible The Very First Christmas
<p>Year 2 spring</p>	<p>Spring 1 - Muslims - Prayer Rituals</p> <p><u>Exploring</u></p> <ul style="list-style-type: none"> -Know that there is more than one faith. -Know that Muslims follow Islam. -Know that Islam follows the teaching of the sacred text called the Qu'ran. -Know that Muslims live by the teachings of Allah (God). -know that Muslims believe that Muhammad is a prophet. -know that a mosque is a place of worship for Muslims. -Know that prayer is important to Muslims. -Know that Muslims are committed to praying five times a day. -Know that Muslims have prayer rituals (Wuda) and these are important part of Muslim prayer. 	<p>Spring 1 - Muslims - Prayer Rituals</p> <p><u>Exploring</u></p> <ul style="list-style-type: none"> -Read and understand 'In My Mosque' and watch BBC Teach Mosques to find out about Muslim rituals when visiting a Mosque to pray. <p><u>Engage</u></p> <ul style="list-style-type: none"> -Identify the main features of how Muslim's worship God and discuss the importance to worshippers. -Compare and contrast how Muslims and Christians worship God, consider symbols, actions and gestures used. <p><u>Reflect</u></p> <ul style="list-style-type: none"> -Compare Muslim prayer rituals to Christian prayer rituals. -Consider if it is easy or difficult to make a commitment. -Reflect on commitments / promises we make in our school. 	<p>Muslim, Islam, follower, Qu'ran, Allah, prophet, Muhammad, prayer, Wudu, ritual, commitment.</p>	<ul style="list-style-type: none"> - Wudu - BBC Bitesize https://www.bbc.co.uk/bitesize/clips/zfhyr82 - In my Mosque by M O Yuksel -Golden Domes and Silver Lanterns -The Proudest Blue by Ibtihaj Muhammad -Holy Cribs – Mosque https://www.truetube.co.uk/resource/holy-cribs-the-mosque/ -BBC Teach Mosques https://www.bbc.co.uk/programmes/p02mwjhx

	<p>Spring 2 - Christians - Easter <u>Exploring</u> -Know that Easter is an important festival celebrated by Christians. -Know that Easter is a celebration to remember the death and resurrection of Jesus. -Know the story of Jesus' death and resurrection. -Know that Jesus is special to Christians. - Know that church services are held to celebrate Easter. -Know that symbol for Christianity is a cross. -Know that Jesus was betrayed by one of this disciples (Judas). -Know that Jesus was crucified. -Know that Jesus' body was laid to rest in a tomb. -Know that Mary Magdalene discovered that the stone to the tomb has been moved and Jesus had risen. -Know that Jesus spent about 40 days with his friends before ascending into heaven.</p>	<p>Spring 2 - Christians - Easter <u>Exploring</u> -Engage with the story of Easter, in particular the story of Jesus' resurrection, explore how the Easter story makes Christians feel. <u>Engage</u> -Consider if Easter is a happy or sad time for Christians. -Discuss and ask questions to understand why Jesus' resurrection is important to Christians. <u>Reflect</u> -Reflect how people feel when they lose someone close to them. -Consider ways of how people remember lost loved ones.</p>	<p>Easter, Judas, crucifixion, cross, death, tomb, Mary Magdalene, resurrection, ascended, heaven.</p>	<p>-Jesus has risen (Luke 24) -The Easter Story Russell Punter -BBC clips The Easter Story https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</p>
<p>Year 2 summer</p>	<p>Summer 1 - Muslims - Ramadan and Eid-UI-Fitr <u>Exploring</u> -Know that there is more than one faith. -Know that Muslims follow Islam. -Know that Islam follows the teaching of the sacred text called the Qu'ran. -Know that Muslims live by the teachings of Allah (God). -Know that Muslims believe that Muhammad is a prophet. -Know that a mosque is a place of worship for Muslims. -Know that Ramadan and Eid UI Fitr are Islamic celebrations/festivals. -Know that Ramadan remembers the month when the Qu'ran was revealed to Muhammad. -Know that Ramadan is a time of fasting and reflection. -Know that Eid-UI-Fitr is a celebration which marks the end of Ramadan and an opportunity for Muslims to give thanks to Allah for giving them strength through Ramadan. -Know some traditions that take place during Eid-UI-Fitr.</p> <p>Summer 2 - Muslims - Muslims and Christians <u>Exploring</u> -Know that there is more than one faith. -Know that Muslims follow Islam. -Know that Islam follows the teaching of the sacred text called the Qu'ran. -Know that Muslims live by the teachings of Allah (God). -Know that Muslims believe that Muhammad is a prophet. -Know that a mosque is a place of worship for Muslims. -Know that Muslims and Christians both believe in God / Allah. -Know that Muslims and Christians both believe God / Allah created the world. -Know that Muslims believe Jesus was a prophet but not the Son of God. -Know that Christians do not believe in the prophet Muhammad. -Know that each faith has a different place of worship. -Know that each faith has a different sacred text.</p>	<p>Summer 1 - Muslims - Ramadan and Eid-UI-Fitr <u>Exploring</u> -Read and understand 'The Night of Power', Ramadan and Eid-UI-Fitr --Find out about why Ramadan is celebrated and what Muslim rituals take place during Ramadan. <u>Engage</u> -To talk about why it is important to Muslims to fast during Ramadan. -To find out what Muslims reflect upon during Ramadan. -To ask questions to find out about traditions of Ramadan and Eid-UI-Fitr. <u>Reflect</u> -Compare Ramadan and Eid-UI-Fitr to Easter and discuss why these celebrations are important. -Discuss why observing Ramadan shows commitment. -Consider what commitments we make in our lives / school and how these are celebrated in our school.</p> <p>Summer 2 - Muslims - Muslims and Christians <u>Exploring</u> -Engage with the story of The Prophet and the Ants and The Crying Camel, explore the message being told in these stories. <u>Engage</u> -Explore what different faiths believe about God. Compare Christians to Muslims. -Discuss and ask questions to understand similarities and differences between the two faiths. <u>Reflect</u> -Reflect how easy it is to treat one another with consideration and respect even though we are different (i.e. beliefs, interests, skin colour etc). -Consider if we can still be considerate and respectful even if we do not agree or have similar interests (i.e. football clubs, favourite pop bands, hobbies etc).</p>	<p>Muslim, Islam, follower, Qu'ran, Allah, prophet, Muhammad, prayer, commitment, fast, reflect.</p> <p>Muslim, Islam, follower, Qu'ran, Allah, prophet, Muhammad,</p>	<p>-The Night of Power (Laylat al Qadr) Sarah Laiwala -Tell me more about Ramadan Bachar Karroum -Ramadan Moon by Na'ima B Robert Shirin Adl -What is Ramadan and Eid-UI-Fitr https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zic2bdm -Ramadan and Eid-UI-Fitr by June Jones</p> <p>-The Prophet and the Ants and The Crying Camel https://www.bbc.co.uk/bitesize/clips/z9tqb82 -Shine by Sarah Asuquo</p>

<p>Year 3 autumn</p>	<p>Autumn 1 - Hindus - Hindus and Creation Story <u>Exploring</u> -Know that there is more than one faith. -Know that Hindus follow Hinduism. -Know that Hinduism is one of the oldest religions (over 4000 years old). -Know that Hindus do not have a single holy book / sacred book. -Know that a Hindu sacred text is called Vedas. -Know that Hindus believe in a supreme God called Brahman, who takes many forms. -Know that Hindus believe in cycles of creation (more than one creation story). -Know that a creation story that Hindus believe is that Brahma created the universe. -Know that a Mandir is a place of worship for Hindus. -Know that Hindus worship at Mandir and at home in a special room which contains a shrine.</p> <p>Autumn 2 - Christians - Sacraments <u>Exploring</u> -Know what 'celebration' means. -Know some Christian celebrations (Christmas and Easter). -Know that a sacrament is a ceremony that is of importance and significance. -Know that there are 7 sacraments (significant religious ceremony with particular importance) in total. -Know that 2 of the 7 sacraments are marriage and christening/baptism. -Know that Christians believe marriage unites two people with love for the rest of their lives. -Know the symbolic significance of items used at a wedding, such as, a wedding ring is in the eternal shape of a circle (no beginning and no end). -Know that babies / adults are welcomed into Christianity through baptism. -Know the symbolic significant of items used at a baptism, such as, baptismal garment, candle, water. -Know that Jesus' baptism is important to Christians because Christians believe it showed Jesus's humility and that he was one of us.</p>	<p>Autumn 1 - Hindus - Hindus and Creation Story <u>Exploring</u> -Explore the Hindu faith and their places of worship. -Engage with the story Brahma and the creation of the universe. <u>Engage</u> -To talk about why it is important for Hindus to respect all living things. -Discuss and ask questions to understand similarities and differences between the Hinduism and Christianity. <u>Reflect</u> -Compare the Christian creation story to Hindu beliefs about the creation of the world / universe. -Consider why it is important to ourselves to have respect for all living things.</p> <p>Autumn 2 - Christians - Sacraments <u>Exploring</u> -Explore Christian sacraments of marriage and baptism. -Engage with the story of The Baptism of Jesus. <u>Engage</u> -To talk about why it is important for Christians to take part in sacraments. -Discuss and ask questions to understand the importance of marriage and baptism to Christians and the impact it has on their lives. -To understand why Jesus' baptism is significant to Christians. <u>Reflect</u> -Consider how a Christian feel when they take part in a sacrament (marriage / baptism). -Consider what it means to 'belong' to a community. -Reflect how belonging to a community (such as our school) makes us feel.</p>	<p>Hindu, Hinduism, follower, Vedas, Brahman, prayer, worship, Mandir.</p> <p>Celebration, sacrament, ceremony, marriage, baptism.</p>	<p>- What us Hinduism https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p - Inside a Hindu temple https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbft2t39 -Hindu creation story https://www.youtube.com/watch?v=Y9yWwFWpbRo</p> <p>-Marriage https://www.truetube.co.uk/resource/christian-marriage/ -Baptism https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-baptism/zm32nrd -The Baptism of Jesus by Katherine Sully -All are welcome by Alexandra Penfold</p>
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<p>Year 3 spring</p>	<p>Spring 1 - Muslims - Pilgrimage <u>Exploring</u> -Know that a pilgrimage is a journey of moral or spiritual significance. -Know that Muslims have Five Pillars of Faith/Islam. -Know that a 'Pillar of Faith/Islam' is a core belief / practise that is considered as a necessary act of worship by Muslims. -Know that one of the Five Pillars of Faith/Islam, is to go on a pilgrimage. -Know that the symbol of Islam is a star and crescent and that the star has 5 points which represent the Five Pillars. -Know that Muslims believe that the pilgrimage should be made at least once in a lifetime. -Know that Hajj is an Islamic pilgrimage that Muslims make (Hajj is Arabic for pilgrimage). -Know that the Islamic Pilgrimage Hajj is made to the Kaaba in Mecca, Saudi Arabia. -Know that Mecca is where the Prophet Muhammad was born and Muslims believe it is where he received the message from God.</p> <p>Spring 2 - Christians - The Last Supper <u>Exploring</u> -Know that the last supper is a sacred story from the bible. -Know that the last supper was the final meal that Jesus shared with his disciples before his crucifixion. -Know that the last supper is commemorated on Maundy Thursday. -Know that during the last supper Jesus washed his disciples' feet. -Know the significance of bread and wine during the last supper and during weekly church service. -Know that the last supper is re-enacted during weekly church service. -Know that the re-enactment of the last supper is known as the Eucharist. -Know that a commandment means a rule. -Know that during the last supper Jesus gave his disciples a final commandment 'to love one another'.</p>	<p>Spring 1 - Muslims - Pilgrimage <u>Exploring</u> -Find out about the Five Pillars of Faith/Islam. -Describe what pilgrimage means. -Explore the importance of the Hajj in the Islamic faith. <u>Engage</u> -Research what Muslims wear on their pilgrimage and why. -Talk about the importance of the Hajj to Muslims. -Debate if it makes a Muslim a better person by taking part in the Hajj. <u>Reflect</u> -Consider where in the world you would go that would help you become a better human being. -Reflect by creating a 5-point plan for a spiritual journey, include, who would go, how they would travel, what they would take, what they would do when they got there and what they would think about.</p> <p>Spring 2 - Christians - The Last Supper <u>Exploring</u> -Explore the sacred story of the last supper and its meaning to Christians. -Engage with significant parts of the sacred story 'the last supper'; the washing of the disciples' feet and the new commandment (specifically the phrase 'to love one another as I have loved you'). <u>Engage</u> -Find out about weekly service in our local community and how this links to Christian teachings (bread and wine, Eucharist). -Make links between the story of the last supper and the actions of Christians. -Reflect on how the actions of Christians, based on the sacred stories of the last supper and a new commandment, has a local, national and international impact. <u>Reflect</u> -Explore and reflect on ways of how we show we love someone. -Consider if it is possible to love one another all of the time.</p>	<p>Muslim, Islam, pilgrimage, moral, spiritual, Five Pillars of Faith, Hajj, Kaaba, Mecca, Prophet, Muhammad.</p> <p>Bible, sacred story, The Last Supper, disciples, crucifixion, eucharist, commandment.</p>	<p>- What is Islam https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwty -The Five Pillars of Islam https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-five-pillars-of-islam/zv84jvh -The Muslim Pilgrimage – Hajj https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-hajj/zndfcqt -Two Pigeons on a Pilgrimage A Hajj Story Written by Rabia Bashir -The Proudest Blue by Ibtihaj Muhammad</p> <p>-Jesus washes his disciples' feet https://www.bbc.co.uk/even/ts/enp5q9/play/p0bs9kg1 -The Last Supper Animation https://www.bbc.co.uk/programmes/p0114z3b -Jesus Washes his Disciples Feet and A New Commandment (John 13) -The Last Supper (Luke 22) -Meet a young Christian boy https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-meet-a-young-christian-boy/z4t97nb</p>
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<p>Year 3 summer</p>	<p>Summer 1 - Hindus - Brahman and Holika <u>Exploring</u> -Know that Hindus believe in a supreme God called Brahman. -Know that Hindus believe that Brahman exists in everything. -Know that Brahman takes many forms, qualities and has many names and is represented by millions of Gods and Goddesses. -Know that Hindus choose one God to worship based on the God's qualities or a God that is traditionally worshipped by a family. -Know that Hindus' service of worship is called Aarti. -Know that Aarti involves lighting a candle and chanting a prayer or singing a hymn. -Know that a festival is a celebration. -Know that Holika / Holi is a Hindu festival. -Know that Holi represents the beginning of spring. -Know that ALL of the Hindu community join in with Holi celebrations. -Know that part of the Holi celebration involves Hindus throwing coloured powder and water at each other. -Know that Hindus believe fire symbolises the image of God that can be seen. -Know that Holi is a day for all Hindus to forget bad feelings toward one another and to forgive one another.</p> <p>Summer 2 - Muslims - Eid Al Adha <u>Exploring</u> -Know that a festival is a celebration. -Know that Eid Al Adha is an Islamic festival. -Know that Eid Al Adha occurs towards the end of the Islamic calendar (70 days after Eid Ul Fitr which marks the end of Ramadan). -Know that Eid Al Adha means festival of sacrifice. -Know that Ibrahim is an Islamic prophet. -Know that Eid Al Adha remembers the Prophet Ibrahim's willingness to sacrifice his son for God. -Know that Eid Al Adha is celebrated on the last day of Hajj. -Know that Muslims believe that the Prophet Ibrahim built the Kaaba. -Know that it is an important part of Muslim practice to help others who are less fortunate. -Know that Zakah is one of the Five Pillars. -Know that Zakah are payments that Muslims make for charitable and religious purposes.</p>	<p>Summer 1 - Hindus - Brahman and Holika <u>Exploring</u> -Understand, how according to Hindu beliefs, Brahman can be everywhere and everything. -Watch clips about Holi to understand the importance of this Hindu festival and why it is celebrated. <u>Engage</u> -Research the Gods / Goddesses that Hindus worship. -Investigate the story of Holika to understand the significance of lighting a bonfire. -Suggest how the story of Holika helps Hindus to make sense of their faith. <u>Reflect</u> -Compare and contrast Christian and Hindu beliefs about God. -Consider how both religions worship their God in their home. -Identify similarities and difference between Holi and other festivals / celebrations (red nose day, Easter Sunday etc), where rules are allowed to be suspended. -Consider how rule-breaking draws attention to fun and thoughts of forgiveness during Holi and other festivals.</p> <p>Summer 2 - Muslims - Eid Al Adha <u>Exploring</u> -Discuss the importance of Eid Al Adha. -Describe what sacrifice means. <u>Engage</u> -Reflect what Muslims understand about God, knowing that he stopped the Prophet Ibrahim from sacrificing his son. -Suggest how the Prophet Ibrahim's obedience and commitment impacts on Islamic practice. -Reflect on how the actions of Muslims, based on the story of the Prophet Ibrahim, has a local, national and international impact. -Research how Muslims celebrate Eid Al Adha. <u>Reflect</u> -Discuss the meaning of sacrifice. -Consider the importance of sacrificing some of our own wealth or time to help those less fortunate (i.e. Creating pictures at Christmas for Polesworth Homes). -Reflect on charitable events that occur in our own school and how giving to charity makes us feel.</p>	<p>Hindu, Hinduism, Brahman, God, Goddesses, Aarti, hymn, Holi, festival, celebration, community.</p> <p>Muslims, Islam, festival, celebration, Eid Al Adha, Prophet, Ibrahim, sacrifice, charity, Kaaba, Zakah.</p>	<p>-Inside a Hindu temple https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zb2t39 -Celebrating the festival of Holi https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-holi-spring-festival/zkkygwx -The story of 'Holika and Prahlad' https://www.bbc.co.uk/teach/school-radio/audio-stories-holi-the-story-of-holika-and-prahad/zm44bdm -What is Holi https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qgy9q -Holi colours! Written and Illustrated by Deven Jatkar https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-five-pillars-of-islam/zv84jhw -Eid Al Adha https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zhjif4j</p>
<p>Year 4 autumn</p>	<p>Autumn 1 - Hindus - Diwali <u>Exploring</u> -Know that a festival is a celebration. -Know that Diwali is a Hindu festival. -Know that Diwali is known as the festival of light. -Know that Diwali always falls between October and November. -Know that Diwali marks the start of the Hindu new year. -Know that Diwali is the story of Prince Rama and Princess Sita. -Know that during Diwali, Hindus welcome the Goddess of Wealth, Lakshmi into their homes for Good fortune in the coming year. -Know some ways in which Hindus celebrate Diwali, including creating Rangoli patterns and lighting diva lamps. -Know that Diwali celebrates light triumphing over darkness and good over evil.</p>	<p>Autumn 1 - Hindus - Diwali <u>Exploring</u> -Engage in the story of Rama and Sita and discuss the message it conveys to Hindus. -Discuss the message that light triumphs over dark and good choices over poor choices. <u>Engage</u> -Research how Diwali is celebrated and symbolic meanings linked to the festival (i.e. candles). -Explore the diversity of other religious traditions, such as the Islamic festival of Eid Ul Fitr and the Christian festival of Easter. -Identify and reflect on similarities and differences between the three festivals. <u>Reflect</u> -Discuss the meaning of belonging. -Consider celebrations in our lives and why celebrations are an important part of belonging in particularly to a faith. -Consider good choices that can be made in our classroom to create a better environment.</p>	<p>Hindu, Hinduism, festival, Diwali, Prince Rama, Princess Sita, Lakshmi, Diva, Rangoli.</p>	<p>-Diwali https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-hindu-story-of-rama-and-sita/zdtmnr -What is Diwali https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p -Rama and Sita The Story of Diwali Written by Malachy Doyle</p>

	<p>Autumn 2 - Christians - First Holy Communion <u>Exploring</u> -Know that the last supper is a sacred story from the bible. -Know that the last supper was the final meal that Jesus shared with his disciples before his crucifixion. -Know that the last supper is commemorated on Maundy Thursday. -Know that during the last supper Jesus washed his disciples' feet. -Know the significance of bread and wine during the last supper and during weekly church service. -Know that the last supper is re-enacted during weekly church service. -Know that the re-enactment of the last supper is known as the Eucharist. -Know that a sacrament is a ceremony that is of importance and significance. -Know that there are 7 sacraments in total. -Know that 1 of the 7 sacraments is First Holy Communion. -Know that First Holy Communion is a sacrament that celebrates the first time they accept the Eucharist. -Know that children are usually around 7 or 8 years when they take the sacrament of First Holy Communion.</p>	<p>Autumn 2 - Christians - First Holy Communion <u>Exploring</u> -Engage with the sacred story of 'The Last Supper'. -Watch the 'First Holy Communion' clip and discuss how the sacrament of First Holy Communion relates to The Last Supper. <u>Engage</u> -Discuss how children feel when they receive the sacrament of First Holy Communion. -Research some traditions connected with First Holy Communion (i.e. special clothes, special gifts, a party to celebrate). <u>Reflect</u> -Reflect how the Eucharistic Rite brings the Christian community together and how it strengthens their commitment. -Consider how traditions and celebrations that happen in our school bring our school community together.</p>	<p>Bible, sacred story, The Last Supper, disciples, crucifixion, eucharist, sacrament, First Holy Communion, ceremony.</p>	<p>-Revisit -The Last Supper Animation https://www.bbc.co.uk/programmes/p0114z3b -The Last Supper (Luke 22) -First Holy Communion https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-holy-communion/z7xhy9g</p>
<p>Year 4 spring</p>	<p>Spring 1 - Muslims - The Five Pillars of Islam <u>Exploring</u> -Know that Muslims follow The Five Pillars of Islam as a guide to leading a good and responsible life. -Know the first pillar is Shahadah (statement of faith). -Know the second pillar is prayer (5 times each day). -Know the third pillar is Zakah (Giving to those in need). -Know the fourth pillar is Sawm (fasting during Ramadan). -Know the fifth pillar is Hajj (making the pilgrimage to the holy city of Mecca).</p> <p>Spring 2 - Christians - Forgiveness <u>Exploring</u> -Know that Ash Wednesday is the start of Lent (the day after Pancake Day). -Know that Christians use the ash as a symbol of repentance - wanting to be forgiven for poor choices. -Know that the ash used on Ash Wednesday is made from the palms which are blessed from the previous year's Palm Sunday (Year 1, Spring 2). -Know that Christians attend a special church service on Ash Wednesday. -Know that Christians have an ash cross on their forehead to symbolise mortality and penance for their sins.</p>	<p>Spring 1 - Muslims - The Five Pillars of Islam <u>Exploring</u> -Revisit the clip 'Five Pillars of Islam' and discuss each of the Five Pillars of Islam. Engage -Explore how The Five Pillars of Islam help Muslims to live good lives. -Compare and contrast how Christians and Muslims show their commitment to their faith. <u>Reflect</u> -Reflect on the impact of The Five Pillars of Islam on the life of a Muslim. -Consider what helps us to build a strong school community or a strong family.</p> <p>Spring 2 - Christians - Forgiveness <u>Exploring</u> -Engage with the sacred story of 'Jesus forgives Peter' and 'the prodigal son' and discuss if it was easy or difficult for Jesus and the father of the prodigal son to forgive. -Discuss how the sacred stories teach Christians about forgiveness. <u>Engage</u> -Explore reasons why you think Jesus forgave Peter and the father forgave the prodigal son. -Consider how Christian beliefs help Christians to forgive others. <u>Reflect</u> -Reflect on a time when we have had to forgive someone and discuss if it was easy or difficult and reasons why. -Make moral judgements to determine if it is always possible to forgive. -Compare and contrast Ash Wednesday to the Hindu festival of Holi which is a day when Hindus forgive one another and start a fresh.</p>	<p>Muslim, Islam, Five Pillars of Faith, Shahadah, prayer, Zakah, Sawm, Hajj.</p> <p>Christians, forgiveness, Ash Wednesday, repentance, palms, mortality, penance, sins.</p>	<p>-Revisit -Five Pillars of Islam https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-five-pillars-of-islam/zv84jhw -The Proudest Blue by Ibtihaj Muhammad</p> <p>-Jesus Forgives Peter (Luke 22) -The Prodigal Son (Luke 15) -Lent https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z77jf4j</p>

<p>Year 4 summer</p>	<p>Summer 1 - Hindus - Place of Worship <u>Exploring</u> -Know that Hindus believe in a supreme God called Brahman. -Know that Hindus believe that Brahman exists in everything. -Know that Brahman takes many forms, qualities' and has many names and is represented by millions of Gods and Goddesses. -Know that Hindus choose one God to worship based on the God's qualities or a God that is traditionally worshiped by a family. -Know that Hindus' service of worship is called Aarti. -Know that Aarti involves lighting a candle and chanting a prayer or singing a hymn. -Know that a Mandir is a place of worship for Hindus. -Know that Hindus worship at Mandir and at home in a special room which contains a shrine. -Know that Hindus pray to a murti (image of God). -Know that Hindus treat a murti as the most important person in their lives, by bathing them daily, dressing them and bringing them gifts. -Know that Hindus use all their five senses when praying to God in a ceremony called Puja. -Know that a puja plate contains items which awaken all five senses (i.e. bell, food, murti, incense, powder to create a bindi). -Know that a bindi is a mark on a worshipper's head which reminds him / her of their devotion throughout the day. -Know that Hindus do not have one holy book but many ancient texts and scriptures. -Know that one of the texts is called Vedas which is a collection of hymns. -Know that the Vedas is written in Sanskrit. -Know that the Hindu symbol is made from Sanskrit letters which make the sound Aum.</p> <p>Summer 2 - Muslims - Making Sacrafices <u>Exploring</u> -Know that Eid Al Adha is an Islamic festival. -Know that Eid Al Adha occurs towards the end of the Islamic calendar (70 days after Eid Ul Fitr which marks the end of Ramadan) -Know that Eid Al Adha means festival of sacrifice. -Know that Ibrahim is an Islamic prophet. -Know that Eid Al Adha remembers the Prophet Ibrahim's willingness to sacrifice his son for God. -Know that Eid Al Adha is celebrated on the last day of Hajj. -Know that Muslims believe that the Prophet Ibrahim built the Kaaba.</p>	<p>Summer 1 - Hindus - Place of Worship <u>Exploring</u> -Watch and engage with the clips to find out about Mandir temples and how Hindus worship God. <u>Engage</u> -Explore some Hindu Gods and their attributes. -Investigate and make links to discover how the qualities of Hindu Gods help Hindus and what impact it has on their practice in relation to a murti. -Investigate the importance of using a puja plate and all five senses when worshipping. Reflect -Reflect on the importance of our five senses and what impact they have on our thoughts, mood and memories. -Considering your own self-awareness and discuss 5 items you would add to your own puja plate that you would associate with something or someone you love (based on your senses).</p> <p>Summer 2 - Muslims - Making Sacrafices <u>Exploring</u> -Engage and discuss the clip relating to Eid Al Adha to understand Ibrahim's devotion to God. -Listen to the sacred story of 'Jesus is tempted' and discuss how this story shows Jesus' devotion to God. <u>Engage</u> -Compare and contrast how both Jesus and Ibrahim show their devotion and trust in God. -Consider the qualities that make Jesus and Ibrahim inspirational to their followers. <u>Reflect</u> -Reflect on what makes a person inspirational. -Consider and research a person who is inspirational in our lives for standing by their beliefs and making a sacrifice (Nelson Mandela, Ibtihaj Muhammad, Fahma Mohamed, Muhammed Ali, Rosa Parks, Mother Theresa, Malala Yousafzai)</p>	<p>Hindu, Hinduism, God, Goddesses, Brahman, worship, shrine, Mandir, Aarti, murti, Vedas, scriptures, Sanskrit, Puja, bindi.</p> <p>Muslim, Islam, Eid Al Adha, festival, sacrifice, prophet, Ibrahim, temptation, inspirational.</p>	<p>-What is Hinduism https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p -Inside a Hindu Temple https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbft39 -Holy Cribs Mandir https://www.truetube.co.uk/resource/holy-cribs-the-mandir/ -Charlie and Blue Hindu Worship https://www.truetube.co.uk/resource/charlie-and-blue-hear-all-about-hindu-worship/</p> <p>-Eid Al Adha https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zhjif4j Jesus is Tempted, Matthew 4 -The Proudest Blue by Ibtihaj Muhammad</p>
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<p>Year 5 autumn</p>	<p>Autumn 1 - Hindus - Pilgrimage <u>Exploring</u> -Know that a pilgrimage is a journey of moral or spiritual significance. -Know that Hindus try to take part in a pilgrimage at least once in a lifetime. -Know that the most famous Hindu pilgrimage is called the Kumbh Mela. -Know that the Kumbh Mela takes place on the River Ganges. -Know that Hindus believe in karma which is a belief that effects are derived from past actions. -Know that rivers are holy places for Hindus and bathing in a river is believed to remove bad karma. -Know that other Hindu pilgrimages are to other rivers, mountains and temples depending on the God or Goddess that is being worshipped. -Know that a pilgrimage is a spiritual experience for Hindus.</p> <p>Autumn 2 - Christians - The Ten Commandments <u>Exploring</u> -Know that Christians believe in a prophet called Moses. -Know that the prophet Moses was alive long before Jesus was born. -Know that Christians and Jews believe God appeared to Moses near the summit of Mount Sinai. -Know that Christians and Jews believe that God gave Moses Ten Commandments. -Know that a commandment is a rule or a way to live your life. -Know that Pentecost comes from the Greek word Pentekoste which means fiftieth. -Know that Pentecost is also the name of a festival in the Christian calendar which celebrates the descent of the holy spirit upon the disciples following Jesus' resurrection. -Know that Christians believe the holy spirit appeared to the disciples during the Jewish festival of Shavuot which is also known as Pentecost because it occurs 50 days after the Jewish celebration of the Passover (which celebrates the liberation of Jews from Egypt). -Know that Shavuot celebrates Moses receiving The Ten Commandments. -Know that Pentecost is celebrated 50 days after Easter Sunday. -Know that Christians believe that the Pentecost marks the beginning of the Christian Church.</p>	<p>Autumn 1 - Hindus - Pilgrimage <u>Exploring</u> -Watch the clip 'A Hindu Pilgrimage' to understand why it is important for Hindus to take part in a pilgrimage and how this links to the God / Goddess they worship. <u>Engage</u> -Research the Kumbh Mela and the significance of the Ganges River to the Hindu faith. -Compare and contrast the Kumbh Mela to the Hajj (the Muslim pilgrimage to the Kaaba in Mecca - Year 3, Spring 1). -Consider what makes each place special to each faith. Reflect -Consider the differences between a pilgrim and a tourist. -Reflect upon a place that is special to you and how it makes you feel during and after your visit.</p> <p>Autumn 2 - Christians - The Ten Commandments <u>Exploring</u> -Listen to the sacred story of The Ten Commandments and discuss the message that God gave to Moses and why you think he gave him this message. -Listen to / Read the sacred story of Pentecost and raise questions about why the holy spirit visited the disciples and how this compares to the story of The Ten Commandments. <u>Engage</u> -Consider why The Ten Commandments are important to Christians and how it effects how they live their lives. Reflect -Compare the Ten Commandments to our one school rule. -Consider which of the Ten Commandments are most important and discuss reasons why. -Reflect as a class on Ten Commandments that are appropriate in our school.</p>	<p>Hindus, Hinduism, pilgrimage, Kumbh Mela, River Ganges, karma, spiritual.</p> <p>Christian, Christians, prophet, Moses, Ten Commandments, God, Jews, Mount Sinai, Pentecost, Passover, Shavuot, Egypt, Holy Spirit.</p>	<p>-A Hindu Pilgrimage https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4j</p> <p>-The Jewish Story of Moses https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382</p> <p>-Passover https://www.truetube.co.uk/resource/passover-read-all-about-it/</p> <p>-The Ten Commandments https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-moses-10-ten-commandments-vlog-1/zigbf82</p> <p>-Pentecost, Luke 24 https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-pentecost-apostles-holy-spirit-new-testament/zw8c3j6</p> <p>-Noah's Ark and other Bible stories retold by Marcia Williams</p>
<p>Year 5 spring</p>	<p>Spring 1 - Muslims - The Qu'ran <u>Exploring</u> -Know that the Qu'ran is the Islamic holy book. -Know that the Qu'ran is written in Arabic. -Know that the Prophet Muhammad was visited by the Angel Gabriel (Jibril) in a desert Near Mecca over 1400 years ago. -Know that the Angel Gabriel gave Muhammad messages from God. -Know that these messages from God formed the basis of the Qu'ran. -Know that Qu'ran teaches Muslims how to live good lives and follow God. -Know that the Qu'ran is kept in the Mosque on a high shelf above all other books. -Know that the boys wash their hands before handling the Qu'ran to show respect to Allah and to the word of God.</p>	<p>Spring 1 - Muslims - The Qu'ran <u>Exploring</u> -Watch the clips 'Holy Book' and 'The Qu'ran' and discuss how Muslims show their respect for the Qu'ran. Engage -Explore how stories help us to lead better lives. -Consider how the Qu'ran inspires Muslims and compare this to how the bible inspires Christians. Reflect -Reflect how Islam has inspired Malala. -Consider and discuss a story that has inspired you to live a better life or has taught you an important lesson.</p>	<p>Muslim, Islam, Qu'ran, Arabic, Muhammad, Angel Gabriel, Mecca.</p>	<p>-Holy Books - The Qu'ran https://www.truetube.co.uk/resource/holy-books-the-quran/</p> <p>-The Qu'ran https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-the-quran/z4p8mfr</p> <p>-The story of Muhammad and Angel Gabriel's Message on Mount Hira -The Story of Night of Power -Malala's Magic Pencil -The Bible</p>

	<p>Spring 2 - Christians - Lent <u>Exploring</u> -Know that Lent is the period of time leading up to Easter. -Know that Lent lasts 6 weeks (40 days not including Sundays). -Know that Lent begins on Ash Wednesday. -Know that the day before Ash Wednesday is Shrove Tuesday (Pancake Day). -Know that during Lent Christians remember when Jesus went into the desert and resisted temptation. -Know that Lent is a time for Christians to give something up and a test of self-discipline. -Know that Christians usually give up something they enjoy during Lent.</p>	<p>Spring 2 - Christians - Lent <u>Exploring</u> -Engage with the sacred story of 'The temptation of Jesus' and investigate the three times Jesus was tempted by the devil. <u>Engage</u> -Explore how Pancake Day links to Lent. -Discuss why Christians give something up they enjoy for Lent. -Compare and contrast Lent to the Islamic period of fasting called Ramadan. -Identify similarities and differences between Lent and Ramadan and explore their importance to believers. <u>Reflect</u> -Discuss the meaning of sacrifice and its connection to self-discipline. -Consider how you would feel if you had to be without something you enjoy for 40 days and what / who would encourage you to support your self-discipline.</p>	<p>Christians, Lent, Ash Wednesday, Pancake Day, temptation, self-discipline.</p>	<p>https://www.truecube.co.uk/resource/holy-books-the-bible/ https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-the-holy-bible/zhnvri6 -The Temptation of Jesus, Luke 4 -Lent https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z77jf4j</p>
<p>Year 5 summer</p>	<p>Summer 1 - Hindus - Aims of Life <u>Exploring</u> -Know that Hindus follow four main aims for life known as Purusharthas. -Know that Dharma forms one of four main aims in a Hindu life. -Know that Dharma is the duties that Hindus should follow in their life. -Know that there are many different types of Dharma for Hindus some personal duties and some are eternal duties meaning they are for all Hindus. - Know that another aim is Artha which means to succeed in gaining legal wealth. -Know that another aim is karma which is a belief that effects are derived from past actions. -Know that rivers are holy places for Hindus and bathing in a river is believed to remove bad karma. -Know that Hindus believe that good karma comes if they are kind and bad karma if they are selfish. -Know that Hindus believe that karma impacts how they will live their next life on earth. -Know that Hindus believe that life is a cycle birth, death and rebirth. -Know that Hindus believe that if they live a good life they will be free from the cycle of re-birth. -Know that Moksha is the final aim that frees Hindus from the cycle of rebirth.</p>	<p>Summer 1 - Hindus - Aims of Life <u>Exploring</u> -Watch and engage with the clip to find out about karma and how it effects the life of Hindus. <u>Engage</u> -Research the Hindu aims of life (Dharma, Karma, Artha and Moshka). -Compare and contrast how each aim helps Hindus to lead a better life. -Discuss how karma might affect a Hindu's decisions in life. <u>Reflect</u> -Discuss aims that are important in our lives. -Consider four aims that that you would like to achieve by the time you leave primary school (i.e. follow the school rules, make many friends, join an after-school club, because a councillor etc).</p>	<p>Hindu, Hinduism, Purusharthas, aims, Dharma, Karma, Artha, Moshka.</p>	<p>-The Cycle of Birth and Re-Birth https://www.bbc.co.uk/programmes/p02n5v2g</p>

	<p>Summer 2 - Buddhists - Buddhism <u>Exploring</u> -Know that there is more than one faith. -Know that Buddhists follow Buddhism. -Know that Buddhists try to live a good life by following the teachings of Siddhartha Gotama. -Know that Siddhartha Gotama became known as Buddha. -Know that Buddhists believe in birth, death and rebirth. -Know that Buddhists believe Nirvana is the end of the cycle of rebirth. -Know that Nirvana is reached when all want and suffering is gone. -Know that Buddha attained Nirvana when he understood the Four Noble Truths. -Know that one of the Four Noble Truths is the Eight-Fold Path. -Know that the Eight-Fold Path is represented as the Dharma Wheel which is also the symbol of Buddhism. -Know that meditation is one of the Eight-Fold Path. -Know that Buddhists believe meditation is a vital part of well-being. -Know that the idea that nothing stays the same is important to Buddhists. -Know that Buddhists believe that loss and change should be accepted and not a cause for sadness.</p>	<p>Summer 2 - Buddhists - Buddhism <u>Exploring</u> -Engage with the clips relating Buddhism and the life of Siddhartha (Buddha) and discuss the attributes belonging to Siddhartha. <u>Engage</u> -Explore what Siddhartha did to seek enlightenment. -Research The Eight-Fold Path to identify how it helps Buddhists to lead a good life. -Consider difference and similarities between the Buddhist faith and Christianity or Islam and Hinduism -Discuss the Buddhist view that loss and change should be accepted and not cause sadness. <u>Reflect</u> -Consider how Siddhartha showed kindness to all living things and how we can care for our own environment by showing kindness. -Make moral judgements about environmental issues such as caring for wildlife, caring for our oceans etc. -Discuss who is responsible for caring for our wildlife and environment.</p>	<p>Buddhists, Buddhism, Siddhartha Gotama, Buddha, Nirvana, Four Noble Truths, Eight-Fold Path, Dharma Wheel.</p>	<p>-What is Buddhism https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zbvjhw -What is Nirvana Day https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/ztvxgw -The Story of Siddhartha, and the Swan and The Monkey King. https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-buddhist-story-of-siddhartha-and-the-swan-and-the-monkey-king/zfkcwty -Charlie and Blue learn about Enlightenment https://www.truetube.co.uk/resource/charlie-and-blue-learn-about-enlightenment/ -Fox A circle of Life Story By Isabel Thomas Daniel Egneus</p>
<p>Year 6 autumn</p>	<p>Autumn 1 - Jews - Moses and the Passover <u>Exploring</u> -Know that there is more than one faith. -Know that Jews follow Judaism. -Know that Judaism is one of the oldest religions (about 4000 years old). -Know that Jews believe that all existence in heaven and on earth comes from God. -Know that Jews believe that God appeared to the Prophets Moses and Ibrahim (Abraham). -Know that the Jews / Israelites became slaves to the pharaoh of Egypt. -Know that Jews believe that God chose Moses to warn the Pharaoh and to lead the Jews / Israelites out of Egypt. -Know that Jews remember the Exodus from Egypt by celebrating the Passover. -Know that part of the Jewish celebration of Passover is a Sedar Plate which contains food that is significant to the sacred story of the Passover. -Know that Jews believe that God appeared to Moses on Mount Sinai. -Know that Jews believe that God gave Moses Ten Commandments and that God will judge them on how well they have observed the Commandments.</p>	<p>Autumn 1 - Jews - Moses and the Passover <u>Exploring</u> -Watch the clips 'The Jewish Story of Moses', 'Celebrating Passover' and 'The Ten Commandments' and discuss the importance of the prophet Moses to the Jewish faith. <u>Engage</u> -Discuss what made Moses a good leader. -Explore the meaning of the Passover being a 'Festival of Freedom' and why is this significant to the Jewish faith. -Research the items on the Sedar Plate to understand their significance to the Exodus. <u>Reflect</u> -Consider the ways that the Israelites / Jews had to leave Egypt. -Reflect how you would feel if you had to leave your home in a hurry. -Consider what you might take with you. -Discuss how in today's diverse world refugees come to our country to seek safety and shelter, using your discernment, discuss your own views regarding this subject. -Find out about refugee organisation such as 'Save the Children' and research what they do to help take care of refugees.</p>	<p>Jews, Judaism, prophet, Moses, Abraham, Ten Commandments, Mount Sinai, prosecuted, refugee.</p>	<p>-The Jewish Story of Moses https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382 -What is Passover https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zn22382 -Celebrating Passover https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-celebrating-passover/z4kvrj6 -The Ten Commandments https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-moses-10-ten-commandments-vlog-1/zjqbf82 -There's a boy just like me by Fraiser Cox -My Name is not Refugee by Kate Milner</p>

	<p>Autumn 2 - Christians - Death</p> <p><u>Exploring</u></p> <p>-Know that Christian beliefs about life after death are based on Jesus' resurrection.</p> <p>-Know that Christians believe humans have a soul which lives on after the death of the physical body.</p> <p>-Know that the period of sadness after a person's death is called mourning.</p> <p>-Know that Christians believe that after death they will be taken into the presence of God and judged for the deeds they have done or failed to do during their lifetime.</p> <p>-Know that Christians believe those that believe in God and follow his example will have eternal life in Heaven.</p> <p>-Know that Christians believe that all humans have a soul and it is the soul that lives on in the afterlife.</p> <p>-Know that a funeral is the ceremony that takes place after a person has died.</p> <p>-Know that a funeral service usually takes place in a church and is led by a priest / vicar.</p> <p>-Know that during a funeral service candles of lit to symbolise that Jesus is the light of the world.</p> <p>Know that during a funeral services hymns are sung and passages are read to provide comfort to the grieving family and friends of the deceased.</p>	<p>Autumn 2 - Christians - Death</p> <p><u>Exploring</u></p> <p>-Watch the clip 'Christian Funeral' to find out about Christian beliefs about death.</p> <p><u>Engage</u></p> <p>-Explore how Jesus uses metaphoric language to describe the Kingdom of Heaven in the below quote from John's gospel and discuss what message Jesus is trying to give about Heaven.</p> <p>"Again, the kingdom of heaven is like a merchant seeking beautiful pearls, who, when he had found one of great price, went and sold all that he had and bought it" John 14:1-4,</p> <p><u>Reflect</u></p> <p>-Consider a range of deeds / actions that Christians should complete in their life on earth which will allow them to spend their afterlife in heaven.</p> <p>-Discuss how people show sadness in different ways and consider how those who have lost a loved one can be comforted.</p>	<p>Christian, Christians, sacrament, funeral, heaven, hell.</p>	<p>-Christian Funeral https://www.truetube.co.uk/resource/christian-funeral/</p>
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<p>Year 6 Spring</p>	<p>Spring 1 - Muslims - Death and the Hijab <u>Exploring</u> -Know that Muslims believe there is life after death called Akhirah. -Know that in Islam faith it is Allah that decides when a person dies. -Know that most Muslims believe that when they die their soul enters Barzakh, a state of waiting and their body will remain in their graves until 'judgement day' known as Yawm al-din -Know that Muslims believe that on judgement day they will rise from their graves and be brought before Allah who will judge them on how they have lived their earthly lives. -Know that the belief of rising from a grave is known as 'resurrection of the body'. -Know that Muslims believe each individual has an angel on each shoulder. One to record good deeds and on who records bad deeds. The balance between good and bad deeds performed determines if the person will enter Jannah or paradise. -Know that Jannah (the garden) is if often referred to as 'a garden of everlasting bliss' where there is no sickness, pain or suffering. -Know that Jannah is often depicted on prayer rugs, tiles and decorative panels in a mosque. -Know that Muslims believe that those who have performed bad deeds will enter Jahannam or hell which is known as a place of physical and spiritual suffering. -Know that Muslims believe that Allah is forgiving and compassionate and not all bad actions will be punished. Allah will forgive those who have repented. -Know that Muslims believe in order to live to the wishes of Allah and receive eternal life in paradise, Muslims must undertake the Five Pillars of Islam. -Know that Hijab means veil. -Know that many women wear a Hijab as a symbol of modesty and respect to Allah.</p> <p>Spring 2 - Christians - The Holy Trinity <u>Exploring</u> -Know that Christians believe God is one but exists in three different 'persons'. -Know that a key belief in Christianity is The Holy Trinity. -Know that Christians believe The Holy Trinity is made up of the Father, the Son and the Holy Spirit. -Know that Christians believe the Father is the creator of everything. -Know that Christians believe the Son being Jesus who is both fully divine and fully human. -Know that the Holy Spirit is a presence of God in the world today, as stated in the Gospel of John: "I will ask the Father and he will give you another advocate to help you and be with you for ever - the Spirit of truth" John 14:16-17 -Know that when Christians make the 'sign of the cross' they say "In the name of the Father, the Son and the Holy Spirit" or "God the Father, God the Son and God the Holy Spirit."</p>	<p>Spring 1 - Muslims - Death and the Hijab <u>Exploring</u> -Watch the clips about the Qu'ran and the Five Pillars of Islam. Discuss how Muslims must live their earthly lives to enter Jannah. -Watch the clip 'The Hijab' and listen to the story 'The Proudest Blue'. Discuss why a modest appearance is important to Muslim women. <u>Engage</u> -Explore the quote "For one whose scales are heavy with good deeds, he will be in a pleasant life ... for one whose scales are light, his refuge will be abyss." Qu'ran 101:6-9. What motives Muslims have for leading a good life. -Compare and contrast how Muslims and Christians believe they should lead a good life. -Explore the religious and personal reasons that Sara from 'The Hijab' clip gives for wearing a Hijab. (NB Teaching should highlight that during the clip Sara's own choice for wearing the Hijab is at the fore). <u>Reflect</u> -Consider what you depict as paradise either after death or here on earth. -Reflect upon the reasons that Ibtihaj Muhammad wrote The Proudest Blue. -Reflect upon the following quote from The Proudest Blue "Don't carry around the hurtful words others say. Drop them. They are not yours to keep. They belong only to those who said them." Discuss what this means. -Reflect on words and phrases that make you proud of being you (e.g. kind, create, I love animals etc).*</p> <p>Spring 2 - Christians - The Holy Trinity <u>Exploring</u> -Research the story of St Patrick and discuss how the shamrock links to The Holy Trinity. <u>Engage</u> -Compare and contrast Christian beliefs about their representation of God to that of Hindu beliefs in Brahman and how Brahman is shown in many forms. <u>Reflect</u> -Discuss how St Patrick used the three-leaf clover to symbolise The Holy Trinity. Consider what St Patrick could use now to symbolise The Holy Trinity. Consider if there is anything in the classroom which he could use.</p>	<p>Muslim, Islam, Qu'ran, Allah, Akhirah, Yawm al-din, judgement day, Jannah, Jahannam, Five Pillars of Islam, Hijab.</p> <p>Christians, The Holy Trinity, The Father, The Son, The Holy Spirit, sign of the cross, Shamrock, St Patrick, Brahman.</p>	<p>-The Qu'ran https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-the-quran/z4p8mfr -The Five Pillars of Islam https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-five-pillars-of-islam/zv84jhw -The Hijab https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-hijab/zhdrcqt -The Proudest Blue by Ibtihaj Muhammad -Open to Possibilities https://www.youtube.com/watch?v=OF0Oph7p-3g</p> <p>Decorate a piece of paper illustrating the words and phrases and use it to create a paper boat. https://youtu.be/ow-wS-JOfi</p> <p>-Christian Prayer (Make reference to the sign of the cross) https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-christian-prayer/zbjv92p -Doubting Thomas, John 20:19-31</p>
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<p>Year 6 summer</p>	<p>Summer 1 - Hindus - Death <u>Exploring</u> -Know that Hindus believe life is a cycle of birth, death and rebirth known as samsara. -Know that Hindus believe that actions in this life (karma), affect future reincarnations. -Know that karma is a belief that effects are derived from past actions. -Know that rivers are holy places for Hindus and bathing in a river is believed to remove bad karma. -Know that Hindus believe that rivers symbolise the way life flows on. -Know that in India, Hindus traditionally have their ashes scattered in the River Ganges. -Know that Hindus believe that good karma comes if they are kind and bad karma if they are selfish. -Know that Hindus believe that if they live a good life they will be free from the cycle of re-birth. -Know that Moksha is the final aim that frees Hindus from the cycle of rebirth. -Know that Hindus float candles on the River Ganges in memory of the departed.</p> <p>Summer 2 - Sikhs - Sikhism <u>Exploring</u> -Know that there is more than one faith. -Know that Sikhs follow Sikhism. -Know that Sikhs believe in one God who guides and protects them. -Know that the symbol for Sikhism is called a Khanda. -Know that Sikhism was founded about 500 years ago in a place called Punjab. -Know that Sikhism was founded by a man named Guru Nanak. (Guru means teacher). -Know that Guru Nanak is considered by Sikhs as the first Sikh Guru. -Know that there was another nine Gurus who followed Guru Nanak. -Know that Sikhism is based on the teachings of Guru Nanak and the nine Guru's who followed him. -Know that the Sikh holy book is called Guru Granth Sahib and is considered to be the 11th Guru. -Know that the Guru Granth Sahib is written in Punjabi. -Know that the Guru Granth Sahib is a collection of lessons from the ten Gurus as well as Sikh, Hindu and Muslim saints. -Know that the Sikhism place of worship is called a Gurdwara which means Gateway to the Guru. -Know that the Guru Granth Sahib is kept in the Gurdwara. -Know that following a service in the Gurdwara all are welcome to join in a shared vegetarian meal called a Langar. -Know that Vaisakhi is a festival which celebrates the founding of the Sikh community, the Khalsa (1699). -Know that the Khalsa the name given to the community that dedicates themselves to Sikhism. -Know that to be part of the Khalsa Sikhs wear Five Ks which are five symbols of Sikh ideals. -Know that on Vaisakhi, Sikhs attend the Gurdwara in the morning for a service. This is followed by a procession with lots of chanting, singing and dancing where colourful clothes are worn. This procession is known as Nagar Kirtan.</p>	<p>Summer 1 - Hindus - Death <u>Exploring</u> -Watch and engage with the clip to find out Hindu beliefs in birth, death and rebirth. <u>Engage</u> -Research and discuss what Hindus believe about what happens after death and how their belief in samsara, karma and moksha encourage Hindus to lead a good life. -Compare and contrast beliefs, whilst Christians, Muslims and Jews do not believe in reincarnation, whereas Hindus and Buddhists do. Consider why faiths have such different ideas about what happens after death. (See Charlie and Blue clip). <u>Reflect</u> -Consider why Hindus float Candles on the River Ganges in memory of the departed, discuss what a candle represents. -Discuss what cause and effects occur in our daily lives, both at home and at school.</p> <p>Summer 2 - Sikhs - Sikhism <u>Exploring</u> -Engage with the clips to discover facts about Sikhism. -Discuss the clips to gain an understanding of Sikhism ideals and way of life. <u>Engage</u> -Research the symbolic meaning of the Five Ks. -Consider difference and similarities between Sikhism, Christianity and Hinduism. <u>Reflect</u> -Consider how the Five Ks are like a uniform but one which expresses beliefs. -Reflect upon the belief that some people think school uniform makes everyone equal whilst others think it stops pupils expressing themselves thought their own chosen clothes. -Discuss reasons for and against school uniform.</p>	<p>Hindu, Hinduism, reincarnation, re-birth, karma, samsara, moksha.</p> <p>Sikhs, Sikhism, Khanda, Guru Nanak, Guru Granth Sahib, Gurdwara, Langar, Vaisakhi, Khalsa, Five Ks, Nagar Kirtan.</p>	<p>-The cycle of birth, death and rebirth https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3 -Charlie and Blue do some soul searching https://www.truetube.co.uk/resource/charlie-and-blue-do-some-soul-searching/</p> <p>-What is Sikhism https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zkjpkmn https://www.bbc.co.uk/programmes/p02mx39g -The Gurdwara https://www.truetube.co.uk/resource/holy-cribs-the-gurdwara/ -Who was Guru Nanak https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/zr86cqt -The Ten Gurus https://www.bbc.co.uk/programmes/p02mx3t9 -What is Vaisakhi https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qqv9g https://www.bbc.co.uk/programmes/p02mx76l -The Five Ks of Sikhism https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-five-ks-of-sikhism/znbf4j -Sikh stories https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-sikh-stories/zngv47h</p>
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