

YEA R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>INTENT – Lees Primary School is committed to nurturing curiosity, independence and a love of learning. Our Religious Education (RE) curriculum aims to ensure all pupils learn from and about the Christian religion and other world faiths, so that they can understand and appreciate the world and people around them. We follow the Kirklees Local Agreed Syllabus for Religious Education. This Believing and Belonging syllabus states that: ‘A broad and balanced programme of RE will reflect three key areas. First, it includes a study of the key beliefs and practices of religions and other world views, including those represented in West Yorkshire. Secondly, it will provide opportunities to explore key religious concepts and common human questions of meaning, purpose and value. Thirdly, it enables pupils to investigate how beliefs affect moral decisions and identity, exploring diversity and shared human values.’ Religious education encourages pupils to reflect critically and responsibly upon their own spiritual, philosophical and ethical views.</p> <p>IMPLEMENTATION – We follow the Believing and Belonging units of work. This Progression Map outlines the knowledge and skills expected to be demonstrated in each year group. Religious Education lessons are taught by class teachers in a variety of ways, including discussion, investigation and enquiry, drama, stories, art and written work.</p> <p>IMPACT – Pupils are able to describe and make connections between different features of the religions and other world views that they study, in order to reflect upon their significance. They are able to discuss and present thoughtfully the views of others and their own through challenging questions about belonging, meaning, purpose and truth. They discuss and apply how beliefs and values may affect choices, ideas about what is right and wrong and what is just and fair, reflecting upon their own answers to these questions. Pupils consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.</p>						
Nurs ery	<p>F.1 Where do we live and who lives there?</p> <ul style="list-style-type: none">Children talk about past and present events in their own lives and in the lives of family members.They know that other children don’t always enjoy the same things, and are sensitive to this.Make a link between pupils own personal experiences and those of their friendsThey know about similarities and differences between themselves and others, and among families, communities and traditions. <p><u>Religions Studied</u> Christianity Islam</p>	<p>F.2 How do Christians celebrate Christmas?</p> <ul style="list-style-type: none">Children talk about past and present events in their own lives and in the lives of family membersThey know about similarities and differences between themselves and others and among families, communities and traditions. <p><u>Religions Studied</u> Christianity Islam Hinduism Sikhism</p>	<p>F.3 What makes a good helper?</p> <ul style="list-style-type: none">Children talk about past and present events in their own lives and in the lives of family members.They know that other children don’t always enjoy the same things and are sensitive to this.Make a link between pupils own personal experiences and those of their friendsThey know about similarities and differences between themselves and others, and among families, communities and traditions. <p><u>Religions Studied</u> Christianity Islam</p>	<p>F.4 What can we see in our wonderful world?</p> <ul style="list-style-type: none">Children know about similarities and differences in relation to places, objects, materials and living things.They talk about the features of their own immediate environment and how they feel about them.They make observations of the natural world around them and explain why some things occur and talk about changes. They can say what they do and do not like. <p><u>Religions Studied</u> Christianity</p>	<p>F.5 Who and what are special to us?</p> <ul style="list-style-type: none">They know that other children don’t always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. <p><u>Religions Studied</u> Christianity Islam</p>	
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Year 1	1.1 Which books and stories are special? <ul style="list-style-type: none">Which books are special? Which books are special to religious believers?Some books are special to religious believers, and talk about how they are treated.Religious stories and respond to questions about the meanings of these stories.	1.2 How do we celebrate special events? <ul style="list-style-type: none">Name some celebrations and talk about how and why these are celebrated e.g. Harvest.Talk about their experiences and feelings connected to celebrations or customs.Notice what happens and respond to questions about the meanings of religious celebrations. E.g. Sukkot, Ramadan and Eid. KS1 Christmas Unit, Giving and Receiving. <ul style="list-style-type: none">Presents. What gifts were brought to baby Jesus?What gift would you take to a baby?Why do we give gifts?		1.3 What does it mean to belong to a church or a mosque? <ul style="list-style-type: none">What does it mean to belong? Which signs and symbols show we belong?What are important signs and symbols for Christians and Muslims?What makes a place special?Talk about places of worship and the objects and symbols they might see.Notice what happens in special places or on special occasions, what might be worn, prayer and respond to questions, comparisons of places of worship and faiths. KS1 Easter Unit, Theme – Symbols. <ul style="list-style-type: none">Why did people admire Jesus?What happened on Good Friday and Easter Sunday?Easter symbols.		1.4 How and why do we care for others? <ul style="list-style-type: none">How and why do we care for others?Why do Christians care for others? Recall and talk about some Bible stories e.g. Good Samaritan.Why do Muslims care for others? E.g. 7 new kittens.Respond to questions about these stories.Respond with ideas about how they can care for others.	1.5 Who brought messages about God and what did they say? <ul style="list-style-type: none">Name some of the early figures in the Old Testament e.g. Jonah and Daniel. Retell their stories.Retell stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph.What promises did God make in the Bible e.g. Noah?Retell and suggest meanings for stories about the birth of Jesus. Talk about how Christians believe that Jesus is special and call him the ‘Son of God’.
	<u>Religions Studied – Christianity and Islam</u> <u>Key Vocabulary -</u> Holy, Moral, Bible, Qur’an and Special.	<u>Religions Studied – Christianity, Islam and Judaism</u> <u>Key Vocabulary –</u> Celebration, Festival, Eid, Ramadan, Fasting Harvest and Birthday.		<u>Religions Studied – Christianity and Islam</u> <u>Key Vocabulary –</u> Church, Mosque, ceremony. Parts of a church and parts of a mosque. Palm Sunday, Temple, Easter Sunday and tomb.		<u>Religions Studied – Christianity and Islam</u> <u>Key Vocabulary –</u> Caring, organization, charity, fund raising and parable.	<u>Religions Studied – Christianity and Islam</u> <u>Key Vocabulary –</u> Christian, God, Bible, Old Testament, Jonah, Daniel, Abraham, Isaac, Jacob, Joseph, Belief, Faith, Trust, Choice, Forgive, Promise, Noah, Jesus, Son of God, Prayer
Year 2	2.1 How is new life welcomed? <ul style="list-style-type: none">How do we make people welcome? How do we welcome a new baby into our family?How do Christians welcome a new baby?How do Muslims welcome a new baby?Why are promises important?	2.2 How can we make good choices? <ul style="list-style-type: none">How do rules make a place happy? Why do we need rules. Begin to express what makes good rules and why these help people to work co-operatively.Re-tell stories about religious and non-religious rules, suggesting some meanings. E.g. 10 Commandments and rules Christians have.How do Muslims make good choices?Find out about and give examples of different religious and non-religious stories tell us about rules. KS1 Christmas Unit, Light. <ul style="list-style-type: none">Why is Jesus called the Light of the World?How is light used in the nativity?How is light used at Christmas?		2.3 How and why do people pray? <ul style="list-style-type: none">Why do people pray?Find out how Christians and Muslims pray and name some artefacts relating to prayer.Recognise similarities and differences between how Christians and Muslims pray.Ask questions and respond to questions about prayer.Begin to express their own ideas about the meaning of prayer.	2.5 What did Jesus teach and how did he live? <ul style="list-style-type: none">To respond to questions about stories form the life and teachings of Jesus. To understand the importance of the Easter story to Christians.To name and retell key events at Easter (Last Supper and Palm Sunday). KS1 Easter Unit, Church Celebration. <ul style="list-style-type: none">Why do we celebrate and how?Why is the Last Supper so important to Christians?What are some signs and symbols of Easter?	2.5 What did Jesus teach and how did he live? <ul style="list-style-type: none">What is a Calling? What special jobs and roles do people have?What happened at Jesus’ baptism and what was his special role?Who were Jesus’ followers and what did they do?What are the stories about Jesus healing and caring for people e.g. Jairus’ daughter, Feeding of the 5000 and healing of the blind man.What did Jesus teach about forgiveness and generosity? E.g. Retell the Prodigal Son, Parable of the Unforgiving servant.Express ideas and respond to questions about stories from the life and teachings of Jesus. What is generosity?What was the most important rule that Jesus gave?	2.4 How can we look after the planet? <ul style="list-style-type: none">What is good about our world?How do I feel about my creations? How do we appreciate creation? Ask and respond to questions about the world and creation.Retell religious and non-religious stories and beliefs about creation and suggest meanings. Christianity and Islam creation stories.Begin to express ideas about how to care for the planet.

	<u>Religions Studied – Christianity and Islam</u> <u>Key Vocabulary -</u> Family, promises, parents, godparents, sponsors, Ritual, prayer, Baptism, aqiqah, adhan and font.	<u>Religions Studied – Christianity, Islam and Non-Religious views</u> <u>Key Vocabulary -</u> Choices, influences, rules, guidelines The Pillars of Islam The Ten Commandments	<u>Religions Studied – Christianity and Islam</u> <u>Key Vocabulary -</u> Prayer, reflection, church, mosque, faith, symbols and wudu.	<u>Religions Studied – Christianity</u> <u>Key Vocabulary -</u> Family, new life, Last Supper, Palm Sunday, Crosses, Easter, Crucifixion, Resurrection and Jesus.	<u>Religions Studied – Christianity</u> <u>Key Vocabulary -</u> God, Christ, Jesus, Christian, Gospel Disciple, Parables and Baptism	<u>Religions Studied – Christianity and Islam.</u> <u>Key Vocabulary –</u> Christians, Muslims, God, world Created/Creator, natural, wonderful, stewardship, responsibility, recycle, reuse and environment.
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Year 3	3.1 How do Jews remember God’s covenant with Abraham and Moses? <ul style="list-style-type: none">What is a covenant?Who was Abraham and Moses and why were they important to Jews. Consider their importance.Discover how Jews express their faith through celebrations and rituals e.g. Pesach and Shabbat.Express ideas about the rituals and practices, which demonstrate belonging to a community e.g. worship and respect to the Torah.	3.2 How do people express spirituality? <ul style="list-style-type: none">What is spirituality?How do Christians use visual arts? Observe and respond thoughtfully to the ways beliefs and spirituality are expressed through various art forms.How do Muslims use calligraphy to express beliefs.Express their beliefs and values through creating a piece of expressive art. <u>KS2 Christmas Unit, Advent.</u> <ul style="list-style-type: none">Awaiting Jesus. Understanding that Advent is a time of preparation.What do people long for today?	3.3 What do Christians believe about a good life? <ul style="list-style-type: none">Why is the Bible special to Christians?What are the rules for a good life in the Old Testament?Re-tell some well-known parables and teachings of Jesus and consider their meaning.Observe and consider how the Bible influences Christians in the way they live e.g. Jesus’ commands, Zacchaeus.Respond thoughtfully and express ideas about right and wrong, and how we show others that we care for them.	3.4 What do creation stories tell us? <ul style="list-style-type: none">Retell a range of creation stories from different faiths (Jewish, Islamic and Sikh), making links between them.Express ideas about creation and suggest meanings for the stories.Express different views and ideas about helping to look after the world around them. <u>KS2 Easter Unit, Joy and Sadness.</u> <ul style="list-style-type: none">What happened on Palm Sunday?What kind of king was Jesus?How did the feelings of people change in the Easter story? Reflect upon feelings of change.	3.4 What do creation stories tell us? <ul style="list-style-type: none">How are creation stories relevant to us and to today’s times? Understanding how these stories can inspire others.Express different views and ideas about helping to look after the world around them.	3.5 Who can inspire us? <ul style="list-style-type: none">Describe and make links between different leaders (religious and non- religious), exploring similarities and differences.Explore Prophet Muhammad (pbuh) and Moses as leaders and their qualities.Explain how leaders teach through their personal qualities, actions and stories. Learn about modern day leaders and inspirational people.Give examples of the ways in which communities follow their leaders.
	<u>Religions Studied – Judaism.</u> <u>Key Vocabulary –</u> Religion in General: Prayer, belief, worship. Specific to Judaism: Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath/ Shabbat, Passover/ Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah. Religious & Human Experience:	<u>Religions Studied – Christianity, Islam and Non-Religious</u> <u>Key Vocabulary -</u> Spirituality, music, art, dance, poetry Mool Mantar, Mudras, Sufi, Calligraphy, Psalms, hymns, beliefs and symbols. KS2 Christmas Unit – Advent, Prophets.	<u>Religions Studied – Christianity</u> <u>Key Vocabulary -</u> Christianity, Bible, Old and New Testament, parable, symbols, forgiveness, reconciliation, jealousy, repentance, humility, caring, loving, neighbour and morals.	<u>Religions Studied – Christianity, Judaism and Islam</u> <u>Key Vocabulary -</u> Creation, Creator, Responsibility and Interpretation. KS2 Easter Unit – Palm Sunday, Holy Week, Crucifixion and Resurrection.	<u>Religions Studied – Christianity, Judaism and Islam</u> <u>Key Vocabulary -</u> Creation, Creator, Responsibility and Interpretation.	<u>Religions Studied – Christianity, Judaism, Islam and Non-religious</u> <u>Key Vocabulary -</u> Leader, Qualities, Inspirational, Jesus Christianity, Prophet, Muhammad (pbuh), Islam, Moses and Judaism.

	Questions, mysteries, symbols, divine.					
Year 4	<p>4.1 How are important events remembered?</p> <ul style="list-style-type: none">Describe the different festivals, making links between them e.g. Hanukkah, Bandi Chor and Diwali.Explain and give reasons for the celebration of each festival.Explain the use of light in festivals e.g. ancient civilisations, solstice and Pagans, and for non-religious groups.Express ideas and opinions about what light represents.	<p>4.1 How are important events remembered?</p> <ul style="list-style-type: none">Explain the use of light in festivals e.g. ancient civilisations, solstice and Pagans, and for non-religious groups.Express ideas and opinions about what light represents. <p>KS2 Christmas Unit, Jesus the Light of the World.</p> <ul style="list-style-type: none">How is light used in Advent to link to the Christian promise of Jesus.Understand why Jesus is called The Light of the World and Christingles.	<p>4.3 How do the 5 pillars guide Muslims?</p> <ul style="list-style-type: none">Describe and explain why the Prophet Muhammad (pbuh) is important to Muslims.Describe and explain key teachings of Islam and the different ways these are interpreted by believers.Describe and explain the 5 pillars of Islam. (Shahadah, Salaah, Sawm, Zakaah and Hajj).Describe and show understanding of how Muslim beliefs impact in a variety of ways on their life and the decisions of believers.	<p>4.2 What faiths are shared in our country?</p> <ul style="list-style-type: none">Describe which religions are found in our local area, Bradford and Yorkshire. Compare similarities and differences. <p>KS2 Easter Unit, Trust and Loyalty.</p> <ul style="list-style-type: none">What is betrayal?What were the women doing in the Easter story and how did they react?How did Judas and Peter let Jesus down?	<p>4.2 What faiths are shared in our country?</p> <p>*Describe the religions/faiths within our country.</p> <p>* Explore similarities and differences between faiths.</p> <p>* What are the key features and artefacts in a place of worship?</p> <p>* Consider how different faiths work together for community cohesion.</p>	<p>4.4 Why are Gurus at the heart of Sikh belief and practice?</p> <ul style="list-style-type: none">What are the qualities of a good teacher? What is a guru?Give examples of Sikh beliefs and stories about their Gurus. Explain the values that they show.Describe and show understanding of Sikh practices relating to the Guru Granth Sahib. Explain and give reasons for Sikh values e.g. equality.Understand the significance of the Golden Temple
	<p><u>Religions Studied – Judaism, Sikhism, Hinduism, Paganism and non-religious.</u></p> <p><u>Key Vocabulary -</u></p> <p>Freedom, oppression, interpretation, celebration, shared values, remembrance and reflection</p>	<p><u>Religions Studied – Judaism, Sikhism, Hinduism, Paganism and non-religious.</u></p> <p><u>Key Vocabulary -</u></p> <p>Freedom, oppression, interpretation, celebration, shared values, remembrance and reflection.</p> <p>Christmas Unit - Advent and prophecy.</p>	<p><u>Religions Studied – Islam</u></p> <p><u>Key Vocabulary -</u></p> <p>Allah, Prophet Muhammad (peace and blessings be upon him), Qur’an, Hadith, Shahadah, Salaah, Sawm, Ramadan, Zakaah, Hajj, Mecca/Makkah, Eid ul Fitr, Eid ul Adha, Qiblah, Sadaqah and Wudhu.</p>	<p><u>Religions Studied – Overview of main faiths e.g. Christianity, Islam, Judaism, Hinduism and Sikhism.</u></p> <p><u>Key Vocabulary -</u></p> <p>Church, Mosque, Gurdwara, Synagogue, Community, Faith, Belief, Believer</p> <p>KS2 Easter Unit – Shrove Tuesday, Ash Wednesday, Crucifixion, Resurrection and Self-sacrifice.</p>	<p><u>Religions Studied – Overview of main faiths e.g. Christianity, Islam, Judaism, Hinduism and Sikhism.</u></p> <p><u>Key Vocabulary –</u></p> <p>Church, Mosque, Gurdwara, Synagogue, Community, Faith, Belief, Believer</p>	<p><u>Religions Studied – Sikhism.</u></p> <p><u>Key Vocabulary –</u></p> <p>Mool (Mul) Mantar, Panjab, Guru Nanak Guru Gobind Singh, Guru Granth Sahib Guru, Khalsa, Amristar, Ikk Oankar, Enlightenment and Gurdwara</p>

Year
5

5.1 Why are some places and journeys special?

- Identify and explain features of some special places and journeys.
- Suggest reasons why special places and journeys inspire people e.g. Western wall for Jews. Why is this place special?
- Investigate places of pilgrimage and reflect on the challenges involved in the journey. What is it like to visit Makkah? What sacrifices would you need to make? Effect upon people and how this inspires people.

5.1 Why are some places and journeys special?

- Identify and explain features of some special places and journeys.
- Suggest reasons why special places and journeys inspire people e.g. Christian pilgrimages.
- Understand that Sikhs undergo a personal journey of reflection. Explain why Sikhs visit Amritsar.
- Reflect upon special journeys to them and its meaning in their life.
- **KS2 Christmas Unit, Epiphany.**
- **How is Christmas celebrated in other countries? Contrast to Babushka.**
- **What gifts were taken, why and what would you take?**

5.2 What values are shown in codes for living?

- Codes for living for humanists, non-religious, Christians and Muslims. Make connections between morals and values found in religious teachings and everyday life.
- Identify and explain similarities and differences between Humanist, Islam and Christian values.
- Investigate Jewish values e.g. love and kindness and the principles of Tikkun Olam.
- Investigate and apply ideas about values and how people choose to live their lives.
- Discuss and give examples of right and wrong, peace, love, forgiveness, truth, consequences and honesty.
- Reflect upon values that each individual considers to be important.

5.3 Should we forgive others?

- Show understanding of some reasons people might feel sorry. What is forgiveness and reconciliation?
- What did Jesus teach about forgiveness and reconciliation? E.g. The Lost Son, The Pharisee and the Tax Collector and the Unforgiving Servant.

KS2 Easter Unit, Victory.

- **How was Jesus victorious?**
- **What is a sacrifice and why did Jesus sacrifice himself?**
- **Comparing the Easter story in other ways.**

5.3 Should we forgive others?

- Respond clearly with their own ideas about importance of confession to Christians.
- Show understanding of some reasons why it is hard to ‘make up’ or apologise in a conflict. Real life examples e.g. Coventry.
- Describe how some modern individuals have faced the challenge of forgiveness.

5.4 What do Christians believe about the old and new covenants?

- Understand what a covenant is.
- Reflect on how Christianity is one of the Abrahamic faiths.

5.4 What do Christians believe about the old and new covenants?

- Reflect on how Christianity is one of the Abrahamic faiths along with Judaism and Islam, considering some similarities and differences between these world faiths.
- Explore understanding of Moses, the Ten Commandments, the Kingdom, including King David, and Jesus making connections between stories and the idea of a covenant between God and the people.
- Reflect on and find meanings in different titles used by and of Jesus, such as Son of Man, incarnate, Servant, Rabbi, Messiah, Christ, ‘I am’ statements.

Religions Studied – Judaism and Islam

Key Vocabulary -
Journey, responsibility, belief
Pilgrimage, reflection and faith.

Religions Studied – Christianity and Sikhism.

Key Vocabulary -
Journey, responsibility, belief, pilgrimage, reflection and faith.

KS2 Christmas Unit – Epiphany
Baboushka.

Religions Studied – Christianity, non-religious, Judaism and Islam

Key Vocabulary -
Christianity: love, forgiveness, peace, honesty, prayer, worship and fellowship.
Islam: Ummah- community, Forgiveness
Honesty, Prayer and Charity.
Humanism: honesty, integrity, love for the truth, personal responsibility, reciprocity and atheism.
Religious and Human Experiences: **choices,** morality, values, consequences

Religions Studied – Christianity.

Key Vocabulary -
Jesus, Gospel, New Testament, Crucifixion
Forgiveness, Reconciliation, Penitence
Repentance, Redemption, Confession
Conflict, Reconciling, Forgiving, Grudge
Revenge, Conflict resolution and Consequences.
KS2 Easter Unit – Palm Sunday, Holy Week, Crucifixion and Resurrection.

Religions Studied – Christianity.

Key Vocabulary –
5.3 Jesus, Gospel, New Testament, Crucifixion, Forgiveness, Reconciliation, Penitence
Repentance, Redemption, Confession, Conflict, Reconciling, Forgiving, Grudge, Revenge, Conflict resolution and Consequences.
5.4 Old and New Testament, Incarnation, Salvation, Gospels, Messiah, Trinity, Son of Man, Son of God, Eternal, Covenant, Ten Commandments.

Religions Studied – Christianity, Judaism and Islam

Key Vocabulary –
Old and New Testament, Incarnation, Salvation, Gospels, Messiah, Trinity, Son of Man, Son of God, Eternal, Covenant, Ten Commandments and ‘I am’ statements.

Year
6

<p>6.1 How do Sikhs show commitment?</p> <ul style="list-style-type: none">● Explain how Sikhs show commitment to their faith through daily religious observance.● Understand Sikh belief about symbols of identity and what they represent.● Investigate how Sikh teachings and stories influence Sikh practice.● Summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community.	<p>6.1 How do Sikhs show commitment?</p> <ul style="list-style-type: none">● Explain how Sikhs show commitment to their faith through rites of passage.● Investigate Sikh teachings about service to others.● Using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them.● Discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community. <p>KS2 Christmas Unit, Angels and Messengers.</p> <ul style="list-style-type: none">● How was the Christmas story developed? 2 Bible accounts and different viewpoints, similarities and differences.	<p>6.4 How do Jews remember Kings and Prophets in worship and life?</p> <ul style="list-style-type: none">● Consider why King David is important to Jews.● Discuss why prophets are struggled to be heard e.g. Noah and Jonah.● Understand the story of Esther and explain how Purim is celebrated.● Explain how the 10 commandments are followed today. Understand Shema and observance of Kosher and Tikkun Olam and describe how these affect lives today.● Describe and express ideas about festivals and how and why they are commemorated e.g. Hanukah.	<p>6.2 What do Christians believe about Jesus’ death and resurrection? (Easter)</p> <ul style="list-style-type: none">● Explore Palm Sunday, Maundy Thursday, Holy Friday and its meaning to Christians.● Explore and summarise how Christians understand the significance of Jesus’ death and resurrection, considering narratives from the Gospels. Also reflect upon the term ‘betrayal.’● Express understanding and ask questions about how Jesus’ death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today.● Explain how festivals and seasons are celebrated, including Ascension and Pentecost. <p>KS2 Easter Unit, Who was Jesus?</p> <ul style="list-style-type: none">● Why was Jesus not liked by everyone?● Who was Jesus?	<p>6.2 What do Christians believe about Jesus’ death and resurrection?</p> <ul style="list-style-type: none">● Explain how festivals and seasons are celebrated, including Ascension and Pentecost.● Understand links between scripture and beliefs.● Discuss what kind of King was Jesus. <p>6.3 How does growing up bring responsibilities?</p> <ul style="list-style-type: none">● Describe and understand the rights and responsibilities that come with growing up e.g. ceremonies. Consider when a young person has reached adulthood. Consider different promises and their importance in different situations.	<p>6.3 How does growing up bring responsibilities?</p> <ul style="list-style-type: none">● Explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies to different faiths. E.g. Jewish – Bar and Bat Mitzvah.● Sikhs – Amrit and symbols linked.● Christians – Baptism/Believers Baptism and Confirmation.● Reflect on their own beliefs, principles and values reasonably.
<p><u>Religions Studied – Sikhism</u></p> <p><u>Key Vocabulary -</u> Guru Gobind Singh, Guru Granth Sahib Khalsa, Amrit, Baptism, Sewa, Langar The 5Ks (Kesh – uncut hair, Kangha – comb, Kara – wrist band, Kachera – short trousers, Kirpan – sword) and Khanda symbol.</p>	<p><u>Religions Studied – Sikhism and Christianity</u></p> <p><u>Key Vocabulary -</u> Guru Gobind Singh, Guru Granth Sahib Khalsa, Amrit, Baptism, Sewa, Langar The 5Ks (Kesh – uncut hair, Kangha – comb, Kara – wrist band, Kachera – short trousers, Kirpan – sword) and Khanda symbol. KS2 Christmas Unit – Gospel, St Matthew, St Luke, St Mark, St John and Messengers.</p>	<p><u>Religions Studied – Judaism.</u></p> <p><u>Key Vocabulary -</u> Moses, Abraham, Exodus, Hebrew, covenant, Torah, Ark, Sabbath / Shabbat, Passover / Pesach, Mezuzah, Kosher, Seder, Tallit, Synagogue, Bimah, Purim</p>	<p><u>Religions Studied – Christianity and links to Judaism</u></p> <p><u>Key Vocabulary -</u> Ascension, Communion, Crucifixion Easter, Forgiveness, Gospel, Jesus Incarnation, Kingdom of Heaven Reconciliation, Ritual, Sacrifice and Salvation.</p> <p>KS2 Easter Unit – Palm Sunday, Holy Week, Crucifixion and Resurrection.</p>	<p><u>Religions Studied – Christianity, and Judaism.</u></p> <p><u>Key Vocabulary -</u> 6.2 Ascension, Communion, Crucifixion Easter, Forgiveness, Gospel, Jesus Incarnation, Kingdom of Heaven Reconciliation, Ritual, Sacrifice and Salvation. 6.3 Rites of passage, Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah, Rights, responsibilities Growing up and adulthood.</p>	<p><u>Religions Studied – Judaism, Sikhism and Christian.</u></p> <p><u>Key Vocabulary -</u> 6.4 Rites of passage, Confirmation, Baptism, Amrit, Bar mitzvah, Bat mitzvah, Rights, responsibilities Growing up and adulthood.</p>