

# RELIGIOUS EDUCATION



**“As R.E. lead, my vision is that our children experience the diverse beliefs and cultures of six of the major religions of the world: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. We aim to give our children the tools to be global citizens who can show understanding, appreciation, love and respect for all.”**

*Mrs. K. Whitehouse*

*Religious Education Subject Lead*

## Religious Education Curriculum Aims

- To develop **knowledge and understanding of different beliefs and practices**, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them and make connections between different features of the religions.
- **Expressing ideas and insights** by asking and responding to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Gaining and deploying skills - Explore questions about **belonging, meaning and truth** so that they can express ideas and opinions in response using words, music, art or poetry. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.

## EYFS and RE

*Understanding of the world educational programme (taken from the EYFS Framework 2020)*

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early learning goals that link to RE are:

### Understanding the World

ELG People 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



# What does Religious Education look like at Littleton Green Community School?

- \* Each topic begins with sharing a 'Big Question'. This enables the pupils to see the bigger picture and gives purpose to what they are learning.

## ENDPOINT ASSESSMENT



- \* This is a product to showcase the learning which has taken place and the knowledge learnt. It can involve a prior session to create success criteria based on the concepts and a critical evaluation lesson.

## BIG QUESTION



## ENDPOINT EXPLORATION

- \* At the beginning of the topic, teachers share a WAGOLL (What a Good One Looks Like). Here the learning process is explored and the children have the opportunity to input to their journey to the endpoint.

## THE LEARNING JOURNEY



- \* A series of learning opportunities where concepts are built on. Here the meaning is made and connections are formed.



## ACTIVATING PRIOR KNOWLEDGE

- \* Throughout the topic, there are built in opportunities for children to access their prior knowledge to help them make connections and make the learning stick. This may be through key vocabulary, knowledge organisers, carefully thought out questioning and more.

## KNOWLEDGE ORGANISERS



- \* A resource which is available to children for them to learn the 'sticky knowledge' to master the learning. These are working documents that the children refer to and add their new learning to.



## KEY VOCABULARY

- \* At the start and throughout the learning journey, children will be taught key vocabulary need to access the learning and secure the key knowledge.

# RELIGIOUS EDUCATION



START



EYFS

## Early Years

- Harvest
- Diwali
- Easter
- Our global community
- Comparing places including religions



## Year 1

- How do Hindus celebrate Diwali?
- Why do Buddhists celebrate Esala Perahera?
- Why is Harvest an important festival for Christians?
- What is celebrated at Milad un Nabi and why is it only celebrated by some Muslims?
- How are family relationships important in Sikhism?
- Why is Purim described as a lively festival?

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## Year 2

- How do Sikhs celebrate Anand Karaj?
- Why is Christmas a popular celebration Christians?
- Why are lights important in the Jewish festival of Hanukkah?
- What preparations are made for Jum'ah?
- Do Buddhists celebrate Losar in the same way as Christians celebrate New Year?
- How are the different forms of Durga celebrated in Navrati?

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## Year 3

- How do Hindus celebrate Ganesh Chaturthi?
- How is Shavuot similar to the Christian Harvest Festival?
- Why is Vesak an important Buddhist festival?
- How do Christians remember Jesus during Lent?
- How is Guru Nanak important to the Sikh religion?
- What happens during the Hajj pilgrimage?

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## Year 4

- Why is Eid Ul-Adha considered to be the second most important celebration in the Muslim calendar?
- How are the key events in Holy Week and Easter celebrated?
- How do we know that Krishna is one of the Hindu faith's most popular gods?
- What roles do Buddhist monks play in Kathina?
- How does the Jewish Shabbat compare with the Christian Sunday?
- Why is Vaisakhi an important Sikh festival?

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## Year 5

- Why is teaching an important subject for Dharma Day?
- Why is Guru Arjan Gurburab an important figure in the Sikh religion?
- Why is colour significant in the celebration of Holi?
- How do Jews celebrate Passover?
- Why is Pentecost a significant Christian celebration?
- What is the impact of Ramadan and Eid al-Fitr on the daily life of Muslims?

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## Year 6

- How do the Bandi Chhor Divas compare with Diwali?
- What is the significance of The Kumbh Mela for Hindus?
- What is the significance of the story 'Muhammad's Night Journey' to Lailat Al Miraj?
- Why is Parinirvana significant for Buddhists?
- How is Rosh Hashanah and Yom Kippur celebrated by Jews?
- How is does a Christian Sunday compare to the Sabbath in other religions?







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## Year group Coverage and Progression of Skills and Knowledge

	Block 1	Block 2	Block 3
<b>Preschool /Nur</b>	 <p>Harvest Christianity</p>	 <p>Diwali Hinduism</p>	Our Global Community
<b>Cultural Capital</b>	<p>Children to take part in a special Harvest assembly with School Chaplain perform a short song with whole school</p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m000zvv4/my-first-festivals-series-2-6-harvest">https://www.bbc.co.uk/iplayer/episode/m000zvv4/my-first-festivals-series-2-6-harvest</a> School Nativity</p>	<p><a href="http://www.bbc.co.uk/cbeebies/watch/my-first-festivals">w.bbc.co.uk/cbeebies/watch/my-first-festivals</a> Learn to sing and do the actions from the video School Chaplain and Miss Kelly – Easter activities.</p>	<p>Visit from the local Police Chaplaincy/Alex Wolves/school Chaplain – Nativity and Easter activities. Look at some of the 'My First Festivals' on BBC Iplayer such as Eid</p> <p><a href="https://www.bbc.co.uk/iplayer/episodes/m000qp30/my-first-festivals">https://www.bbc.co.uk/iplayer/episodes/m000qp30/my-first-festivals</a></p>
<b>Rec</b>	 <p>Diwali Hinduism</p>	 <p>Easter Christianity</p>	Comparing places including religions
<b>Cultural Capital</b>	<p><a href="https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali">https://www.bbc.co.uk/cbeebies/watch/my-first-festivals-diwali</a> followed by making Diwali lanterns to help decorate the school.</p>	<p>Children to participate in 'Muddy Church' Easter activity</p>	<p>Visit from the local clergy /Alex Wolves/school Chaplain to introduce special stories about Jesus. Look at various places of Worship using cbeebies</p>







YEAR 1

Key Concepts		Knowledge and understanding	Expressing Ideas and Insights	Gaining and Deploying Skills	PRODUCT	Cultural Capital	Key Vocabulary
 <b>Diwali</b> Sun 12 <sup>th</sup> Nov	How do Hindus celebrate Diwali?	<ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li> <li>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</li> <li>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>Notice and respond sensitively to some similarities between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</li> <li>Find out about and respond with ideas to examples of cooperation between people who are different.</li> <li>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>	Choose three things that you would put into a Diwali lucky dip bag and explain why you have chosen them items?	Contact Stoke potteries they had a Divali festival this year – source a contact to maybe come into school	arti, barfi, demon, dhal, diva lamps, Lakshmi's footsteps, mandir, mehndi, murti, puja, rangol
 <b>Esala Peraher</b> 12 <sup>th</sup> August	Why do Buddhists celebrate Esala Perahera?				Create your own procession to celebrate Esala Perahera	Watch videos of the celebration, look at artefacts	architecture, belief, Buddha, Buddhist, casket, celebration, festival, memories, mundras, offerings, perahera, procession, relic, religion, sacred, Sri Lanka, statues, stupa, temple
 <b>Harvest</b> 12 <sup>th</sup> -17 <sup>th</sup> Sept	Why is Harvest an important festival for Christians?				Listen to the opening of <i>The Selfish Giant</i> by Oscar Wilde. Can you give the giant some advice?	Harvest Service in school delivered in school. Whole school donations to the Foodbank. Hymns/songs learnt for each key stage teaching the meaning of Harvest. Visit to Church at the start of the topic would be beneficial.	Bible, charity, Christian, creation, grateful, harvest, hymns, miracle, share, thankful, worship
 <b>Milad un Nabi</b> 16 <sup>th</sup> Sept	What is celebrated at Milad un Nabi and why is it only celebrated by some Muslims?				Take turns to lead a small group. You could show your group how to make something, teach them a new skill, organise a game or help them to learn a new song.	A visit from Hisfa would be helpful as an introduction to Islam for the Y1's (a mock celebration)	Allah, Arabic, beliefs, calligraphy, honest, Mecca, Muhammad, prophet, Saudi Arabia, trustworthy
 <b>Naamkaran</b>	How are family relationships important in Sikhism?				Can you make a family from toys?	Think about what visiting the temple means to Sikh's and their families. Do we have anyone in school or someone who knows a family that can come in and be interviewed by the children. Let the children play visiting the Temple with toys. Visit to a temple.	amrit, chauri, Granthi, Gurdwara, Guru Granth Sahib, Kaur, Mool Mantra, Punjabi, Sikh, Singh, temple, naming ceremony
 <b>Purim</b> 23 <sup>rd</sup> -24 <sup>th</sup> March	Why is Purim described as a lively festival?				Create a Mishloach Manot to give to an adult at home or in school.	Food, mock festival invite parents or another year group to help.	celebration, Esther, gragger, Haman, King Ahasuerus, Mishloach Manot, mitzvah, Mordecai, Purim, Jewish holiday, reversal of fortune






YEAR 2

Key Concepts		Knowledge and understanding	Expressing Ideas and Insights	Gaining and Deploying Skills	PRODUCT	Cultural Capital	Key Vocabulary
 Anand Karaj	How do Sikhs celebrate Anand Karaj?	<ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</li> <li>Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</li> <li>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>Notice and respond sensitively to some similarities between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry.</li> <li>Find out about and respond with ideas to examples of cooperation between people who are different.</li> <li>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</li> </ul>	Make a picture of love	<i>A visitor to talk about Sikh weddings, a mock wedding, dressing up. Pictures of weddings (wedding album to look at).</i>	aisle, Anand Karaj, best man, bhangra, bride, bridesmaid, cake, celebration, churas, church, cloth, family, food, gifts, Granthi, groom, guests, Gurdwara, Guru Granth Sahib, hymns, kaleera, Karah Parshad, Lavan, mehndi, pageboy, joy promise, reception, register, register office, rings, romalla, vow, wedding, wedding car, witnesses
 Christmas	Why is Christmas a popular celebration for Christians?				Decide how will you spread joy	<i>Christingle service at church or in school. Help with the Nativity? Make Christmas cards for the community (Ashcroft House).</i>	Advent, angel, candle, card, carol, celebration, Christian, Christingle, gift, Jesus, joy, message, nativity, prayers, stable, star, traditions, wreath
 Hanukkah 7 <sup>th</sup> Dec – 15 <sup>th</sup>	Why are lights important in the Jewish festival of Hanukkah?				If you could make a miracle happen, what would it be?	<i>It would be good if we could make/buy taste Jewish treats and have a Hanukkah celebration.</i>	dreidel, gelt, Hanukkah, kosher, latke, menorah, Shamash candle
 Jumu'ah	What preparations are made for Friday prayer Jum'ah?				Look at the Objects used during worship picture cards. They are all taken from different places of worship but what are they?	<i>Artefacts, a prayer mat.... Visit from faith specialist/parent to learn about prayer.</i>	ablutions area, adhan, dome, headscarf, Imam, Jumu'ah, mihrab, minaret, minbar, mosque, muezzin, prayer, prayer hall, prayer mat, Qibla compass, worship, worshippers
 Losar Sat 10 <sup>th</sup> - 12 <sup>th</sup> Feb	Do Buddhists celebrate Losar in the same way as Christians celebrate New Year?				Draw or make something for a 'fantastic futures gallery'.	<i>Children to make Tibetan prayer flags for the local 'Care Home'.</i>	auspicious symbols, Cham dancing, chants, chemar bo, compassion, generosity, Guthuk soup, karma, khapse, khata scarf, Losar, loving-kindness, luck, Mahayana Buddhism, mantras, merit-making, monasteries, New Year resolution, offerings, sentient, shrine, Songkran, Theravada Buddhism, Tibet, Tibetan, Tibetan prayer flags, tormas
 Navratri Sun 15 <sup>th</sup> – 24 <sup>th</sup> Oct	How are the different forms of Durga Sun celebrated in Navrati?				Work together as a class to plan a celebration.	<i>Visitor from the Gurdwara to come in and talk about special clothes</i>	dandiya, diva lamp, fast, garba, God, goddesses, gods, Kum Kum powder, mantra, prasad, prayer, puja, puja thalis, sari, demon, Mahishasura

YEAR 3

Key Concepts		Knowledge and understanding	Expressing Ideas and Insights	Gaining and Deploying Skills	PRODUCT	Cultural Capital	Key Vocabulary
 <b>Ganesh Chaturthi</b> August and September	How do Hindus celebrate Ganesh Chaturthi?	<ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.</li> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.</li> <li>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	Explore the <b>Board game picture card and the statements written on it. Can you overcome the obstacles?</b>	<i>Make elephant masks out of paper Mache. Look at pictures/artefacts</i>	arti lamp, deity, incense, ladoos, Lakshmi, murti, prayer, puja, Shiva
 <b>Shavuot</b> 12 <sup>th</sup> June	How is Shavuot similar to the Christian Harvest Festival?				You are the <b>captain of a new sports team. Write 10 rules for your team to follow and then present your ideas</b>	<i>Develop diversity and inclusion 'Living in the Wider World' - Visit to the synagogue.</i>	ark, Challah bread, Commandments, kosher, mitzvah, synagogue, Torah, yad
 <b>Vesak</b> 22 <sup>nd</sup> May	Why is Vesak an important Buddhist festival?				<b>Work together to create a class kindness manifesto.</b>	<i>Children to make a shrine; Vesak lanterns flags and origami flowers before quiet time creating their manifesto.</i>	Vesak lanterns, Buddhist flags, origami lotus flowers, candles, incense sticks, Buddha statue, vegetarian foods
 <b>Lent</b> 5 <sup>th</sup> March to 19 <sup>th</sup> April 2025	How do Christians remember Jesus during Lent?				<b>Listen to the story Beautiful Moon: A Child's Prayer by Tonya Bolden and choose how to respond.</b>	<i>Discover the five steps of lent with St Thomas' Church Huntington.</i>	ash, Ash Wednesday, Bible, Christian, cross, crucified, devotionals, Easter Sunday, faith, fast, forgiveness, Good Friday, Holy Week, hot cross bun, Jesus, Lent, pretzel, service, simnel cake, symbol, test, temptation
 <b>Guru Nanak Gurburab</b>	How is Guru Nanak important to the Sikh religion?				<b>Debate: Is equality the same as fairness?</b>	<i>The story of Guru Nanak the founder of the Sikh religion who believed everyone should be treated equally.</i> <a href="https://www.youtube.com/watch?v=twk11pc5BvU">https://www.youtube.com/watch?v=twk11pc5BvU</a> Sikh visitor to talk about their faith <a href="https://taraikrc.org/pages/school-visits">https://taraikrc.org/pages/school-visits</a>	equality, faith, Golden Temple, Granthi, Gurdwara, guru, Guru Granth Sahib, Gurburab, Karah Parshad, langar, Nagar Kirtan, ragis, sewa, Sikhism, Waheguru
 <b>Hajj</b>	What happens during the Hajj pilgrimage?				<b>Plan a special journey</b>	<i>Study the story 'Going to Mecca' before reflecting on your own special journey.</i>	faith, Hajj, Ihram, Mecca, pilgrimage, prayer mat, Qur'an, Salat, Sawm, Shahadah, Five Pillars of Islam, Zakat

YEAR 4

	Key Concepts	Knowledge and understanding	Expressing Ideas and Insights	Gaining and Deploying Skills	PRODUCT	Cultural Capital	Key Vocabulary
 <p><b>Eid Ul-Adha</b> 7<sup>th</sup>/8<sup>th</sup> June 2025</p>	<p><b>Why is Eid Ul-Adha considered to be the second most important celebration in the Muslim calendar?</b></p>	<ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.</li> </ul>	<p><b>Write an action plan to explain how you could help a local charity.</b></p>	<p>Eid should tie in with the same date as 'Comic Relief' work together to organise and plan a year group/whole activity. Islamic Faith Day experience combined with Y5</p>	<p><i>Allah, charity, Hajj, Ibrahim (Abraham), Isma'il (Ishmael), Muslim, sacrifice, Five Pillars of Islam, Zakat</i></p>
 <p><b>Holy Week and Easter March</b> or April</p>	<p><b>How are the key events in Holy Week and Easter celebrated?</b></p>	<ul style="list-style-type: none"> <li>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> </ul>	<p><b>Write a 30 second speech about something you strongly believe in.</b></p>	<p>Organise a school assembly to celebrate Easter with Reverend Marie. Make a palm cross. <a href="https://mommynippets.com/paper-palm-crosses/">https://mommynippets.com/paper-palm-crosses/</a>Easter cracked open 'Muddy Church' with Forest School, Miss Kelly, and School Chaplain, if possible, for all year groups – Holy Week enrichment.</p>	<p><i>acclamations, Anglican, Bible, bread, Catholic, chalice, cross, crucifix, disciple, Easter Sunday, Eucharist, Good Friday, Holy Communion, Holy Week, hymn, Maundy Thursday, Orthodox, Palm cross, Palm Sunday, Paschal candle, Passover, paten, pysanky eggs, resurrection, symbol, tomb, wine</i></p>
 <p><b>Janmashtami</b> August or September</p>	<p><b>How do we know that Krishna is one of the Hindu faith's most popular gods?</b></p>	<ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	<p><b>Draw a picture of your perfect role model and label their admirable qualities.</b></p>	<p>Stories of Krishna's adventures</p>	<p><i>bhajans, deity, dharma, fasting, Krishna, prasad, supreme</i></p>
 <p><b>Kathina</b> October or November</p>	<p><b>What roles do Buddhist monks play in Kathina?</b></p>	<ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	<p><b>Your group has £10. How could you be generous with this money?</b></p>	<p><a href="mailto:uk.suriya@gmail.com">uk.suriya@gmail.com</a> visit to Birmingham Buddhist Academy</p>	<p><i>abbey, almsgiving, Asia, Buddhist, Christian, community, Dalai Lama, Dharma, Eight Requisites, generosity, Kathina, meditation, monastery, monks, novice, nun, retreat, robe, Sangha, spiritual, Ten Precepts, Vassa, vihara</i></p>
 <p><b>Shabbat</b></p>	<p><b>How does the Jewish Shabbat compare with the Christian Sunday?</b></p>	<ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	<p><b>Make a list and draw pictures of five restful activities you would like to do.</b></p>	<p>Share a special meal as a community.</p>	<p><i>Challah bread, creation, customs, Havdalah candle, Kiddush cup, Shabbat (Sabbath), Sunday, Torah</i></p>





Vaisakhi  
13<sup>th</sup> and 14<sup>th</sup>  
April







Why is Vaisakhi an important Sikh festival?

Choose five objects, ideas, activities or personality traits that represent your identity.







Watch the video <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-taking-amrit/zj6d7nb> invite local clergy/school Chaplain, if possible, to come and talk about confirmation/baptism, any adults who have been baptised (Baptist Church Stafford).

*amrit, Five Beloved Ones, Five Ks, gatka, Gurdwara, Guru Gobind Singh, identity, Kachera, Kangha, Kara, Kesh, Khalsa, Khanda, Kirpan, langar, Nagar Kirtan, Panj Pyare, sacrifice, Sikh, symbol, Vaisakhi*

YEAR 5

Key Concepts	Knowledge and understanding	Expressing Ideas and Insights	Gaining and Deploying Skills	PRODUCT	Cultural Capital	Key Vocabulary	
 <b>Dharma Day</b> 16 <sup>th</sup> July 2023	Why is teaching an important subject for Dharma Day?	<ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.</li> </ul>	You are the headteacher of 'The School of Compassion' and you need to come up with a lesson idea to introduce others to the idea of compassion.	<a href="https://www.bbc.co.uk/bitesize/guides/zr3sv9q/vid_eo">https://www.bbc.co.uk/bitesize/guides/zr3sv9q/vid_eo</a> The buddha and his teachings in Buddhism. Children to spend time meditating/quiet time reflecting what they have just learnt. and/or children to participate in community service for an hr food packing local supermarket	Buddha, compassion, evil, Four Noble Truths, Golden Rule, Jataka Tales, Middle Way, Nirvana, Noble Eightfold Path, Pabbassara, quotes, truth, Wheel of Dharma, wisdom
 <b>Guru Arjan Gurburab</b>	Why is Guru Arjan Gurburab an important figure in the Sikh religion?	<ul style="list-style-type: none"> <li>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> </ul>	Look at a range of thought-provoking photographs and choose one to write a poem, story or song about	Visit to the Gurdwara taste Langar, listen to the teachings of Guru Arjan.	Adi Granth, Amrit Sarovar, Chardi Kala, dasvandh, Gurmukhi, Guru Granth Sahib, hymns, Ik Onkar, langar, martyr, Mool Mantar, sewa
 <b>Holi</b> March 25th	Why is colour significant in the celebration of Holi?	<ul style="list-style-type: none"> <li>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	You are going to a desert island and can only take one small rucksack of belongings. What do you need to take?	Whole school colour run	dharma, karma, kathak, Krishna, mehndi, pichkaris, Radha, saffron, sindoor, varna
 <b>Passover</b> End of April	How do Jews celebrate Passover?	<ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	Make a list of freedoms that all humans should have and the responsibilities that go with them.	Passover re-enactment using artefacts and food tasting.	charoset, Exodus, Haggadah, matzah bread, Passover, Pesach, plague, Seder plate, synagogue
 <b>Pentecost</b> 19th May	Why is Pentecost a significant Christian celebration?	<ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	Design your ideal community.	Visit to Lichfield Cathedral – discover the brass lectern – that shows St Peter preaching the day of Pentecost. <a href="https://victorianweb.org/art/architecture/scott/26.html">https://victorianweb.org/art/architecture/scott/26.html</a>	baptism, Bible, church, community, disciple, dove, fruits of the Spirit, God the Father, God the Holy Spirit, God the Son, Holy Trinity, Pentecost, saint, Shield of the Trinity, symbol
 <b>Ramadan and Eid Al-Fitr</b> 10 <sup>th</sup> March to the 8 <sup>th</sup> of April	What is the impact of Ramadan and Eid al-Fitr on the daily life of Muslims?	<ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	Work in small groups to plan and act out two real-life drama scenarios – one with and one without gratitude.	Islamic Faith Day experience combined with Y4	Allah, Eid al-Fitr, fasting, gratitude, Hijri calendar, iftar, Jibreel, mosque, Muslim, new moon, Qur'an, Ramadan, religious, Sawm, secular, worship

YEAR 6

Key Concepts		Knowledge and understanding	Expressing Ideas and Insights	Gaining and Deploying Skills	PRODUCT	Cultural Capital	Key Vocabulary
 Bandi Chhor Divas October	How do the Bandi Chhor Divas compare with Diwali?	<ul style="list-style-type: none"> <li>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.</li> </ul>	A friend is having problems with a group of older children. What should you do?	<i>Y6 Children to help Reception and Year 1 celebrate Diwali.</i>	<i>Bandi Chhor Divas, belief, Buddha, Buddhism, Christianity, community, defend, Diwali, freedom, Ganesh, gatka, Golden Temple, guru, Guru Granth Sahib, Islam, Jesus, Judaism, Khanda, Kirpan, moral, Moses, Muhammad, multicultural, Nagar Kirtan, Ramayana</i>
 Kumbh Mela Jan 15 <sup>th</sup> to 8 <sup>th</sup> March	What is the significance of The Kumbh Mela for Hindus?	<ul style="list-style-type: none"> <li>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> </ul>	Choose something new to devote your time to over the next week.	<i>Invite a Hindu visitor to school who can talk about the pilgrimage of Kumbha Mela</i>	<i>devotion, elixir, guru, karma, Kumbh Mela, moksha, Naga Sadhu, pilgrimage, pitcher, reincarnation</i>
 Lailat Al Miraj 7 <sup>th</sup> February	What is the significance of the story 'Muhammad's Night Journey' to Lailat Al Miraj?	<ul style="list-style-type: none"> <li>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> </ul>	Work together in groups to create a short presentation entitled 'Faith'.	<i>Visit to Mosque</i>	<i>Adam, Allah, angel, faith, Five Pillars of Islam, Ibrahim, Jannah, Jibreel, Juseph, messenger, Muhammad, Musa, Night Journey, paradise, prophets, Qur'an, Salat</i>
 Parinirvana 15 <sup>th</sup> Feb	Why is Parinirvana significant for Buddhists?	<ul style="list-style-type: none"> <li>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> </ul>	Imagine your friend has experienced a big change or challenge in their life. Decide what effect this change might have on their lives and what you could say or do to help them through the period of change.	<a href="https://www.bbc.co.uk/bitesize/guides/z2283k7/revision/2">https://www.bbc.co.uk/bitesize/guides/z2283k7/revision/2</a> <i>Planning a special party for locals at the 'Huntington Welcome Meeting'.</i>	<i>Buddha, cremated, death, funerals, hell realm, hungry ghosts, karma, legacy, memorials, monks, monuments, Nirvana, obituary, realms, Wheel of Life, stupas</i>
 Rosh Hashanah and Yom Kippur Autumn	How is Rosh Hashanah and Yom Kippur celebrated by Jews?	<ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	Is anything impossible to forgive?	<i>Visit to Stoke Synagogue</i>	<i>ark, bimah, forgiveness, kippah, Kol Nidre, mezuzah, ner tamid, reflection, repentance, shofar, siddur, synagogue, tallit, Tashlich, tefillin, Torah, Yad</i>
 Sunday	How is does a Christian Sunday compare to the Sabbath in other religions?	<ul style="list-style-type: none"> <li>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	Compare Christian worship to worship in another faith.	<i>Reverend Marie/school chaplain to visit pupils.</i>	<i>anthem, altar, belief, Bible, church, faith, Gurdwara, hymn, lectern, message, mosque, symbol, synagogue, Taizé chant, temple, worship, worship song</i>

