Gladstone Road Primary School Religious Education

Curriculum Planning

Intent

Our RE curriculum has been carefully planned and designed to encompass the content of the NYCC Agreed Syllabus. Aims outlined in the syllabus are:

"**To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop a response of their own**."

- Each NYCC Agreed Syllabus unit of work is categorised into one of three strands which we have adopted as our Golden Threads and underpin our curriculum.
  - Believing (religious beliefs, teachings, sources);
  - Expressing (religious and spiritual forms of expression);
  - Living (religious practices and ways of living).
- The long-term plan has been designed to allow all children (EYFS-Year 6) to study several units from each of these categories to ensure progression with religious knowledge and skills.
- The teaching of Festivals (Christmas/Easter/Divali/Eid Ul Fitr and Pesach) is interwoven into our assembly and collective worship programme.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Visitors and visits are interwoven into our curriculum planning and delivery when appropriate to enhance children's understanding and experiences.
- Clearly defined end points have been identified to ensure that pupils build upon prior learning and develop their knowledge and understanding of the three golden threads.

Implementation

Within and beyond our classrooms we provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- Knowledge organisers which outline knowledge (including vocabulary) all children must master and apply in lessons are introduced at the start and referred to throughout a unit of study.
- A well sequenced cycle of lessons carefully plans for progression and depth concentrating on the religious knowledge and understanding suited to the age group.
- Lessons follow a consistent structure of: retrieval, explanation, application and assessment which may include such features as questioning, modelling, individual, partner, group or whole class activities.
- Our inclusive approach is demonstrated through the way in which tasks and activities are adapted to ensure that all pupils are able to access the curriculum.
- Through retrieval, teachers make sure that pupils can draw on what they already know so that they can remember more.
- Key vocabulary is explicitly taught to enable pupils to develop their range of religious vocabulary and understanding.
- Assessment for learning strategies are used at the start, during and at the end of lessons to assess pupils' learning and identify any gaps or misconceptions.

Impact

- Through discussion, children can explain their understanding of different religions and cultures.
- Children demonstrate that they are knowledgeable and respectful of others religions and beliefs within a local, national and global context.
- Pupils are confident to discuss and share their opinions and beliefs.
- In addition, we measure the impact of our curriculum through the following methods:
  - Pre and post unit assessments
  - Assessment against 'End of Year Expectations' with clearly identified end points. These are then passed to the receiving teacher to ensure any gaps can be addressed when each Golden thread is revisited.

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GOLDEN THREADS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Believing **Autumn Term**	F1 Which stories are special and why?	**1.1** Who is a Christian and what do they believe? **1.2** Who is a Muslim and what do they believe?	**1.3** Who is a Jew and what do they believe? **1.4** What can we learn from sacred books?	**L2.1** What do different people believe about God? **L2.2** Why is the Bible so important for Christians today?	**L2.3** Why is Jesus inspiring to some people?	**U2.1** Why do some people thinks God exists? **U2.2** What would Jesus do? (Can we live by the values of Jesus in the 21st century?)	**U2.3** What do religions say to us when life gets hard?
	Christianity, Hinduism	Islam, Christianity	Judaism	Christianity, Islam, Hindu	Christianity	Islam, Christianity, Hinduism	Islam, Christianity, Hinduism
Living **Spring Term**	F6 What is special about our world and why?	**1.8** How should we care for others and the world, and why does it matter?	**1.7** What does it mean to belong to a faith community	**L2.7** What does it mean to be a Christian in Britain today? **L2.5** Why are festivals important to religious communities?	**L2.8** What does it mean to be a Hindu in Britain today? **L2.9** What can we learn from religions about deciding what is right and wrong?	**U2.6** What does it mean to be a Muslim in Britain today?	**U2.7** What matters most to Christians and Humanists? **U2.8** What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?
	Christianity, Islam	Christianity, Islam	Christianity, Islam, Judaism	Christianity	Hinduism	Islam	Christianity, Humanism
Expressing **Summer Term**	F4 Which times are special and why?	**1.5** What makes some places sacred?	**1.6** How and why do we celebrate special and sacred times?	**L2.4** Why do people pray?	**L2.6** Why do some people think that life is a journey and what significant experiences mark this?	**U2.4** If God is everywhere why go to a place of worship?	**U2.5** Is it better to express your beliefs in arts and architecture or in charity and generosity?

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	Christianity, Judaism, Islam	Christianity, Islam	Christianity, Islam	Christianity, Islam, Hinduism	Christianity, Islam, Hinduism	Christianity, Islam, Hinduism	Christianity, Islam

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KS1 Medium Term Plans	Autumn Term Believing	Spring Term Living	Summer Term Expressing
Prior Knowledge (Retrieval)	**EYFS** **UTW: People, Cultures and Communities** **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class** The terms 'celebration' and 'festival'. Christmas celebrates the birth of Jesus. Easter is a festival and celebrates Jesus' resurrection. Ramadan is a special time for Muslims which leads to the festival 'Eid Al-Fitr'. The bible is the holy book of Christianity. The Qur'an is the holy book of Islam.	**EYFS** **UTW: People, Cultures and Communities** **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class** The terms 'celebration' and 'festival'. Christmas celebrates the birth of Jesus. Easter is a festival and celebrates Jesus' resurrection. Ramadan is a special time for Muslims which leads to the festival 'Eid Al-Fitr'.	**EYFS** **UTW: People, Cultures and Communities** **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class** The terms 'celebration' and 'festival'. A church is a special place of worship for Christians. A mosque is a special place of worship for Muslims
Y1	**Knowledge and Skills to be developed:** **Who is a Christian and what do they believe** • Who is Christian and what do they believe? • What do Christians believe about God? • What does the Bible teach us about God? • Why is Jesus important to Christians? • What do the Miracles of Jesus teach us about what is important to Christians? • Why do Christians prey? • Who is a Christian? **Who is a Muslim and what do they believe?** • What do people think about God? • Who was the Prophet Muhammad, and why is he important to Muslims? • What stories of the Prophet do Muslims love to tell? • What makes a place or an object special to us? And to Muslims? • What is a mosque, and what happens at a mosque? • How and why do Muslims pray and worship at the mosque? • Mosques near where we live: What can we find out? • What can we learn from Muslim holy words?	**Knowledge and Skills to be developed:** **How should we care for others and the world, and why does it matter?** • Should we care for everyone? • What do Christians believe about caring for people? • What do some religions say about caring for other people? • How have some people shown they cared? How is the golden rule an encouragement to care? • What stories do Christians and Jewish people tell about the beginning of the world and how to treat the world?	**Knowledge and Skills to be developed:** **What makes some places sacred?** • Where do I feel safe? Where is a sacred place for believers to go? • Which place of worship is sacred for Christians? • Which place of worship is sacred for Jewish people? • Which place of worship is sacred for Muslims? • How are places of worship similar and different? • How can music sometimes help believers in worship? • Why are places of worship important to our community?

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		• What happens at the celebration of Eid-ul-Fitr, and why? • Who is a Muslim, and what do they believe?		
Future Learning		L2.1 What do different people believe about God? U2.1 Why do some people believe God exists	L2.9 What can we learn from religions about deciding what is right and wrong? U2.7 What matters most to Christians and Humanists? U2.10 Green religion? How and why should religious communities do more to care for the Earth?	L2.4 Why do people pray? U2.4 If God is everywhere? Why go to a place of worship?
Vocabulary	**All**	God, Jesus, Christians, Bible, Muslim, Muhammad, Mosque, Allah, Leader	Bible, Religion,	Worship, Holy, Church, Christians, Muslims, Symbols,
	Most	Influence, Prophet,	Zakat, Ramadan, Pillars, Believers	Sacred, Features, Qur'an, Bible, Believers, Mosque
	Some	New Testament, Old Testament,	Alms giving, Genesis, Tzedakah	Altar, Crucifix, Lectern, Pulpit, Pew, Mirab, Mosaics, synagogue
Quality Texts		- In My Mosque - But…Who is Allah? - My first Quaran - The Lion First Bible	-Five Pillars of Islam -Tell me more about Ramadan - Puddles Lends a paw	- All kinds of Beliefs - Jewish Synagogue - Christian Church
Whole School Themes, Celebrations, Assemblies and Visitors		Autumn Harvest Festival – Rainbow Centre Christmas - Children's Minister visit Diwali – Visitor Islamic Centre Workshops/assemblies	Spring Shrove Tuesday – Children's Minister Visit Ramadan – Visitor Islamic Centre Easter - Children's Minister Visit Hinduism Workshops/assemblies Judaism workshop/assemblies	Summer Christian bible stories – Children's Minister Visit Humanist – Visitor
RE Requirement		Our Curriculum is devised using the North Yorkshire Agreed Syllabus for Religious Education. (201 c9-2024) This has been tailored to meet the needs of our pupils using the SACRE (standing advisory council for Religious Education) document to ensure it makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.		

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KS1 Medium Term Plans	Autumn Term Believing	Spring Term Living	Summer Term Expressing
Prior Knowledge (Retrieval)	1.1 Who is a Christian and what do they believe?	F5: Where do we belong? 1.7 What does it mean to belong to a faith community?	F4 Which times are special and why?
Y2	**Knowledge and Skills to be developed:** **Who is Jewish and what do they believe?** • What is precious to us? What is precious to Jewish people? • What does a mezuzah remind Jewish people about? • How and why do Jewish people celebrate Shabbat? • What does the story of Chanukah make us think about? How do Jewish people think about miracles at Chanukah? **What can we learn from sacred books?** • What stories are special to us? What is a holy book? • What did Jesus teach about God in a story? • What did Jesus say about how to treat others? • How are holy books treated? • What story is special for Jewish people in the Torah? • Which story do Muslims tell about the Prophet Muhammad? • What can be learnt from the story of Jonah? What is special about Jonah? • What can people learn from sacred books?	**Knowledge and Skills to be developed:** **What does it mean to belong to a faith community?** • Do we all believe in something? • How do Christians show that they belong? • How do Muslims know that they belong? • How do Jewish people show that they belong together as a community? • How do Christians welcome a new baby? How do Muslims welcome a new baby? • How do some people show that they belong to one another?	**Knowledge and Skills to be developed:** **How and why do we celebrate special and sacred times?** • Which times are special and why? • Why are festivals important to religious communities? • How do people from religious and non-religious communities celebrate key Festivals?
Future Learning	L2.1 What do different people believe about God?	L2.7 What does it mean to be a Christian in Britain today? L2.10 How do family life and festivals show what matters to Jewish people?	L2.7 What does it mean to be a Christian in Britain today? L2.10 How do family life and festivals show what

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				matters to Jewish people? U2.6 What does it meant to be a Muslim in Britain today?
Vocabulary	**All**	Precious, Jewish, Doorpost, Candle stick, scroll, Miracles	Muslim, Community, Islam, Baptism, Mary, Symbol	Celebrate, Easter, Festival, Celebration,
	Most	Chanukah, Mezuzah, Shabbat	Prophet, Ceremonies, Shabbat, Crucifix,	Eid-ul-Fitr, Ramadan, Fasting
	Some	Shema	Challah bread	ka'aba
Quality Texts		- **Judaism** - **The Shabbat Princess**	- **Moon's Ramadan**	- **The Osborne Easter Story**
Whole School Themes, Celebrations, Assemblies and Visitors		Autumn Harvest Festival – Rainbow Centre Christmas - Children's Minister visit Diwali – Visitor Islamic Centre Workshops/assemblies Yr2 – Walk through Nativity	Spring Shrove Tuesday – Children's Minister Visit Ramadan – Visitor Islamic Centre Easter - Children's Minister Visit Hinduism Workshops/assemblies Judaism workshop/assemblies	Summer Christian bible stories – Children's Minister Visit Humanist – Visitor
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KS2 Medium Term Plans	Autumn Term Believing	Spring Term Living	Summer Term Expressing
Prior Knowledge (Retrieval)	1-3 Who is Jewish and what do they believe? 1-4 What can we learn from sacred books?	1-7 What does it mean to belong to a faith community?	1-6 How and why do we celebrate special and sacred times?
Y3	**Knowledge and Skills to be developed:** **What do people believe about God?** • 'Seeing is Believing – is it? What do I think about believing in God? • What do Christians believe about God? • What do stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? • What do Muslims believe about Allah (God)? • What do Muslims believe about the Holy Quran, Allah's gift to humanity? • How do Hindu people show what they believe about gods and goddesses? • Why are three of the gods of the Hindu way especially important? • What difference does it make to life if you believe there is no God? • What are the similarities and differences between different ideas about God? • What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims?	**Knowledge and Skills to be developed:** **What does it mean to be a Christian in Britain today?** • How do Christians show their beliefs in the home? • What do Christians do to show their beliefs at church? • How and why do different Christians use music in worship? • How and why do different Christians celebrate holy communion? • How do Christians make a difference in their local community? • Why do people stand up against injustice because of their religion?	**Knowledge and Skills to be developed:** **Why do people pray?** • What is prayer? Is prayer helpful and how can we answer this question? • What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life? • How and why do Christians like to pray? • How do Hindus pray and worship at home and in the Mandir? • What is similar and different in the words of three prayers? (Muslim, Christian and Hindu). • What more can we discover? Does reflection matter to me? • Why do some people pray every day, but others not at all? • What have we learned from Muslims, Hindus and Christians about prayer, symbols and worship?
	Why is the Bible so important to Christians? • Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible? • How is the Bible put together? Why is it so popular?	**Why are festivals important to religious communities? (Easter)** • What is worth celebrating? • What do Christians celebrate at Easter? • What was the meaning of Jesus' last meal with his friends? • What does the crucifying of Jesus mean to Christians?	

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		• What does the Bible teach Christian people about God, life, the universe and everything? • How do Christians use Bible stories, such as the story of creation to inspire drama, music, art or dance? • How can the Bible help people if they are tempted to do wrong things? • Can Bible stories of lost and found help people today? What makes these stories so popular? • What are the main ways that Christians use the Bible? Which ones explain why it is so popular? • What are your favourite wise words? What Bible ideas are your favourites and how can you express them?	• What do Christians believe happened on Easter Sunday morning?	
Future Learning		L2-3 Why is Jesus inspiring to some people?	L2-8 What does it mean to be a Hindu in Britain today? L2-9 What can we learn from religions about deciding what is right and wrong?	L2-6 Why do some people think life is a journey?
Vocabulary	**All**	Father, Son, Creator, Communicate, Prayers, Religion, God, Goddesses, Non-religion (atheist)	Celebrated, Bible, Pray Worship, Hymn, God, Muslim, Christianity, Crucifix, Palm Cross	Prayer, Benefits, Beliefs, God, Worship, Conversation
	Most	Murtis, Allah, Humanist	Holy Communion, Palm Cross	Meditate, Practices
	Some	Metaphor, Holy Spirit	Communion, Crucifix	Relationship,
Quality Texts		- **Mother…Teach me Allah** - **Elle The Humanist**	**-Christianity (info buzz)**	**Hinduism** **Islam (info buzz)**
Whole School Themes, Celebrations, Assemblies and Visitors		Autumn Harvest Festival – Rainbow Centre Christmas - Children's Minister visit Diwali – Visitor Islamic Centre Workshops/assemblies	Spring Shrove Tuesday – Children's Minister Visit Ramadan – Visitor Islamic Centre Easter - Children's Minister Visit Hinduism Workshops/assemblies Judaism workshop/assemblies	Summer Christian bible stories – Children's Minister Visit Humanist – Visitor
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KS2 Medium Term Plans	Autumn Term Believing	Spring Term Living	Summer Term Expressing
Prior Knowledge (Retrieval)	Y3 – L2.2 Why is the Bible so important to Christians? Y3 – L2.1 What do people believe about God? Y3 – L2.7 What does it mean to be a Christian in Britain today? Y1 – L1.1 Who is a Christian and what do they believe?	Y3 – L2.4 Why do people pray? Y1 – L1.8 How should we care for others and the world, and why does it matter?	Y3 – L2. 5 Why are festivals important to religious communities? Y3 – L2.7 What does it mean to be a Christian in Britain today? Y1 – L1.5 What makes some places sacred?
Y4	**Knowledge and Skills to be developed:** **Why is Jesus inspiring to some people?** **11 lessons -** • What does the word inspiring mean? Who is inspiring? • What do we know about Jesus' life story? Is his story inspiring for some people? • Was Jesus inspiring because of his actions? • What did Jesus teach? Was he a good teacher? Was he an inspiring teacher? • Did Jesus' teachings inspire people? How and why? • Who did Jesus say he was? Why is he so important to Christians? • Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection Day? • Is Jesus still important today? Why? Who to? How does it show? • What kind of image of Jesus for the 21st Century would pupils like to create? Might it be inspiring to others? • Does being inspired by Jesus make a person stronger? • Who is inspiring for me? Who is inspiring for other children in my class?	**Knowledge and Skills to be developed:** **What does it mean to be a Hindu in Britain today?** **4 lessons -** • How do Hindus show their faith? Faith in what? • A Hindu life; what is important? • Why is Mahatma Gandhi a Hindu hero? • What is it like to be a Hindu in Britain today? **What can we learn from religions about deciding what is right and wrong?** **6 lessons -** • What rules are important? How is the Golden Rule important? • What important messages are in the Ten Commandments? How do they help Jewish people know how to live? • What does Christianity say about how to live a good life? • How do non-religious people decide what is right and wrong? • What do religious stories tell believers about temptation? • How have religious teachings helped to affect somebody's actions?	**Knowledge and Skills to be developed:** **Why do some people think that life is a journey? What significant experiences mark this?** **6 lessons -** • What does a journey mean to us? • What is the significance of Baptism to Christians? • How do Jewish people mark becoming an adult? • What ceremonies do Hindus mark in the journey of life? • Why do people choose to get married? • Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?
Future Learning	U2.1 - Y5 - Why do some people think God exists? U2.2 - Y5 - What would Jesus do? (Can we live by the values of Jesus in the 21st century?)	U2.1 - Y5 - If God is everywhere why go to a place of worship?	U2. 4- Y5 If God is everywhere why go to a place of worship? U2.3 - Y6 - What do religions say to us when life gets hard?

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Vocabulary	**All**	Inspired, Gospel, Christians, Miracle, Jesus, Holy week, Holy, Arrest	Hindu, Belief, Worship, Reflect, , Metaphor, Journey,,	Journey, Baptism, Dharma, Karma, Moksha, Bar/bat Mitzvah, Ceremony, Promises, Reincarnation, Soul
	Most	Crucifixion, Resurrection	Puja, Dharma, Moksha, Karma	Rituals, significance, sacred, communion,
	Some	Portrayed, Trial, Betrayal	Deities	Confirmation,
Quality Texts		- The Garden the Curtain and the Cross - Feeding the 5000 - Diary of a disciple (Faith Workshop)	- Rama and Sita - The best Diwali ever	- Children's bible stories - Parables of Jesus – children version (online stories)
Whole School Themes, Celebrations, Assemblies and Visitors		Autumn Harvest Festival – Rainbow Centre Christmas - Children's Minister visit Diwali – Visitor Islamic Centre Workshops/assemblies	Spring Shrove Tuesday – Children's Minister Visit Ramadan – Visitor Islamic Centre Easter - Children's Minister Visit Hinduism Workshops/assemblies Judaism workshop/assemblies	Summer Christian bible stories – Children's Minister Visit Humanist – Visitor
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KS2 Medium Term Plans	Autumn Term Believing	Spring Term Living	Summer Term Expressing
Prior Knowledge (Retrieval)	1.1-3 Who is Christian/ Muslim / Jewish and what do they believe? L2.1 What do different people believe about God?	1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	F3: Which places are special and why? 1.7: What makes some places sacred? L2.5: Why do people pray?
Y5	**Why do some people think God exists?** • How many people believe in God? • Is God real? What do Christians think? • How do we know what is true? Why do people believe or not believe in God? • What do Christians believe about how the world began? Do they all share the same idea? • Is God real? Why do some people believe God exists? Why do some people believe God doesn't exist? **What would Jesus do? (Can we live by the values of Jesus in the 21st century?)** • Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'? • What is the importance of the value of love? How did Jesus teach his followers to love? • What do Jesus' parables about forgiveness teach to Christians today? • How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa. • What did Jesus teach about being generous and being greedy? • What does the teaching of Jesus have to say about some problems people face today? What would Jesus do? • What have we learned about living by the values of Jesus in the modern world?	**What does it mean to be a Muslim in Britain today?** • What helps you through the journey of life? What helps Muslims through the journey of life? • What is the key belief of Muslims? How does this affect their life? • Why does prayer matter to Muslims? • How is charity important to Muslims? How is charity important to you? • Why do Muslims fast? • Why do Muslims want to go on pilgrimage? • Where do people get advice and guidance from? • What is a special place for Muslims? • Can you think of similar commitments to the five pillars in your life? What matters to Muslims?	**If God is everywhere why go to a place of worship?** • What is a place of worship? What is it for? • What is a Christian place of worship? What is it for? • What is a Hindu place of worship? What is it for? • What is a Jewish place of worship? What is it for? • Are people more important than the place? • What is a place of worship? What is it for? • What does a place of worship mean for its believers?
Future Learning	**KS3** 3.1 Do we need to prove God's existence? 3.3 What is so radical about Jesus?	**KS3** 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?	**KS3** 3.6: Should religious buildings be sold to feed the starving?

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Vocabulary	**All**	Religion, Evidence, Belief, Powerful,	Support, Journey, Pillars, Islam, Community, Fasting, Festival, Pilgrimage, Mecca, Spiritual, Commands,	Worship, Beliefs, Features, Synagogue, Commitment, Forgiveness, Loyalty
	Most	Reflect, valuable	Guidance, obey, Zakah	Function, Gratitude, dedication, admiration
	Some	Suffering	Eid-ul Adha, Eid-il-Fitr	Mandir
Quality Texts			- The Most Exciting Eid - Two pigeons on a pilgrimage - Going to Mecca - Five Pillars ad Me	
Whole School Themes, Celebrations, Assemblies and Visitors		Autumn Harvest Festival – Rainbow Centre Christmas - Children's Minister visit Diwali – Visitor Islamic Centre Workshops/assemblies	Spring Shrove Tuesday – Children's Minister Visit Ramadan – Visitor Islamic Centre Easter - Children's Minister Visit Hinduism Workshops/assemblies Judaism workshop/assemblies	Summer Christian bible stories – Children's Minister Visit Humanist – Visitor
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KS2 Medium Term Plans	Autumn Term Believing	Spring Term Living	Summer Term Expressing
Prior Knowledge (Retrieval)		1.8 How should we care for others and the world, and why does it matter? (Year 1) L2.9 What can we learn from religions about deciding right and wrong? (Year 4) 1.8 How should we care for others and the world, and why does it matter? (Year 1)	
Y6	**Knowledge and Skills to be developed:** **What do religions say to us when life gets hard?** • What questions have you got about what happens when we die? • What do some people think carries on after we have died? What is our soul? • Do some people believe that you come back to life as something different? What is reincarnation? • Do you get to heaven if you do things wrong? • What do Christians think happens when we die? • What do people who don't believe in God think happens when we die? • What different ideas are there about what happens when we die? What do I think?	**Knowledge and Skills to be developed:** **What matters the most to Christians and Humanists? 7 lessons:** • Do rules matter? Why? What is a code for living? • Who is a humanist? What codes for living do non–religious people use? • What can we learn from discussion and drama about good & bad, right & wrong? • What codes for living do Christians try to follow • What can we learn from a Values Game? • Peace: is it more valuable than any money? • Can we create a code for living that would help the world? **What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)? 8 lessons:** • What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs • *How do Muslim people build their community, the Ummah, by following their Prophet?* • *How does it feel to be a part of the Muslim Ummah? What difference does it make?* • What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments? • How do Hindus show their commitment to ahimsa through acts of service or sewa? • What did Jesus teach about God's grace and forgiveness? • Why did Jesus share bread & wine with his disciples, the night of his arrest? How did Jesus show the meaning of	**Knowledge and Skills to be developed:** **Is it better to express your religion in arts and architecture or in charity and generosity?** • What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place? • How do mosque buildings express Islamic beliefs and values? What makes a fine mosque? • Muslim calligraphy, painting and poetry: what is inspiring? How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art? • Can a Christian place of worship be a building for the 'glory of God'? What does this mean? • How and why do Muslim charities try to change the world? • How and why does Christian Aid try to change the world? • What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you?

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			grace? • How can the life of a great Christian person show us the meaning of grace?		
Future Learning		3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any solutions?	3.10 Does religion help people to be good? 3.11 What difference does it make to believe in…?		3.7 How can people express the spiritual through the arts?
Vocabulary	**All**	Death, Belief, Reincarnation, Judgement, Heaven, Hell, Deed	Christians, Value	Christians, Hindu, Muslim	Mosques, Community, Charities, Poverty, Justice,
	Most	Repent, Karma	Justice, Dilemma, Free choice, Humanist	Grace, Wisdom, Ummah, Ahimsa, Gandhi	Architecture, Sacred
	Some	Soul	Principles, Fellowship	Religious concepts/ religious commitments	Scriptures
Quality Texts		Heaven by Nicholas Allan	What is Humanism? By Michael Rosen and Annemarie Young		
Whole School Themes, Celebrations, Assemblies and Visitors		Autumn Harvest Festival – Rainbow Centre Christmas - Children's Minister visit Diwali – Visitor Islamic Centre Workshops/assemblies	Spring Shrove Tuesday – Children's Minister Visit Ramadan – Visitor Islamic Centre Easter - Children's Minister Visit Hinduism Workshops/assemblies Judaism workshop/assemblies		Summer Christian bible stories – Children's Minister Visit Humanist – Visitor
RE Requirement		Our Curriculum is devised using the North Yorkshire Agreed Syllabus for Religious Education. (2019-2024) This has been tailored to meet the needs of our pupils using the SACRE (standing advisory council for Religious Education) document to ensure it makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.			