

## Key Principles:

### Intent

Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. At Kingsthorne, our aim is to engage and support children where they can develop a strong understanding and appreciation for the expression of beliefs, cultural practices and influence of Christianity and the other principal religions and worldviews in the local, national and wider global community. Religious Education at Kingsthorne promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. At Kingsthorne, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain. We offer a supportive learning environment in which each child is supported with reaching their full potential and where their differences are celebrated. Our goal throughout the pupils learning journey, is to provide children with the opportunities to look back through their education and use prior knowledge to make links with a range of stories and beliefs.

### Implementation

At Kingsthorne, PSHE is taught through a combination of discreet lessons and wider school opportunities. The curriculum is delivered using Discovery RE, which follows the Agreed Birmingham Syllabus, and has been organised to link with PSHE and provide the children with an immersive experience. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. By the end of Year 6, children will have an understanding of the different beliefs and practices of various religions, be able to understand and use key vocabulary to relate teaching to personal experiences, the impact on the world and challenging topics regarding right and wrong. There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children

Year Group	What we teach and why Highlight repeats / skills building up	Adaptations and experiences that are specifically chosen for our community and make links to the wider world. What do we hang the learning on to make it exciting? Include a variety of: charity work, cultural links, career opportunities, house competitions, trips, cross
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				curricular links, intervention work, displays, focus on local area, link with external agencies, visitors, themed days etc..
	AutumnNur	Spring	Summer	
<b>Nursery Threads</b>				
<b>Knowledge</b> Religious beliefs and teaching (what people believe) Listen to and respond to stories  Religious practice and lifestyle (what people do) Introduced to festivals and religious procedures.  Expression and language (how people express themselves) Hear and recognise religious words.		<b>Skills</b> Identity and experience (making sense of who we are) Reflect on their own experiences		
<b>Nursery</b>	<b>Topic Title</b> Aut 1 - All About Me Aut 2 - Nursery Rhymes and Celebrations <a href="#">Links to Birmingham Syllabus</a>  <b>Links to DM</b> <b>Children in Reception</b> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>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.</li> </ul>	<b>Topic Title</b> Spr 1 – People who help us Spr 2- Colours and Patterns <a href="#">Links to Birmingham Syllabus</a>  <b>Links to DM</b> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>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.</li> </ul> <p style="text-align: center;"><b>Spring 1</b></p> <b>Theme- Celebrations</b> Key question- How do people celebrate?	<b>Topic Title</b> Sum 1 – Bears Sum 2 - Seaside <a href="#">Links to Birmingham Syllabus</a>  <b>Links to DM</b> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>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.</li> </ul> <p style="text-align: center;"><b>Summer 1</b></p>	Children talk and learn about their own families beliefs and customs throughout the year. We celebrate birthdays and other important days/events.  Children are working towards the ELG for EYFS. 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,

	<p style="text-align: center;"><b><u>Autumn 1</u></b></p> <p><b><u>Theme- Special people</u></b> Key question- What makes people special?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Jesus, Moses, relative, special and kindness.</p> <p><b><u>Sequence of Lessons</u></b> Families  Friends  Families and friends  Jesus  Jesus cont  Moses</p> <p style="text-align: center;"><b><u>Autumn 2</u></b></p> <p><b><u>Theme- Christmas</u></b> Key question- What is Christmas?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Presents, Christmas, Jesus, Mary and Joseph.</p> <p><b><u>Sequence of Lessons</u></b> Giving  Saying thank you  The Christmas story  The shepherds</p>	<p><b><u>Key Knowledge &amp; Vocabulary</u></b> New Year's Eve, China, Big Ben.</p> <p><b><u>Sequence of Lessons</u></b> Celebrating New Year  Chinese New Year  Chinese New Year cont  Persian New Year  Persian New Year cont  Holi</p> <p style="text-align: center;"><b><u>Spring 2</u></b></p> <p><b><u>Theme- Easter</u></b> Key question- What is Easter?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Jesus, Easter, Spring, life.</p> <p><b><u>Sequence of Lessons</u></b> Signs of spring  Spring into life  Easter  Easter cont  Easter cont</p>	<p><b><u>Theme- Story time</u></b> Key question- What can we learn from stories?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Story, priest, moral, friend animal.</p> <p><b><u>Sequence of Lessons</u></b>  The Tortoise and The Hare  The crocodile and the priest  Bilal and the beautiful butterfly  The gold-giving serpent  Best friends  The lost sheep</p> <p style="text-align: center;"><b><u>Summer 2</u></b></p> <p><b><u>Theme- Special places</u></b> Key question- What makes places special?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Churches, Christian, Islam, world and home.</p> <p><b><u>Sequence of Lessons</u></b> Homes  Homes around the world  Churches  Mosques</p>	<p>and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
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	The wise men  Christmas		Synagogues  Our world	
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## Reception Threads

### Knowledge

#### Religious beliefs and teaching (what people believe)

Listen to and respond to stories

#### Religious practice and lifestyle (what people do)

Children are introduced to festivals, religious procedures and why these are important.

#### Expression and language (how people express themselves)

Hear and use religious words and be introduced to some religious symbols.

### Skills

#### Identity and experience (making sense of who we are)

Reflect on their own feelings and experiences

Reception	<p><b>Topic Title</b> Aut 1- Local Environment Aut 2- Up in the Air</p> <p><b>Links to DM</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>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.</li> </ul> <p><b>Autumn 1</b></p> <p><b>Theme- Special people</b> Key question- What makes people special?</p> <p><b>Key Knowledge &amp; Vocabulary</b></p>	<p><b>Topic Title</b> Spr 1- Changes Spr 2- Tea Party</p> <p><b>Links to DM</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>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.</li> </ul> <p><b>Spring 1</b></p> <p><b>Theme- Celebrations</b> Key question- How do people celebrate?</p> <p><b>Key Knowledge &amp; Vocabulary</b> New Year's Eve, China, Big Ben.</p>	<p><b>Topic Title</b> Sum 1- Water and Under the Sea Sum 2- Cooking and Growing</p> <p><b>Links to DM</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>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.</li> </ul> <p><b>Summer 1</b></p> <p><b>Theme- Story time</b> Key question- What can we learn from stories?</p> <p><b>Key Knowledge &amp;</b></p>	<p>Throughout the year the children talk about their own beliefs and customs and routines at home. When the children are celebrating something, whether this be a birthday or a religious celebration, they talk about it with the rest of the class.</p> <p>DM (40-60+mths)- Enjoys joining in with family customs and routines. ELG- Children talk about past and present events in their own lives and in the lives of family members. They know that other</p>
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	<p>Jesus, Moses, relative, special and kindness.</p> <p><b><u>Sequence of Lessons</u></b></p> <p>Families</p> <p>Friends</p> <p>Role Models</p> <p>Jesus</p> <p>Jesus cont</p> <p>Moses</p> <p><b><u>Autumn 2</u></b></p> <p><b><u>Theme- Christmas</u></b> Key question- What is Christmas?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Presents, Christmas, Jesus, Mary and Joseph.</p> <p><b><u>Sequence of Lessons</u></b></p> <p>Giving</p> <p>Saying thank you</p> <p>The Christmas story</p> <p>The shepherds</p> <p>Th wise men</p> <p>Christmas</p>	<p><b><u>Sequence of Lessons</u></b></p> <p>Celebrating New Year</p> <p>Chinese New Year</p> <p>Chinese New Year cont</p> <p>Persian New Year</p> <p>Persian New Year cont</p> <p>Holi</p> <p><b><u>Spring 1</u></b></p> <p><b><u>Theme- Celebrations</u></b> Key question- What is Easter?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Jesus, Easter, Spring, life.</p> <p><b><u>Sequence of Lessons</u></b></p> <p>Signs of spring</p> <p>Spring into life</p> <p>Easter</p> <p>Easter cont</p> <p>Easter cont</p>	<p><b><u>Vocabulary</u></b> Story, priest, moral, friend animal.</p> <p><b><u>Sequence of Lessons</u></b></p> <p>The Tortoise and The Hare</p> <p>The crocodile and the priest</p> <p>Bilal and the beautiful butterfly</p> <p>The gold-giving serpent</p> <p>Best friends</p> <p>The lost sheep</p> <p><b><u>Summer 2</u></b></p> <p><b><u>Theme- Special places</u></b> Key question- What makes places special?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Churches, Christian, Islam, world and home.</p> <p><b><u>Sequence of Lessons</u></b></p> <p>Homes</p> <p>Homes around the world</p> <p>Churches</p> <p>Mosques</p> <p>Synagogues</p> <p>Our world</p>	<p>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>
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	<b>How does this link build on previous learning?</b> Develop understanding of Christmas story, through the Nativity. Look into more detail about the Easter story and how the celebration is carried out.				
<b><u>Year 1 Threads</u></b>					
<b><u>Knowledge</u></b> <b>Religious beliefs and teaching (what people believe)</b> Beginning to recount outlines of some religious stories.  <b>Religious practice and lifestyle (what people do)</b> Recognise features of religious practice and life.  <b>Expression and language (how people express themselves)</b> Recognise religious symbols and use religious vocabulary.		<b><u>Skills</u></b> <b>Identity and experience (making sense of who we are)</b> Beginning to identify aspects of own experiences and feelings in personal life and religious material studied.  <b>Meaning and purpose (making sense of life and the wider world)</b> Begin to identify things they find interesting and challenging in religious materials.  <b>Values and commitment (making sense of right and wrong)</b> Identify what is of value and concern to themselves, in religious material studied.			
<b>Year 1</b>	<b><u>Links to Birmingham Syllabus – ACROSS THE YEAR</u></b> <ul style="list-style-type: none"><li>• Appreciating Beauty</li><li>• Caring for Others, Animals and the Environment</li><li>• Being Accountable and Living with Integrity</li><li>• Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment</li><li>• Being Imaginative and Explorative</li><li>• Expressing Joy</li><li>• Sharing and Being Generous</li><li>• Remembering Roots</li><li>• Being Thankful</li><li>• Sharing and Being Generous</li><li>• Being Fair and Just</li><li>• Being Accountable and Living with Integrity</li><li>• Being Modest and Listening to Others</li><li>• Cultivating Inclusion, Identity and Belonging</li><li>• Being Loyal and Steadfast</li><li>• Being Reflective and Self Critical</li></ul>			<b><u>Whole School Religious Festivals &amp; Celebrations Throughout the year</u></b>  Harvest Festival Christmas Story Remembrance Day Chinese New Year Easter Story Shrove Tuesday Ramadan Eid  <b><u>Curriculum Links</u></b>  <b><u>Art</u></b> Harvest Festival Christmas Chinese New Year  <b><u>History</u></b> Harvest Festival Christmas Story Remembrance Day Chinese New Year	
	<b><u>Autumn 1</u></b> <b><u>Theme- The Creation Story.</u></b> <b><u>Key Question</u></b> Does God want Christians to look after the world? <b><u>Key Knowledge &amp; Vocabulary</u></b> Bible, old testimony and genesis. <b><u>Sequence of Lessons</u></b>	<b><u>Spring 1</u></b> <b><u>Theme- Jesus as a friend.</u></b> <b><u>Key Question</u></b> Was it always easy for Jesus to show friendship? <b><u>Key Knowledge &amp; Vocabulary</u></b> Incarnation, forgiveness, acceptance And disciples.	<b><u>Summer 1</u></b> <b><u>Topic Title- Shabbat</u></b> <b><u>Key Question</u></b> Is Shabbat important to Jewish people?  <b><u>Key Knowledge &amp; Vocabulary</u></b> Shabbat, kippah and tenakh.		

<p>Engagement LO: To understand the term creation.</p> <p>Investigation LO: To understand and sequence the creation story.</p> <p>LO: To understand the importance of the Creation story for Christians.</p> <p>Evaluation LO: I can explain how Christians want to treat the world.</p> <p>Expression LO: I can express how I will treat the world.</p> <p style="text-align: center;"><b>Autumn 2</b></p> <p><b><u>Theme- The Christmas story.</u></b></p> <p><b><u>Key Questions-</u></b> What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Wisemen, gold frankincense and myrrh.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand the world gift.</p> <p>Investigation LO: To understand why gifts were given to baby Jesus.</p> <p>LO: To retell the Christmas story and understand why Jesus was given gifts.</p> <p>Evaluation LO: To explain what gifts Christians might give to Jesus.</p> <p>Expression</p>	<p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand friendship and what it means to be a good friend.</p> <p>Investigation LO: To understand how Jesus was a good friend.</p> <p>LO: To understand how Christians use Jesus' example to be a good friend.</p> <p>Evaluation LO: To explain the difficulties that Christians may have being a good friend.</p> <p>Expression LO: To express the difficulties with friendship and how we can overcome these.</p> <p style="text-align: center;"><b>Spring 2</b></p> <p><b><u>Theme- Easter- Palm Sunday</u></b></p> <p><b><u>Key Question</u></b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Salvation, Palm Sunday and disciples.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand and discuss what makes people special.</p> <p>Investigation LO: To understand and retell the story of Palm Sunday.</p> <p>LO: To understand why Jesus is called the Messiah.</p> <p>LO: To understand how Christians would welcome Jesus into their own home.</p> <p>Evaluation LO: To explain why Jesus is special to Christians.</p>	<p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand that people might have a favourite day and why.</p> <p>Investigation LO: To understand what Jews believe. LO: To understand how a Jewish child lives throughout the week.</p> <p>LO: To understand what Jewish people mean by a 'Shabbat'.</p> <p>Evaluation LO: I can explain what a child does during a Shabbat.</p> <p>Expression LO: To explain what special meal I would have at school and how this links to Judaism.</p> <p style="text-align: center;"><b>Summer 2</b></p> <p><b><u>Theme- Rosh Hashanah</u></b></p> <p><b><u>Key Question</u></b> Are Rosh Hashanah and Yom Kipper important to Jewish children?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Rosh Hashanah, Yom Kippur and challah bread</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand the term achievement.</p> <p>Investigation LO: To understand what Jews do during Rosh Hashanah.</p> <p>LO: To understand the 10 days after Rosh Hashanah.</p> <p>LO: To understand what Jews do on Yom Kipper.</p> <p>Evaluation LO: To explain why Rosh Hashanah and Yom Kipper</p>	<p>Easter Story</p> <p><b><u>Music/Drama</u></b> Christmas</p> <p><b><u>Charity Links</u></b></p> <p><b>Harvest Festival</b> This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in the local community that need it.</p> <p><b>Children in Need</b> This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p><b><u>Themed Days</u></b> Universal Children's Day - Friday 20th November</p> <p><b><u>Visitors/ trips</u></b> Visit St. Luke's and attend an assembly from father Barry. Christmas service at St. Luke's.</p> <p><b><u>Autumn</u></b></p>
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	LO: To express and discuss what gifts I would give to baby Jesus.	<p>Expression</p> <p>LO: To express who is special to me in my life and why.</p>	<p>are important for Jews.</p> <p>Expression</p> <p>LO: To explain how I will achieve my Year 2 goals.</p>	<p>Youtube clips</p> <p>Videos</p> <p>Bible verses and parables</p> <p>Symbols</p> <p>Qur'an- stories</p> <p>PE resources- parachute.</p> <p>Board games- snakes and ladders.</p> <p><b>Spring</b></p> <p>Board games- snakes and ladders.</p> <p>Youtube clips</p> <p>Videos</p> <p>Bible verses and parables</p> <p>Symbols</p> <p>Lion King dvd</p> <p><b>Summer</b></p> <p>Youtube clips</p> <p>Videos</p> <p>Bible verses and parables</p> <p>Symbols</p> <p>Qur'an- stories</p> <p>Poems</p> <p>Puppets</p>
	<p><b>How does this link build on previous learning?</b></p> <ul style="list-style-type: none"> <li>• In Reception, the children explore RE through key religious celebrations such as Christmas, Easter, Diwali and more. They explore these practically through continuous provision - making food, talk for writing, stories, songs and dances.</li> <li>• Build on their knowledge of the Christmas story.</li> <li>• Build on their knowledge of the Easter story ( Palm Sunday).</li> <li>• Continue to apply my own understanding.</li> <li>• Introduce Judaism.</li> </ul>			

### Year 2 Threads

#### **Knowledge**

##### **Beliefs and teaching (what people believe)**

Retell religious stories and identify some religious beliefs and teachings.

##### **Practice and lifestyle (what people do)**

Identify some religious practices and know some are characteristics of more than one religion.

##### **Language and symbols (how people express themselves)**

Suggest meanings in religious symbols and language.

#### **Skills**

##### **Identity and experience (making sense of who we are)**

Identify my own experiences and respond sensitively to the experiences and feelings of others, including those with a faith.

##### **Meaning and purpose (making sense of life and the wider world)**

Share things of interest and challenge, while realising that some questions cause people to wonder, are difficult questions.

##### **Values and commitment (making sense of right and wrong)**



		Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.		
	<b><u>Links to Birmingham Syllabus – ACROSS THE YEAR</u></b> <ul style="list-style-type: none"> <li>• Being Thankful</li> <li>• Caring for Others, Animals and the Environment</li> <li>• Sharing and Being Generous</li> <li>• Being Merciful and Forgiving</li> <li>• Being Fair and Just</li> <li>• Being Accountable and Living with Integrity</li> <li>• Cultivating Inclusion, Identity and Belonging</li> <li>• Being Loyal and Steadfast</li> <li>• Being Regardful of Suffering</li> <li>• Being Merciful and Forgiving</li> <li>• Remembering Roots</li> <li>• Being Imaginative and Explorative</li> </ul>			
<b>Year 2</b>	<p align="center"><b><u>Autumn 1</u></b></p> <p><b><u>Theme- What did Jesus teach?</u></b> Key question- Is it possible to be kind to everyone all of the time?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Samaritan, Levite, pharisee and parables.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand the term kindness.</p> <p>Investigation LO: To understand the story of 'The Good Samaritan' and identify the most important parts.</p> <p>LO: To understand how Jesus showed kindness to others.</p> <p>LO: To understand how Jesus' teaching shows Christians how to be kind.</p> <p>Evaluation LO: To explain how Christians show kindness today.</p> <p>Expression</p>	<p align="center"><b><u>Spring 1</u></b></p> <p><b><u>Theme- Passover</u></b> <b><u>Key question</u></b> How important is it for Jewish people to do what God is asks of them?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Covenant, Pesach and Seder meal.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand the term respect.</p> <p>Investigation LO: To understand Passover and the Seder meal.</p> <p>LO: To re-enact a Seder meal.</p> <p>LO: To understand why Jews do as God asks.</p> <p>Evaluation LO: I can explain the importance of Jews actions when showing they are following God.</p> <p>Expression</p>	<p align="center"><b><u>Summer1</u></b></p> <p><b><u>Theme- Community and belonging.</u></b> Key question- Does going to a mosque give Muslims a sense of belonging?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Mosque, Ummah, Qiblah wall, Minbar and Minaret.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand the term belonging.</p> <p>Investigation LO: To understand what is meant by a mosque.</p> <p>LO: To discuss if a mosque gives a Muslim a sense of belonging.</p> <p>LO: To understand and take part in a Wudu.</p> <p>Evaluation LO: To explain how Muslims feel that they belong.</p> <p>Expression</p>	<p align="center"><b><u>Whole School</u></b></p> <p><b><u>Religious Festivals &amp; Celebrations</u></b> <b><u>Throughout the year</u></b></p> <p>Harvest Festival Christmas Story Remembrance Day Chinese New Year Easter Story Shrove Tuesday Ramadan Eid</p> <p><b><u>Charity Links</u></b></p> <p><b>Harvest Festival</b> This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food</p>

	<p>LO: To express how I could use Jesus' example to be kind to everyone.</p> <p style="text-align: center;"><b><u>Autumn 2</u></b></p> <p><b><u>Theme- Christmas-Jesus as a gift from God.</u></b> Key question- Why do Christians believe God gave Jesus to the world?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Agape, trinity and incarnation.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand what Christians mean by save.</p> <p>Investigation LO: To understand problems with the world we live in.</p> <p>LO: To understand how Christians prepare for Christmas.</p> <p>LO: To understand how Jesus' stories teach Christians through His actions.</p> <p>Evaluation LO: To explain how God wanted to save the world.</p> <p>Expression LO: To express and explain how I can show love to the world following Christian beliefs.</p>	<p>LO: To design a menu for someone I love and explain why I have chosen these foods.</p> <p style="text-align: center;"><b><u>Spring 2</u></b></p> <p><b><u>Theme- Easter (Resurrection).</u></b> Key Question- How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Resurrection, salvation, disciples and New Testament</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand what is meant by 'death'.</p> <p>Investigation LO: To understand part 1 of the Easter story.</p> <p>LO: To understand part 2 of the Easter story.</p> <p>LO: To understand why Jesus came back to life.</p> <p>Evaluation LO: To explain why Christians believe that Jesus came back to life.</p> <p>Expression LO: To express what new life means to me.</p>	<p>LO: I can design a game where everyone takes part.</p> <p style="text-align: center;"><b><u>Summer 2</u></b></p> <p><b><u>Theme- Hajj</u></b> Key question- Does completing Hajj make a person a better Muslim?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Makkah, Hajj, Ihram, Qur'an and Muhammad</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand the term journey.</p> <p>Investigation LO: To understand that Muslims will often make long journeys as part of their faith.</p> <p>LO: To understand the importance of Makkah.</p> <p>LO: To understand how Muslims can complete Hajj.</p> <p>Evaluation LO: To explain if completing Hajj makes a person a better Muslim.</p> <p>Expression LO: To express and discuss what my special journey would be and why.</p>	<p>bank at Elim Church to help those in the local community that need it.</p> <p><b><u>Children in Need</u></b> This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p><b><u>Curriculum Links</u></b></p> <p><b><u>Themed Days</u></b> Universal Children's Day - Friday 20th November</p> <p><b><u>Visitors/ trips</u></b> Visit St. Luke's and attend an assembly from father Barry. Christmas service at St. Luke's.</p> <p><b><u>Autumn</u></b> YouTube clips Videos iPads Bible verses and parables Symbols Pictures Qur'an- stories BBC website Books</p> <p><b><u>Spring</u></b> YouTube clips Videos iPads Bible verses and parables</p>
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				Symbols Pictures BBC website Books School prayer The Lion King DVD <b>Summer</b> Youtube clips Videos IPads- recording Bible verses and parables Symbols Qur'an- stories Poems Puppets School grounds Websites
	<b>How does this link build on previous learning?</b> <ul style="list-style-type: none"><li>• Build on their knowledge of the Christmas story.</li><li>• Build on their knowledge of the Easter story ( Palm Sunday).</li><li>• Continue to apply my own understanding.</li><li>• Build on knowledge of Judaism to answer questions.</li><li>• Introduce Muslims and look at their lifestyle.</li><li>• Continue to break down challenging vocabulary.</li></ul>			
<b>Year 3 Threads</b>				
<b>Knowledge</b> <b>Beliefs and teaching (what people believe)</b> Begin to describe some religious beliefs and teaching of religions studied (e.g. through stories) and their importance.  <b>Practice and lifestyle (what people do)</b> Describe how some features religious studied are used and/or exemplified in festivals and practice.  <b>Language and symbols (key vocabulary and expression)</b> Understand religious symbols, language and make links between beliefs or ideas that underlie them.		<b>Skills</b> <b>Identity and experience (making sense of who we are)</b> Compare aspects of their own experiences and those of others, identifying what influences their lives.  <b>Meaning and purpose (making sense of life andf the sider world)</b> Compare their own and other people's ideas about questions that are difficult to answer.  <b>Values and commitment (making sense of right and wrong)</b> Begin to make links between values and commitments, including religious ones, and their own attitudes or behaviour.		

**Links to Birmingham Syllabus – ACROSS THE YEAR**

- Being Imaginative and Explorative
- Sharing and Being Generous
- Remembering Roots
- Cultivating Inclusion, Identity and Belonging
- Participating and Willing to Lead
- Being Curious and Valuing Knowledge
- Being Regardful of Suffering
- Being Merciful and Forgiving
- Being Accountable and Living with Integrity

Year 3	<p style="text-align: center;"><b><u>Autumn 1</u></b></p> <p><b><u>Theme- Diwali</u></b> Key Questions - Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Diwali, Ramayana and Rangoli.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To revise the term belonging and how this might look in the world.</p> <p>Investigate LO: To understand the story of Rama and Sita.</p> <p>LO: To understand what is meant by Diwali.</p> <p>LO: To understand how Diwali allows Hindus to feel like a community.</p> <p>Evaluate LO: To explain if celebrating Diwali would bring a child sense of belonging.</p> <p>Expression LO: To express and discuss when I feel a sense of belonging at school.</p> <p style="text-align: center;"><b><u>Autumn 2</u></b></p> <p><b><u>Theme- Christmas</u></b> Key question -Has Christmas lost its true meaning?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Shepherds, star, wise men, gifts and Stable.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To discuss the term Christmas and our own experiences with this celebration.</p>	<p style="text-align: center;"><b><u>Spring 1</u></b></p> <p><b><u>Theme- Jesus' miracles</u></b> Key Question - Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Incarnation, disciples, miracles, pharisee and baths.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand the term miracle.</p> <p>Investigation LO: To understand and explore the story of the blind man.</p> <p>LO: To understand and explore further how the bible says Jesus healed people.</p> <p>Evaluation LO: To understand the meaning behind Jesus' miracles.</p> <p>Expression LO: To explain my opinion on Jesus' miracles and share if they are true.</p> <p style="text-align: center;"><b><u>Spring 2</u></b></p> <p><b><u>Theme- Easter- Forgiveness</u></b> Key question- What is 'good' about Good Friday?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Incarnation, disciples, resurrection, crucifixion and communion</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand what is meant by save.</p> <p>Investigate LO: To understand the importance of the last supper.</p> <p>LO: To understand how Jesus died.</p>	<p style="text-align: center;"><b><u>Summer 1</u></b></p> <p><b><u>Theme- Hindu Beliefs</u></b> Key question- How can Brahman be everywhere and in everything?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Brahman, brahma, vishnu, shiva, atman.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand what is meant by unique.</p> <p>Investigation LO: To understand what is meant by deities and Brahman'.</p> <p>LO: To understand how Brahman effects the lives of Hindus.</p> <p>Evaluation LO: To write my own Brahman poem.</p> <p>Expression LO: To perform my Brahman poem and explain why I have included certain words.</p> <p style="text-align: center;"><b><u>Summer 2</u></b></p> <p><b><u>Theme- Prayer and Worship</u></b> Key question- What is the best way for a Sikh to show commitment?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Waheguru, Mool Mantar, The Guru Granth Sahib, Chauri and Granthi.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand the term commitment.</p> <p>Investigation LO: To understand what Sikhs believe.</p>	<p style="text-align: center;"><b><u>Whole School</u></b></p> <p><b><u>Religious Festivals &amp; Celebrations</u></b> <b><u>Throughout the year</u></b></p> <p>Harvest Festival Christmas Story Remembrance Day Chinese New Year Easter Story Shrove Tuesday Ramadan Eid</p> <p><b><u>Charity Links</u></b> <b><u>Harvest Festival</u></b> This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in the local community that need it.</p> <p><b><u>Children in Need</u></b> This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p><b><u>Themed Days</u></b> Universal Children's Day - Friday 20th November</p>
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	<p><b>Investigation</b>  LO: To understand the Christmas story and discuss the importance of the shepherd and wise men.</p> <p>LO: To understand the true meaning of Christmas for Christians.  LO: To understand why Christmas is important for Christians.</p> <p><b>Evaluation</b>  LO: To explain the meaning of Christmas to the world today.</p> <p><b>Expression</b>  LO: To explain and discuss a gift I would give at Christmas to make the world a better place.</p>	<p>LO: To understand what Christians believe is important about Jesus' death.</p> <p><b>Evaluation</b>  LO: To explain if Good Friday was good?</p> <p><b>Expression</b>  LO: To explain how I can show love and appreciation to someone special.</p>	<p>LO: To understand the 5Ks and how they show commitment.</p> <p>LO: To understand how Sikhs show commitment across one day.</p> <p><b>Evaluation</b>  LO: To explain which act shows the greatest commitment of Sikhs.</p> <p><b>Expression</b>  LO: To explain something I am committed to and how I could be more committed.</p>	<p><b><u>Curriculum Links</u></b>  PSHE – jigsaw links sharing, caring for others, turn-taking</p> <p>PSHE – tolerance and acceptance of beliefs other than my own</p> <p>PSHE – goals for the future</p> <p>Geography – Caring for our environment</p> <p><b><u>Visitors/ trips</u></b>  Visit St. Luke's and attend an assembly from father Barry. Christmas service at St. Luke's.</p> <p><b><u>Autumn</u></b>  YouTube clips  Videos  iPads  Bible verses and parables  Symbols  Pictures  Qur'an- stories  BBC website  Books  Websites</p> <p><b><u>Spring</u></b>  YouTube clips  Videos  iPads  Bible verses and parables  Symbols  Pictures  BBC website  Books  Post cards</p> <p><b><u>Summer</u></b></p>
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				Youtube clips Videos IPads Bible verses and parables Symbols Qur'an- stories Music Websites
	<b><u>How does this link build on previous learning?</u></b> <ul style="list-style-type: none"> <li>• Build on their knowledge of the Christmas story.</li> <li>• Build on their knowledge of the Easter story (Good Friday).</li> <li>• Continue to apply my own understanding.</li> <li>• Build on knowledge of Judaism to answer questions.</li> <li>• Introduce Hindus and look at their lifestyle.</li> <li>• Introduce Sikhs and look at their lifestyle.</li> <li>• Continue to break down challenging vocabulary.</li> </ul>			

#### **Year 4 Threads**

##### **Knowledge**

##### **Beliefs and teaching (what people believe)**

Describe the beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions (for example stories).

##### **Practice and lifestyle (what people do)**

Show understanding of the ways of belonging to religions and what these involve.

##### **Language and symbols (key vocabulary and expression)**

Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols and language.

##### **Skills**

##### **Identity and experience (making sense of who we are)**

Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.

##### **Meaning and purpose (making sense of life and the wider world)**

Ask and answer questions about puzzling aspects of life and experiences, making reference to the teaching of religions studied.

##### **Values and commitment (making sense of right and wrong)**

Ask and answer questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.

<p><b>Year 4</b></p>	<p><u><b>Links to Birmingham Syllabus – ACROSS THE YEAR</b></u></p> <ul style="list-style-type: none"> <li>• Sharing and Being Generous</li> <li>• Cultivating Inclusion, Identity and Belonging</li> <li>• Being Regardful of Suffering</li> <li>• Being Merciful and Forgiving</li> <li>• Being Fair and Just</li> <li>• Being Accountable and Living with Integrity</li> <li>• Cultivating Inclusion, Identity and Belonging</li> <li>• Participating and Willing to Lead</li> <li>• Remembering Roots</li> <li>• Being Loyal and Steadfast</li> <li>• Being Reflective and Self Critical</li> <li>• Being Imaginative and Explorative</li> <li>• Being Temperate, Exercising Self Discipline and Cultivating Serene Contentment</li> <li>• Cultivating Inclusion, Identity and Belonging</li> <li>• Being Reflective and Self Critical</li> </ul>	<p><u><b>Whole School Religious Festivals &amp; Celebrations</b></u> <u><b>Throughout the year</b></u></p> <p>Harvest Festival Christmas Story Remembrance Day Chinese New Year Easter Story Shrove Tuesday Ramadan Eid</p>
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<p><b><u>Autumn 1</u></b></p> <p><b><u>Theme- Beliefs and Practices</u></b></p> <p>Key Question- How special is the relationship Jews have with God?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b></p> <p>Synagogue and rabbi.</p> <p><b><u>Sequence of Lessons</u></b></p> <p>Engagement</p> <p>LO: To understand the term agreement.</p> <p>Investigation</p> <p>LO: To understand the promises Jews believe were told by God.</p> <p>LO: To understand the ten commandments.</p> <p>LO: To understand the importance of a Mezuzah to Jewish people.</p> <p>Evaluation</p> <p>LO: To explain if the relationship Jews have with God is special.</p> <p>Expression</p> <p>LO: To discuss and explain about a relationship that is special to me.</p>	<p><b><u>Spring 1</u></b></p> <p><b><u>Theme- Buddha’s teaching</u></b></p> <p>Key question- Could Buddha’s teaching make the world a better place?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b></p> <p>Anicca and anatta.</p> <p><b><u>Sequence of Lessons</u></b></p> <p>Engagement</p> <p>LO: To understand how the world could be viewed as a wonderful place.</p> <p>Investigation</p> <p>LO: To understand the teaching of Sidhartha.</p> <p>LO: To understand that Buddhists believe the world is constantly changing.</p> <p>LO: To understand what Buddha teaches people about greed and being selfish.</p> <p>Evaluation</p> <p>LO: To explain if Buddha’s teaching could make the world a better place.</p> <p>Expression</p> <p>LO: To explain how I could make the world a better place.</p>	<p><b><u>Summer 1</u></b></p> <p><b><u>Theme- Beliefs and Practices</u></b></p> <p>Key question- What is the best way for a Jew to show commitment to God?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b></p> <p>Tenakh, Torah and mitzvoth.</p> <p><b><u>Sequence of Lessons</u></b></p> <p>Engagement</p> <p>LO: To understand the term responsibility.</p> <p>Investigation</p> <p>LO: To understand what happens in a Bar Mitzvah and how this shows their commitment.</p> <p>LO: To research and understand Jewish charities and foundations.</p> <p>LO: To explore and understand other ways Jews show commitment to God.</p> <p>Evaluation</p> <p>LO: To explain what is the best way Jews can show commitment.</p> <p>Expression</p> <p>LO: To explain which beliefs I am committed to and why.</p>	<p><b><u>Charity Links</u></b></p> <p><b><u>Harvest Festival</u></b></p> <p>This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in the local community that need it.</p> <p><b><u>Children in Need</u></b></p> <p>This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p>
<p><b><u>Autumn 2</u></b></p> <p><b><u>Theme- Beliefs and Practices</u></b></p> <p>Key Question- What is the most significant part of the nativity story for Christians today?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b></p> <p>Incarnation and Christingle.</p> <p><b><u>Sequence of lessons</u></b></p> <p>Engagement</p> <p>LO: To understand the term symbol.</p> <p>Investigation</p> <p>LO: To understand the important symbols in the Christmas story.</p> <p>LO: To understand what is meant by Christingle and what it symbolises.</p> <p>Evaluation</p> <p>LO: To explain what the most significant part of the nativity is for Christians today.</p> <p>Expression</p> <p>LO: To explain what Christmas means to me.</p>	<p><b><u>Spring 2</u></b></p> <p><b><u>Theme- Easter</u></b></p> <p>Key question- Is forgiveness always possible for Christians?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b></p> <p>Incarnation, gospel, disciples and lamb of God.</p> <p><b><u>Sequence of Lessons</u></b></p> <p>Engagement</p> <p>LO: To understand the term forgiveness and why this is difficult.</p> <p>Investigation</p> <p>LO: To understand how Jesus reacted to those who let him down.</p> <p>LO: To understand the symbolism of Jesus’ death.</p> <p>Evaluation</p> <p>LO: To explain how Jesus’ example helps people forgive today.</p> <p>Expression</p> <p>LO: To explain what forgiveness means to me.</p>	<p><b><u>Summer 2</u></b></p> <p><b><u>Theme- Prayer and Worship</u></b></p> <p>Key question- _Do people need to go to church to show they are Christians?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b></p> <p>Saints</p> <p><b><u>Sequence of Lessons</u></b></p> <p>Engagement</p> <p>LO: To understand what makes a special place.</p> <p>Investigation</p> <p>LO: To understand that people get baptised and what this means for Christians.</p> <p>LO: To understand the importance of communion.</p> <p>LO: To understand why Christians go to church.</p> <p>Evaluation</p> <p>LO: To explain if Christians need to go to church to show they are a Christian.</p> <p>Expression</p> <p>LO: To explain and present why certain places are special to me.</p>	<p><b><u>Themed Days</u></b></p> <p>Universal Children’s Day - Friday 20th November</p> <p><b><u>Curriculum Links</u></b></p> <p>History – Greek and Mayan religious beliefs.</p> <p>Geography – Deforestation – effects on humans and animals.</p> <p>Art – Mendhi patterns and Rangoli patterns.</p> <p>Jigsaw PSHE – linking to SMSC, British Values and RRSa – Articles 7, 8, 30 and more.</p> <p><b><u>Visitors/ trips</u></b></p> <p>Visit St. Luke’s and attend an assembly from father Barry.</p>

**How does this link build on previous learning?**

- Build on their knowledge of the Christmas story.
- Build on their knowledge of the Easter story (Forgiveness).
- Continue to apply my own understanding.
- Build on knowledge of Judaism to answer questions (Rabbi and commitment).
- Introduce Buddhism and look at their lifestyle.
- Continue to break down challenging vocabulary.

**Year 5 Threads**

**Knowledge**

**Beliefs and teaching (what people believe)**

Describe the key beliefs of teaching of religions studied (e.g. through stories), explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.

**Practice and lifestyle (what people do)**

Outline features of life and practice (including religious practice and lifestyle) and explain how selected features, make a difference to the lives of individuals and communities.

**Language and symbols (key vocabulary and expression)**

Use specific religious terminology to explain forms of religious expression and outline how these are used differently by individuals and communities.

**Skills**

**Identity and experiences (making sense of who we are)**

Make informed responses to questions of identity and experience using their own experiences to support their answers.

**Meaning and purpose (making sense of life and the wider world)**

Make informed responses to challenging questions surrounding the meaning and purpose, considering their learning.

**Values and commitment (making sense of right and wrong)**

Make informed responses to people's values and commitments (including religious ones) in the light of their learning.

**Links to Birmingham Syllabus – ACROSS THE YEAR**

- Sharing and Being Generous
- Remembering Roots
- Being Curious and Valuing Knowledge
- Being Regardful of Suffering
- Being Merciful and Forgiving
- Being Accountable and Living with Integrity
- Remembering Roots
- Being Imaginative and Explorative
- Being Thankful
- Being Fair and Just
- Living by Rules
- Being Accountable and Living with Integrity
- Creating Unity and Harmony
- Being Loyal and Steadfast

	<ul style="list-style-type: none"> <li>Being Courageous and Confident</li> <li>Being Curious and Valuing Knowledge</li> <li>Being Open, Honest and Truthful</li> </ul>			
Year 5	<p align="center"><b><u>Autumn 1</u></b></p> <p><b>Theme- Prayer and worship</b> Key question- What is the best way for a Hindu to show commitment to God?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Vedas, Purusharthas and Dharma Puja and Gayatri Mantra.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand and debate the different levels of commitment.</p> <p>Investigation LO: To understand how Hindus worship.</p> <p>LO: To understand and explore Hindu temples.</p> <p>LO: To understand how a pilgrimage is important for Hindus.</p> <p>Evaluation LO: To explain what the best way for a Hindu to show their commitment for God.</p> <p>Expression LO: To use stilling techniques to be peaceful and explain how I can be more committed to school.</p>	<p align="center"><b><u>Spring 1</u></b></p> <p><b>Theme- Beliefs and moral values</b> Key question- Are Sikhs stories important today?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Guru, Guru Nanak, Guru Granth Sahib and Chauri</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand how books are special.</p> <p>Investigation LO: To understand the importance of the Guru Granth Sahib.</p> <p>LO: To write a newspaper article describing the vents of Bhai Kanaya Ji.</p> <p>LO: To understand the importance of truth and honesty.</p> <p>Evaluation LO: To explain if Sikhs stories are important today.</p> <p>Expression LO: To express what is important to me in my life.</p>	<p align="center"><b><u>Summer 1</u></b></p> <p><b>Theme- Beliefs and moral values</b> Key question- Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Karma, Samsara, Moksha and Sadhu.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand what is meant by consequences.</p> <p>Investigation LO: To understand the term Karama and how it impacts the life of Hindus.</p> <p>LO: To understand what is meant by reincarnation.</p> <p>LO: To understand the spiritual goal of Hindus.</p> <p>Evaluation LO: To explain if Karama Samsara and Moksha help Hindus lead good lives.</p> <p>Expression LO: To express my beliefs about what happens when the physical body dies.</p>	<p align="center"><b><u>Whole School Religious Festivals &amp; Celebrations</u></b> <b><u>Throughout the year</u></b></p> <p>Harvest Festival Christmas Story Remembrance Day Chinese New Year Easter Story Shrove Tuesday Ramadan Eid</p> <p><b><u>Charity Links</u></b> <b>Harvest Festival</b> This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in the local community that need it.</p>
	<p align="center"><b><u>Autumn 2</u></b></p> <p><b><u>Theme- Christmas</u></b> Key question- Is the Christmas story true?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Gospels, gospel 'writers', disciples and truth.</p> <p><b><u>Sequence of Lessons</u></b></p>	<p align="center"><b><u>Spring 2</u></b></p> <p><b>Theme- Easter</b> Key question- How significant is it for Christians to believe God intended Jesus to die?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Pilate, incarnation, disciples, resurrection, crucifixion and pharisee.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand what we mean by control.</p>	<p align="center"><b><u>Summer 2</u></b></p> <p><b>Theme- Beliefs and practices</b> Key question- What is the best way for a Christian to show commitment to God?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> 10 Commandment, gifts of the spirit, prayer and The Lord's Prayer.</p>	<p><b>Children in Need</b> This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p><b><u>Themed Days</u></b></p>

	<p><b>Engagement</b> LO: To understand what is meant by an eye-witness account.</p> <p><b>Investigation</b> LO: To understand and retell Luke and Mathew's account of the birth of Jesus.</p> <p>LO: To understand the similarities and differences between Luke and Mathew's account of Jesus' birth.</p> <p>LO: To understand and discuss the different types of truth.</p> <p><b>Evaluation</b> LO: To explain if the Christmas story is true.</p> <p><b>Express</b> LO: To discuss a story that I have learnt from and why this was meaningful.</p>	<p><b>Investigation</b> LO: To understand what God planned for Jesus' life.</p> <p>LO: To discuss the key events in Holy Week. (Two lessons)</p> <p><b>Evaluation</b> LO: To explain if Christians believe God intended that Jesus should die.</p> <p><b>Expression</b> LO: To express my own plans and purposes for my life.</p>	<p><b><u>Sequence of Lessons</u></b></p> <p><b>Engagement</b> LO: To understand and discuss if it is acceptable to tell lies.</p> <p><b>Investigation</b> LO: To understand the language that is used in the ten commandments.</p> <p>LO: To research how well-known Christian people and foundations show their commitment to God.</p> <p>LO: To understand how Christians might show commitment to God in their daily life.</p> <p><b>Evaluation</b> LO: To explain the best ways Christians can show their commitment to God.</p> <p><b>Expression</b> LO: To explain what commitment means to me.</p>	<p>Universal Children's Day - Friday 20th November</p> <p><b><u>Curriculum Links</u></b> Jigsaw PSHE- linking to SMSC, British Values and RRSA – Articles 7, 8, 30 and more.</p> <p>Geography- Sea Pollution and the moral implications of our daily life on the sea and the animals that use it.</p> <p><b><u>Curriculum Links</u></b></p> <p><b><u>Visitors/ trips</u></b> Visit St. Luke's and attend an assembly from father Barry. Christmas service at St. Luke's. Trip to temple or visitor from Birmingham Buddhist Vihara.</p> <p><b><u>Autumn</u></b> YouTube clips Videos iPads Bible verses and parables Symbols Pictures Qur'an- stories Guru Granth Sahib BBC website Books Websites</p> <p><b><u>Spring</u></b> YouTube clips Videos iPads Bible verses and parables</p>
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				Symbols Pictures BBC website Books Post cards <u><b>Summer</b></u> Youtube clips Videos IPads Bible verses and parables Symbols Qur'an- stories Music Websites
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	<p align="center"><b><u>How does this link build on previous learning?</u></b></p> <ul style="list-style-type: none"> <li>• Build on their knowledge of the Christmas story.</li> <li>• Build on their knowledge of the Easter story (Forgiveness).</li> <li>• Continue to apply my own understanding.</li> <li>• Build on knowledge of Hinduism to answer challenging questions.</li> <li>• Build on knowledge of Sikhs to answer challenging questions.</li> <li>• Build on understanding of the ten commandments and how this impacts the lives of Christians.</li> <li>• Continue to break down challenging vocabulary.</li> </ul>			
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### **Year 6 Threads**

#### **Knowledge**

##### **Beliefs and teaching (what people believe)**

Outline and make comparisons between the key beliefs, teaching and practice of Christian faith and other faiths studied, using a wider range of appropriate language and vocabulary.

##### **Practice and lifestyle (what people do)**

Outline Christian practices and those of other faiths studied. Explain (in detail) the significance of the Christian practices, and those of other faiths studied, to the lives of individuals and communities

##### **Language and symbols (key vocabulary and expression)**

Confidently use specific religious terminology and compare the different ways in which people of faith communities express their faith.

#### **Skills**

##### **Identity and experience (making sense of who we are)**

Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity, other faiths and non-religious views, linking (if possible) to their own experiences.

##### **Meaning and purpose (making sense of life and the wider world)**

Discuss and express their views on fundamental questions of identity, meaning, purpose and morality related to Christianity, other faiths and non-religious views.

##### **Values and commitment (making sense of right and wrong)**

Make informed responses to people's values and commitments (including religious ones) in the light of their learning They will use different techniques to reflect deeply.

	<p align="center"><b><u>Links to Birmingham Syllabus – ACROSS THE YEAR</u></b></p> <ul style="list-style-type: none"> <li>• Expressing Joy</li> <li>• Sharing and Being Generous</li> <li>• Remembering Roots</li> <li>• Being Imaginative and Explorative</li> <li>• Being Thankful</li> <li>• Being Accountable and Living with Integrity</li> <li>• Being Reflective and Self Critical</li> <li>• Being silent and attentive to cultivating a sense for the sacred and transcendent</li> <li>• Caring for Others, Animals and the Environment</li> <li>• Being Regardful of Suffering</li> <li>• Being Merciful and Forgiving</li> <li>• Living by Rules</li> </ul>			
<b>Year 6</b>	<p align="center"><b><u>Autumn 1</u></b></p> <p><b><u>Theme- Beliefs and Practices</u></b> Key question- What is the best way for a Muslim to show commitment to God?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Ramadan, Muhammad and Qur'an.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand situations that require commitment.</p> <p>Investigation LO: To understand that Muslims shown commitment to God through prayer.</p> <p>LO: To understand that Muslims shown commitment to God through charity work.</p> <p>LO: To understand that Muslims shown commitment to God through Ramadan.</p> <p>Evaluation LO: To explain the ways Muslims can show commitment to God.</p> <p>Expression LO: To express and compare why I am committed to</p>	<p align="center"><b><u>Spring 1</u></b></p> <p><b><u>Theme- Beliefs and Meaning</u></b> Key question- Is anything ever eternal?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Messiah and Agape.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand and discuss if anything lasts forever.</p> <p>Investigation LO: To understand the meaning of love.</p> <p>LO: To understand the meaning of heaven and hell.</p> <p>LO: To understand why heaven is important to Christians.</p> <p>Evaluation LO: To explain if Christians believe that life is eternal.</p> <p>Expression LO: To express my thoughts on eternity and if anything lasts forever.</p> <p align="center"><b><u>Spring 2</u></b></p>	<p align="center"><b><u>Summer 1</u></b></p> <p><b><u>Theme- Beliefs and Meaning</u></b> Key question- Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Akhirah, Jihad, Lesser Jihad and Greater Jihad.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand how people's actions can sometimes change depending on their situations.</p> <p>Investigation LO: To understand and discuss who lives a good life and why.</p> <p>LO: To understand the importance of Akhirah on Muslim life.</p> <p>LO: To understand what is meant by Greater Jihad and how this can impact on the lives of Muslims.</p> <p>Evaluation LO: To explain the most important ways Muslims might follow Allah and how this helps them leave a good life.</p>	<p align="center"><b><u>Whole School Religious Festivals &amp; Celebrations</u></b> <b><u>Throughout the year</u></b></p> <p>Harvest Festival Christmas Story Remembrance Day Chinese New Year Easter Story Shrove Tuesday Ramadan Eid</p> <p><b><u>Charity Links</u></b> <b><u>Harvest Festival</u></b> This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in the local community that need it.</p>

	<p>certain things.</p> <p style="text-align: center;"><b><u>Autumn 2</u></b></p> <p><b><u>Theme- Christmas</u></b> Key question- Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Covenant, Old Testament and New Testament.</p> <p><b><u>Sequence of Lessons</u></b> Expression LO: To understand what is meant be a celebration.</p> <p>Investigation LO: To understand some of the celebrations and traditions that occur during Christmas.</p> <p>LO: To understand incarnation and why this is important to Christians.</p> <p>Evaluation LO: To explain if celebrations and traditions help Christians understand who Jesus was.</p> <p>Expression LO: To express using art, the belief that Jesus is both human and God.</p>	<p><b><u>Theme- Easter</u></b> Key question- Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Agape, Harvest and fish symbol.</p> <p><b><u>Sequence of Lessons</u></b> Expression LO: To understand what is meant by an influential person.</p> <p>Investigation LO: To understand about Christian festivals that are celebrated today.</p> <p>LO: To understand about Christian symbols that are used today.</p> <p>LO: To understand and research Christian charities and the influence they have today.</p> <p>Evaluation LO: To explain if Christianity is a strong religion 2000 years after Jesus was on earth?</p> <p>Expression LO: To express what would make a strong religion if I were to start my own today.</p>	<p>Expression LO: To express how I can try and lead good life.</p> <p style="text-align: center;"><b><u>Summer 2</u></b></p> <p><b><u>Theme- Beliefs and Meaning</u></b> Key question- Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2</p> <p><b><u>Key Knowledge &amp; Vocabulary</u></b> Aakhirah, Jihad, Lesser Jihad and Greater Jihad.</p> <p><b><u>Sequence of Lessons</u></b> Engagement LO: To understand that everyone has their own idea of good.</p> <p>Investigation LO: To understand that people interpret the Prophet Mohammad's words differently.</p> <p>LO: To understand why wars can develop.</p> <p>LO: To understand what the Qur'an says about fighting.</p> <p>Evaluation LO: To explain if believing in Akhirah help Muslims lead good lives.</p> <p>Expression LO: To express my own vision for the world.</p>	<p><b>Children in Need</b> This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p><b><u>Themed Days</u></b> Universal Children's Day - Friday 20th November</p> <p><b><u>Curriculum Links</u></b></p> <p><b><u>Visitors/ trips</u></b> Visit St. Luke's and attend an assembly from father Barry. Christmas service at St. Luke's. Visit a Mosque following work on the work on Islam.</p> <p><b><u>Autumn</u></b> YouTube clips Videos iPads Bible verses and parables Symbols Pictures Books Websites Food ingredients</p> <p><b><u>Spring</u></b> YouTube clips Videos iPads Bible verses and parables Symbols</p>
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				<div>Pictures</div> <div>Books</div> <div>The Lion the Witch and the Wardrobe clip of Aslan sacrifice.</div> <div><b>Summer</b></div> <div>Youtube clips</div> <div>Videos</div> <div>IPads</div> <div>Bible verses and parables</div> <div>Symbols</div> <div>Qur'an- stories</div> <div>The Lord's prayer</div>
	<div><b>How does this link build on previous learning?</b></div> <div><ul style="list-style-type: none"><li>• Build on their knowledge of the Christmas story (old and new testament).</li><li>• Build on their knowledge of the Easter story.</li><li>• Continue to apply my own understanding.</li><li>• Build on knowledge of Muslims to answer challenging questions (life after death and commitment).</li><li>• Build on understanding of the ten commandments and how this impacts the lives of Christians.</li><li>• Continue to break down challenging vocabulary.</li></ul></div>			