



Religious Education Curriculum



Topic - Step Right Up!
Year 1 - Autumn
Subject - Religious Education



Prior Learning	In Reception, children have thought about why God, Christmas and Easter are important to Christians. They have also thought about special places for themselves and others.	
What Comes Next	In Year 2, children develop further their knowledge of Christianity by learning more about Christmas and Easter. They also learn about Islam in more depth and learn about holy buildings for different religions.	
Key Vocabulary	Parable, Christians, God, Christmas, Eid, Diwali, celebration, festival	
Notes and Guidance	Skills	Knowledge
UI.1 - 'What do Christians believe God is like?' UI.12 - 'What is the 'good news' Christians say Jesus brings?' UI.3 - 'Who celebrates what? How and where? Celebrations that matter in Sandwell: Christians, Muslim, Sikh'	<p>Make sense of belief:</p> <ul style="list-style-type: none">Identify what a parable isTell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.Give clear, simple accounts of what the story means to ChristiansTell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.Recognise that Jesus instructs people about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none">Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Make connections:</p> <ul style="list-style-type: none">Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideasGive a reason for the ideas they have and the connections they make.Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. <p>Make sense of belief:</p> <ul style="list-style-type: none">Recognise a special time pupils celebrate and explain simply what celebration meansIdentify and name at least three different religious festivals, giving two facts about each oneIdentify a belief that connects to a festival, e.g. 'they do it because they believe...' <p>Understand the impact:</p> <ul style="list-style-type: none">Give simple examples of the ways a festival makes a difference e.g. to emotions, to familiesTalk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiencesNotice and suggest a meaning for some symbols used in the celebrations they learn about e.g. light, water, signs of togetherness <p>Make connections:</p> <ul style="list-style-type: none">Think, talk and ask good questions about big days in different religionsTalk about links between how people celebrate today and old storiesNotice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts	<p>(UI.1, UI.12)</p> <ul style="list-style-type: none">What a parable is.Key parables e.g. The lost son and understand what Christians believe God is.Aspects of what people believe God is like and how Christians show their love to God.Stories from the bible and recognise them as 'good news' or gospel.The story of 'Matthew the tax collector.'How Jesus instructs Christians to behave and some examples of how Christians follow teachings of forgiveness and peace. <p>(UI.3)</p> <ul style="list-style-type: none">Know what Christmas, Eid and Diwali are and what celebration means.Recognise a belief and how that connects to the festival.Learn about features in festival stories that make people feel happy or sad and compare with pupils own ideas.
Enrichment	During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning	



Topic – Turrets and Tiaras
Year 1 – Spring
Subject – Religious Education





Prior Learning	In Reception, children have learnt about which stories are special and why. This links to this unit on holy books.
What Comes Next	During Summer term in Year one, children will learn the stories of the Sikh Gurus. In Year two, children will learn the stories of the prophets of Islam, extending their knowledge of what is in the Guru Granth Sahib and the Qur'an.
Key Vocabulary	Bible, Guru Granth Sahib, Qur'an, holy book

Notes and Guidance	Skills	Knowledge
<p>UI.10 'How and why are some books holy? What can we learn from sacred books and stories?'</p>	<p>UI.10</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify a belief about God linked to what a holy book says Recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols which people use to show their respect for their holy writings <p>Understand the impact:</p> <ul style="list-style-type: none"> Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say Give simple examples of 'hidden messages' in faith stories or wise sayings <p>Make connections:</p> <ul style="list-style-type: none"> Talk about what they like in the stories from sacred texts that they hear Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories Ask and suggest answers to questions arising from their learning about holy books 	<p>UI.10</p> <ul style="list-style-type: none"> Recognise what the bible is and how it is used. Know that stories are special to many people and should be treated with respect. Understand how Jesus' life and teachings can impact upon Christians and how they behave. Know the Qur'an is a holy book. Recognise sacred texts are special to many people and should be treated with respect. Know how different religions express their respect for their scriptures using symbols and by doing what the scriptures say. Know the Guru Granth Sahib is a holy book. Know how the Guru Granth Sahib is treated.

Enrichment

During this topic the children spend a day at Warwick Castle.



		Topic - Yum Yum Year 1 - Summer Subject - Religious Education		
Prior Learning	In Reception, children have learnt about which places and stories are special to people and why. In Spring term of Year one, they learnt about the Guru Granth Sahib.			
What Comes Next	In Year two, children will further develop their knowledge of Gurdwara's. They will think about these alongside churches and mosques (holy places from other religions.)			
Key Vocabulary	Gurdwara, holy building, community, worship			
Notes and Guidance	Skills		Knowledge	
UI.4 - 'Beginning to learn about Sikhs: stories of the Sikh Gurus' UI.5 - 'Beginning to learn about Sikhs: The Gurdwara- why is there a kitchen?'	<p>(UI.4, UI.5)</p> <p>Making sense of belief:</p> <ul style="list-style-type: none">Re-tell simply some stories of Guru NanakGive examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?)Recognise the Sikh holy building, the Gurdwara, from local photosRe-tell simply some of the things that happen in a GurdwaraGive examples of other community buildings where people share their lives <p>Understanding the impact:</p> <ul style="list-style-type: none">Give examples of how and why Sikhs retell the stories of Guru Nanak and the other GurusMake links between Sikh ideas of God found in the stories and how people liveGive examples of how Sikhs worship, pray, sing and share their lives at a GurdwaraMake simple links between Sikh ideas of God and service to others and the work of the GurdwaraGive an example of how some Sikh people might remember to God in different ways (e.g. through worship at the Gurdwara, through service) <p>Making connections:</p> <ul style="list-style-type: none">Ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?'Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories.Give a good reason for their ideas about whether any of these things are good for them too.Ask some questions about Sikh worship using the questioning words 'Who? How? Why? What if?'Talk about what they think is good about the Sikh Gurdwara and the ideas they noticed in their learning.Give a good reason for their ideas about whether any of these things are good for them too.		<p>(UI.4, I.5)</p> <ul style="list-style-type: none">Learn simple stories about Guru Nanak.Know how and why Sikhs retell the stories of Guru Nanak and other Gurus.Know how the stories are used in Sikh life and worship.Know what a Gurdwara is.Learn about some things that happen in a Gurdwara.Know other community buildings where people share their lives.	
Enrichment During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from				



Topic – Fire and Ice
Year 2 – Autumn
Subject – Religious Education



Prior Learning	In Year one, children have learnt about some religious celebrations including Christmas. They have learnt about the bible, God and good news. They have learnt about the kitchen in a Gurdwara.	
What Comes Next	In Year 3, children extend their knowledge of Christianity further thinking about the world Jesus wanted and the Trinity. Learning about places is extended as children complete units on Hinduism and Judaism for the first time.	
Key Vocabulary	Church, altar, cross, lectern mosque, wudu (place to wash before prayer), prayer mat, shoe racks, gurdwara, dais (where holy book is raised and read), rest room, Langar, worship, sacred, holy, nativity.	
Notes and Guidance	Skills	Knowledge
UI.2- 'Why does Christmas matter to Christians?' UI.9- 'Holy Places. Where and how do Christians, Muslims and Sikhs worship?'	UI.2 Make sense of belief: <ul style="list-style-type: none">Recognise that stories of Jesus' life come from the GospelsGive a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Understand the impact: <ul style="list-style-type: none">Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Make connections: <ul style="list-style-type: none">Think, talk and ask questions about Christmas for people who are Christians and for people who are notDecide what they personally have to be thankful for, giving a reason for their ideas. UI.9 Make sense of belief: <ul style="list-style-type: none">Recognise that there are special places where people go to worship, and talk about what people do thereIdentify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they meanIdentify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Understand the impact: <ul style="list-style-type: none">Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believeGive simple examples of how people worship at a church, mosque or synagogueTalk about why some people like to belong to a sacred building or a community. Make connections: <ul style="list-style-type: none">Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideasTalk about what makes some places special to people, and what the difference is between religious and non-religious special places.	UI.2 <ul style="list-style-type: none">The story of Jesus' birth and why Jesus is important to Christians.Stories of Jesus' life come from the gospels. UI.9 <ul style="list-style-type: none">There are special places where people go to worship and identify.A belief about worship and a belief about God connecting to each place of worship.Know 3 objects used in worship in these religions (See vocabulary below).Why some people, like to belong to a sacred building or community.
Enrichment During this topic, children go on a visit to Aston Hall where they tour the hall; handle historical artefacts and complete drama and art activities based on the Great Fire of London. The fire brigade visits the children to discuss fire safety and how fire safety equipment has changed since the Great Fire of London.		

		Topic – Into the Wild Year 2 – Spring Subject – Religious Education		
Prior Learning	In Year one, children have learnt about some religious celebrations including Christmas.			
What Comes Next	In Year 3, children extend their knowledge of Christianity further thinking about the world Jesus wanted and the Trinity.			
Key Vocabulary	Incarnation, salvation, Easter, death, resurrection, creation, palm leaves, tomb, crucifixion			
Notes and Guidance	Skills		Knowledge	
UI.6- 'Why does Easter matter to Christians?' UI.II- 'Questions that puzzle us: what can we learn from deep thinking?'	<p>UI.6</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).• Recognise that Jesus gives instructions about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none">• Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. <p>Make connections:</p> <ul style="list-style-type: none">• Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. <p>UI.II</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out?'• Identify two or more big questions about religions and beliefs, and match them to two or more possible answers <p>Understand the impact:</p> <ul style="list-style-type: none">• Recognise that people's beliefs about God or life make a difference to what they do.• Give simple examples of 'hidden messages' in faith stories or wise sayings <p>Make connections:</p> <ul style="list-style-type: none">• Talk about what they like in the stories from sacred texts that they hear• Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people• Ask and suggest answers to questions arising from their learning about religions.		<p>UI.6</p> <ul style="list-style-type: none">• Know why Easter is important to Christians and recognise that Incarnation and Salvation are important events in the bible.• Learn how Christians, show their beliefs about Jesus' death and resurrection in church worship at Easter.• Know where Christians go to worship and what they do there.• Understand why some people like to belong to a sacred building or a community. <p>UI.II</p> <ul style="list-style-type: none">• That people's beliefs about God or life make a difference to what they do.• 'Hidden messages' in faith stories or wise sayings	
Enrichment During this topic, the children will visit the safari park to see the animals learnt about in class in a real-life setting.				



Topic – Buckets and Spades
Year 2 – Summer
Subject – Religious Education



Prior Learning	In Year one, children learnt that the Qur'an is the holy book for Muslims and that a mosque is their holy building.	
What Comes Next	In Year three, children extend their knowledge about Islam further; focussing on the five pillars of Islam.	
Key Vocabulary	Prophet. 5 pillars of Islam, Tahwid (Muslims believe there is only 1 God), Iman (Muslims accept this), Ibadah (Muslims are people who worship the 1 God)	
Notes and Guidance	• Skills	• Knowledge
UI.7- 'Beginning to learn Islam: What can we learn from stories of the prophet?' UI.8- 'Beginning to learn Islam: What do Muslims in Sandwell believe and how do they live?'	UI.7 Make sense of belief: <ul style="list-style-type: none">• Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact: <ul style="list-style-type: none">• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for animals, treat people equally)• Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subha beads). Make connections: <ul style="list-style-type: none">• Think, talk about and ask questions about Muslim beliefs and ways of living UI.8 Make sense of belief: <ul style="list-style-type: none">• Recognise the words of the Shahadah and that it is very important for Muslims• Identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam Understand the impact: <ul style="list-style-type: none">• Give examples of how Muslims use the Shahadah to show what matters to them• Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, fasting or pilgrimage). Make connections: <ul style="list-style-type: none">• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	UI.7 <ul style="list-style-type: none">• Learn how stories of the Prophet show what Muslims believe about Muhammad.• Know how Muslims, use the stories about the Prophet to guide their beliefs and actions. UI.8 <ul style="list-style-type: none">• Know how Muslims put their beliefs about prayer and about Allah into action• Learn what the word 'Shahadah' means and how important it is to Muslims.• Learn some of the key Muslim beliefs expressed in the 5 pillars of Islam.• Learn how Muslim use the Shahadah to show what matters to them.
Enrichment During this topic, the children will visit a beach location to have first-hand experiences of some of the geographical and scientific features they have learnt about. They also spend time creating their own sand sculptures.		



Topic – Prehistoric Britain
Year 3 – Autumn Term
Subject – Religious Education



Prior Learning	In Year one, children started to learn about special celebrations in religions. In Year two, children have learnt about Islamic stories about the prophet and began to learn about key Muslim beliefs.	
What Comes Next	In Year 4, learn more about being a Sikh in Sandwell following on from their learning about Vaisakhi and Diwali. They also focus on the prophet Muhammed and his significance to Muslims.	
Key Vocabulary	Festivals, Vaisakhi, Diwali, Passover, ritual. Belief (Shahadah), prayer (salah), charity (Zakah), fasting (Sawm), pilgrimage (Ha'jj)	
Notes and Guidance	Skills	Knowledge
<p>UL2.I – 'What are the deeper meanings of religious festivals?' (Vaisakhi, Diwali, Passover)</p> <p>UL2.II- 'Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?'</p>	<p>U2.I</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">Identify and describe how festivals from at least three religions are celebrated, using the right wordsExplain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they showConsider questions about the belief that God is at work in human life and stories, which show how this should be celebrated. <p>Understand the impact:</p> <ul style="list-style-type: none">Make simple connections between sacred texts and the practice of religious festivals todayDescribe how people show devotion to God and commitment to key values in their festivalsIdentify similarities, differences and generalities in relation to the festivals they study <p>Make connections:</p> <ul style="list-style-type: none">Raise questions about what is worth celebrating and why, suggesting answers of their own with reasonsMake links between different religions, which all celebrate the triumph of goodness over evil. <p>U2.II</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">Identify and describe the 5 Pillars of Islam and the beliefs they expressConsider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live? <p>Understand the impact:</p> <ul style="list-style-type: none">Make simple connections between beliefs about Allah and the 5 PillarsDescribe how people show devotion in Islam <p>Make connections:</p> <ul style="list-style-type: none">Ask questions about why the Pillars are practiced by so many millionsExpress their own ideas about the meaning and value of rituals like theseGive good reasons for their views about religion and ritual.	<p>U2.I</p> <ul style="list-style-type: none">How and why the festivals of Vaisakhi, Diwali and Passover are celebrated.The similarities and differences and generalities in relation to the 3 festivals studied.The links between sacred texts and religious festivals today. <p>U2.II</p> <ul style="list-style-type: none">The 5 Pillars of Islam and the beliefs they express.The beliefs about Allah and the 5 Pillars of Islam.
<p>Enrichment</p> <p>During this topic, the children will take part in an interactive theatre in education piece that will enhance and further the children's understanding and enjoyment of their Stone Age study.</p>		



Topic – James & The Giant Peach
Year 3 – Spring Term
Subject – Religious Education



Prior Learning	In Year two, children reflected on the Christian festivals of Christmas and Easter.
What Comes Next	In Year four, children will continue learning about Christianity; focussing on the Bible's creation stories; Good Friday and the impact of the Pentecost.
Key Vocabulary	Gospel, baptism, trinity, disciples

Notes and Guidance	Skills	Knowledge
<p>UL 2.7 – 'What kind of world did Jesus want?'</p> <p>UL2.5 – "What is the Trinity and why is it an important idea for Christians?"</p>	<p>UL2.7 Make sense of belief:</p> <ul style="list-style-type: none">Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. <p>Understand the impact:</p> <ul style="list-style-type: none">Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. <p>Make connections:</p> <ul style="list-style-type: none">Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly <p>UL2.5 Make sense of belief:</p> <ul style="list-style-type: none">Recognise what a 'Gospel' is and give an example of the kinds of stories it containsOffer suggestions about what texts about baptism and Trinity mean.Give examples of what these texts mean to some Christians today. <p>Understand the impact:</p> <ul style="list-style-type: none">Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. <p>Make connections:</p> <ul style="list-style-type: none">Some ideas of their own about what Christians believe God is like.	<p>UL2.7</p> <ul style="list-style-type: none">Know about the calling of the first disciples and what that means for Christians today.Know what Jesus' actions towards outcasts mean for a Christian <p>UL2.5</p> <ul style="list-style-type: none">Recognise what 'Gospel' is and how Christians show their beliefs about God, the Trinity in worship and the way they live.Know Gospel texts that tells the story of the life and teachings of Jesus.

Enrichment

During this topic, the children will go on a trip to Sheepwash Farm where they learn more about the animals live there and how crops are grown and harvested on the farm.



Topic – Ancient Greece
Year 3 – Summer Term
Subject – Religious Education



Prior Learning	This is the first time the children have learnt about Judaism. They have learnt a little about Hindu festivals previously and this is their first detailed unit on Hinduism.	
What Comes Next	In Year 5, children will revisit Hinduism and look at beliefs connected to their views of 'goodness'. In Year 6, children will learn about prayer and its role within the religions of Hinduism and Judaism.	
Key Vocabulary	Arti, bha jan, andir, dharma, Santana dharma, Hinduism. Passover, Hanukkah, Rosh Hashanah, Yom Kippur, Exodus, Commandment	
Notes and Guidance	Skills	Knowledge
<p>UL2.2- 'What does it mean to be a Hindu in Britain today?' UL2.9 - 'What is it like to be Jewish? Family, synagogue, celebration, Torah'</p>	<p>UL2.2</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home pu ja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bha jans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. <p>UL2.9</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people, including a 'Covenant' with '10 Commandments' Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. 	<p>(UL2.2)</p> <ul style="list-style-type: none"> Know the different ways Hindus can show their faith within Britain and communities today (e.g. at home through home pu ja and in communities with arti and bha jans at the mandir and in festivals). Learn the terms Dharma, Santana Dharma and Hinduism and what they mean. <p>(UL2.9)</p> <ul style="list-style-type: none"> Know some of the key Jewish festivals (Rosh Hashanah, Yom Kippur, Passover) Know Jewish beliefs about God, sin and forgiveness and describe what they mean. Know about the story of Exodus and the '10 Commandments'.
Enrichment	During this topic, the children will plan and participate in a 'Living Museum' event which parents will be invited to at the end of the topic where they will show case aspects of life during Ancient Greek times.	



Prior Learning	In Year 3, children thought about what kind of world Jesus wanted. As well as learning about the Trinity and why is it an important idea for Christians.	
What Comes Next	In Year 5, children's learning about Christianity will focus on Christians' belief of being holy and loving; Jesus as King and saviour and the way in which Christians choose to live.	
Key Vocabulary	God, creation, Genesis 1, Genesis 3, steward. Humanism, moral code, values.	
Notes and Guidance	Skills	Knowledge
UL2.3 – 'What do Christians learn from the Bible's creation stories?' UL2.6 – 'Values: What matter most to Humanists/ Christians?'	<p>UL2.3</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'Make clear links between Genesis 1 and what Christians believe about God and CreationRecognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world <p>Understand the impact:</p> <ul style="list-style-type: none">Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways)Describe how and why Christians might pray to God, say sorry and ask for forgiveness. <p>Make connections:</p> <ul style="list-style-type: none">Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today <p>UL2.6</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God', and exist without a designer) <p>Understand the impact:</p> <ul style="list-style-type: none">Make clear connections between Christian and Humanist ideas about being good and how people liveSuggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <p>Make connections:</p> <ul style="list-style-type: none">Raise important questions and suggest answers about how and why people should be goodMake connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.	<p>UL2.3</p> <ul style="list-style-type: none">Where the concepts of God and Creation fit on a timeline of the Bible's 'Big Story.'Know the links between Genesis 1 and what Christians believe about God and creation.Recognise the story of 'The Fall' in Genesis 3. <p>UL2.6</p> <ul style="list-style-type: none">Why some people are considered good and bad (Christians and Humanists)The difference between how Christians and Humanist live.Why it might be helpful to follow a moral code and why it might be difficult.
Enrichment	During this topic, the children will go on a visit to Lunt Roman Fort to see primary sources and learn more about the Roman Empire.	



Topic – Water
Year 4 – Spring Term
Subject – Religious Education



Prior Learning	In Year 3, children thought about what kind of world did Jesus want? as well as learning about the Trinity and why is it an important idea for Christians. They also learnt about the Sikh festival of Vaisakhi.	
What Comes Next	In Year 4, children will continue learning about Christianity; focussing on the Bible's creation stories; Good Friday and the impact of the Pentecost.	
Key Vocabulary	One God', Waheguru. Sewa, text- Mool Mantar, Ten Gurus, Amritsar, Golden Temple. Salvation. Holy Week, sins, Palm Sunday. Good Friday, Easter Sunday.	
Notes and Guidance	Skills	Knowledge
UL2.4- 'What is it like to be a Sikh in Sandwell today? Beliefs and ways of living' UL2.8- 'Why do Christians call the day Jesus died 'Good Friday?'	<p>UL 2.4</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">Identify and describe key Sikh beliefs and values including Waheguru and SewaExplain examples of texts such as the Mool MantarConsider questions about the belief that all humans are equal to God. <p>Understand the impact:</p> <ul style="list-style-type: none">Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'Describe how people show their Sikh identity in dress, behaviour and values <p>Make Connections:</p> <ul style="list-style-type: none">Raise questions about what it means to live a good life and examine Sikh answersMake links between their own ideas and values and those held dear in Sikh communitiesGive good reasons for their views about the importance of values such as equality, community, tradition and respect <p>UL2.8</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.Offer informed suggestions about what the events of Holy Week mean to ChristiansGive examples of what Christians say about the importance of the events of Holy Week. <p>Understand the impact:</p> <ul style="list-style-type: none">Make simple links between the Gospel accounts and how Christians mark the Easter events in their communitiesDescribe how Christians show their beliefs about Jesus in worship in different ways. <p>Make connections:</p> <ul style="list-style-type: none">Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	<p>UL2.4</p> <ul style="list-style-type: none">Know some of the key beliefs in Sikh including Waheguru and Sewa.The 5K's and what they signify.How people show their Sikh identity in how they dress, how they act and their values.About local Gurdwaras. <p>UL2.8</p> <ul style="list-style-type: none">The meaning of Salvation.How Christians show their beliefs about Jesus in worship.The difference between the Gospel accounts and how Christians mark the Easter events in their communities
Enrichment	During this topic, the children will learn more about Bewdley, a local area that is prone to flooding. They will visit Bewdley Museum, located in the heart of the town it provides a fascinating insight into the history and development of the town and the lives of the people who live there.	



Topic – Rainforests
Year 4 – Summer Term
Subject – Religious Education



Prior Learning	In spring term, children have learnt about the Christian festival of Easter. In Year 3, they also learnt about the five pillars of Islam. This unit will also link to Year 2 learning on the stories of the prophet.
What Comes Next	In Year 5, children will revisit Hinduism and look at beliefs connected to their views of 'goodness'. In Year 6, children will learn about prayer and its role within the religions of Hinduism and Judaism.
Key Vocabulary	Pentecost, 'Kingdom of God', Holy Spirit, resurrection. Prophet, Muhammad, leader

Notes and Guidance	Skills	Knowledge
<p>UL2.10- 'For Christians, what is the impact of Pentecost?'</p> <p>UL2.12- 'Why does the Prophet Muhammad matter to Muslims?'</p>	<p>UL2.10</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.• Offer informed suggestions about what the events of Pentecost in Acts 2 might mean• Give examples of what Pentecost means to some Christians now. <p>Understand the impact:</p> <ul style="list-style-type: none">• Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.• Describe how Christians show their beliefs about the Holy Spirit in worship. <p>UL2.12</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by.• Explain the meanings of examples of texts that Muslims use to understand Islam• Consider questions about leadership, and Islamic examples of answers <p>Understand the impact:</p> <ul style="list-style-type: none">• Make simple connections between sacred texts and Muslim admiration for the Prophet• Describe how Muslim people follow the example of the Prophet today. <p>Make connections:</p> <ul style="list-style-type: none">• Raise questions about why we often seem to like to follow a leader• Express their own ideas about the meaning and value of different kinds of leadership.• Give good reasons for their views about the leadership of the Prophet.	<p>UL2.4</p> <ul style="list-style-type: none">• The story of Pentecost and Christian beliefs about the 'Kingdom of God' on Earth.• How Christians show their belief about the Holy Spirit in worship. <p>UL2.12</p> <ul style="list-style-type: none">• How Muslim people follow the example of the Prophet today.• Own ideas about the Prophet and if he was a good leader.• Stories about the life of Muhammad.

Enrichment

During this topic, the children will learn more about the animals that live in the rainforest through either a trip to a wildlife park or through a workshop in school (SchoolLab). The children will also have the opportunity to go on a residential trip to Bell Heath where they will take part in a range of outdoor activities including orienteering and high ropes developing skills such as independence and resilience



Topic – Blackheath and the Blitz
Year 5 - Autumn Term
Subject - Religious Education



Prior Learning	In Year 4, children learnt about the creation stories of the bible as well as learning about Good Friday and the Pentecost. They have previously learnt about Hinduism in Year 3 and what it is like to be a Hindu in Britain.	
What Comes Next	In Year 6, children's learning about Christianity will focus on thinking about justice and charity. They will learn more about Hinduism when focusing on prayer in different religions.	
Key Vocabulary	Biblical text, divine being, humanity, cathedral, holy. Dharma, karma, samsara, moksha, soul.	
Notes and Guidance	Skills	Knowledge
<p>U2.I - 'What does it mean for Christians to believe that God is holy and loving?'</p> <p>U2.II - 'Why do Hindus try to be good?'</p>	<p>U2.I</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own <p>U2.II</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the blind men and the elephant and explain how it relates to Hindu beliefs about samsara, moksha etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect Hindu ideas about the stages of life [4 ashramas] with ideas of how to live well [karma] and with beliefs about reincarnation [dharma, moksha] Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. 	<p>U2.I</p> <ul style="list-style-type: none"> Some types of biblical texts and use terms accurately. The connections between biblical texts and Christian ideas of God. How Christians put their beliefs into practice in worship. <p>U2.II</p> <ul style="list-style-type: none"> About Hindu beliefs and how the story of the man in the well relates to Hindu beliefs about samsara and moksha. What Hindus believe, how they live and their views on reincarnation. How Hindus put their beliefs into practice in different ways.

Enrichment

During this topic, the children will go on a trip to RAF Cosford Museum to learn more about WW2 and the experience of being an evacuee.



Topic – Reach for the Stars
Year 5 – Spring Term
Subject – Religious Education



Prior Learning	In Year 4, children learnt about the creation stories of the bible as well as learning about Good Friday and the Pentecost. In Autumn term, they learnt about Christians' view that God is holy and loving.
What Comes Next	In Year 6, children's learning about Christianity will focus on thinking about justice and charity. They will learn more about Hinduism when focusing on prayer in different religions.
Key Vocabulary	Biblical texts, Kingdom of God, transform, incarnation, salvation, sacrifice, resurrection.

Notes and Guidance	Skills	Knowledge
U2.7- 'For Christians, what kind of King was Jesus?' U2.4- 'What do Christians believe Jesus did to 'save' people?'	(U2.7, U2.4) Make sense of belief: <ul style="list-style-type: none">• Explain connections between biblical texts and the concept of the Kingdom of God.• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.• Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.• Explain what Christians mean when they say that Jesus' death was a sacrifice. Understand the impact: <ul style="list-style-type: none">• Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.• Show how Christians put their beliefs into practice in different ways.• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.• Show how Christians put their beliefs into practice in different ways. <ul style="list-style-type: none">• Make connections:• Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.• Articulate their own responses to the idea of the importance of love and service in the world today.• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.• Articulate their own responses to the idea of sacrifice, recognising different points of view.	U2.7, U2.4 <ul style="list-style-type: none">• Know the links between biblical texts and the concept of the Kingdom of God.• Know that texts can be interpreted in different ways; giving different meanings to people.• Know the meanings of Incarnation and Salvation• Know what Christians mean when they say Jesus' death was a sacrifice.• Know how Christians put their beliefs into practice in different ways.

Enrichment

During this topic, the children will go on a trip to the Space Centre in Leicester. As the UK's largest planetarium, it offers the children a first-hand experience of life under the stars.



Topic – Shields, Swords and Settlers
Year 5 – Summer Term
Subject – Religious Education



Prior Learning	In Year 4, children learnt about the creation stories of the bible as well as learning about Good Friday and the Pentecost. In Autumn term, they learnt about Christians' view that God is holy and loving and in Spring Christians' views on Jesus as King and his role in saving people.	
What Comes Next	In Year 6, children's learning about Christianity and Islam will focus on thinking about justice and charity. They will also reflect on prayer within the faith of Islam.	
Key Vocabulary	Temptation, forgiveness, reconciliation, freedom. Gospel texts, teachings, parables, narrative, commandments, foundations for living.	
Notes and Guidance	Skills	Knowledge
U2.6 – 'What can we learn from religion about temptation?' (Christians, Muslims) U2.8 – 'How do Christians decide how to live? What would Jesus do?'	<p>(U2.6)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Explain Muslim and Christian beliefs about temptation, sin and forgiveness• Compare their ideas about temptation with those studied <p>Understand the impact:</p> <ul style="list-style-type: none">• Make clear connections between belief about God and moral choices• Give examples of the impact of ritual in life• Explain differences between Christian and Muslim ideas <p>Make connections:</p> <ul style="list-style-type: none">• Express their own response to Muslim and Christian teaching about temptation• Give good reasons for their views about moral choices and forgiveness <p>(U2.8)</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Identify features of Gospel texts (for example, teachings, parable, narrative).• Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. <p>Understand the impact:</p> <ul style="list-style-type: none">• Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. <p>Make connections:</p> <ul style="list-style-type: none">• Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.• Articulate their own responses to the issues studied, recognising different points of view.	<p>(U2.6)</p> <ul style="list-style-type: none">• Muslim and Christian beliefs about temptation and forgiveness and compare them.• Beliefs about God and moral choices) <p>(U2.8)</p> <ul style="list-style-type: none">• The links between Gospel texts• Jesus' 'good news'• How Christians live in the Christian community and in their individual lives.
<p>Enrichment</p> <p>During this topic, the children will take part in a themed day at school, where a Saxon will visit. Through character acting, questioning and role-play, the workshop immerses children in Saxon life and enhances their understanding of the time period.</p>		



Topic – Survival of the Fittest
Year 6 - Autumn Term
Subject - Religious Education



Prior Learning	In Year 5, children reflected on ideas of temptation with a focus on Christianity and Islam. They also learnt about Hinduism and goodness. Their last learning on Judaism was in Year 3.
What Comes Next	Next Year, children will continue their RE learning at high school.
Key Vocabulary	Teachings, justice, fairness, charity, fairness, unfairness. Prayer, multi-faith.

Notes and Guidance	Skills	Knowledge
<p>U2.10 - 'Justice and Poverty: can religions help to build a fairer world? Christian Aid and Islamic Relief'</p> <p>U2.5 - 'Hindu, Jewish and Islamic Prayer- What? Where? How? When? Why?'</p>	<p>U2.10</p> <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain beliefs and teachings about justice from Christian and Muslim texts Compare their ideas about justice and fairness with those studied in Islam and Christianity <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity Describe clearly examples of the impact of charitable work in the world today Explain some differences between the two charities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about charity, justice and the impact of religion, suggesting answers Explain the importance of the idea that God loves justice and is just to Muslims and Christians Express their own ideas about justice <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain beliefs about prayer from Judaism and Islam Describe examples of texts which explain and influence Jews and Muslims in prayer <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief about God and the practice of prayer Explain differences between the ways Jews and Muslims pray <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about prayer and God and explore varied answers Explain the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways Give good reasons for their views about prayer and its value in different communities. 	<p>U2.10</p> <ul style="list-style-type: none"> Beliefs and teachings about justice from a Christian text. The differences about justice and fairness with texts studied in Islam and Christianity. The impact of charity work in the world today. The work of charities that seek justice. (Christian Aid, Islamic Aid) The difference between the two charities Islamic Aid and Christian Aid <p>U2.5</p> <ul style="list-style-type: none"> To learn beliefs about prayer from Hinduism, Judaism and Islam. To know the differences between the ways Hindus, Jews and Muslims pray.

Enrichment

During this topic, the children will take part in an outwards bounds activity day where problem solving in a variety of contexts is explored



Beyond the Great Wall
Year 6 - Spring Term
Subject - Religious Education



Prior Learning	The key beliefs that the children have studied in a range of religions in previous Years will help them to reflect during unit 2.12 on the impact people's beliefs have on their lives.	
What Comes Next	Next Year, children will continue their RE learning at high school.	
Key Vocabulary	religion, demographics, co-operation, cultural diversity, respect, community	
Notes and Guidance	Skills	Knowledge
U2.9 - 'What will make our community in Sandwell a more respectful place?'	<p>U2.9</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">• Explain beliefs about the value of religious and cultural diversity in their local town/ community• Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam• Compare their ideas about respect for all with those studied <p>Understand the impact:</p> <ul style="list-style-type: none">• Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community• Give examples of the impact of inter faith work in our community <p>Make connections:</p> <ul style="list-style-type: none">• Raise questions about how we can be a more tolerant and respectful community, suggesting answers• Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious• Give good reasons for their views about harmony in our communities.	<p>U2.9</p> <ul style="list-style-type: none">• The value of religious and cultural diversity in Blackheath.• How we can be a more tolerant and respectful community.• The impact of inter-faith work in our community.
<p>Enrichment</p> <p>During this topic, the children will experience Chinese food and will make and eat their own Chinese banquet.</p>		



Topic – The American Dream
Year 6 – Summer Term
Subject – Religious Education



Prior Learning	The key beliefs that the children have studied in a range of religions in previous Years will help them to reflect during unit 2.12 on the impact people's beliefs have on their lives.
What Comes Next	Next Year, children will continue their RE learning at high school.
Key Vocabulary	Creative expression, spiritual, worship, sacred space, prayer.

Notes and Guidance	Skills	Knowledge
U2.12- 'What impact do peoples' beliefs have on their lives? Expressing the spiritual.' U2.2- 'An enquiry into visiting places of worship.'	U2.12 Make sense of belief: <ul style="list-style-type: none">• Explain some ways beliefs are shown in creative expression• Compare their ideas about religious expression with the examples they study Understand the impact: <ul style="list-style-type: none">• Make clear connections between beliefs and different forms of expression• Give examples of the impact of beliefs on art, architecture and music• Raise questions about how they might express their own spiritual ideas• Describe clear connections between beliefs and art / architecture / music. U2.2 Make sense of belief: <ul style="list-style-type: none">• Explain beliefs about holy buildings and God's presence from different religions• Describe examples of texts which explain worship and sacred space Understand the impact: <ul style="list-style-type: none">• Make clear connections between belief about God and places and practices of worship• Explain differences between what happens in different places of worship Make connections: <ul style="list-style-type: none">• Raise questions about the value and impact of worship and the significance of 'holy space'.• Describe clear connections between beliefs about God and how people worship• Express their own response to the idea that the Earth is a 'holy place' we all share.	U2.12 <ul style="list-style-type: none">• The different ways beliefs are shown in creative expression.• The differences about religious expressions.• What Christians, Muslims and Sikhs believe can be shown through art/architecture/music. U2.2 <ul style="list-style-type: none">• That people have beliefs about holy spaces and these are represented in texts.• Similarities and differences between places of worship (and some of their key features).

Enrichment

During this topic, Year 6's residential trip to Plas Gwynant takes place. This provides our children with the opportunity to develop their resilience, confidence & independence, to raise aspirations and become more environmentally aware whilst taking part in a number of specially designed outward-bound activities such as canoeing, rock climbing and gorge walking.