



## Ashdene Primary School – R.E. Progression Map EYFS –Y6

### Purpose of Study

- Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.  
RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

### Aims

- To engage in an open and sensitive exploration to religion.
- To acquire knowledge of religious beliefs, practices and values in Christianity and other principal religions represented in Great Britain as other world views and religions, e.g. Baha'i and secular philosophies, e.g. Humanism.
- To develop an understanding of the influence of religious beliefs, practices and values on individuals, communities, societies and cultures.
- To use the skills of interpretation, analysis and explanation.
- To develop the ability to make reasoned responses and informed judgements about religious and moral issues.
- To explore and learn to communicate their own beliefs, values and experiences in terms of the spiritual, moral, social and cultural aspects of life by: developing an awareness of the fundamental questions of life raised by human experience and how religions seek to answer them, responding to such questions by relating religious beliefs, practices and values to their own understanding and experience and reflecting on their own beliefs, values and experiences in the light of their study.
- To develop respect for other people, their beliefs and ways of life.
- To develop the skill of evaluation.



EYFS		Y1	Y2	Y3	Y4	Y5	Y6
Christianity		Christianity (3 terms) Hinduism-Divali  Visit church this year	Christianity (2 terms- some HT through comparison/retrieval) Judaism (1 term)	Christianity (1+1/2 terms) Judaism (1 term) Sikhism (1/2 term)  Visit synagogue this year	Christianity (1+1/2 terms) Islam (1+1/2 terms)	Christianity (1+1/2 terms), Hinduism (1 term), ½ term free choice/ comparing.	Year 6- Christianity (1+1/2 terms), Islam (1 term), ½ term free choice/ comparing. Visit mosque this year
HT1							
	Links to prior learning	<u>Retrieval from EYFS:</u> Who was Jesus? What do you know about him already? Children should remember Jesus was a special person-the son of God, born at Christmas, died and came back to life at Easter.	<u>Retrieval from EYFS/Yr 1:</u> Children should remember- Harvest celebrations, Christian creation story with God as creator. God's 2 greatest commandments tell people to love God and to look after each other. Concepts of right and wrong.	<u>Retrieval from Yr 2:</u> The stories of Joseph, Moses and God giving the 10 commandments, The Torah as part of the Jewish holy scriptures, some special Jewish festivals, rituals and objects around the home eg. Shabbat and Friday evening meal, Mezuzah, Hannukah, Purim	<u>Retrieval of prior learning:</u> Religions learned about so far and key figures/teachings of each one- <b>Christianity-</b> belief in 1 God, Jesus as the son of God, his life, death and teachings (love God and your neighbour) written about in the Bible. <b>Judaism-</b> 1 God, 10 commandments and other laws about daily life, stories of Abraham, Joseph and Moses, written about in the Tenakh (Torah).	<u>Retrieval of prior learning:</u> Quick overview of religions learned about so far and key teachings/figures of each (Christianity, Islam, Judaism, Sikhism) Hindu story of Rama and Sita, festival of Divali.	<u>Retrieval of prior learning:</u> What do children remember/ know about Islam? Belief in 1 God (Allah), story of Muhammad as important prophet and giving of the Qur'an, mosque as place of worship/community, practices of Salah and Wudu, Friday prayers, Eid-ul-Fitr and Ramadan, family life and naming ceremony.



					<b>Sikhism</b> - 1 God, guru Nanak, written about in Guru Granth Sahib. <b>Hinduism</b> - Divali, Rama+ Sita		
Celebrations and important events- <b>Harvest</b> (whole school assembly followed up in class discussion/related activities in provision) Discuss how this is common to many cultures and faiths, to give thanks to their God/s for the provision of food through growing crops etc.		<u>Christianity</u> Treating people equally, courage, honesty, love, service, right and wrong Wisdom, justice Following the example of Jesus caring for others.  Explore how we all make choices in life- some choices are more important than others. Consider how our choices can affect others around us and vice versa. Discuss the concept of right and wrong. Children should be encouraged to reflect on their own experiences of these issues and how it makes them feel.	<b>Harvest</b> - linked with whole school harvest assembly/collection.  Introduction to a different religion- <u>Judaism</u> Jewish beliefs about God as creator. God cares for all people. Caring for creation in the Jewish faith.  Introduction of the Torah as part of the Jewish holy book - what does it teach about the wonder and beauty of creation? Explore the links between the start of the Christian Bible and the Torah and their teachings about creation and caring for	<u>Judaism</u> Life of Abraham, The Tanakh and Shema, objects that remind Jews of their faith- tallit, tefillin, kippah. How Jews show respect for God's name and the Torah, Annual cycle of readings.  Recap some aspects of Judaism learned about last year as detailed above.  Explore the Jewish story of Abraham (Abram) from the Torah (also the early part of the Christian Bible). Look at how this links to prior learning-God made a	<u>Islam</u> Islamic belief in God. Allah- the name of the one true God, creator, provider, 99 names. Messengers of Allah, stories from the life of the Prophet Muhammad (pbuh).  Review religions/faiths known so far as above. Introduce new religion of Islam- people who follow this are Muslims. Do children know anything about this faith already?  Look at key beliefs and teachings: Belief in 1 God (Allah) who created the world and provides for his people. Explore the 99 names of Allah and	<u>Hinduism</u> Retrieval of Divali story- this comes from the Hindu religion. Hinduism began over 4000 years ago in India. It is different to other faiths studied as Hindus believe that there is one God (Brahman), but represented through many different Gods.  Look at the names and pictorial representation of different Gods (Vishnu, Rama, Sita, Krishna, Shiva, Ganesha) and explore Hindu stories about what each one characterises/represents. What Hindu beliefs do these stories express? Eg. Story of Rama's exile	<u>Islam</u> Retrieval of key facts taught so far- explore how these teachings are expressed through the 5 pillars of Islam (Shahadah, Salah, Zakat, Sawm, Hajj).  Look at each of these in more detail and make links to similar practices in other faiths eg. pilgrimages in Christianity and Hinduism covered in Yr 5, importance of helping others in all major world faiths.  What do Muslims believe happens when they die? Discuss Islamic belief in the afterlife. How does this compare to beliefs



		Make links with Jigsaw/no outsiders/ rights respecting work. In the Christian religion, Jesus teaches people to care for each other (also common to most other major world religions)	our world and each other.  Look at the 10 commandments, common to both religions.	promise to Abraham, that he started to carry out through Joseph and Moses.  Think about the way Jews remember these events regularly through annual cycle of readings from the Tenakh (holy scriptures), the Shema prayer and through special clothing and objects eg. Tallit, Tefillin, kippah. <b>Use artefacts where possible.</b>	some of their meanings. Teach about the most important figure in the Islamic religion-the Prophet Muhammad (pbuh) and his life.  Encourage children to compare and reflect on any similarities/differences between this religion and others known about so far. Is this in line with what they thought they already knew?	and return, Krishna's childhood. Hindu beliefs are expressed/taught through their important scriptures- Vedas, and through symbols- Aum, swastika, lotus flower.	from other faiths they have already studied?
<b>HT2</b>							
	<b>Links to prior learning</b>	<u>Retrieval from EYFS and Yr 1, HT1:</u> Christmas story-beliefs about Jesus' birth. Children should remember some key events and characters from the Christmas story eg. Mary and Joseph, wise men, shepherds.	<u>Retrieval from Yr 1 and Yr 2, HT1:</u> Children should remember the role of some stories from Holy texts covered already- Hindu story of Rama and Sita (Divali), the Creation story in the Bible and Torah,	<u>Retrieval of prior learning:</u> Children should remember key figures and events from the Christmas story, Special times when people might go to church eg. regular Sunday worship,	<u>Retrieval of prior learning:</u> Main events and key figures in the <b>Christmas</b> and <b>Easter</b> stories, from the <b>Christian</b> holy book- <b>the Bible</b> . Jesus, the son of God, taught people about God and how we should live	<u>Retrieval of prior learning:</u> Advent- looking forward to Christmas and Jesus coming again. The Christmas story events and key message- Jesus born to live and die on the cross to take the	<u>Retrieval of prior learning:</u> Jesus birth and death, miracles and teachings, baptism and temptation. Christians as a global community of believers continuing the work of Jesus, following his example



		Jesus as a special baby, the son of God, born at Christmas.	Christmas and Easter stories about Jesus' birth and death, stories that teach eg. Good Samaritan, feeding the 5000, Jonah.	baptisms, weddings and funerals, What they might do in church eg. pray, read the Bible, sing Some stories from the Bible eg. Jonah, Good Samaritan, feeding 5000, Easter story.	through stories(Good Samaritan, feeding 5000) Learning in this HT also links with prior learning about <b>Jewish</b> view of God as saviour and rescuer. (exodus from Egypt to the promised land etc)	punishment for peoples' sin. The Bible- old and new testaments (before and after Jesus birth). Christian baptism (and naming ceremonies from other religions).	to show love, respect, tolerance, faith. The Bible as a basis for faith and guidance.
<b>Jesus' birth, Jesus as a special person</b> Celebrations and important events- <b>Christmas</b> . Tell the <b>Christian</b> story of Christmas about Jesus' birth, <b>highlighting key events and figures</b> - Angel, Mary and Joseph, wise men, shepherds etc. <b>Key concepts-</b> <b>Jesus as a special baby, a new king, the son of God</b> <b>Important in the religion called Christianity</b>		<u>Hinduism</u> Divali- Introduce a new religion called Hinduism and talk about the celebration of a festival called Divali.. Tell the story of Rama and Sita. Look at how Hindus celebrate Divali, making links to the story and to special times of celebration/ festivals the children already know about eg.Christmas/Easter.  <u>Christianity</u>	<u>Judaism</u> Jewish belief in stories from the Torah- Joseph, Moses. Celebrations and important events- Hannukah  Recap the importance of stories in religious texts as detailed above. Link with work from last term about Judaism, learning more stories that tell us about key figures and events in history from the Jewish religion. Explore the story of Joseph and his coat,	<u>Christianity</u> Advent, Language of songs and stories, Expressions of worship through songs, music, prayer, drama, reflection.  Recap relevant prior learning as detailed above.  Explore what the Church season of Advent is, what it means, when it takes place and what people might do to celebrate or mark this special time.	<u>Christianity</u> Christmas, Christian hope, Jesus' teaching- parables.  Review children's knowledge of the Christmas and Easter stories as above-Jesus was born at Christmas and died at Easter about 30 years later. Christians believe that Jesus died to save people from being punished for their sins so that they can be with God in heaven when they die. This is the Christian hope.	<u>Christianity</u> Review prior learning about Advent and Christmas.  Look at some Old testament prophecies about Jesus (Isaiah 7:14, Isaiah 9:6-7, Isaiah 53:5) Can children work out which parts of the Christmas and Easter stories these verses link to? Could learn the song 'Unto us a boy is born' and/or look at Psalm 23 (? Listen to version sung by Stuart Townend) and link to parable of the lost	<u>Christianity</u> What do the children think they know about the Christmas story? Mythbusting- look at what the Bible actually says through the different gospels.  Use this as a starting point for exploring the life of Jesus/ creating a timeline of events. eg preaching in the temple as a young boy, temptation by the devil, baptism, miracles etc.  Christians believe Jesus was both fully God- God the son – as



		<p>Special people in Christianity: Jesus, Mary</p> <p>Celebrations and important events- Christmas</p> <p>Recap key concepts and events of the Christmas story as detailed above, addressing any misconceptions.</p> <p>Link back to work on Divali- how do we celebrate Christmas? Children reflect on own traditions and ways of celebrating.</p> <p>Link to Geography topic- how Christmas is celebrated in several different parts of the world.</p>	<p>and how the people of Israel ended up in Egypt.</p> <p>Follow on with the story of Moses who, generations later, led them back out of Egypt to the Promised land.</p> <p>How did God work through these key figures to rescue his people?</p> <p>Briefly look at the story of Hannukah, another tale of rescue, and how this festival is celebrated by Jewish people. Highlight links with other festivals already covered from other faiths. (Christmas, Easter, Divali)</p>	<p>Encourage children to make links to their own Advent traditions eg. calendars, sending cards, putting up trees and decorations.</p> <p>Think about the way the Christmas story is remembered and re-told through various expressions of worship such as songs, drama, stories, music and art as well as through prayer and reflection. Use a range of examples including traditional and more modern.</p>	<p>Explore parables that Jesus told that supports this idea- e.g. the lost sheep and the lost coin, the prodigal son (all in Luke Ch15)</p> <p>What is the surface level story about? Can children relate to the idea of losing something special or precious and the feelings they might have about this?</p> <p>What is the real message of the stories? What is Jesus trying to say to his audience?</p> <p>Links with stories already learned from Judaism and Old Testament of the Bible eg. Joseph, Moses, Jonah etc.</p>	<p>sheep and idea of Jesus as the Good Shepherd.</p> <p>How could people write about Jesus before he was born? Explore the description of God as- 3 in 1 (Holy Trinity)- what does this mean? Jesus was always present as 1 part of the Trinity although he was only alive on earth as a person for about 30 years.</p> <p>Look at the story of Jesus' baptism when the 3<sup>rd</sup> part of the Trinity, the Holy Spirit, came over Jesus. Link to infant baptism rituals and explore the concept of Christian confirmation.</p>	<p>part of the trinity and fully human, born to Mary at Christmas.</p> <p>What evidence is there for this?</p> <p>What indications are there through his life on earth, that he was not just an ordinary person?</p> <p>What do other faiths believe about Jesus, if anything? (Judaism and Islam)</p> <p>What do the children think?</p>
--	--	--	--	--	---	---	---



	Links to prior learning	<u>Retrieval from HT1:</u> Caring for others, treating people equally, courage, honesty, love, service, right and wrong Wisdom, justice. Jesus taught Christians to look after each other.	<u>Retrieval from Yr 1, Yr 2, HT1+2:</u> What do children know about Judaism already? Torah as the Holy book, Important stories, events and key figures eg. creation, Joseph, Moses, Hannukah, The 10 commandments, Creation story idea of a day of rest and worship - Sunday for Christians.	<u>Retrieval of prior learning:</u> Some Jewish festivals and rituals eg. Purim, Hannukah, Shabbat and Friday meal. Jewish naming ceremony and Christian infant baptism and weddings. How all these traditions remind people of important times or events in the history of their religion.	<u>Retrieval of prior learning:</u> Review and recap-learning from HT1 about the Islamic religion, Allah and the Prophet Muhammad.  Worship practices and rituals from other faiths- prayer, reading holy texts, meeting with others from that faith community in special places of worship (church, synagogue, Gurdwara)	<u>Retrieval of prior learning:</u> Learning about Hinduism from HT1- key teachings and God/s expressed through stories, Vedas (scriptures) and symbols. Regular worship and festivals from other faiths eg. prayer, reading scriptures, special places of worship.	<u>Retrieval of prior learning:</u> Key facts and features of Islam covered in HT1, expressed through the 5 pillars of Islam.
		<u>Christianity</u> Beliefs about God as loving father Following the example of Jesus caring for others, his disciple and teachings-miracles and 2 greatest commandments.  Talk about the Bible being the Christian special Holy book- full of different genres and stories. Old Testament	<u>Judaism</u> Why Jewish people have special objects in their home. Exploring Jewish family life and each member's role. Mezuzah, Shabbat and Friday night meal, eating special bread (challah).  Recap learning about Judaism so far as detailed above.	<u>Judaism</u> Significant times in the Jewish year and in individual's lives- ceremonies and rituals. Yom Kippur, Rosh Hashanah, Shavuot, Sukkot. Bat/bar Mitzvah, Brit Milah, girls' naming ceremony, weddings  <u>Christianity</u>	<u>Islam</u> Prayer, special clothing, Cleanliness before praying (wudu), Daily worship- Salah. Worship at the mosque.  Build on prior knowledge (see above), exploring key practices and rituals of the Islamic religion around daily worship	<u>Hinduism</u> How do Hindus worship/practice their faith in everyday life?  Explore the concepts of Hindu devotion to God, love and loyalty to all family members, and respect and care for all living things.  Look at ways that Hindus show these ideals through regular	<u>Islam</u> In Islam, there are no images of Allah- explore why this is important.  Look at ways that Allah's characteristics and his key teachings are expressed in other ways – Through the Qur'an, Through stories of the prophets Ibrahim and



		<p>from before Jesus was born and New Testament about Jesus' life and teachings. (links with history and timelines, use of BC and AD for dates).</p> <p>Following and reading the Bible: Christians believe that the Bible teaches them about how they should live. Jesus said God's 2 greatest commandments were to Love God and love your neighbor. Jesus told the story of the Good Samaritan to teach people about this- explore the key events and lessons of the story. How might Christians/we apply this in our own lives?</p> <p>How did Jesus model this? Share the story of Jesus feeding the 5000</p>	<p>Talk about the importance of the Sabbath in Judaism- a day to rest and worship God. (link to prior learning about creation story and Sunday as a special day for Christians)</p> <p>Explore traditions and practices around Shabbat, especially the Friday evening meal. What role does each family member have in this and in wider worship and traditions of the faith?</p> <p>Look at artefacts and special objects that Jewish families may have around their homes eg. Mezuzah, menorah Encourage children to reflect on their own traditions and roles within the family, and any objects with</p>	<p>Infant and believer's baptism, thanksgiving for the birth of a child.</p> <p>Recap relevant prior learning as detailed above.</p> <p>Briefly look at additional times when the whole Jewish community will celebrate Yom Kippur, Rosh Hashanah, Shavuot and Sukkot- what events do these festivals remind the Jewish people of? (link with special times from other religions eg. harvest, advent and Christmas, Divali) Distinguish between these celebrations for whole Jewish faith and more personal celebrations to mark times in individuals' lives. Explore traditions around Bat/bar Mitzvah, Brit Milah,</p>	<p>and prayer (must include Wudu and Salah). Why are these important? What do the actions symbolize/remind Muslims of? Discuss the importance of coming together as a worshipping community at the Mosque.</p> <p><b>(If re-enacting/role playing any rituals, please see guidance in the SACRE documents on the shared drive or see subject leader)</b></p> <p>How does this compare with other faiths and practices children know about?</p>	<p>worship at home (Puja) and at temple (Mandir), at special times of year/festivals such as Holi, and at special times of life eg. baby naming ceremony and weddings. Hindu vegetarianism due to respect for all living things/creation.</p>	<p>Musa, as well as Muhammad (pbuh), Through art and architecture, through dress codes, food laws, rituals around marriage and through the traditional roles of family members.</p> <p>Although people who follow Islam may live anywhere around the world, they are united by common beliefs and practices to form a worldwide community. This is the same for most world religions today. Could link with history- (how this has changed over time with greater migration of people), or geography (areas where different religions are prevalent). Children may also reflect on other types of communities or</p>
--	--	---	---	--	--	---	--





		where Jesus performed a <b>miracle</b> . What does this tell us about Jesus/God?	special meaning in their home.	girls' naming ceremony, weddings. Link with Christian infant baptism and weddings. Introduce idea of believers's baptism in Christianity, compared with infant baptism. Children reflect on their own thoughts about which is better.			movements, including ones that they feel part of/ relate to eg. environmental campaigns or social justice movements.
<b>HT4</b>							
<u><b>Retrieval from HT2:</b></u> Children should remember the key concepts from HT2: <b>Jesus</b> as a special baby, the <b>son of God</b> , born at <b>Christmas</b> time. Important in <b>Christianity</b> .	<b>Links to prior learning</b>	<u><b>Retrieval from EYFS and HT1+2:</b></u> <b>The Easter</b> story. Children should remember- some key events from the Easter story- Jesus was born at Christmas, but died and came back to life at Easter. This is a key concept from Christianity.	<u><b>Retrieval from Yr 1:</b></u> Special times when people might go to church and what they might do there, eg. baptisms, weddings, funerals. Jesus as the son of God, Events from the Easter story- Jesus died on Good Friday and came back to life on Easter Sunday.	<u><b>Retrieval of prior learning:</b></u> Key events from the Easter story, told in the Bible (Jesus death and resurrection), link between the Last Supper and the Eucharist, Peter denying knowing Jesus, Christian ideas about funerals, life after death and heaven. Awareness of <b>Jewish</b> festivals that remind	<u><b>Retrieval of prior learning:</b></u> Biblical teaching about following the example of Jesus and helping others- 2 greatest commandments, Good Samaritan story. (Also key teaching in Sikhism, Judaism). Easter story events and meaning.	<u><b>Retrieval of prior learning:</b></u> Key teachings of Christianity- love God and your neighbour, Christian creation story in the Bible, idea of looking after the world God made. Respect for the world and living things in other faiths- Hinduism, Sikhism, Islam. Christian charities/organisations	<u><b>Retrieval of prior learning:</b></u> Lent and the main events of Holy week and Easter-Jesus' arrest, crucifixion and resurrection. Practice of prayer in Christianity and other faiths- the Lord's Prayer. Christian belief in life after death.



			Jesus performed miracles- feeding the 5000.	people of events from the Torah eg. Purim, Hannukah, Rosh Hashanah, Yom Kippur, Shavuot, Sukkot Moses and the Exodus.		aimed at helping others.	
<p>Celebrations and important events- <b>Easter</b> story.</p> <p>Tell the story of Easter week, highlighting key events in order and vocabulary- Palm Sunday, Last supper, Jesus' arrest, crucifixion on Good Friday, his resurrection on Easter Sunday.</p> <p><b>Key concepts and vocabulary:</b> <b>Christians believe that Jesus died but came back to life (resurrection). He was only able to do this because he was God's son.</b></p>		<p><u>Christianity</u> The church building- altar, font etc. Celebrations and important events- Sundays Worship-prayer, singing, reading the bible. The church as a community of people- people with special role eg vicar Use of symbols- cross. Beliefs about Jesus-his death and resurrection- one who changes lives</p> <p>Visit a local church, exploring key features of the building, what they are used for and</p>	<p><u>Christianity</u> Infant baptism, weddings, funerals. Introduction to the Eucharist. Jesus' resurrection. Christian beliefs in life after death- heaven.</p> <p>Look in more detail at Christian services for Infant Baptism, weddings and funerals. Why might people choose to go to church especially at these times? Look at the story of Jesus' first miracle – turning water into wine at a wedding.</p>	<p><u>Christianity</u> Holy week, Easter</p> <p><u>Judaism</u> Passover (Pesach), Jewish teaching about death, judgement and forgiveness.</p> <p>Recap relevant prior learning as detailed above.</p> <p>Look in more detail at the Christian story of Easter, starting at Palm Sunday and including the Last Supper, the trial and crucifixion of Jesus on Good Friday and his resurrection on Easter Sunday.</p>	<p><u>Christianity</u> Lent, Following the example of Jesus and other Christians- forgiveness, love, respect. Working with Christian organisations, personal responsibility.</p> <p>Revisit learning about 2 greatest commandments- love God and love your neighbour. Talk about time between pancake day (Shrove Tuesday) and Easter being called Lent- 40 days without Sundays. Look at Christian origins of this</p>	<p><u>Christianity</u> The Beatitudes The Kingdom of God Caring for the natural world, environmental concerns Working with Christian organisations</p> <p>Review Christian ideals of loving God and your neighbour, and caring for the world that God created. What does this mean practically for Christians? Is it only Christians that think we should behave in this way? Look at Christian charities/ organisations that have a particular focus</p>	<p><u>Christianity</u> Why is Jesus' death and resurrection still important to Christians today? Belief that Jesus died to take the punishment for peoples' sin. When he came back to life and went back to heaven (ascension) he promised that all who believed in him would have eternal life in heaven with him.</p> <p>An important element of Christianity is praying to God- in prayer Christians ask for God's help, but they also acknowledge God as being in charge</p>



		<p>why they are important.</p> <p>Think about when people might go to church-regularly on Sundays or for special occasions such as baptisms (christenings), weddings, funerals, Christmas, Harvest or Easter.</p> <p>Why do people go to church?</p> <p>What might they do there?</p> <p>Recap Easter story. Explore the use of some Easter symbols such as Easter eggs, chicks, lambs, rabbits and spring flowers to remind us of new life and Jesus' resurrection.</p>	<p>Recap events from the Easter story with particular emphasis on- the Last Supper- Jesus shares the bread and wine with his disciples and tells them to do this to remember him. Link this with The Eucharist (Holy Communion) still practiced today.</p> <p>Jesus' resurrection on Easter Sunday- Christian belief that they will go to live in heaven after they die. Children may reflect on how they feel about this- what do they believe?</p>	<p>Jesus followed the Jewish religion- he was going to Jerusalem to celebrate Passover (Pesach). Christianity only started after Jesus lived and died.</p> <p>Explore what Passover is about- celebrates God rescuing his people from Egypt and protecting them from the final plague.</p> <p>Compare Christian beliefs about forgiveness of sins and life after death in the light of Jesus' resurrection and Jewish teachings about, death, judgement and forgiveness. How do the children feel about these ideas?</p>	<p>(Jesus in the desert and being tempted by the devil) and ways of marking this time (Ash Wednesday, giving things up, fasting etc).</p> <p>More recently, people use the time to take positive action eg, give to charity, volunteering or just making an effort to be kinder to others. Look at local, national and international Christian charities, eg. Christian aid, Tearfund. Make links to events in school, jigsaw, rights respecting work. Helping others is key in most other world faiths too. (Debate idea – Is all charity Christian?)</p>	<p>on caring for the natural world/environment and the kind of projects they run (some scope for an element of personal choice by pupils)</p> <p>Read the Beatitudes from Matthew 5:1-12. Explore the meaning of Jesus' statements. What do they teach people about the way they should live and behave?</p> <p>Jesus talks about 'the kingdom of heaven'- what do Christians think this is/ will be like?</p>	<p>and ask for forgiveness for their sins. Look at acronym <b>ACTS</b> (Adoration, Confession, Thanksgiving, Supplication) as a guide for Christian prayer. Look again at 'The Lord's prayer' - does this follow this model? What experience do the children have of forgiveness? (either forgiving others or being forgiven) How does this make them feel? Why is forgiveness important?</p>
				HT5			



	Links to prior learning	<u>Retrieval from HT2,3,4:</u> What is the Bible? Do you know any stories or teachings from it? Children should remember that the Bible is a special book for Christians- it has stories about Jesus in it eg. Christmas and Easter stories, Good Samaritan, feeding of the 5000. It teaches Christians how they should live and treat others.	<u>Retrieval from Yr 1, Yr 2 HT1,2+3:</u> <u>Christianity-</u> the church as a special place and as a community of people, people with special roles eg vicar, talking to God through prayer, the Bible as a special Holy book, baptism. <u>Judaism-</u> The Torah as a special Holy book, Special events and people in Judaism eg. Joseph, Moses, Hannukah, Shabbat.	<u>Retrieval of prior learning:</u> Jesus, the son of God, as the key figure in Christianity, his life and teachings written about in the Bible. Some stories including Good Samaritan, feeding 5000, Jonah, Birth of Jesus, Holy week, Easter and Peter's denial of Jesus. Commonality of Judaism and Christianity in Old Testament.	<u>Retrieval of prior learning:</u> Recap topics covered in HT1 + 3 about Islam: 1 God- Allah, Prophet Muhammad's life (pbuh), worship at the Mosque, daily worship practices(Wudu+ Salah)  Teachings from Christianity, Judaism and Sikhism about treating other people and the world with respect and care. Special events and festivals from other faiths.	<u>Retrieval of prior learning:</u> Jesus as key figure- the son of God, his birth, death and life on earth reflecting and teaching people about what God is like and how he wants his people to live. Stories covered already include The lost sheep and lost coin, the prodigal son. feeding the 5000, the Good samaritan, wedding at Cana (first miracle)	<u>Retrieval of prior learning:</u> Key features of major world religions- what do they all have in common? Belief in a God/ Gods, Sacred or Holy text, Rituals for worship eg. prayer, Special place of worship, Community of believers, Core beliefs/rules to live by, practices based on key teachings.
		<u>Christianity</u> The Bible as a special book of stories. How religion might help me through important events in life. Prayer to God. Special people in Christianity- Peter and Old Testament.	<u>Judaism</u> The synagogue as a community. How Jews relate to God through worship and prayer. Reading the Torah. People with special roles eg. Rabbi Naming ceremonies.	<u>Christianity</u> Pentecost, Examples from the early church, acts of the apostles The Bible as a basis for faith, worship, personal devotion, guidance.  If Christianity didn't start until Jesus was	<u>Islam</u> Following the example of Muhammad (pbuh)- importance of honesty, good manners, respect for each other, showing respect and kindness to guests, visiting. Festivals and special events- Id-ul-fitr. Family life, naming of a child.	<u>Christianity</u> Look at some of the healing miracles performed by Jesus in the Bible (Jairus' daughter, Lazarus, the paralysed man, Blind Bartimaeus- all in Mark's gospel). Children could possibly research others too.	<u>Humanism/non religious belief systems and values</u>  Review of key features of major world religions as above- each religion is different in its details, yet they all many principles in common.



	<p>Recap what the Bible is as detailed above. Introduce new important characters – Peter from the New Testament and Jonah from the Old Testament.</p> <p>Briefly talk about Peter being one of Jesus's closest friends, but denied he knew him when Jesus was on trial. ( Mark14:29-31, Mark 14:66-72). Look at the story of Jonah in more detail. God used both of these people even though they made mistakes and didn't always obey God.</p> <p>What does this mean for Christians today? Do we always do the right thing, or do we sometimes make bad choices because we are scared or don't</p>	<p>How Jewish special occasions reflect the meaning of life.</p> <p>Recap prior learning about a Christian church as a community of people who worship together, praying and reading the Bible, led by the vicar. Highlight links as children are introduced to new learning about the Judaism, the synagogue as a special place and community of people worshipping their God through prayer and reading of the Holy scripture, led by the Rabbi.</p> <p>Look in more detail at the area of Jewish naming ceremonies, drawing on prior knowledge from last HT of Christian baptism.</p>	<p>born, how did it come to be the most common religion in the world?</p> <p>Look at stories from the early part of the New Testament of the Bible about how Jesus chose and called some of his 12 disciples (Matthew's gospel Ch4 v18-22 Ch9 v9, Ch10 v2-4) These ordinary men followed Jesus and listened to his teaching. Before Jesus went up to heaven after his resurrection, he told them to go and teach everyone else (Matthew Ch28 v16-20) and promised to send his spirit to help them. Matthew wrote this part of the Bible- the same Matthew that Jesus called to be one of the disciples, so</p>	<p>Recap the story of Muhammad (pbuh). How did he live? What kind of example did he set for Muslims to follow? Explore Islamic teachings about treating others with respect, being hospitable and giving to charity.</p> <p>Look at how these are important parts of the way Muslims celebrate Id-ul-Fitr at the end of Ramadan (month of fasting for the time when Allah gave the Qur'an to Muhammad, pbuh).</p> <p>Briefly look at other special times in the life of a Muslim family eg. Friday as a special day, attending special classes about the faith, naming ceremony.</p>	<p>What do these reveal about the character of God? Does God still heal people today? What do Christians believe about this?</p> <p>Explore the concept of Christian pilgrimage eg. Lourdes, Walsingham, Iona What is special about these places? Why do people travel to visit them?</p> <p>Pilgrimage is important in other religions too- look at pilgrimage in the Hindu religion. How does this compare/contrast to Christian pilgrimage?</p>	<p>Introduce the term 'Humanism'. Have the children heard of this before? Explore what Humanism is. (Could use the booklet 'What is Humanism' from RE resources cupboard or look at resources for schools on website 'understanding humanism.org.uk')</p> <p>What are the major differences between this and religions? Humanists do not believe in a God and therefore do not pray or worship anyone, but they do have a set of core beliefs in common, and ways of celebrating life's big events such as birth, marriage and funerals.</p> <p>Explore this in more detail and look at</p>
--	--	--	--	--	--	---



		<p>want to do something?</p> <p>Christians believe that they can talk to God when they pray. They say sorry to God for the things they might have done wrong, say thank you for good things and tell him about things that are worrying them. Look at 'The Lord's Prayer'.</p> <p>Children reflect on the way this links with saying sorry to others when we do things wrong and tell people they trust about worries etc. (links with PHSCE).</p> <p>Consider what they might say in a prayer.</p>	<p>Children should reflect on similarities and differences between these aspects of the 2 faiths.</p>	<p>wrote from first hand experience.</p> <p>Look at the story of Pentecost -the Holy Spirit was given to the disciples (Acts 1-2) From now on the disciples (also called the Apostles) told lots of people about Jesus- Acts Ch2 says that 3000 people were baptized that day!</p> <p>Give one child a message- they have to pass it on to 2 people, who each pass it on to 2 other people. Watch how the message has soon been passed to the whole class.</p> <p>Could explore idea of the spirit creatively eg. images of Spirit as fire, wind, a dove etc.</p>	<p>Encourage children to reflect on, and make links to similar practices in other religions.</p>		<p>'The 10 commitments' of Humanism – link to 10 commandments of Judaism and Christianity. How do children feel about these? Encourage them to reflect on their own beliefs and values whilst <b>not</b> putting them under any pressure to share these with others.</p>
				HT6			



Retrieval from HT1: What do children remember about Harvest? A time to give thanks to God for the provision of food through growing crops etc.	Links to prior learning	Retrieval from EYFS, HT1+3: What knowledge and attitudes do children have about caring for the natural world/ exploring the wonder and beauty of <b>creation</b> ? Children should remember Christians think of God as creator of the world- he told people to look after the world he made for them. (May also link with caring for each other)	Retrieval from HT1, 2+5: The ten commandments, Story of Moses leading the people of Israel into the Promised land, Hannukah – God rescues his people, The synagogue as a community.	Retrieval of prior learning: What religions/ world faiths do children know about already? What are the key teachings and who are key figures, holy books etc? Should know about <b>Christianity</b> : birth and death of Jesus, church as a special place for worship, what goes on in church, a range of stories from the Bible. From Judaism should know about various festivals, traditions at home and at the synagogue, important figures such as Joseph, Moses and Abraham. The 10 commandments and the Torah. May also remember Hindu story of Divali.	Retrieval of prior learning: Church as Christian place of worship- what happens there in special services and regular worship. Varied expressions of worship- prayer, songs, dance, drama, etc relating to the Christmas story. Christian symbols relating to Easter/ Jesus' death and resurrection eg. cross, eggs, chicks, spring flowers etc Key Christian belief in 1 God, Jesus as God's son who lived and died on Earth to save people from their sins.	Retrieval of prior learning: Aspects of Hinduism taught in HT1 and 3.  Beliefs about life after death from world faiths so far; Christian heaven- eternal life with Jesus, Jewish beliefs about death, forgiveness and judgement.	Retrieval of prior learning: Quick overview/ reminder of world religions/belief systems covered in school. Pupils will do own retrieval of prior learning as they carry out and present their projects.
		<u>Christianity</u> Beliefs about God as loving father	<u>Judaism.</u>	Use pictures and artefacts as prompts for children to think	<u>Christianity</u> Belief expressed in	<u>Comparing religions</u> Beliefs in life after death-	Comparing religions and non religious belief systems:



<p><b>Caring for the natural world.</b> Exploring the wonder and beauty of creation. (may be done at a time better suited to link in with other topics (eg. living things either human, animal or plants etc) Discuss the Christian belief that God made the world and everything in it, including people. He made the world for people to live in, plants for people to grow and eat etc.- links back to harvest. God told the people to look after it. <b>(Do not go into details of the creation story)</b> <b>Key concepts;</b> <b>Christians believe that God made the world and everything in it. God told the people to look after the world he had made for them to live in.</b></p>		<p>/creator/one who has authority.</p> <p>Look at the Christian Creation story from the start of the Bible- what did God make on each day? What did he tell people to do at the end of the story? (link with Jigsaw and PHSCE:keeping healthy) What does this tell us about God? May compare this with a creation story from another faith or tradition. Encourage children to think about looking after the world we live in-stewardship. ('Wonderful Earth!' by Nick Butterworth + Mick Inkpen) What could we do better/ differently to help look after our world?</p>	<p>The wider Jewish community- the people of Israel. Covenant-God's promise to the Jewish people. Being rescued by God. Purim. Mizvot. Israel as a special place for Jews. (link to geography)</p> <p>Recap learning from last HT about the synagogue as a community and the story of Moses, where God identifies the Israelites as his chosen people. Explore God's promise (covenant)to rescue his people and give them the 'Promised Land' of Israel, if they kept his laws. Encourage children to reflect on their own experience of promises and what these mean.</p>	<p>identify what they already know about any major world religions (see above for expectations of prior learning). Work together to organize information into themes eg. Holy books/places, key figures, stories, rituals and traditions. Use these themes to guide new learning about-</p> <p><u>Sikhism</u> Investigate when and where this religion began- much newer than other faiths learned about so far. Teach to cover brief overview of: Guru Nanak and his teachings, Ik Onkar, the 5K's, the Guru Granth Sahib (holy book),</p>	<p>ritual, symbolism, artefacts, architecture. Local church festivals/saints. Varied expressions of worship- prayer, songs, dance, drama, art etc.</p> <p>Review prior learning as above and revisit any areas as necessary.</p> <p>Introduce the idea of 'Saints' in Christianity. Children could research different Patron Saints eg, St Christopher watches over travelers, St Francis is the Patron Saint for animal welfare. Explore in more detail the life of a more modern Saint and what they did eg. Mother Teresa of Calcutta Can children think of anybody today that they think should be a Saint? What would they like to have a patron Saint for?</p>	<p>Explore the Hindu concepts of karma and reincarnation: actions in this life have consequences in the next. How do the children feel about this? What is their experience of actions having consequences?</p> <p>Compare this with what they know about beliefs about life after death from other religions- Christianity, and Judaism. If time also explore beliefs about this in Islam and Sikhism. In each faith, what should someone do to earn a place in heaven? eg. caring for others, being devoted to God.</p> <p>Which of these ideas, if any, is most appealing to the children? Why?</p>	<p>(Christianity, Islam, Judaism, Hinduism, Sikhism, Humanism)</p> <p>Pupils could choose to <b>either:</b> Choose the religion or belief system they are most interested in, research and present in depth information on key elements, beliefs, figures and practices. <b>Or</b> Create and present an overview/ comparison of the major world faiths/ belief systems they have covered.</p> <p>This could be done individually or in partners/small groups depending on the needs of individual pupils and at the discretion of the teacher. Scope for pupil choice about the way in which they</p>
--	--	--	--	---	--	--	--





		<p>Links with Geography topic.</p>	<p>In addition to the 10 commandments, there were many other laws (Mizvot) given to the people eg. laws about food, laws about remembering key events in Jewish history through festivals.</p> <p>Introduce Purim- the story of another historical rescue still remembered and celebrated by the Jewish community.</p>	<p>the Gurdwara as a special place of worship, special celebrations/festivals eg. Guru Nanak Gurpurab, Vaisakhi (also called Baisakhi).</p> <p>Reflect on how this new religion compares to Judaism and Christianity.</p>	<p>Explore varied expressions of belief in worship, dance, drama, art, architecture, festivals- there is scope here for some degree of pupil/class choice. Some possible projects include work around stained glass windows, Derbyshire well dressing festivals, How Jesus is portrayed through art (what he looked like or his character).</p>	<p>How do these beliefs compare to their own? What do they think heaven might be like?</p>	<p>make/ record their presentations.</p> <p>(? Prizes for best projects)</p>
--	--	------------------------------------	--	---	---	--	--