



Year 1-2 (Cycle B)			
Core Vocabulary:	People in Christianity	Why are some books special?	Why is our world special?
	The bible, testaments, celebrations, Palm Sunday, Jesus, temple, The Last Supper, Washing of feet, Jesus, crucifixion and resurrection church, parable, Samaritan, good, evil, Lord's prayer	Special books, stories, Sikhism, Guru Nanak, the five K's (Kirpan, Kesh, Kachera, Kara, Kangha), kindness, sharing, help, Gurdwara, special building, Torah, Judaism, Muslim, Quran, Abraham, Isaac	senses, imagination, feelings, emotions, reasons, natural world, human-made, create, amazing, dangerous, frightening, humanists, Judaeo- Christian, God, creation, evolution, The Big Bang, precious, poetry, Hindus, Brahma, Vishnu, Shiva, Brahman, Krishna, the cycle of life, murtis, creator, creativity, blessing, will (-power), nature, praise, Mother Earth, God, blessings, evolution, celebration. beliefs, truth, creation, God, universe, world, care, advice/advise, honesty, greed, consequences.

Year 1-2 (Cycle B)	
Knowledge skills and understanding	<p>Learning about religion</p> <p>1. Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Explore a range of religious stories and sacred writings and talk about their meanings b) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c) Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d) Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e) Identify and suggest meanings for religious symbols and begin to use a range of religious words. <p>Learning from religion</p> <p>2. Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness b) Ask and respond imaginatively to puzzling questions, communicating their ideas c) Identify what matters to them and others, including those with religious commitments, and communicate their responses d) Reflect on how spiritual and moral values relate to their own behaviour e) Recognise that religious teachings and ideas make a difference to individuals, families and local community.



Units	Autumn	Spring	Summer
Learning about religion	<p>Know that the bible is special to Christians Know that the bible is important to Christians because the stories give examples of how to live their lives</p> <p>Children know what a parable is</p> <p>Children know why parables are important to Christians</p> <p>Children understand the meaning within a parable</p> <p>Children know how they can help their families and helping others is a value of the Christian faith</p>	<p>Children know that Sikhism is a religion.</p> <p>Children know who Guru Nanak is and why he is important to Sikhs.</p> <p>Children know the 5 K's</p> <p>Children can describe the importance of the 5K's to Sikhs.</p> <p>Children know the importance of Gurdwara to Sikhs.</p> <p>Children can identify a book that is special to them.</p> <p>Children know the names of the special books in: Christianity, Judaism and Islam.</p> <p>Children know the story of Abraham.</p>	<p>Explore how we come to know and understand the world around us;</p> <p>Reflect on the question, 'How do I feel about the natural world?'</p> <p>Explore feelings and thoughts about different aspects of the world around us;</p> <p>Explore feelings and thoughts about different ideas about the creation of the world</p>
Learning from religion	<p>Recognise that books can be used for special reasons</p> <p>Be able to ask questions that encourage others to share their feelings and experiences</p> <p>Be able to communicate ideas using appropriate key vocabulary</p> <p>Be able to explain why crowds gather to celebrate</p> <p>Be able to explore the emotions and feelings of people celebrating</p> <p>Be able to explain why some people share a meal together</p> <p>Be able to share ways in which friends are important and special</p> <p>Be able to describe different emotions felt during celebration</p> <p>Be able to explain what can lead to disappointment and how disappointment feels</p> <p>Be able to explain laws/rules that we have to show us what is right and wrong</p> <p>Be able to ask their own questions about creation.</p>		

Year 3-4 (Cycle B)			
Core Vocabulary:	Why should we follow rules?	Sikhism and its influence in Britain	Why are some places special?
	<p>The bible, testaments,, celebrations, , Christian, Christmas, jews people, bible stories, guidance, verse, Genesis, influences, special events, Orthodox traditions, advent</p>	<p>Special books, stories, Sikhism, Guru Nanak, the five K's (Kirpan, Kesh, Kachera, Kara, Kangha), kindness, sharing, help, Gurdwara, special building, Onkar symbol, India, message, followers, meditation, morals, honesty, humility, compassion, fairness, flower bowl</p>	<p>senses, imagination, feelings, emotions, reasons, natural world, human-made, create, amazing, dangerous, frightening, humanists, Judaeo-Christian, God, creation, evolution, The Big Bang, precious, poetry, Hindus, Brahma, Vishnu, Shiva, Brahman, Krishna, the cycle of life, murtis, creator, creativity, blessing, will (-power), nature, praise, Mother</p>



			Earth, God, blessings, evolution, celebration. beliefs, truth, creation, God, universe, world, care, advice/advise, honesty, greed, consequences.
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Year 3-4 (Cycle B)			
Knowledge skills and understanding	Learning about religion 1. Pupils should be taught to: a) Explore a range of religious stories and sacred writings and talk about their meanings b) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate c) Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives d) Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses e) Identify and suggest meanings for religious symbols and begin to use a range of religious words. Learning from religion 2. Pupils should be taught to: a) Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness b) Ask and respond imaginatively to puzzling questions, communicating their ideas c) Identify what matters to them and others, including those with religious commitments, and communicate their responses d) Reflect on how spiritual and moral values relate to their own behaviour e) Recognise that religious teachings and ideas make a difference to individuals, families and local community.		
	Units	Autumn	Spring
		How do we celebrate our journey through life?	Sikhism and its influence in Britain
Learning about religion		Know what it means to be a Christian Know what prayer means to a Christian; exploration/examples of the language of prayer Know what the Bible means to a Christian, how the Bible speaks to people today and explores key messages from the Bible, providing guidance as to how to live life as a Christian. Children know about special Christian events. Children know about significant Jewish people in Christianity. Children know Christmas is celebrated in Orthodox traditions.	Children know who founded the Sikh religion. Children know who Guru Nanak was and his influence on the Sikh religion. Children know when Guru Nanak lived. Children know where the Sikh religion began. Children know the importance of the Onkar symbol in Sikh religion Children know and understand Sikh beliefs (i.e., meditation, honesty, compassion, selflessness)
			Summer
			Why are some places special?
			Children know the story of Sita and Rama and why it is important in Hinduism. Children know where the word Hindu comes from. Children know the importance of the Indus valley in Hinduism. Children know what an ancient epic is. Children know a range of Hindu stories



Learning from religion	Be able to ask questions that encourage others to share their feelings and experiences
	Be able to communicate ideas using appropriate key vocabulary
	Be able to explore the emotions and feelings of people celebrating
	Be able to describe different emotions felt during celebrations
	Be able to explain who they admire and what qualities the person has which makes them admirable
	Be able to reflect on big decisions they might have to make in the future.
	Be able to consider who, or what might help to make good decisions
	Be able to explain what is important to them and who they belong to

Year 5-6 (Cycle B)			
Core Vocabulary:	Is science a type of belief?	Christianity and the Bible	How do we make moral choices?
	Science, humanism, big bang, belief, humanist thinkers, worldview, religious philosophy vs way of thinking, goddesses and gods, afterlife, universe, Buddhism, Albert Einstein, Marie Curie, social and cultural context, diocese, Bishop, Christian, baptised, Jesus, church school, bible, Gospel.	Christianity, bible, natural world, verse, Holy book, God, Old d Testament, New Testament, Judaism, ancient, Hebrew, origins, themes, King Solomon, wisdom, obedience, Joseph, obeyed, forgiveness, proverbs, adoration.	Leaders, Influential, Ten Commandments, Bhagavad Gita, God, Moral choices, Charities Inspirations, Aspirations, Agape, Parables Samaritan, Giving time and money, Moral dilemma, Decisions

Year 5-6 (Cycle B)

Knowledge skills and understanding	Learning about religion		
	<p>Learning about religion</p> <p>1. Pupils should be taught to:</p> <p>a) Explore a range of religious stories and sacred writings and talk about their meanings</p> <p>b) Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate</p> <p>c) Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives</p> <p>d) Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses</p> <p>e) Identify and suggest meanings for religious symbols and begin to use a range of religious words.</p> <p>Learning from religion</p> <p>2. Pupils should be taught to:</p> <p>a) Reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p> <p>b) Ask and respond imaginatively to puzzling questions, communicating their ideas</p> <p>c) Identify what matters to them and others, including those with religious commitments, and communicate their responses</p> <p>d) Reflect on how spiritual and moral values relate to their own behaviour</p> <p>e) Recognise that religious teachings and ideas make a difference to individuals, families and local community.</p>		
Units	Autumn	Spring	Summer
Learning about religion	<p>Children know what humanism is.</p> <p>Children know why some people do not believe in God.</p> <p>Children know the influence of science on humanism</p> <p>Children know about ancient Buddhism and its influence on humanism</p> <p>Children know some famous humanists (i.e. Albert Einstein and Marie Curie)</p> <p>Children know about life in a Christian diocese.</p> <p>Children know what life is like as part of a Christian family.</p>	<p>Children know how the beliefs of the Christian faith are linked to the natural world.</p> <p>Children understand the meanings in Christian stories.</p> <p>Children know what the Bible is and why it is special to Christians.</p> <p>Children know the sections of the Bible (Old and New Testament).</p> <p>Children know what Hebrew is.</p> <p>Children know the story of King Solomon.</p> <p>Children know how the Bible guides the life of Christians.</p> <p>Children know the importance of proverbs.</p>	<p>Understand what a moral issue is</p> <p>Understand the importance of the 10 commandments for Jews and Christians Begin to understand the meaning of a Hindu holy book for believers; making links between values and commitments. Know and respond to parables that teach us about understanding right from wrong</p> <p>Know some of the ways religious organisations are involved in moral issues Know what a moral dilemma is, understand why they are hard to solve, and consider the kinds of factors that have to be taken into account when trying to solve them.</p>



Learning from religion	<p>Use abroad range of religious vocabulary to communicate ideas</p> <p>Make connections between things that are special to them and those that are special toothers.</p> <p>Reflect on how the story may relate to their own lives</p> <p>Suggest how a story may help a person to make a moral decision</p> <p>Ask questions about what they believe and what is important to them</p> <p>Compare some of the things that influence me, with those that influence other people.</p> <p>Consider how people express information, ideas, feelings and beliefs in a variety of ways</p> <p>Reflect upon the under lying meaning of different forms of expression;</p> <p>Consider the value of being part of a community</p> <p>Reflect on themes of hope and reconciliation</p> <p>Explore ways of expressing what is important to them and other people and brings meaning and hope to their lives.</p> <p>Consider the statement: 'must we always forgive'; be able to offer justified opinions based upon religious knowledge</p>
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