Cropredy C of E Primary School

# Curriculum Handbook
## Key Stage 1 and Key Stage 2
## Religious Education

Updated September 2025

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# Curriculum Statement

## INTENT

The aim of teaching RE at Cropredy Church of England Primary School is twofold:

to ensure that children are aware of the religious thinking of humanity through the ages and around the world relating to the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human;

and to give children the opportunity to wrestle with such concepts themselves and form their own opinions.

We are a Church of England school, so half of our RE curriculum relates to Christianity. The other world faiths we teach are Hinduism, Islam and Judaism.

As a result of their learning in RE, children should:

understand complex issues of meaning and purpose and some of the mainstream religious views held on them

appreciate that different people have different religious views and that they have coherent reasons for their views

realise that there are similarities and differences both within and between religions

approach questions of religion with confidence.

Our RE teaching is an important aspect of our vision of 'Building Bridges to a brighter future' as we develop a culture of respectful, robust engagement with questions of religion and faith. It supports the spiritual life of our school community, teaching doctrine and bible content that complements and undergirds what takes place during our Collective Worship.

The curriculum focusses on an enquiry-based question where the children explore concepts around Christianity and other world religions. They are designed to give children the opportunity to delve deep into Christianity and three other main world religions through a spiralling programme of study. This gives children the chance to re-visit and embed prior learning and then to build on this in order to understand at a greater depth. Along with our History and Geography teaching, our RE teaching contributes to the children's understanding of their place, both as individuals and as citizens of the UK, within the wider world.

## IMPLEMENTATION

RE is taught in every class every week or through blocked teaching on focus days. All classes study as an aspect of Christianity in Autumn 1 and 2 and Spring 2. The other three terms rotate between Judaism, Islam and Hinduism with each class focusing on one of the three each year. This is intended to give children the chance to develop a richer understanding of each of these religions. Judaism, Islam and Hinduism will each be the focus second religion for two years during a child's time at our school.

At the start of each topic in KS1 and KS2, children are given a Knowledge, Concept and Vocabulary overview which is stuck into their exercise books. This gives the children a clear outline of what they will be learning.

Lesson content, format and outputs vary deliberately to give children a wide range of means with which to immerse themselves in the content and express their response and understanding. Within the teaching of Christianity, there is particular emphasis on engaging with the Bible and understanding how Christian theology is drawn directly from the Bible.

Each topic has an overarching big question and children consider the key concept questions from the KCV during their study. At least three times in the year, there will be a piece of extended writing as an output.

Teaching draws on the high quality resources of Discovery RE and Understanding Christianity.

## IMPACT

As a result of the RE curriculum, children will leave Cropredy school with a genuine understanding of many of the core tenets of four world religions. They will know why religion is valued by the majority of the world's population and will respect that these views have developed over time for coherent reasons. They will understand that religion relates to the big questions of life, not just clothing and festivals, and that these questions are relevant to everyone whether or not they are religious. They will be aware as they move on to secondary school that people hold a wide range of views and that these views are to be respected and can be engaged with; and they will have started to develop the tools to do this in a meaningful way.

During their time at Cropredy school, children will visit the churches of at least two Christian denominations including the Church of England; and places of worship of at least two other world religions. As a result of these visits, children will feel confident and comfortable to access a range of places of worship in their own lives should they wish to.

Finally, they will recognise the value of RE and the significance of religion in world history and its continuing influence on Britain's cultural heritage.

## RECORDING

Children will take part in a wide range of discursive and practical lessons but there will also be recording in books following the Cropredy Classroom Criteria. Cross-curricular writing will be celebrated through the weekly 'Star Writer' awards when appropriate.

## ASSESSMENT

Teachers assess each unit of RE. The KCV overview is stuck into the child's book at the start of the unit. Children answer the Key Concept Questions during lessons or at the end of the unit of work. This can be verbally, in written form or, for example, through a class debate. On the KCV, the teacher will indicate the child's attainment with one tick if achieved with support of partially achieved; and two ticks if achieved independently.

## INCLUSION

All children take part in RE lessons, which are planned to be both accessible and stretching. Where appropriate, scaffolds are provided to enable all children to participate fully. The variety of types of lesson with practical sessions and a range of types of output ensure all children are able to progress in RE.

## CULTURAL CAPITAL

All children take part in RE lessons, which are planned to be both accessible and stretching. Where appropriate, scaffolds are provided to enable all children to participate fully. The variety of types of lesson with practical sessions and a range of types of output ensure all children are able to progress in RE.

# RE Progression

## CHRISTIANITY

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| | Creation & Harvest<br>Children understand that Christians believe God created the world, and that Christians respond with thankfulness, generosity, and care for creation, especially during Harvest Festival.<br><br>The Christmas Story:<br>Children can sequence and retell the Christmas story, understand the historical and symbolic significance of the events and gifts, and recognise how these reveal who Christians believe Jesus is.<br><br>Children learn that Easter is the most important Christian festival, celebrating Jesus' death and resurrection as told in the Gospels. They explore the key events and emotions of Holy Week and understand that Christians believe Easter represents forgiveness, hope, and new life. | Children will learn that a parable is a special kind of story with a deeper meaning, often used by Jesus to teach important lessons. By exploring the story of the Lost (Prodigal) Son, they will understand how Christians believe God is loving and forgiving, and how this belief is reflected in their worship and daily lives.<br><br>Children should understand that Christians believe Jesus was a special baby—God on Earth—and that his birth is told in the gospels. They will explore how the nativity story shapes Christian Christmas celebrations in churches and homes, and reflect on messages like kindness and gratitude.<br><br>Children should understand the significance of Palm Sunday and why Jesus was welcomed so joyfully. They should begin to grasp the Christian beliefs in Jesus as a perfect king, the meaning of salvation through his death and resurrection, and an introduction to the Trinity as a key part of Christian faith. | Christians believe the natural world is a reflection of God's greatness and that they are instructed to care for it, but the story of Adam and Eve (The Fall) explains how humans' disobedience led to separation from God.<br><br>Christians believe that Jesus' birth at Christmas was God coming to earth to save all people, and they reflect on whether their Christmas celebrations align with this belief.<br><br>During Holy Week, Christians remember key events like Palm Sunday, Good Friday, and Easter Sunday, exploring themes of joy, suffering, and hope, and expressing these emotions through worship and reflection. | Christians learn about the Trinity through Gospels and letters, express these beliefs in worship and life, and reflect on what God is like, comparing practices like child and adult baptism.<br><br>Children retell the Christmas story from Matthew and Luke, understand the symbolism of gifts and early Christian symbols like the cross and Christingle, and explain what these symbols represent.<br><br>Children explore the concept of forgiveness through Jesus' life, teachings, and the Last Supper, understanding how his death and resurrection offer forgiveness and reconciliation with God. | Children reflect on the creation story in Genesis, explore different Christian views on the genre of the text, learn key scientific ideas about cosmology and evolution, and discuss how science and religion address different questions about existence.<br><br>Children learn the overarching narrative of the Bible up to the end of the Old Testament, understand Israel's historical context, explore prophetic expectations of the Messiah, compare these with the story of Jesus' birth, and relate Jesus as Messiah to the Bible's big story.<br><br>Children study the final hours of Jesus' life, discuss responsibility for his death, explore Christian beliefs about its significance, learn how Holy Communion commemorates Jesus' death, recognize different Christian practices around Communion, and consider ideas of sacrifice including examples from Christian martyrs. | Christians believe God is all-powerful, all-knowing, eternal, holy, and loving, balancing justice and grace; they learn about God's nature through different Bible texts and see these beliefs reflected in church art and architecture.<br><br>Children learn about Mary from Luke's account, especially the Annunciation, reflect on her response's significance for Christians today, and consider how Mary's portrayal in art highlights different aspects of her role.<br><br>Children explore Mary's story from Luke, understand why her acceptance is important for Christian faith, and analyze artistic representations to grasp her significance as Jesus' mother. |

# RE Progression

## JUDAISM

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| | Jewish Beliefs & Practices: Children learn that Jews believe in one God who made covenants with Abraham and Moses, and they explore how Jewish stories, symbols, and practices guide daily life and community values.<br><br>Children will learn that Jews and Christians share the same creation story, and that Jews celebrate Shabbat on Saturday as a day of rest to remember God's creation. They will also explore how Jewish people celebrate Shabbat through special foods, traditions, and symbols like the kippah.<br><br>Children will understand why the synagogue is a special place for Jewish people, supporting worship, prayer, and community. They will be able to name key features of the synagogue and explain how these support Jewish beliefs, as well as reflect on their own feelings about visiting special or sacred places. | | | Children learn about Abraham's trust in God through the covenant, understand mitzvoth as good deeds like charity and honesty, and see how Jewish ceremonies and festivals encourage living a good life, relating these ideas to their own experiences of kindness and responsibility.<br><br>Children explore how key Jewish stories such as Exodus influence practices like keeping kosher and celebrating festivals, understand the symbolism of rituals like the Seder plate and menorah, and reflect on how daily Jewish customs help people live their faith.<br><br>Children learn about the significance of Rosh Hashanah and Yom Kippur, including rituals like the shofar and prayers of repentance, understand how these festivals encourage reflection and renewal, and relate these ideas to personal experiences of saying sorry and forgiveness. | | |

# RE Progression

## HINDUISM

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| | | | Sanatanis believe Brahman is the ultimate God present in everything, expressed through many forms like the Trimurti, and use murtis as symbolic focuses in worship, similar to how symbols help people express important ideas.<br><br>The story of Rama and Sita inspires the Diwali festival, which celebrates the triumph of good over evil and is marked by traditions like lighting lamps and family feasts, fostering community and belonging.<br><br>The River Ganges is sacred because it embodies Brahman's presence, and rituals like bathing and pilgrimage at the river help Sanatanis feel spiritually cleansed and connected to their faith. | | | Hindus believe Brahman manifests in many gods and goddesses like the Trimurti (Brahma, Vishnu, Shiva), whom people worship to connect with the universal God, often having personal deities and home shrines; they also celebrate festivals like Holi with meaningful stories.<br><br>Hindu rites mark key life stages, and beliefs in Karma, Samsara (reincarnation), and Moksha (liberation from the cycle of rebirth) shape how Hindus understand life, death, and the soul's journey.<br><br>Hinduism often emphasizes practice over belief, with commitment shown through rituals like puja, pilgrimage, and pursuing life goals known as purusharthas—Dharma, Kama, Artha, and Moksha. |

# RE Progression

## ISLAM

| FOUNDATION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|---|---|---|---|---|---|---|
| | | Muslims believe in one perfect God, Allah, who created and watches over everything, and they remember Him through daily practices like praying five times a day. This belief shapes their routines and values, helping them keep Allah at the centre of their lives.<br><br>Prophet Muhammad is considered the final messenger of Allah, and Muslims admire his honesty, devotion, and leadership. His life events, like the Night of Power, are remembered because they show why he is such a respected role model.<br><br>The Qur'an is the holy book of Islam, believed to be the actual words of Allah, and is treated with great respect by Muslims. Children learn how this respect is shown and reflect on how they value their own special books in similar ways. | | | Children learn the names and meanings of the Five Pillars of Islam, understand their impact on Muslims' daily lives, reflect on the challenges of following them, and connect these practices with those in other religions.<br><br>Children explore Muslim beliefs about the afterlife (Akhirah), the concept of Greater and Military Jihad, different interpretations of when fighting is justified, and the principles of Just War theory.<br><br>Children understand that Muslims believe the Qur'an is Allah's literal word, learn how Muslims show respect for the Qur'an, recognize its guidance for righteous living, and reflect on the significance of special books in their own lives. | |

# Curriculum Overview

| YEAR | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|---|---|---|---|---|
| KS1 (A) CHRISTIANITY & JUDAISM | Who made the world? | What gifts might people have given Jesus if he was born here? | Who is god to the Jews? | Why does Easter matter to Christians? | Is Shabbat important to Jewish children? | Does visiting the synagogue help Jewish children feel closer to God? |
| KS1 (B) CHRISTIANITY & ISLAM | What do Christians believe God is like? | Why does Christmas matter to Christians? | Who is God to Muslims? | Why was Jesus welcomed like a King by the crowds on Palm Sunday? | How important is the prophet Muhammad to Muslims? | How important is the Qur'an to Muslims? |
| LKS2 (A) CHRISTIANITY & HINDUISM | What do Christians learn from the creation story? | Has Christmas lost its true meaning? | Who is God to Sanatanis (Hindus)? | Why do Christians call the day Jesus died Good Friday? | What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali? | Does visiting the Ganges make a person a better Sanatani? |
| LKS2 (B) CHRISTIANITY & JUDAISM | What is the Trinity? | What is the most significant part of the Nativity story for Christians today? | What is the best way for a Jew to lead a good life? | Should Christians always forgive? | How do Jewish beliefs, teachings and stories impact on daily life? | Are Rosh Hashanah and Yom Kippur important to Jewish children? |
| UKS2 (A) CHRISTIANITY & ISLAM | Creation and science: conflicting or complementary? | Was Jesus the Messiah? | What is the best way for Muslims to show commitment to God? | What did Jesus do to save human beings? | Does belief in Akhirah help Muslims lead good lives? | How is the Qur'an vital to Muslims today? |
| UKS2 (B) CHRISTIANITY & HINDUISM | What does it mean if God is holy and loving? | How significant is it that Mary was Jesus' mother? | What is the best way for a Sanatani to show commitment to God? | What difference does the resurrection make to Christians? | How can Brahman be everywhere and in everything? | What is the best way for a Sanatani to lead a good life? |

# YEAR 1 Who Made the World?

## PRIOR LEARNING

Children will know that Christians worship and pray to God.
They will have experience of Collective Worship.
They will have experience of the natural world.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Christians and Jews believe that God created the world. There is a story to show this in the Bible (and the Jewish scriptures) in Genesis 1.
- Children will be able to sequence and re-tell a simple version of this story.
- Christians thank and praise God for being the creator and providing them with all that they need.
- Christians believe that God has been generous to them, so they should be generous to others.
- Harvest Festival is a time Christians particularly give thanks for God's creation and for providing for people. They also try to share with others at this time. Christians also remember to say thanks everyday, for example by saying a prayer before eating a meal.
- Christians believe people should look after the world that God has created.

## SUBJECT SPECIFIC VOCABULARY

**God**
Christians belief is the supreme being who created the world.

**Christian**
Someone who believes that Jesus Christ is the son of God.

**Bible**
The Christian holy book - made up of 66 books, 39 in the Old Testament and 27 in the New Testament.

**Genesis**
The first book in the Bible.

**Creation**
In Christianity, when the whole universe, including the Earth, was made by God.

**Creator**
The person who creates something.

**Harvest Festival**
An annual celebration of thanks for all the food grown and provided.

**Praise**
To say something is good.

**Worship**
To show love and devotion to something you think is worthy of it.

**Generous**
Giving or sharing enthusiastically without expecting anything back.

## KEY CONCEPT QUESTIONS

What does the creation story in Genesis 1 tell Christians about what God is like?

What does the story tell Christians about the world?

How do Christians show thanks to God?

## IMPACT

By the end of this unit, children should be able to retell the Christian and Jewish creation story from Genesis 1 and explain its significance. They should also understand how Christians respond to God's creation with gratitude, generosity, and care for the world, especially during occasions like Harvest

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| light | share | human |
| plants | moon | beings |
| thanks | animals | world |
| sun | care | |
| birds | sea | |

# YEAR 1 What gifts might people have given Jesus if he was born in Cropredy?

## PRIOR LEARNING

Children will have some knowledge of the Christmas story.
They will know that Jesus is very important to Christians.
They will know that people give and receive presents at Christmas time.
Children will know the nativity story and some key facts like Jesus being born in a manger.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Know the outline of the Christmas story as told in Matthew, Mark and Luke and be able to sequence events and re-tell simply.
- Know why Mary and Joseph travelled to Bethlehem and understand that when Jesus was born, the Romans were in charge of Israel.
- Know about the gifts presented to Jesus by the wise men, including that the bible does not say how many wise men there were.
- Understand the symbolism of the three gifts and how they are seen to point to who Jesus is and why he came to earth.

## SUBJECT SPECIFIC VOCABULARY

**Bible**
The Christian holy book - made up of 66 books, 39 in the Old Testament and 27 in the New Testament.

**Gospel**
Means 'Good News'. The gospels are the story of Jesus – who he was and what he did. They are Matthew, Mark, Luke and John.

**Matthew**
The author of one of the four accounts of Jesus' life thatare in the Bible which includes some of the nativity story including the wise men.

**Nazareth**
The town Joseph and Mary lived in.

**Bethlehem**
The town where Jesus was born.

**Israel**
The country in which Bethlehem and Nazareth are situated.

**Romans**
People from a powerful empire based in Rome, Italy, who ruled lots of other countries including Britain for a while.

**Census**
A count of all the people in a country.

**Gold**
A gleaming yellow precious metal.

**Frankincense**
A strong-smelling resin from a tree bark.

**Myrrh**
A bitter resin from a tree.

**Symbol**
Something which represents something else that is often more complicated.

## KEY CONCEPT QUESTIONS

Why did Joseph & Mary travel to Bethlehem?

What gifts were given to Jesus and by whom?

Why do you think these gifts were chosen?

What gifts might have been given if Jesus was born in Cropredy today?

## IMPACT

By the end of this unit, children should be able to sequence and retell the Christmas story from the Gospels of Matthew, Mark, and Luke, understanding the historical context of Jesus' birth under Roman rule. They should also recognize the symbolism of the wise men's gifts and what these reveal about who Christians believe Jesus is and why he came to earth.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| gift | born | baby |
| star | shepherd | special |
| son | manger | |

# YEAR 1 Who is God to the Jews?

## PRIOR LEARNING

Children will likely already know that Judaism is a religion with key figures like Abraham and Moses, and they understand that Jews follow rules given by God (e.g., the Ten Commandments). They may also be familiar with special days like Shabbat and basic celebrations within the Jewish tradition.

## KEY KNOWLEDGE & SKILLS

By the end of this unit children will have gained the following knowledge:

- Understand that Jews believe in one God who made a special agreement (covenant) with Abraham and Moses.
- Recall key Jewish stories such as the covenant with Abraham and Moses receiving the Ten Commandments.
- Explain how these stories influence how Jewish people live their daily lives.
- Recognise symbols and practices associated with Judaism, such as the Torah, synagogue, and rabbi.
- Express personal reflections on concepts like promise, trust, and how rules shape community life.

## SUBJECT SPECIFIC VOCABULARY

Torah
the central sacred text of Judaism (first five books of the Hebrew Bible).

Rabbi
a teacher or leader in the Jewish community.

Synagogue
a Jewish house of worship and community gathering.

Mitzvot
commandments or good deeds performed in Judaism.

## HIGH FREQUENCY VOCABULARY

Covenant
Promise
Community
Symbol

## KEY CONCEPT QUESTIONS

What is a covenant, and why was it important to Abraham and Moses in Jewish belief?

Name two stories from the Torah that show how Jewish people make promises or follow rules.

What is a synagogue, and why is it a special place for Jewish people?

How do the stories of Abraham and Moses help us understand how Jewish people live today?

## IMPACT

By the end of this unit, children should be able to recount key Jewish stories about Abraham's covenant and Moses receiving the Ten Commandments, and explain how these shape Jewish beliefs and daily practices. They will also familiarise themselves with important Jewish symbols and express simple personal connections to the ideas of promise, trust, and community.

Discovery RE

YEAR 1

# Why does Easter mater to Chrsitians?

## PRIOR LEARNING

Children will know that Christians celebrate Christmas as the birth of Jesus and that Christians see Jesus as a gift from God. Children may have home experience of celebrating Easter with family, and may have eaten chocolate eggs or have an idea of an Easter bunny. Children will have participated in Easter-themed Collective Worship in previous years

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Easter is a festival in the spring which remembers a very important part of the Bible.
- Christians see Easter as the most important festival in their religion.
- The gospels record the stories of what happened at Easter.
- Children will identify the emotions associated with different parts of the Easter story.
- Christians believe that Jesus was crucified, died and was buried on Good Friday.
- Christians believe that Jesus rose from the dead on Easter Sunday and this means Christians can be forgiven their sin and go to be with God in heaven when they die.
- Easter is associated with new life.

## SUBJECT SPECIFIC VOCABULARY

**Bible**
The Christian holy book - made up of 66 books, 39 in the OldTestament and 27 in the New Testament.

**Gospel**
Means 'Good News'. The gospels are the story of Jesus – who he was and what he did. They are Matthew, Mark, Luke and John.

**Easter**
The Christian festival remembering the death and resurrection of Jesus.

**Labyrinth**
An intricate network of pathways; a maze.

**Holy Week**
A sad time remembered by Christians to mark the events between Palm Sunday and Easter Sunday.

**Heaven**
The place where Christians believe God lives and where Christians go to be with God when they die.

**Crucifixion**
An extremely painful and horrible way to execute people, commonly used by the Romans to kill criminals.

**Resurrection**
Coming back to physical life from death.

**Forgiveness**
Deciding to stop blaming or being angry with someone for something that person has done.

**Forgiven**
To be cleared of wrong things someone has done so they are no longer held against them.

**Salvation**
Being saved from sin and restored to relationship with God.

## KEY CONCEPT QUESTIONS

Why does Easter matter to Christians?

What are the key events in the Easter story?

What does Easter have to say to us about sadness and hope?

## IMPACT

By the end of this unit, children should understand that Easter is the most important Christian festival, remembering the death and resurrection of Jesus as told in the Gospels. They should be able to retell key events of the Easter story, recognise the emotions involved, and explain how Christians connect Easter with forgiveness, hope, and new life.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| festival | colour | egg |
| emotion | hot cross bun | death |
| Spring | cross | |

YEAR 1

# Is Shabbat important to Jewish children?

## PRIOR LEARNING

Children will know that there are religions other than Christianity. They might know that other religions might worship someone or something in different ways. Some children might associate religion with prayer, and that being a way in which children can talk to God.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Know that the Jewish Shabbat runs from Friday evening to the end of Saturday.
- Know that the creation story is the same for Judaism as for Christianity because the Torah makes up the first five books of the Old Testament.
- Understand why Jews celebrate Saturday as the sabbath and how this links to the creation story.
- Recognise some of the foods that are special on the Shabbat table.
- Know some of the other things Jewish people do to celebrate Shabbat.
- Know that when worshipping, Jewish men wear a skull cap called a kippah, as a sign of respect to God.

## SUBJECT SPECIFIC VOCABULARY

Judaism
The Jewish faith.

Jew
A person who follows Judaism.

Shabbat (sabbath)
Judaism's day of rest and the seventh day of the week - Saturday.

Kippah
Skull cap worn by Jewish males.

Synagogue
Jewish place of worship.

Tenakh
The Jewish holy books (the Torah, the the Nevi'im and the Ketuvim).

Torah
The most holy of the Jewish scriptures; it comprises the first five books of the Tenakh and also of the Old Testament.

Genesis
The first book of the Jewish and Christian scriptures, containing the creation story.

## KEY CONCEPT QUESTIONS

Is Shabbat important to Jewish children?

Why do Jewish children mark Shabbat?

Why do Jewish children mark Shabbat in the way that they do?

## IMPACT

By the end of this unit, children should understand that Shabbat is a special day of rest and worship for Jewish people, beginning on Friday evening and ending on Saturday, rooted in the shared creation story found in both the Torah and the Bible. They should also be able to describe key Shabbat traditions, including special foods, customs, and symbols like the kippah worn during worship.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| important | God | child |
| family | rest | week |
| prayer | day | ceremony |
| special | meal | |

Discovery RE

YEAR 1

# Does visiting the synagogue help Jewish children feel closer to God?

## PRIOR LEARNING

Children should already understand that some places hold special significance and have shared experiences about visiting places important to them and how those visits made them feel. They may also know that Jewish people visit a synagogue for worship and prayer, and have begun to recognise simple religious items like the kippah or Torah

## KEY KNOWLEDGE & SKILLS

By the end of this unit children will have gained the following knowledge:

- Describe why the synagogue is special to Jewish people and how it supports worship and prayer.
- Identify and name at least three items used in the synagogue (e.g. Ark, Bimah, Ner Tamid) and explain their purpose.
- Recognise and articulate different emotions a Jewish child might experience during a synagogue visit (e.g. awe, peace, belonging).
- Reflect on how visiting a special place like a synagogue might affect their own feelings or sense of belonging.

## SUBJECT SPECIFIC VOCABULARY

Ark
the cabinet in a synagogue where the Torah scrolls are kept.

Bimah
the raised platform from which the Torah is read aloud.

Ner Tamid
the eternal light that burns above the Ark, symbolising God's presence.

Yad
a pointer shaped like a hand used to follow the text when reading the Torah.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Bendy | Natural | Waterproof |
| Fabrics | Shiny | Elastic |
| Metal | Stretchy | Man-made |
| Rough | Dull | Rock |
| Stiff | Glass | Soft |
| Brick | Plastic | Wood |
| Foil | Smooth | |

## KEY CONCEPT QUESTIONS

What is an Ark, and why do Jewish people use it in the synagogue?

How might a Jewish child feel when seeing the Ner Tamid?

Can you name a place that feels special to you and explain how it makes you feel?

Why do Jewish children visit the synagogue—to learn, to worship God, to be with others, or all three?

## IMPACT

By the end of this enquiry, children will be able to describe what makes a synagogue special for Jewish people—including key items like the Ark, Bimah, Ner Tamid, and Yad—and reflect on how visiting it might make someone feel closer to God and community. They will also make connections between these experiences and their own feelings of specialness and belonging in places meaningful to them.

Discovery RE

YEAR 2

# What do Christiands believe God is like?

## PRIOR LEARNING

The children will understand that Christians believe in God and that they find out about God in the Bible.Christians believe God is loving, king, fair andforgiving, and may also be referred to as Lord and King.Children may have some understanding that Christians worship God and try to live in ways that please him.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Identify what a parable is.

- Re-tell the story of the Lost (Prodigal) Son simply and recognise a link with the concept of God as a forgiving Father.

- Give a simple account of what the story means to Christians.

- Give at least two examples of ways in which Christians show their belief that God is loving and forgiving, for example by saying sorry; by feeling that God always welcomes them back; by forgiving others.

- Give an example of how Christians put this into practice in their worship at church, for example by saying sorry to God.

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

## KEY CONCEPT QUESTIONS

What is a parable?

How do Christians show that they believe God is loving and forgiving?

What difference does it make if you forgive someone?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| holy | church | fair |
| God/ Lord | love | Jesus |
| father | Bible | prayer |

## IMPACT

By the end of this learning, children should be able to retell the parable of the Lost (Prodigal) Son and explain how it shows the Christian belief in God as a loving and forgiving Father. They should also be able to describe how Christians respond to this belief in their actions and worship, and begin to reflect on what the story might mean for their own lives.

## SUBJECT SPECIFIC VOCABULARY

**Christian**
Someone who believes that Jesus Christ is the Son of God.

**Luke**
The author of one of the four accounts of Jesus' life that are in the Bible.

**Gospel**
Means 'Good News'. The gospels are the story of Jesus – who he was and what he did. They are Matthew, Mark, Luke and John.

**Parable**
A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the gospels.

**Worship**
To show love and devotion to something you think is worthy of it.

**Forgiveness**
A conscious decision to stop blaming or being angry with someone for something that person has done.

**Compassion**
A strong feeling of sympathy or sadness for the suffering of others.

**Belief**
Being certain that something exists or is true.

# YEAR 2 Why does Christmas matter to Christians?

## PRIOR LEARNING

Children will have some knowledge of the Christmas story. They will know that Jesus is very important to Christians and that Christmas is the time Christians celebrate his birth. They will know that people give and receive presents at Christmas time.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

Know that Christians believe Jesus was a very special baby - that he was in fact God on Earth.

- Recognise that the stories of Jesus' birth and life are in the gospels.
- Give examples of ways in which Christians use the story of the nativity to guide how they celebrate Christmas.
- Decide what they personally have to be thankful for at Christmas time.
- Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.
- Think, talk and ask questions about the Christmas story and the lessons they might learn from it, for example about being kind

## KEY CONCEPT QUESTIONS

Why is the birth of Jesus important to Christians?

How do Christians use the nativity story in their celebrations of Christmas at church and at home?

What can we learn from the Christmas story for our own lives?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Christmas | Mary | Joseph |
| angel | God/ Lord | Bible |
| story | thanks | |

## IMPACT

By the end of this learning, children should understand that Christians believe Jesus was a special baby—God on Earth—and that his birth is recorded in the Gospels. They should be able to explain how Christians use the nativity story in their Christmas celebrations and reflect on the values of kindness, generosity, and thankfulness in their own lives.

## SUBJECT SPECIFIC VOCABULARY

**Nativity**
The birth of Jesus Christ

**Gospel**
Means 'Good News'. The gospels are the story of Jesus – who he was and what he did. They are Matthew, Mark, Luke and John

**Luke**
The author of one of the four accounts of Jesus' life that are in the Bible which includes some of the nativity story including the shepherds.

**Nazareth**
The town Joseph and Mary lived in

**Bethlehem**
The town where Jesus was born

**Shepherd**
A person who looks after sheep; in Jesus' day they were seen as very poor, rough, unimportant people.

**Advent**
The four weeks leading up to Christmas when Christians get ready for Jesus' arrival.

**Traditions**
A custom or belief that is passed down from generation to generation.

**Wreath**
An arrangement of flowers, leavers or stems fastened in a ring and used for decoration.

# YEAR 2 Who is god to Muslims?

## PRIOR LEARNING

Children may already appreciate that different people believe in different Gods and that places like mosques are important to some families. They might also know that Muslims treat Allah with respect—sometimes through prayer at set times and using a prayer mat.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Understand that Muslims believe in one God (Allah) who is perfect, created everything, and watches over people.
- Identify daily practices that help Muslims remember Allah, such as praying five times a day .
- Explain why Allah is the centre of life for Muslims and how this belief influences their routines.
- Make personal connections, reflecting on who or what is special to them and how they show it.

## KEY CONCEPT QUESTIONS

Who do Muslims believe Allah is, and what do they say about His nature?

How many times a day do Muslims pray, and why at those times?

What do Muslims do to show that Allah is important in their lives?

Can you think of someone or something special to you, and describe how you show that it matters?

## HIGH FREQUENCY VOCABULARY

Perfect Create Remember

## IMPACT

By the end of this enquiry, children will understand that Muslims believe in one perfect God—Allah—and organise their daily lives around remembering and honouring Him through regular prayers. They will also reflect on what is special in their own lives and how they show care, respect, and importance to those people or things.

## SUBJECT SPECIFIC VOCABULARY

Allah
the Arabic name for God in Islam.

Prophet
A messenger chosen by God to share God's teachings (e.g., Muhammad).

Prayer
A way to communicate with Allah, including specific words, actions and times.

Mosque
A special place where Muslims gather to worship and pray.

Discovery RE

YEAR 2

# Why was Jesus welcomed like a King on Palm Sunday?

## PRIOR LEARNING

Children will know that Christians celebrate Christmas as the birth of Jesus and that Christians see Jesus as a gift from God. Children may have home experience of celebrating Easter with family, and may have eaten chocolate eggs or have an idea of an Easter bunny. Children will have participated in Easterthemed Collective Worship in previous years. Year 2 children will know the outline of the Easter story. They will know that Easter is important to Christians because it offers the hope of heaven. They will know Christians believe Jesus died so that they could be forgiven.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

Recognise what Palm Sunday is and why it is called Palm Sunday.

• Understand why the people at the time were so excited about Jesus.

•Build on understanding of why Jesus is special to Christians, especially that he is seen as the perfect king.

• Recognise a range of symbols and how they relate to the Easter story.

• Begin to understand/ develop their understanding of the Christian belief in Salvation - the death and resurrection of Jesus meaning that people do not have to be permanently separated from God.

• Begin to develop an understanding of the Trinity - the Christian belief that there is a complete relationship between God the Father, God the Son (Jesus) and God the Holy Spirit.

## KEY CONCEPT QUESTIONS

Why was Jesus welcomed like a king by the crowds on Palm Sunday?

What makes Palm Sunday a special day for Christians today?

How might Christians welcome Jesus into their own town today?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| King | Jesus | Stone |
| Easter | Death | Welcome |
| God | Special | Donkey |
| Celebrity | Christian | Tomb |

## IMPACT

By the end of this learning, children should understand the significance of Palm Sunday and why Christians see Jesus as a special and perfect king. They should also begin to explore key Christian beliefs about salvation and the Trinity, and recognise symbols that help tell the Easter story.

## SUBJECT SPECIFIC VOCABULARY

Salvation
Being saved from sin and restored to relationship with God because of Jesus' death and resurrection

Palm Sunday
When Jesus arrived in Jerusalem riding on a donkey, before his execution on the following Friday

Palm leaves
Leaves from a palm tree waved by the crowds as Jesus entered Jerusalem

Jerusalem
The main city in Israel and the place where Jesus was pur on trial and executed

Resurrection
Coming back to physical life from death

Trinity
The complete relationship between God, Jesus and the Hopy Spirit - one God, three persons

YEAR 2

# How important is the prophet Muhammad to Muslims?

## PRIOR LEARNING

Children will likely already understand that Muslims believe in one God (Allah) and that Prophet Muhammad is the messenger chosen by Allah. They may also be familiar with the concept that Muslims follow teachings recorded in the Qur'an and show respect through daily practices.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Describe who Prophet Muhammad was and his role as Allah's messenger.

  Recall key events from Muhammad's life, such as the Night of Power and his early life in Makkah.

  Explain why Muhammad is important to Muslims and how his character (honest, hardworking, devoted) serves as a role model.

  Make personal connections by reflecting on who is special to them and why, and how they treat those people.

## KEY CONCEPT QUESTIONS

Who was Prophet Muhammad and why is he important to Muslims?

What happened during the Night of Power, and why is it special?

How did Muhammad's character traits help him be a good leader?

Can you name someone special in your life and explain how you treat them well?

## HIGH FREQUENCY VOCABULARY

Special
Honest
Role model
Devoted

## IMPACT

By the end of this unit, children will understand that Prophet Muhammad was Allah's messenger, born in Makkah, who received the first revelation of the Qur'an during the Night of Power. They will be able to explain why Muslims view him as a role model—honest, hardworking, and devoted—and draw connections with people they admire in their own lives.

## SUBJECT SPECIFIC VOCABULARY

Prophet
a messenger chosen by God to share teachings (in Islam, Muhammad).

Makkah
the city in Saudi Arabia where Prophet Muhammad was born and Islam began.

Night of Power
the night when the first verses of the Qur'an were revealed to Muhammad.

Qur'an
the holy book of Islam, containing the words of Allah delivered through Muhammad.

Discovery RE

YEAR 2

# How important is the Qur'an to Muslims?

## PRIOR LEARNING

Children will likely already know that Muslims believe in one God (Allah) and that Prophet Muhammad received messages from Allah, forming the Qur'an. They may also understand that Muslims show respect for sacred objects and speak Arabic during prayer or when studying.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge and skills:

- Identify the Qur'an as Islam's holy book and explain that it contains the actual words of Allah

  Describe how Muslims treat the Qur'an with care—such as washing hands before touching it, keeping it off the floor, and wrapping it in cloth

  Understand that Muslims learn Arabic to read the Qur'an in its original language and sometimes visit mosques for this purpose

- Reflect on why books can be special, and draw parallels with how they treat their own favourite books.

## KEY CONCEPT QUESTIONS

What is the Qur'an, and why is it important to Muslims?

Name two ways Muslims show respect for the Qur'an.

Why do Muslims learn Arabic to read the Qur'an?

Can you tell us about a special book you have and how you look after it?

## HIGH FREQUENCY VOCABULARY

Respect
Special
Care
Original

## IMPACT

By the end of this unit, children will understand that the Qur'an is the sacred word of Allah, treated with great care and often read in Arabic in places like mosques. They will also be able to compare this respect to how they handle their own special books and reflect on why care and reverence matters.

## SUBJECT SPECIFIC VOCABULARY

Qur'an
the holy book of Islam believed to contain Allah's words

.

Arabic
the language used in the Qur'an and often for Muslim prayer .

Mosque
the place of worship for Muslims where Qur'an lessons may happen

Night of Power
the famous night when the first part of the Qur'an was revealed to Prophet Muhammad

Discovery RE

YEAR 3

# What do Christians learn from the creation story?

## PRIOR LEARNING

Children will know the account of Creation in Genesis 1 and will know that Christians are thankful to God for all he created and provides. They will know that Harvest Festival is a particular time to thank God for the natural world and what he provides, and that it is a time to share with others and be generous. They will know that Christians believe they should look after the world because God made it.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge:

•Understand that Christians believe that the natural world is amazing and therefore God, whom they believed created it, must also be amazing.

• Recognise that Christians believe God has given instructions in Genesis 1:28-30 as to how humans should care for creation.

• Give at least two examples of ways in which Christians behave and what they do because of their belief in God as Creator.

• Adam and Eve lived in a paradise called the Garden of Eden until they disobeyed the one rule they had been given. This led to them being expelled from the garden. This is called 'The Fall'.

• Know that Christians believe the Fall damaged the relationship of all humans with God and that people were now separated from him in a way they had not been before.

## KEY CONCEPT QUESTIONS

What do Christians learn from the creation story about God?

What do Christians do as a result of their belief in God the creator?

What might be important about the creation story for people who are not Christians?

What do we learn about human nature from the story of the Fall?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Bible | birds | humans |
| trees | good/ very good | God |
| animals | | |
| story | nature | |

## IMPACT

By the end of this learning, children should understand that Christians believe God created an amazing natural world and gave humans the responsibility to care for it. They will also learn how the story of Adam and Eve explains why Christians believe people are separated from God, and how this influences Christian behaviour and beliefs about creation and responsibility.

## SUBJECT SPECIFIC VOCABULARY

Creation
In Christianity, when the whole universe, including the Earth, was made by God; also, used to represent the Earth and everything in it.

Genesis
The first book of the Bible, containing the creation story.

Steward
A person whose job is to take care of a particular place.

The Garden of Eden
The earthly paradise where Adam and Eve lived until the Fall.

Adam
The first man created in the Bible story of creation.

Eve
The first woman created in the Bible story of creation.

Fall
When Adam and Eve are forced to leave the Garden of Eve because they disobeyed God.

Serpent
A snake; used symbolically as a deadly, cunning

YEAR 3

# Has Christmas lost its true meaning?

## PRIOR LEARNING

Children will know the Christmas story as told in the gospels of Matthew and Luke. They will know about the wise men and the symbolism of the gifts they brought and they will know about the shepherds and that shepherds. They will know ways in which Christians in the UK celebrate Christmas, in churches and in homes.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge:

•What Christmas means to them and their families.

• Christians believe that Jesus being born was God becoming human and that Jesus came to save people.

• Christians believe the Christmas stories show that Jesus came for everyone - people from different countries and languages (the wise men) and people who both respected and educated (the wise men) and who are poor, poorly educated and on the edge of society (the shepherds).

• How Christmas is celebrated around the world, both by Christians around the world and culturally in different countries.

• Identify which Christmas traditions and customs relate to Jesus being the Son of God and which relate to something different.

• Consider whether the way they celebrate Christmas relates to what Christians see as the true meaning of Christmas.

What does Christmas mean to you?

What Christmas traditions do you think may be the most important for Christians and why?

Do you think you have to be a Christian to enjoy Christmas?

Has Christmas lost its original meaning?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Christmas | Jesus | God |
| Mary | Joseph | wise men |
| shepherds | gift | celebrate |

## SUBJECT SPECIFIC VOCABULARY

Christian
Someone who believes that Jesus Christ is the Son of God.

Incarnation
It literally means 'made flesh' and is the Christian belief that God became a man in the person of Jesus who is fully human and fully divine.

Culture
The way that people in a particular place or community live for example, what they do, what they wear, what they eat, how they celebrate.

Tradition
A custom or belief that is passed down from generation to generation.

Belief
Being certain that something exists or is true.

Original
The first or earliest.

## IMPACT

By the end of this learning, children should understand that Christians believe Jesus' birth was God becoming human to save people, and that the Christmas story shows Jesus came for everyone. They will also explore how Christmas is celebrated around the world and reflect on which traditions connect to the Christian meaning of Christmas and which do not.

# YEAR 3 Who is God to Sanatanis?

## PRIOR LEARNING

Children may already know that some people believe in one God and that Hindus (Sanatanis) use images and icons in their worship at home or in temples. They may also understand that, in many religions, objects or pictures can help people think about spiritual ideas.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge:

• Understand that Brahman is the one ultimate God in Sanatana Dharma, present in everything and everyone
.

Explain that Brahman is seen in many forms (the Trimurti — Brahma, Vishnu, Shiva) to show different qualities

Recognise that Atman means the spark of Brahman within each person

Describe how Sanatanis use murtis in worship—not to worship the image itself, but as a way to focus on God
.

Make simple connections with their own experiences of using symbols or images that help them express something important.

## KEY CONCEPT QUESTIONS

Who is Brahman and how is this shown by Sanatanis?

What does Atman mean, and where do Sanatanis believe you can find it?

Why do Sanatanis worship using murtis instead of worshipping them directly?

Can you think of a symbol or object in your home that helps you remember or show something special?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Belief | Focus | faith |
| Symbol | religion | understanding |

## IMPACT

By the end of this enquiry, children will understand that Sanatanis believe in one supreme God, Brahman, who is reflected in many divine forms and exists within every person (Atman). They will recognise how using sacred images (murtis) helps devotees connect with God and reflect on how symbols support their own beliefs and feelings.

## SUBJECT SPECIFIC VOCABULARY

Rahman
The supreme, universal spirit in Sanatana Dharma
T.

Trimurti
The three manifestations of Brahman: Brahma (creator), Vishnu (preserver), and Shiva (destroyer)
.

Atman
The individual part of Brahman present within each person

Murti
A sacred image or statue used in worship to represent aspects of God

Discovery RE

YEAR 3

# Why do Christians call the day Jesus died 'Good Friday'?

## PRIOR LEARNING

Children will know the story of what happened on Palm Sunday. They will know that Easter is a festival celebrated by Christians to remember Jesus dying on a cross on Good Friday and rising to new life on Easter Sunday.Children will know the story of the Last Supper and will have some understanding of why Christians associate the crucifixion of Jesus with forgiveness.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge:

•Understand the significance to Christians of what happened on Palm Sunday, Good Friday and Easter Sunday and be able to relate them to the emotions of joy, despair and sadness, and hope.

• Understand that Christians call it Good Friday because they believe that Jesus' death brought forgiveness and a way to everlasting life in heaven.

• Know the story of Jesus washing the disciples' feet after the Last Supper and understand what Christians believe this says about what Jesus is like.

• Understand the significance of communion/ The Lord's Supper to Christians and why it is still celebrated.

• Learn about how some groups of Christians mark Holy Week and why.

• Be able to express their understanding of Christian beliefs and emotions around the events of Holy Week, through art or poetry.

## KEY CONCEPT QUESTIONS

Why do Christians call it 'Good Friday'?

How do Christians remember the events around Jesus' death and resurrection?

Why is Easter a festival of joy for Christians?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| cross | palm | Jesus |
| hope | death | life |
| Christian | joy | despair |

## IMPACT

By the end of this unit, children should understand the key events of Holy Week—Palm Sunday, Good Friday, and Easter Sunday—and how Christians link these events to feelings of joy, sadness, and hope. They should also be able to explain the importance of Jesus' actions, like washing his disciples' feet and sharing the Last Supper, and how these are remembered and celebrated by Christians today.

## SUBJECT SPECIFIC VOCABULARY

Palm Sunday
When Jesus arrived in Jerusalem riding on a donkey, before his execution on the following Friday.

Maundy Thursday
The day before Good Friday. when Christians remember Jesus sharing the Last Supper with the disciples and when he washed their feet.

Last Supper
The final meal shared by Jesus and his disciples, the day before he was executed.

Good Friday
When Christians remember the Friday Jesus was crucified and died.

Easter Sunday
When Christians remember the Sunday that Jesus was found to have risen from the dead.

Crucifixion
An extremely painful and horrible way to execute people, commonly used by the Romans to kill criminals.

Resurrection
Coming back to physical life from death.

Forgiveness
Deciding to stop blaming or being angry with someone for something that person has done.

Disciples
A disciple is a follower; Christians believe disciples are followers of Jesus. He had twelve special disciples.

YEAR 3

# What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali?

## PRIOR LEARNING

Children will have heard that Diwali is an important festival in Hindu tradition and may understand that some stories, like those about gods and goddesses, hold lessons for life. They may also know that Hindu families use lights and gather with loved ones during special celebrations, even if the deeper story hasn't been explored yet.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge:

• Recall the story of Rama and Sita and describe how their actions led to the celebration of Diwali.

Explain how Diwali reminds Sanatanis of the battle between good and evil and teaches them about bravery, duty, and hope.

Name at least two ways Diwali is celebrated (e.g. lighting lamps, rangoli, family feasts).

Reflect on how being part of Diwali celebrations helps children feel a sense of belonging and community.
I can make careful observations as to whether objects are magnetic or not.

## KEY CONCEPT QUESTIONS

Who are Rama and Sita, and what happened to them in their story?

Why do Sanatanis light lamps and decorate for Diwali?

What messages about good and evil do we learn from the story of Rama and Sita?

How does being part of a Diwali celebration make

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Story | Together Belief | religion |
| Lesson | Symbol | faith |
| Celebrate | Focus | understanding |

## IMPACT

By the end of this enquiry, children will know the story of Rama and Sita, understand how it inspires the Festival of Lights, and see how celebrating Diwali expresses values of good overcoming evil. They will also appreciate how participating in Diwali traditions helps Sanatanis feel part of their family and faith community.

## SUBJECT SPECIFIC VOCABULARY

Rama and Sita
The hero and heroine of a key Hindu story about loyalty, courage, and overcoming evil.

Diwali
The Hindu Festival of Lights celebrating the triumph of good (Rama) over evil.

Belonging
The feeling of being accepted, valued, and included in a group or community.

Discovery RE

YEAR 3

# Does visiting the Ganges make a person a better Sanatani?

## PRIOR LEARNING

By this stage, children will already understand that water can symbolize cleansing and renewal in religious contexts and that the River Ganges holds spiritual importance for many Hindus. They may also recall from earlier learning that sacred places and rituals can deeply influence believers' feelings and daily lives.

## KEY KNOWLEDGE & SKILLS

By the end of the unit children will have gained the following knowledge:

Explain why the River Ganges is sacred to Sanatanis, linking it to beliefs about Brahman being present in everything.

Describe rituals performed at the Ganges—such as bathing, pilgrimage, and immersing ashes—and why they're meaningful.

Evaluate whether and how those who take part in these rituals may feel they are becoming "better" followers of their faith.

Reflect on times they may have felt cleansed, humbled, or changed by a place or activity in their own lives.

## KEY CONCEPT QUESTIONS

Why is the Ganges regarded as sacred in Sanatana Dharma?

What are some rituals people do at the Ganges, and what do those rituals mean?

Do you think taking part in those rituals makes someone a better person? Why or why not?

Can you describe a time you visited a special place and how that affected you?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Ritual | lesson | Focus |
| Reflect | Celebrate | religion |
| Sacred | Together Belief | faith |
| Purify | Symbol | understanding |

## IMPACT

By the end of this enquiry, children will understand that visiting the Ganges involves meaningful rituals—such as bathing and scattering ashes—rooted in the belief that Brahman is present in the river. They will also be able to discuss how these practices might bring spiritual cleansing and growth, while thoughtfully considering whether this makes someone a "better" Sanatani.

## SUBJECT SPECIFIC VOCABULARY

**Pilgrimage**
A journey to a sacred place for religious reasons, often to seek spiritual benefit.

**Ashes**
The remains of a body after cremation; can be scattered in holy rivers.

**Brahman**
The supreme, ultimate reality in Sanatana Dharma that is present throughout the universe.

**River Ganges**
The River Ganges is a very special and holy river in India. Many people who follow the Hindu religion believe it is a gift from God and that its water can help clean not just their bodies, but their hearts and souls too.

Discovery RE

YEAR 4

# What is the Trinity?

## PRIOR LEARNING

Children will know that Christians believe that Jesus is the son of God and that he was born as a baby in Bethlehem. They will also have some understanding that the Bible points out that his birth showed he was extraordinary and he came to bring good news. Children will know that Christians celebrate Jesus' birth and Advent, for Christians, is a time to get ready for Jesus' coming. The children may have some understanding that Christians believe God has 3 parts - a Trinity of Father, Son and Holy Spirit

## KEY KNOWLEDGE & SKILLS

By the end of this unit children will have gained the following knowledge and skills:

Identify the difference between a 'Gospel', which tells the story of Jesus' life and teaching and a letter or message to others.

• Explain what texts about baptism and the Trinity might mean, giving examples of what these texts mean to Christians today.

• Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

• Make links between Bible texts and what Christians believe about God.

• Express some ideas of my own about what the God of Christianity is like.

• Compare and contrast (eg child and adult baptism.)

• Develop skills of listening and thinking about what people believe.

• Express my own ideas about religious beliefs and spirituality.

## IMPACT

By the end of this unit, children should be able to explain that Gospels tell the story of Jesus' life and teaching, while other parts of the Bible include letters and messages to others. They will understand that Christians believe in one God as Father, Son, and Holy Spirit (the Trinity), and will recognise how these beliefs are shown through baptism, prayer, and daily life.

## KEY CONCEPT QUESTIONS

Can you identify the difference between Jesus, God and the Holy Spirit?

Why is water symbolic in a Christian baptism?

What is the purpose of the four Christian gospels?

Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Holy Spirit | Blessing | Prayer |
| Symbol | Father | Grace |
| Trinity | Christian | Son |
| Worship | Creator | Eternal |

## SUBJECT SPECIFIC VOCABULARY

**Saviour**
Christians believe Jesus is the saviour – to save humans from sin

**Immersion**
Putting someone completely under the surface of the water

**Baptism**
Religious rite of sprinkling water on someone's head or immersing them in water to welcome them into the Christian Church

**Priest/Minister**
Person authorised by the church to perform functions such as teaching beliefs and leading services, including baptisms

**Prophet**
A person who is believed to speak messages from God

**Spirituality**
The feeling or sense or belief that there is something greater than yourself and living your life according to that

**Covenant**
An binding agreement or promise between two people

**Fortress**
A strong tower. Used as an image of God's strength.

**Gospel**
Means 'Good News'. The gospels are the story of Jesus who he was and what he did.

**Trinity**
The complete relationship between God, Jesus and the Hopy Spirit - one God, three persons.

YEAR 4

# What is the most significant part of the Nativity story for Christians today?

## PRIOR LEARNING

Children will know the Christmas story as told in the gospels of Matthew and Luke. They will know about the wise men and have some understanding of the symbolism of the gifts they brought and they will know that the shepherds were the first visitors and that shepherds used to be very poor. They will know ways in which Christians in the UK celebrate Christmas, in churches and in homes. Children will know Christians believe the Christmas story shows that Jesus came for everyone and will know some of our ways of celebrating Christmas relate to the bible story but others do not.

## KEY KNOWLEDGE & SKILLS

By the end of this unit children will have gained the following knowledge and skills:

Children will be able to re-tell the Christmas story in some detail, including the accounts from both Matthew and Luke.

• Explain the symbolism of the gifts of the wise men and the fact that the first witnesses were the shepherds.

• Explore early symbols of Christianity and explain how these developed and what they represent including the cross, the 'chi-rho', the fish (ichthus), the alpha/ omega and the anchor.

• Recognise that symbols are still developed to represent things today, including in Christianity; the Christingle is a much newer Christian symbol.

• Explain the symbolism of the different parts of the Christingle.

## IMPACT

By the end of this unit, children should be able to retell the Christmas story using details from both Matthew and Luke's Gospels, and explain the meaning behind key characters and gifts. They will also understand how Christian symbols—both old and new, like the cross, fish, and Christingle—help express beliefs about Jesus and his importance.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| gift | alphabet | light |
| Greek | candle | |
| gospel | cross | |
| shepherd | hope | |

## KEY CONCEPT QUESTIONS

What part of the nativity story is most important to you and why?

Why did early Christians develop such a wide range of symbols?

What parts of the Christingle relate to the Christmas story?

## SUBJECT SPECIFIC VOCABULARY

Symbol
Something which represents something else that is often more complicated.

Symbolism
The use of symbols to represent deeper meanings, themes or beliefs.

Chi-rho
A Chritian symbol formed from the first two letters of the Greek word for Christ.

Ichthus fish
An early Christian symbol because the Greek word for fish can be used to form an acrostic of 'Jesus Christ, Son of God, Saviour'.

Alpha omega
The first and last letter of the Greek alphabet; in Christianity they represent the belief that God is the beginning and end of everything.

Anchor
Used as a symbol by early Christians as a form of secret (hidden) cross and a symbol of Christian hope (Hebrews 6:19)

Christingle
Means 'God's Light'; a candle-lit orange which is often used by Christians around Christmas time. Each part of it is symbolic.

YEAR 4

# What is the best way for a Jew to show commitment to God?

## PRIOR LEARNING

Children will already know about foundational Jewish beliefs such as the covenant with Abraham (and Isaac), and that Jews follow rules including the Ten Commandments found in the Torah. They may also be familiar with Shabbat and synagogue practices and have some awareness of mitzvoth—acts of kindness and obedience—as part of Jewish life.

## KEY KNOWLEDGE & SKILLS

By the end of this unit children will have gained the following knowledge and skills:

- Describe the story of Abraham and Isaac and explain Abraham's trust in God through the covenant.

  Understand the meaning of mitzvoth (good deeds) and explain examples such as charity, honesty, and environmental care (Tikkun Olam).

  Explain how ceremonies like Jewish marriage and festivals such as Tu B'Shevat and Mitzvah Day demonstrate living a good life.

- Reflect on what commitment, kindness, and responsibility mean in their own lives by drawing parallels with Jewish teachings.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Commitment | important | God |
| Responsibility | family | kindness |
| Identity | prayer | tradition |
| Heritage | special | child |

## IMPACT

By the end of this enquiry, children will have learned that Jewish people live a "good life" by trusting God (as Abraham did), following mitzvoth, and celebrating traditions that promote responsibility, kindness, and environmental care. They will also make personal connections by reflecting on their own acts of kindness and responsibility.

## KEY CONCEPT QUESTIONS

What promise did Abraham make with God, and how does this show trust?

What are mitzvoth, and why do they matter in a Jewish life?

How do festivals like Tu B'Shevat or events like Mitzvah Day help people care for the world?

Can you describe a time when you helped someone or looked after something—how did that feel?

## SUBJECT SPECIFIC VOCABULARY

Covenant
The promise between Abraham and God, beginning the special Jewish relationship.

Mitzvoth
The 613 laws and good deeds that Jews follow to live well and obey God.

Tikkun Olam
The Jewish idea of "repairing the world" through good actions and care.

Tu B'Shevat
The "New Year for Trees," a festival where planting trees reminds Jews to care for nature.
alfordprimary.co.uk

Shabbat
the Jewish Sabbath, a weekly day of rest and worship from Friday evening to Saturday evening

Jew
A person who follows Judaism.

Shabbat (sabbath)
Judaism's day of rest and the seventh day of the week - Saturday.

Kippah
Skull cap worn by Jewish males.

Synagogue
Jewish place of worship.

Tenakh
The Jewish holy books (the Torah, the the Nevi'im and the Ketuvim).

# YEAR 4 Is forgiveness always possible for Christians?

## PRIOR LEARNING

Children will know the Easter story and will have some understanding of the Christian belief in Salvation and life after death. Children will know the significance of Palm Sunday. Children will know of the Christian belief in the Trinity. Children will know why Good Friday is called 'good'.

## KEY KNOWLEDGE & SKILLS

By the end of this unit children will have gained the following knowledge and skills:

Understand the concept of forgiveness and how it relates to daily life.

- Recognise that Jesus had enemies.
- Know that Jesus' disciples let him down and betrayed him.
- Give examples of when Jesus forgave people.
- Know some of Jesus' teachings that showed how and why people should forgive, including the Lord's Prayer.
- Know the account of the Last Supper and begin to understand why this is significant for Christians.
- Understand that Christians see Jesus' death and resurrection as offering forgiveness for sins and reconciliation with God..

## IMPACT

By the end of this unit, children working at age-related expectations should understand that forgiveness is a central theme in Jesus' life and teachings, and that it remains important in daily life for Christians. They should also be able to explain how Jesus showed forgiveness—even when betrayed—and why his death and resurrection are seen by Christians as a way to bring people back into a right relationship with God.

## KEY CONCEPT QUESTIONS

Did Jesus always forgive?

What bible stories do you know that teach people to forgive?

Why is forgiveness so important to Christians?

Is it always possible for Christians to forgive people who hurt or wrong them?

Are there ever people who we think do not deserve to be forgiven? How would Jesus respond to such a person?

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Easter | Enemy | Wine |
| Betray | Bread | |
| Remember | Death/ Die | |
| Jesus | Anger | |

Discovery RE

## SUBJECT SPECIFIC VOCABULARY

**Forgiveness**
A conscious decision to stop blaming or being angry with someone for something that person has done

**Resurrection**
Coming back to physical life from death

**Enemy**
A person who is actively opposed or hostile to someone or something

**Sacrifice**
To give up something for the sake of someone or someone else; Christians see Jesus' death as a sacrifice of himself so that people can be reconciled with God

**Salvation**
Being saved from sin and restored to relationship with God because of Jesus' death and resurrection

**The Lord's Prayer**
The name commonly given to the prayer that Jesus taught his disciples which is recorded in the gospels of Matthew and Luke

**The Last Supper**
The final meal shared by Jesus and his disciples, the day before he was executed

YEAR 4

# How do Jewish beliefs, teachings and stories impact on daily life?

## PRIOR LEARNING

Children will already be familiar with foundational Jewish beliefs like the covenant with Abraham, the role of Moses and the Ten Commandments, and the importance of Shabbat. They may also understand that Jews follow mitzvot (good deeds) and observe festivals such as Passover and Sukkot, learning how stories and symbols support religious meaning.

## KEY KNOWLEDGE & SKILLS

By the end of this unit children will have gained the following knowledge and skills:

- Explain how key Jewish stories (e.g., Exodus – the Passover) continue to influence modern Jewish practices.

  Describe everyday behaviours shaped by Jewish teachings, including keeping kosher, making blessings, caring for the environment, and acts of kindness (chesed).

  Understand the symbolism of rituals like the Seder plate at Passover and the lighting of the menorah during Chanukah.

  Reflect on how regular practices—like prayer, mezuzot, and dietary rules—help Jewish people remember and live by their beliefs.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Influence | Commitment | important |
| Ritual | Responsibility | family |
| Symbol | Identity | prayer |
| Reflect | Heritage | special |

## IMPACT

By the end of this enquiry, children will have gained a clear understanding of how Jewish beliefs and sacred stories—like the Exodus narrative—shape day-to-day practices such as keeping kosher, praying, and celebrating Passover and Chanukah. They will also recognize the power of rituals and symbols in helping Jewish people to remember their values and live in accordance with their faith.

## KEY CONCEPT QUESTIONS

How does the story of Passover still affect what Jewish people do today?

What does keeping kosher involve, and why do Jewish people follow this rule?

What items are found on a Seder plate, and what do they remind people of?

How do mezuzot or blessings help Jewish

## SUBJECT SPECIFIC VOCABULARY

Mitzvot
Commandments or good deeds in Judaism that teach moral behaviour.

Kosher
Jewish dietary laws specifying what foods can be eaten and how they are prepared.

Seder Plate
A ceremonial plate used during Passover containing symbolic foods (e.g., bitter herbs, roasted egg).

Menorah
The nine-branched candelabrum lit during the festival of Chanukah.

Shabbat
the Jewish Sabbath, a weekly day of rest and worship from Friday evening to Saturday evening

Jew
A person who follows Judaism.

Shabbat (sabbath)
Judaism's day of rest and the seventh day of the week - Saturday.

Kippah
Skull cap worn by Jewish males.

Synagogue
Jewish place of worship.

Tenakh
The Jewish holy books (the Torah, the the Nevi'im and the Ketuvim).

YEAR 4

# Are Rosh Hashanah and Yom Kippur important to Jewish children?

## PRIOR LEARNING

Children will likely have already learned about major Jewish festivals and the importance of Jewish prayer and forgiveness, such as stories of Moses and ethical teachings. They may also be familiar with the idea of saying sorry, reflecting on mistakes, and the importance of special times for saying thank you and asking forgiveness.

## KEY KNOWLEDGE & SKILLS

By the end of this unit children will have gained the following knowledge and skills:

- Describe the stories and significance behind Rosh Hashanah and Yom Kippur, including the Golden Calf narrative.

  Explain key rituals and symbols—such as the sounding of the shofar and prayers like Al-Chet—that are used to express repentance and renewal.

  Understand how these festivals help Jewish children to say sorry, reflect, and make fresh starts.

  Reflect personally, by considering how saying sorry and forgiving can be part of their own lives and relationships.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Influence | Commitment | important |
| Ritual | Responsibility | family |
| Symbol | Identity | prayer |
| Reflect | Heritage | special |

## IMPACT

By the end of this enquiry, children will appreciate how Rosh Hashanah marks the Jewish New Year by encouraging reflection and awakening to possible change, while Yom Kippur is a solemn day of repentance, fasting, and prayer. They'll understand how these festivals promote forgiveness and fresh starts, and will make connections to how they too can say sorry, forgive, and begin again.

## KEY CONCEPT QUESTIONS

What is the difference between Rosh Hashanah and Yom Kippur in terms of purpose and rituals?

Why is the shofar blown at Rosh Hashanah and Yom Kippur?

What is the Al-Chet prayer, and why is it important during Yom Kippur?

How can reflecting on mistakes and saying sorry help people feel better or start fresh?

## SUBJECT SPECIFIC VOCABULARY

Rosh Hashanah
The Jewish New Year festival, marked by the sounding of the shofar.

Yom Kippur
The Day of Atonement, when Jews fast and ask forgiveness for their sins.

Shofar
A ram's horn trumpet blown at Rosh Hashanah and Yom Kippur.

Al-Chet
A special prayer recited during Yom Kippur, naming wrongdoings and asking God to forgive.

Shabbat
The Jewish Sabbath, a weekly day of rest and worship from Friday evening to Saturday evening

Jew
A person who follows Judaism.

Shabbat (sabbath)
Judaism's day of rest and the seventh day of the week - Saturday.

Kippah
Skull cap worn by Jewish males.

Synagogue
Jewish place of worship.

Tenakh
The Jewish holy books (the Torah, the the Nevi'im and the Ketuvim).

YEAR 5

# Creation and science: conflicting or complementary?

## PRIOR LEARNING

Children will be aware of the creation story in Genesis 1:1-2:3 and that Christians express thankfulness to God for the good things of creation, for example at Harvest Festival.

Aware that Christians believe we should take care of the earth because God made it and gave human beings responsibility for it.

Children will have some understanding of Charles Darwin and the processes of mutation, natural selection and inheritance (evolution) in Science.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Reflect on the creation story from Genesis 1:1-2:3 and consider the genre of the writing.
- Christians read Genesis 1 differently, partly because of the genre they believe the writing to be.
- The outline points of the scientific explanations of cosmology and evolution.
- There are many scientists who are also Christians and they can explain how they hold their faith and science together.
- Discuss whether either science or religion are able to answer all questions.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| creation | Bible | poem |
| scientist | space | question |
| God | faith | |

## SUBJECT SPECIFIC VOCABULARY

**Genesis**
The first book of the Bible, containing the creation story.

**genre**
A particular type of writing.

**cosmology**
The science of the beginning of the universe, including the 'Big Bang' theory.

**'Big Bang'**
An explanation for the beginning of the universe resulting from a cosmic explosion of an extremely small, hot, dense body of matter.

**evolution**
The process by which the physical characteristics of creatures change over time.

**religion**
Belief in a god or gods and the activities involved in following him/them.

**universe**
Everything that exists including all the stars, planets and galaxies.

**Charles Darwin**
An English naturalist famous for his work on natural selection and evolution.

**interpret**
To understand or explain the meaning of something.

## KEY CONCEPT QUESTIONS

How do different Christians understand Genesis 1?

How do Christians who are also scientists hold together their faith and their science?

Creation and science: conflicting or complementary?

## SMSC LINKS

**SPIRITUAL**
What difference does it make to how you live if you believe God created the world?

**CULTURAL**
Much art, music and literature is inspired by the glories of the natural world. How do the children find nature inspiring?

## IMPACT

By the end of the unit, a Year 5 child should understand that the Genesis creation story is a special type of writing that Christians interpret in different ways, often as a story with deep meaning rather than a science explanation. They should also recognise that science and religion offer different kinds of answers about the world's beginnings, and that some people—like Christian scientists—hold both views together.

YEAR 5

# Was Jesus the Messiah?

## PRIOR LEARNING

Children will know the Christmas story well, including that there are accounts in both Matthew (including the wise men) and Luke (including the shepherds).

They will know that Christians believe the story of Jesus' birth shows that he came for all different kinds of people.

They will have some understanding of the Christian belief in the Trinity.

Children will know the story of the annunciation and the significance of Mary being Jesus' mother.

## KEY KNOWLEDGE & SKILLS

By the end of the term children will have gained the following knowledge and skills:

- Know the 'big story' of the Bible up to the end of the Old Testament and be able to use appropriate key theological terms.
- Understand the contextual situation of Israel at the time of the end of the Old Testament.
- Use texts from Old Testament prophets to identify why the Jewish people were expecting a Messiah and what they thought he would be like.
- Compare the evidence of Jesus' birth with what was expected of a Messiah.
- Relate the Christian belief in Jesus as Messiah to the 'big story' of the Bible,
- Consider how belief in Jesus as the Messiah affects the way that Christmas is celebrated.

| | | |
|---|---|---|
| Jesus | Joseph | Mary |
| Bible | Christmas | gospel |
| Jewish | Jew | |

## SUBJECT SPECIFIC VOCABULARY

**Messiah**
Hebrew word meaning "anointed one" speaking of someone who has come to be the saviour.

**saviour**
A person who saves/ rescues someone from danger; Christians believe Jesus has come to save/ rescue people from their sin.

**Christ**
Greek word meaning "anointed one"; hence the word Christian - someone who follows Jesus as the Christ.

**Old Testament**
The first 39 books of the Bible, written in Hebrew.

**prophet**
A person who is believed to speak messages from God.

**prophecy**
Words spoken by a prophet, communicating what God wants to say to people, often but not always referring to what will happen in the future.

**Incarnation**
It literally means 'made flesh' and is the Christian belief that God became a man in the person of Jesus who is fully human and fully divine.

**Creation**
In Christianity, when the whole universe, including the Earth, was made by God; also used to represent the Earth and everything in it.

**Fall**
When Adam and Eve were forced to leave the Garden of Eve because they disobeyed God; Christians believe it means that people are now separated from God by sin.

**Salvation**
Being saved from sin and restored to relationship with God because of Jesus' death and resurrection.

## IMPACT

By the end of this unit, children should understand the 'big story' of the Bible up to the end of the Old Testament and why the Jewish people were expecting a Messiah. They should be able to explain how Christians believe Jesus fulfils these expectations and how this belief shapes the way Christmas is celebrated today.

## KEY CONCEPT QUESTIONS

Why do Christians believe the world needs a saviour?

What sort of Messiah were the Jews expecting?

How do Christians put their belief about the incarnation into practice in their celebrations of Christmas?

YEAR 5

# What is the best way for a Muslim to show commitment to Allah?

## PRIOR LEARNING

In KS1, children will have learnt about Muslim practices of going to the mosque, praying five times a day and performing Hajj.

They will have heard mention of the Pillars of Islam.

They will know that Muslims call god Allah; that the prophet Muhhamad is very special; and that the holy book is the Qur'an.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Know the names of the five pillars and what they mean - Shahadah (the statement of belief for all Muslims); Salah (prayer five times a day); Zakat (giving to charity); Sawm (fasting in the month of Ramadan); Hajj (pilgrimage to Mecca).
- Understand the impact of each of the five pillars on the daily lives of Muslims.
- Reflect on how hard it would be to follow each of the pillars.
- Make links between the five pillars and practices in other religions that the children are aware of.

## IMPACT

By the end of this unit, children should be able to name and describe the Five Pillars of Islam and understand how each one shapes the daily life and faith of a Muslim. They should also be able to reflect on the challenges of following these commitments and recognise similarities with practices in other religions.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Allah | Makkah | Saudi Arabia |
| pilgrimage | (Mecca) | prayer mat |
| Muhammad | prayer | |
| Qur'an | mosque | |

## SUBJECT SPECIFIC VOCABULARY

**Five Pillars**
The five requirements that all Muslims have to follow; they hold up the faith as pillars hold up a building.

**Shahadah**
The statement of Islamic belief in Allah and Muhammad

**Salah**
Praying five times a day.

**Zakat**
Giving to charity.

**Sawm**
Fasting for the month of Ramadan - nothing is to be eaten or drunk between sunrise and sunset.

**Hajj**
Pilgrimage to the holy city of Mecca in Saudi Arabia

**Ramadan**
The ninth lunar month of the Islamic calendar; its dates shift each year.

**Eid-al-Fitr**
Religious holiday and celebration at the end of Ramadan.

**Kaaba**
The most special site in Islam. A cube-shaped building at the centre of the Grand Mosque in Mecca, Saudi Arabia which is the city the prophet Muhammad was born in. Muslims around the world turn to face the direction of the Kaaba when they pray.

**Wudu**
The washing routine that Muslims follow before one of the five times of prayer or going into the mosque.

## KEY CONCEPT QUESTIONS

What is the best way for a Muslim to show commitment to God?

Which of the pillars would be most challenging to follow in everyday life and why?

## SMSC LINKS

**SOCIAL**
Children will work collaboratively and share ideas with others.

**SPIRITUAL**
How do people of other faiths show their commitment to their beliefs? Do the children/ family members do anything specific to show commitment to their beliefs?

**CULTURAL**
How can the children show that they are committed to the culture of the school/ their classroom?

YEAR 5

# What did Jesus do to save human beings?

## PRIOR LEARNING

Children will know the Easter Story, from Palm Sunday to Easter Sunday.

They will know that Christians believe Jesus died so that people can be forgiven.

Year 6 children will know the account of the crucifixion

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- The story of the last hours of Jesus' life, from the Last Supper to the crucifixion.
- Consider who was responsible for Jesus' death.
- Discuss Christian understandings of what Jesus' death achieved.
- Learn that Christians remember Jesus' death through Holy Communion/ the Eucharist/ the Lord's Supper.
- Different Christians celebrate Holy Communion in different ways and give it different names.
- Consider the circumstances in which they might be willing to make sacrifices.
- Learn about some Christian martyrs and the sacrifices they made.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| cross | save | symbol |
| bread | wine | cup |
| remember | Jesus | Bible |

## SUBJECT SPECIFIC VOCABULARY

**The Last Supper**
The final meal shared by Jesus and his disciples, the day before he was executed.

**disciples**
Means, to be a follower. Christian disciples are followers of Jesus.

**Mark**
The second book of the New Testament and the second gospel.

**Communion/ Eucharist/ Lord's Supper**
When Christians remember the Last Supper using bread to symbolise Jesus' body and wine to symbolise his blood. Communion means togetherness; eucharist means thanksgiving.

**sacrifice**
Something you give up for the sake of others.

**martyr**
Someone who is willing to die for his or her religious beliefs.

## IMPACT

By the end of this unit, children should understand the key events of Jesus' final hours, why Christians believe his death was significant, and how it is remembered through Holy Communion. They should also be able to reflect on the idea of sacrifice, including examples from Christian martyrs, and consider what it means to give something up for others.

## KEY CONCEPT QUESTIONS

What did Jesus do to save human beings?

Why do Christians celebrate Holy Communion?

What difference does Jesus' sacrifice make to Christians?

## SMSC LINKS

**SOCIAL & MORAL**
What would the children sacrifice and for whom?

**SPIRITUAL**
Children can discuss the implications of space exploration/travel.

**CULTURAL**
Different Christians do things differently.

Discovery RE

YEAR 5

# Does belief in Akhirah help Muslims lead good lives?

## PRIOR LEARNING

In KS1, children will have learnt about Muslim practices of going to the mosque, praying five times a day and performing Hajj; that Muslims call god Allah; that the prophet Muhhamad is very special; and that the holy book is the Qur'an.

Children will know the names and requirements of the Five Pillars of Islam and what is involved in keeping them.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Akhirah is the Muslim belief of what will happen when they die.
- Muslims engage in Greater Jihad all their lives as they try to lead righteous lives that please Allah.
- Some Muslims interpret parts of the Qur'an to mean that they have a duty to undertake Military Jihad to protect the freedom of other Muslims and to defend Muslims against attack.
- Other Muslims interpret the Qur'an to mean Muslims can fight in self-defence but not start a war. They see strict rules in the Qur'an for when fighting can be classed as Jihad.
- Just War theory lays out strict conditions by which a war may sometimes be considered justifiable.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Allah | Qur'an | commitment |
| duty | worship | heaven |
| war | death | judgement |

## SUBJECT SPECIFIC VOCABULARY

**Akhirah**
Islamic belief in a final judgement and everlasting life after death.

**Jihad**
To strive or struggle, both to be a good Muslim and also to defeat evil.

**Greater Jihad**
Personal inner struggle to be a good Muslim and to improve spiritually; part of a Muslim's worship of Allah.

**Lesser Jihad**
Armed struggle or holy war to defend Muslims or Islam.

**Military Jihad**
Fighting or Holy War against perceived enemies of Islam.

**Righteous**
To be morally right or to be justifiable.

**Motivation**
A reason for acting or behaving in a particular way.

**Interpretation**
To decide on the meaning of something or the action needed as a result.

**Influence**
When someone or something affects a person's opinions, decisions or actions.

**Just War**
A war which is declared for specific reasons when there is no other option and which is fought in a certain way; always a last resort.

**Holy War**
Any war fought for religious reasons.

## KEY CONCEPT QUESTIONS

How does belief in Akhirah affect how Muslims live their lives?

Which does society notice more - Greater Jihad or Lesser Jihad - and why?

## SMSC LINKS

**SOCIAL & MORAL**
How does society respond to people who do things that harm others out of religious belief? How is this balanced by the principle of religious freedom?

**SPIRITUAL**
What influences our spiritual beliefs?

**CULTURAL**
How do we make sure we are not prejudiced about individuals

## IMPACT

By the end of this unit, children should understand the Muslim belief in Akhirah (life after death) and how this belief influences actions through Greater Jihad—striving to live a good and faithful life. They should also explore different interpretations of Military Jihad and compare these with the concept of Just War, recognising the conditions that might make conflict justifiable in both Islamic and wider religious contexts.

YEAR 5

# How is the Qur'an vital to Muslims today?

## PRIOR LEARNING

Children will already know that Muslims revere the Qur'an as a sacred text believed to contain Allah's direct words, and that respect is shown through careful handling and reading rituals. They also understand that Muslims often learn Arabic to read the Qur'an in its original language and that its teaching guides daily life.

## KEY KNOWLEDGE & SKILLS

By the end of this unit children will have gained the following knowledge and skills:

Explain that Muslims believe the Qur'an is the literal word of Allah, best read in Arabic to preserve its original meaning.

Describe key respect practices such as placing the Qur'an on a stand, wrapping it in cloth, avoiding touching the ground, and performing ablutions before handling it.

Understand that the Qur'an offers guidance on how to live a righteous life, seeing earthly existence as a test observed by Allah.

Reflect by making personal comparisons to special books in their lives

Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Allah | Qur'an | mosque |
| pilgrimage | Makkah (Mecca) | Saudi Arabia |
| Muhammad | prayer | prayer mat |

## KEY CONCEPT QUESTIONS

Why do Muslims prefer to read the Qur'an in Arabic?

What are some of the special rules about handling the Qur'an, and why are they important?

How does the Qur'an help Muslims understand how they should live?

Do you have a special book, and how do you treat it to show it's important?

## IMPACT

By the end of this enquiry, children will appreciate that Muslims see the Qur'an as Allah's true word, given in Arabic, and show profound respect through specific care practices and recitation. They will also understand how its guidance influences everyday life and be able to draw parallels to handling and valuing important books in their own experience.

## SUBJECT SPECIFIC VOCABULARY

**Qur'an**
The holy book of Islam, believed by Muslims to be Allah's direct word revealed in Arabic.

**Ablution (Wudu)**
The ritual washing performed before handling or reading the Qur'an.

**Surah**
A chapter within the Qur'an.

**Kursi**
A stand used to hold the Qur'an during recitation to keep it elevated and respected.

**Five Pillars**
The five requirements that all Muslims have to follow; they hold up the faith as pillars hold up a building.

**Shahadah**
The statement of Islamic belief in Allah and Muhammad

**Salah**
Praying five times a day.

**Zakat**
Giving to charity.

**Sawm**
Fasting for the month of Ramadan - nothing is to be eaten or

Discovery RE

YEAR 6

# What does it mean if God is both holy and loving?

## PRIOR LEARNING

Children will know that Christians believe God created the world.

Christians believe that God loves people and sent Jesus, his Son, to die so that people can be forgiven.

Children will have good knowledge of the Christmas and Easter stories.

They will have some awareness and understanding of the Christian belief in the Trinity.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Christians believe God is omnipotent, omniscient and eternal and that means God is worth worshipping.
- Christians believe God is both holy and loving, and Christians have to balance beliefs of God being angered by sin and injustice while also being loving, forgiving and full of grace.
- Identify different types of Bible text.
- Christian ideas about the nature of God come from the Bible. Children will explain connections between biblical texts and Christian ideas of God.
- Make connections between Bible texts studied, what Christians believe about God and how this is shown, for example in church architecture.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| holy | saviour | sin |
| symbol | pure | forgiveness |
| Bible | eternal | humanity |

## SUBJECT SPECIFIC VOCABULARY

**omniscient**
Knowing everything.

**omnipresent**
Present everywhere at the same time.

**omnipotent**
All powerful.

**immutable**
Unable to change; never changed over time.

**benevolent**
Characterised by doing good.

**psalm**
A sacred hymn or poem used in worship by Christians and Jews, as found in the book of Psalms in the Bible.

**prophet**
A person who is believed to speak messages from God.

**gospel**
Means 'Good News'. The gospels are the story of Jesus' life. There are four: Matthew, Mark, Luke and John,

**Isaiah**
A major prophet in Israel in Old Testament times; there is an Old Testament book of his words called 'Isaiah'.

**David**
Second king of Israel in Old Testament times, he was known for having a heart that loved God; he killed Goliath and was a musician who wrote lots of psalms.

**John**
One of the 12 special disciples of Jesus; wrote one of the gospels, four letters and the book of Revelation.

**architecture**
The design of a building.

**injustice**
Something that is not fair, not right, not just.

**grace**
Undeserved kindness.

## KEY CONCEPT QUESTIONS

What does God hate and how do you know?

What would it mean if God was only holy or only loving?

How do churches reflect the Christian understanding of God as both holy and loving?

## IMPACT

By the end of the unit, children should understand that Christians believe God is all-powerful, all-knowing, eternal, holy, and loving — and that these qualities make God worthy of worship. They will also be able to identify different types of Bible texts and explain how these texts influence Christian beliefs and practices, such as church design and worship.

YEAR 6

# How significant is it that Mary was Jesus' mother?

## PRIOR LEARNING

Children will know the Christmas story well, including that there are accounts in both Matthew (including the wise men) and Luke (including the shepherds).

They will know the symbolism of the wise men's gifts, understand that Christians believe Jesus was a gift from God to people and that Jesus is the Son of God.

They will know that Christians believe the story of Jesus' birth shows that he came for all different kinds of people.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Identify what we know about Mary from accounts in Luke
- Learn the story of the Annunciation.
- Reflect on Mary's response and understand why this is significant for Christians today.
- Consider how Mary has been represented in art and what different portrayals highlight.
- Draw conclusions as to why it is significant that the mother of Jesus should be someone like Mary.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| love | celebrate | important |
| baby | story | world |
| angel | gift | special |
| help | born | chosen |

## SUBJECT SPECIFIC VOCABULARY

**Incarnation**
It literally means 'made flesh' and is the Chritian belief that God became a man in the person of Jesus who is fully human and fully divine.

**virgin**
A person who has never had sexual intercourse.

**conceive**
To become pregnant; to have a baby formed in the womb.

**Fiat**
Mary's "Yes" to the Angel Gabriel when asked if she would be the mother of Jesus. It literally means "let it be done".

**Annunciation**
The visit of the Angel Gabriel to Mary to ask her to be Jesus' mother.

**humble**
Not proud or arrogant; to be modest and not think you are better than anyone else.

**divine**
Relating to or coming directly from God.

**Matthew**
The first book of the New Testament; the first of the four gospels (accounts of Jesus' life, death and resurrection).

**Luke**
The third book of the New Testament and the third gospel.

## KEY CONCEPT QUESTIONS

Why is it significant that a woman like Mary was chosen to be Jesus' mother?

What have been traditional ways to portray Mary and why?

What can Christians learn from Mary's response to

## IMPACT

By the end of the unit, children should understand the key details about Mary from the Gospel of Luke and why she is important in the Christian story. They will also be able to reflect on the Annunciation, explore different artistic representations of Mary, and explain why her role as Jesus' mother holds significance for Christians today.

YEAR 6

# How can Brahman be everywhere and in everything?

## PRIOR LEARNING

Children will know from Year 3 that Hinduism is a major world religion and is followed in the UK as well as elsewhere.

They will know that Hindus believe in the supreme god Brahman and that he takes many forms, specifically the Trimurti of Brahma, Vishnu and Shiva.

They will know of Lakshmi, Hanuman and Ganesh.

They will know the story of the Ramayana and how Diwali is celebrated.

## KEY KNOWLEDGE & SKILLS

- Know that Hindus believe that Brahman takes on many forms which some Hindus worship as gods or goddesses in their own right. These gods are sent to help people find/understand the universal God (Brahman).
- The three main Hindu deities are the trimurti of Brahma, Vishnu and Shiva.
- Most Hindus choose a god or goddess as their personal deity to whom they pray regularly, for example Shiva, Krishna or Lakshmi. They will often have a shrine in their homes to that god.
- Hindus believe that the essence of every god is Brahman and that Brahman is present everywhere and in everything.
- Know how Hindus celebrate Holi and the story of Holi.
- Humanist views of the purpose of human life, the responsibilities of human life and life after death.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| gods | personal | puja |
| worship | goddesses | soul |

## SUBJECT SPECIFIC VOCABULARY

**Brahman**
The Supreme Being and the foundation of all life

**Trimurti**
The three main forms of Brahman

**Brahma**
Part of the Trimurti - the creator

**Vishnu**
Part of the Trimurti - the preserver

**Shiva**
Part of the Trimurti - the destroyer

**Atman**
An eternal part of a person's soul or spirit and also part of the spirit of Brahman

**deities**
Gods and goddesses

**shrine**
A holy place of worship to a particular deity, often with a special object or picture at its centre

**Holi**
A Hindu festival celebrating spring, love and new life, known as the 'festival of colours'.

## KEY CONCEPT QUESTIONS

What difference does the belief that Brahman is everywhere and in everything make to the daily life of a Hindu believer?

Why do Hindus have shrines in their homes?

## IMPACT

By the end of this unit, children should understand that Hindus believe in one universal God, Brahman, who is represented through many gods and goddesses, each showing different aspects of Brahman. They should also be able to describe the key Hindu deities, how Hindus worship at home, the celebration of Holi, and compare Hindu beliefs about life with Humanist perspectives.

Discovery RE

YEAR 6

# What difference does the Resurrection make to Christians?

## PRIOR LEARNING

Children will know the events of Easter week including that Jesus was crucified on Good Friday and that Christians believe he rose from the dead on Easter Sunday. Children will know that Christians believe in eternal life and may have a concept of 'heaven'.
Children will know that Christians believe Jesus is the Son of God. Children will know that Christians believe Jesus came to forgive people's sins and that Christians are expected to forgive other people. Children will know that Christians believe that Jesus died as a sacrifice so that people's sins could be forgiven and they can be reconciled with God; and that Christians celebrate communion to remember the death of Jesus. They may remember the term 'incarnation'.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Identify what we know about Mary from accounts in Luke
- Learn the story of the Annunciation.
- Reflect on Mary's response and understand why this is significant for Christians today.
- Consider how Mary has been represented in art and what different portrayals highlight.
- Draw conclusions as to why it is significant that the mother of Jesus should be someone like Mary.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| Death | Witness | Faith |
| Cross | Easter Sunday | Hymn |
| Good Friday | Bible | Hope |
| Funeral | Evidence | Forgiveness |

## SUBJECT SPECIFIC VOCABULARY

**Salvation**
Being saved from sin and restored to relationship with God because of Jesus' death and resurrection

**Incarnation**
It literally means 'made flesh' and is the Chritian belief that God became a man in the person of Jesus who is fully human and fully divine.

**Divine**
Relating to or coming directly from God.

**Gospel**
Means 'Good News'. The gospels are the four accounts of the life of Jesus that we find in the bible – Matthew, Mark, Luke and John..

**Sin**
Actions, thoughts or words that go against what God wants of us, which offend God and often harm other people. Christians believe sin separates people from God.

**Resurrection**
Coming back to physical life from death

**Crucifixion**
An extremely painful and horrible way to execute people, commonly used by the Romans to kill criminals.

**Sacrifice**
To give up something for the sake of someone or someone else; Christians see Jesus' death as a sacrifice of himself so that people can be reconciled with God

## KEY CONCEPT QUESTIONS

How is the Christian belief in a saving God shown through the whole Bible?

Why do Christians think Jesus was resurrected?

How do Christian services in Easter Week reflect Christian beliefs?

How might believing in the Resurrection of Jesus affect how Christians live today?

## IMPACT

By the end of the unit, children should be able to recount key details about Mary from the Gospel of Luke, including the story of the Annunciation, and explain why her response is important for Christians today. They will also understand how Mary has been depicted in art, what these portrayals emphasize, and why her role as Jesus' mother is significant in Christian belief.

YEAR 6

# Do beliefs in Karma, Moksha and Samsara help Hindus lead good lives?

## PRIOR LEARNING

Children will know from Year 3/4 that Hinduism is a major world religion and is followed in the UK as well as elsewhere.

They will know that Hindus believe in the supreme god Brahman and that he takes many forms, specifically the Trimurti of Brahma, Vishnu and Shiva.

They will know of Lakshmi, Hanuman and Ganesh.

They will know the story of the Ramayana and how Diwali is celebrated.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- Hinduism has rites and ceremonies focusing on birth, marriage, and death.
- Hindus believe that people build up Karma, both positive and negative, based on their actions within that lifetime and that this Karma affects their future lives and existences.
- Samsara is the belief that the soul is eternal and lives many lifetimes, in one body after another. The soul (atman) can be born in a human form, or that of a plant or animal, as all living things have a soul (Brahman in everything).
- Moksha is the belief that the soul may one day escape the cycle of Samsara and achieve one-ness with Brahman.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| life | soul | actions |
| deeds | death | ceremony |

## SUBJECT SPECIFIC VOCABULARY

**Karma**
The belief that your actions in this life, positive and negative, affect all your future lives

**Samsara**
The belief that all life goes through the repeated cycle of birth, life, death and rebirth

**Moksha**
The ultimate aim of Hinduism - the release of the Atman from the cycle of rebirth to become one with Brahman

**Atman**
An eternal part of a person's soul or spirit and also part of the spirit of Brahman

**Rama**
Seventh avatar of Vishnu, a prince and the hero of the Ramayana

**re-incarnation**
The belief that when a living thing dies, it is re-born as another living thing

**sadhu**
A holy person who has renounced worldly life and exists only to pursue Moksha

**rite**
A traditional ceremony carried out by a particular group of people

**ritual**
A set of actions people do for a purpose where the actions are symbolic

**Bhagavad Gita**
One of the holy books of Hinduism

## KEY CONCEPT QUESTIONS

What do Hindus believe happens after we die?

Does the belief in Karma, Moksha and Samsara motivate Hindus to live good lives?

How do these beliefs compare with the Christian view of what happens when we die?

## IMPACT

By the end of this unit, children should understand the key Hindu rites of passage related to birth, marriage, and death, and how these mark important stages in life. They will also grasp the concepts of Karma, Samsara, and Moksha, recognizing how actions affect future lives and the ultimate goal of escaping the cycle of rebirth to unite with Brahman.

Discovery RE

YEAR 6

# What is the best way for a Hindu to show commitment to god?

## PRIOR LEARNING

Children will know the Hindu beliefs of Karma, Samsara and Moksha.

They will know that Brahman is the Supreme Being who is present everywhere and in everything.

They will know of the Trimurti of Brahma, Vishnu and Shiva and will also know some of the other gods and goddesses.

Children will know of some of the practices of Hinduism including puja in the home and the Mandir; festivals such as Diwali; and the importance of the River Ganges.

## KEY KNOWLEDGE & SKILLS

At the end of the term children will have gained the following knowledge and skills:

- IFor many Hindus, religion is more a matter of practice than of beliefs. What you do may be considered more important than what you believe.
- Hindus show their commitment in different ways.
- Prayer and worship is one way that Hindus show their commitment. Puja can take place in the home or at the Mandir. There are a number of set parts to the ritual of puja.
- Hinduism believes there are four goals for human life (purusharthas): Dharma, Kama, Artha and Moksha.
- Pilgrimage is one way some Hindus show their commitment.

## HIGH FREQUENCY VOCABULARY

| | | |
|---|---|---|
| prayer | commitment | shrine |
| goal | worship | pilgrimage |

## SUBJECT SPECIFIC VOCABULARY

**Aum**
The most sacred symbol in Hinduism; it is also a sacred sound and calls the gods

**Mandir**
A Hindu place of worship

**mantra**
A short repeated phrase

**Gayatri mantra**
One of the oldest Vedic mantras

**Vedas**
The oldest religious texts in Hinduism

**purusharthas**
Four purposes or goals of human life

**Kama**
Pleasure - enjoying the good things in life – love, desire and pleasure

**Dharma**
Duty - carrying out spiritual duties, worshipping, learning and devoting oneself to the gods and goddesses

**Artha**
Success - in work, earning money, providing for a family and doing a good job

**Moksha**
Liberation - a blissful state where the atman is no longer reincarnated but becomes totally one with Brahman

## KEY CONCEPT QUESTIONS

How do Hindus show their commitment in their everyday lives?

How would the four purusharthas affect how someone lived their life?

Do you have to make a pilgrimage to the River Ganges to be a faithful Hindu?

## IMPACT

By the end of this unit, children should understand that in Hinduism, actions and practices like prayer, worship (puja), and pilgrimage are key ways Hindus show their commitment, often more than just beliefs. They will also learn about the four goals of human life (purusharthas) — Dharma, Kama, Artha, and Moksha — and how these guide Hindu living.

Discovery RE