

RE and World views

Colton Primary School



YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
Whole school	Autumn 1	Spring 1	Summer 1
		Chinese/ Lunar New Year	
	Autumn 2	Spring 2	Summer 2
	Diwali Guy Fawkes Bonfire Night Remembrance Day Hanukkah Christmas	Shrove Tuesday & Ash Wednesday Holi Ramadan & Eid al-Fitr Easter	Eid al- Adha
EY: Nursery	<p>TOPIC AREAS AUTUMN</p> <p>My family Bonfire night Diwali Christmas Diwali</p> <p><i>Book links:</i> <i>In every house in every street</i> <i>The best Diwali ever</i> <i>A festive celebration</i> <i>The Nativity</i> <i>Dear Santa</i></p>	<p>TOPIC AREAS SPRING</p> <p>Chinese New Year Easter</p> <p><i>Book link:</i> <i>Dragon in the city</i> <i>The story of easter</i></p>	<p>TOPIC AREAS SUMMER</p> <p>Eid al-Adha</p> <p><i>Book link:</i> <i>The story of Eid</i></p> <p>What makes a good helper? Children learn about need to follow rules, including to treat others as you would like to be treated. It introduces concepts of friendship and explores the way in which we care for our friends and families. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed.</p>
Links to EYFS outcomes	<p>To show an understanding of things that have happened, i.e. family celebrations.</p> <p>To know that events will happen and that these have happened in the past such as Christmas, Easter Diwali, Eid and Chinese New Year.</p> <p>To understand that some places are special to members of their community.</p> <p>To recognise some people have different beliefs and celebrate different times in different ways.</p>		

EY: Rec	TOPIC Where do we live and who lives there? How are special times celebrated?	TOPIC What can we see in our wonderful world?	TOPIC Who and what are special to us?
	<p>Children learn about '<u>Special Places</u>'. Children are encouraged to talk about and experience special places, - not just the places themselves, but also the people and communities associated with them e.g. belonging to a family, school, community and the wider world. Children will talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities.</p> <p>Festivals provide a useful starting point for RE in EYFS. Children explore <u>Harvest, Diwali and Christmas festivals</u> and how they are celebrated and where they are celebrated. The unit aims to focus attention on religious aspects as well as cultural traditions.</p>	<p>Children will explore the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. <u>Christian</u> beliefs about creation will be explored, including themes of <u>thankfulness</u> at harvest time and ideas about looking after the world. <u>Life cycles</u> in plants and animals will be used as a starting point to reflect on concepts death and new life in the <u>Easter story</u>.</p>	<p>Children will learn about themselves, recognising that we are all different but unique and special. We all have other people who are special to us, including family and friends. We all have <u>special objects</u> which remind us of <u>important people</u>, times and places. The unit goes on to explore the concept of 'special' in relation to the <u>Christianity and Islam</u>. This includes learning about <u>Jesus and the Prophet Mohammed</u>, listening to special stories and investigating special objects.</p>
Links to EYFS outcomes	<p>Pupils will talk about the similarities and differences between themselves and others among families and communities.</p> <p>Pupils to talk about past and present events in their own lives and in the lives of family members</p> <p>Pupils to talk about the features of their own immediate environment</p> <p>Pupils to make observations of the natural world around them and talk about changes</p>		

1	<p>TOPIC Which books and stories are special? How do we celebrate special events?</p>	<p>TOPIC What does it mean to belong to a church or a mosque?</p>	<p>TOPIC How and why do we care? Who brought messages about God and what did they say?</p>
	<p>Children think and share special books and stories for themselves. Children learn about special books from other believers (Christians Bible, Muslims Qur'an). Children learn why the books are special and how they should be treated. Children hear and think about special stories with messages from The Bible and The Qur'an.</p> <p>Children understand what a celebration is and talk about what they celebrate at home (birthdays, weddings, new baby etc).</p> <p>Children talk about similarities and differences about the celebrations in their lives.</p> <p>Children to talk about thanksgiving and how people in different countries harvest food and give thanks for it at different times of the year.</p> <p>Children learn about places of worship for Christians, Muslims and Jews (new). Children know about some of their religious celebrations and special events such as Christmas, Easter, Eid ad Sukkot.</p>	<p>Children will learn about belonging and look at symbols relevant to their lives e.g., school logo, family, clubs. Children will learn about religious symbols and what some of these mean for Christians and Muslims. Children will learn about what a Church and a Mosque look like on the inside, what is inside and what people do when they go there.</p> <p>There is opportunity to also explore other places of worship at this point in the unit if it is relevant to.</p> <p><i>Book links:</i> <i>The Proudest Blue (Hijab and family)</i></p>	<p>Children will develop skills of questioning, explanation and awareness of what 'caring' looks like for different pupils and people of different faith backgrounds. Children will listen to and discuss stories from the Bible and the Qur'an and how these stories help Christians and Muslims to learn and understand how to care for others.</p> <p>Children will learn about stories of prophets from the Bible.</p> <p>Children will learn about who Christians believe Jesus is and how this is different from the beliefs of Muslims and Jews.</p>

Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer
<p>I know how to treat a book with respect.</p> <p>I know that Christians read the Bible.</p> <p>I know that Muslims read the Qur'an.</p> <p>I know that a Christians place of worship is a church.</p> <p>I know that a Muslim place of worship in a Mosque.</p> <p>I know that a Jews place of worship is a Synagogue.</p> <p>I know that Jews read the Torah.</p> <p>I know that a special event for Christians is Christmas.</p> <p>I know that a special event for Muslims is Eid.</p> <p>I know that a special event for Jews is Sukkot.</p>	<p>I know what groups I belong to.</p> <p>I know some symbols that are important to Christians and Muslims.</p> <p>I know that a Church is a special place for Christians.</p> <p>I know that Christians go to church on Sundays and have other special occasions there like christenings and weddings (but not always!)</p> <p>I know that a Mosque is a special place for Muslims.</p> <p>I know that Muslims wear special clothes to go to the Mosque.</p> <p>I know that Muslims pray when they visit the Mosque.</p>	<p>I know that it is important to care for others.</p> <p>I know that stories about Jesus' help Christians learn how to help and care for others.</p> <p>I know that stories about Prophet Muhammed help Muslims learn how to help and care for others.</p> <p>I know a prophet is someone who tells others message they believe has come from God.</p> <p>I know Christians believe Jesus is the Son of God.</p> <p>I know Muslims believe Jesus was a special prophet with a special message.</p> <p>I know that some Jews think of Jesus as a teacher.</p>
Key vocab	Key vocab	Key vocab
<p>Respect</p> <p>Christianity</p> <p>Christians</p> <p>Islam</p> <p>Muslims</p> <p>Bible</p> <p>Qur'an</p> <p>Judaism</p> <p>Jew</p> <p>Torah</p> <p>Sukkot</p> <p>Christmas</p> <p>Eid</p> <p>Ramadan</p>	<p>Belonging</p> <p>Church</p> <p>Mosque</p> <p>Christening</p> <p>Wedding</p> <p>Prayer</p>	<p>Help</p> <p>Care</p> <p>Love</p> <p>Consideration</p> <p>God</p> <p>Jesus</p> <p>Allah</p> <p>Prophet Muhammed</p> <p>Son of God</p> <p>Prophet</p> <p>Teacher</p>

Year 2

2	TOPIC How can we make good choices?	TOPIC How is new life welcomed? How can we look after the planet?	TOPIC How and why do people pray? What did Jesus teach? And how did he live?
	Children explore how people always face <u>moral choices</u> . It starts with a consideration of what makes a happy classroom, and why rules are important. Pupils then study moral codes from <u>Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars</u> . They also look at non-religious stories and how these exemplify some guidelines for life. They are invited to respond by considering what would make the best rules for life.	Children will learn how babies are welcomed into families. They will think about how it is important to welcome people and especially new babies. They will study initiation rites including <u>infant baptism</u> and the aqiqah and be aware that there are other rituals and ceremonies as well, <u>including non-religious ceremonies</u> . Pupils will be given the opportunity to reflect on the concept of promise and to compare different approaches to welcoming new life. Children will learn about the views of different religions/beliefs regarding the origins of the world. They will consider the ways in which religious and non religious individuals and organisations show care and concern for the planet.	An introduction to how <u>Christians and Muslim pray</u> . Pupils should develop an understanding of the importance of prayer to those who belong to that religion. Children focus on stories from the life and teachings of Jesus by exploring and responding to questions. Pupils consider what is a ‘calling’ and what was Jesus’ special role. There is a focus on how beliefs affect how Christians live their lives, which Christians may explain to children in terms of <u>the command</u> to ‘love one another’. Through play, storytelling, simple drama, art and craft, speaking and listening activities, pupils think about some stories of Jesus and suggest meanings for the stories. They reflect on the importance of Jesus’ teachings for Christians today. By learning about some stories of Jesus, and particularly about how Jesus healed and cared for people, pupils get the opportunity to explore how Jesus lived and how he wanted others to live. They will have the opportunity to name and retell key events in the final days of Jesus’ ministry.
	Sticky Knowledge Autumn I know why rules are important I know that there are consequences if rules are broken To know the 10 commandments To know that Christians have rules that they follow To know how Muslims make good choices To know different stories and parables	Sticky Knowledge Spring I know why it is important to make people feel welcome To know why babies are special To know how Christians welcome a new baby To know how Muslims welcome a new baby To know why promises are important To know where things come from To know how to talk about my feelings To know how our actions impact To know how to care for the planet	Sticky Knowledge Summer To know what prayer is To know why people pray To know some prayers are special To know why Muslims pray To know some of the main festivals and seasons To know what happened at Jesus’ baptism To know reasons to why Jesus was baptised To know stories about Jesus To know why Christians forgive To know what happened when Jesus arrived in Jerusalem To know the story of Palm Sunday
	Key vocab	Key vocab	Key vocab

	<p>Choices influences</p> <p>Rules guidelines</p> <p>The Pillars of Islam</p> <p>The Ten Commandments</p>	<p>Family Promises</p> <p>Parents</p> <p>Godparents sponsors</p> <p>Ritual prayer</p> <p>Baptism aqiqah, Adhan</p> <p>font</p>	<p>God Christ</p> <p>Jesus</p> <p>Muslims</p> <p>Environment</p> <p>Christian</p> <p>Gospel</p> <p>Disciple</p> <p>Parables</p> <p>Baptism</p> <p>Crucifixion</p> <p>Resurrection</p>
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YEAR 3

3	<p>TOPIC</p> <p>How do Jews remember God’s covenant with Abraham and Moses?</p> <p>What is spirituality and how do people experience this.</p>	<p>TOPIC</p> <p>What do Christians believe about a good life?</p> <p>What do creation stories tell us about our world?</p>	<p>TOPIC</p> <p>Who can inspire us?</p>
	<p>Throughout the topic children will focus on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live.</p> <p>Children will explore the concept of spirituality and focuses on creative ways in which spirituality may be demonstrated. The unit offers opportunities for pupils to experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions.</p>	<p>Children will be learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Explore Jesus’ teachings about rules and behaviour in relation to a variety of Bible stories and parables. Reflect on the influence of Bible stories on individuals and communities. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented. Pupils reflect on, analyse and evaluate their own beliefs and what it means to lead a good life. This unit will end with an assessment task to see how well pupils can demonstrate their understanding of how Christians use the Bible to lead a good life.</p> <p>This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism (new). It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today.</p>	<p>Children will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. Pupils will develop an awareness of the key figures in the Abrahamic religions and their teachings. They will learn about the specific characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society.</p>
	Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer

I know Abraham is the father of Judaism.
 I know the story of the Exodus suggests meanings for the objects on a seder plate.

I know what Shabbat is and what to do and not to do.

I know why the Torah is the holy book for Jews .

I know what spiritual means.

I know figurative imagery of humans is considered unacceptable by some Muslims; images of Jesus are generally acceptable to Christians.
 I know about the names of Allah & his attributes.
 I know the meaning of the Mool Mantar.
 I know the story of Miriam and make links with the expression of beliefs through dance.

I know why the Bible is such an important book for Christians.
 I know Christian rules and what Christianity has to say about 'right' and 'wrong', values and commitment.
 I know story of Noah.
 I know that Jesus taught that people should forgive one another as an example of loving others.
 I know that the meaning of friendship and of being a true friend.
 I know that Christians believe that Jesus cared for and healed people.
 I know faiths teach that the world should be cherished.
 I know Waheguru has no beginning and no end that he has always been in existence.
 I know importance of the rest day within different faiths.
 I know that stories have different interpretations and meanings to different people.

I know the qualities a leader may possess.
 I know Christians consider Jesus to be their leader.
 I know Muslims consider the Prophet Muhammad to be their leader.
 I know why Moses was a good leader.
 I know that why some modern-day leaders are seen as role models.
 I know why believers try to follow the example of their leaders.

Key vocab

Worship
Moses
Abraham
Exodus
Hebrew
Sabbath / Shabbat
Passover / Pesach
Mezuzah
Kosher
Seder,
Spirituality
Music, art, dance, poetry
Mool Mantar
Mudras
Sufi
Calligraphy
Psalms and hymns
Arts, beliefs, symbols

Key vocab

Old Testament
New Testament
Stories e.g. parable, symbol, meaning
Feelings e.g. forgiveness, reconciliation, jealousy, repentance, humility, caring, loving
Love
Neighbour
Moral choices e.g. right and wrong

Creation
Creator
Responsibility
Interpretation

Key vocab

Leader
Qualities
Characteristics
Inspiration / Inspirational
Jesus
Christianity / Christians
Prophet
Messenger of God
Muhammad (pbuh)
Islam / Muslims
Moses
Judaism /Jews

YEAR 4

4	<p>TOPIC How are important events remembered in ceremonies?</p>	<p>TOPIC What faiths are shared within our community? How do the 'Five Pillars' guide Muslims in life?</p>	<p>TOPIC Why are gurus at the heart of Sikhism?</p>
	<p>In this unit children will explore festivals of light, from Judaism, Sikhism, Hinduism, Paganism (new), Chinese New Year and Ancient Civilisations (new). They will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.</p>	<p>This unit looks at different places of worship in the local and widercommunity and their significance to believers. Children will learn how places of worship are used by the community as a whole e.g. playgroups, youth organisations, community groups.</p> <p>Children will learn about Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers. They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these. They should learn and draw on specific religious language related to Islam.</p>	<p>Children explore the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice. Pupils link the significance of Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh gurus. It begins by exploring the concept of 'guru' as a religious teacher before introducing Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice. It touches on the idea of Guru lineage (succession), which Guru Nanak instigated at the end of his life. The final section examines the creation, treatment, role and significance of the Guru Granth Sahib.</p>
	<p>Sticky Knowledge Autumn</p> <ul style="list-style-type: none"> I know why the light of Hannukah is important to the Jews. I know why Hannukah helps Jews to focus on their belief in God. I know the story of the Maccabees. I know the story of Guru Hargobind. I know why light is important to Sikhs. I know why light is important to Hindu's in Diwali. I know why light has been used in festivals in Ancient Civilisations. I know why solstice is important to Pagans and 	<p>Sticky Knowledge Spring</p> <ul style="list-style-type: none"> I know how to help people feel welcome. I know the religions that can be found in Leeds. I know that there is diversity within faiths. I know that all Christians are not the same. I can talk about features of my own environment and features of a place of worship. I know how faith groups work together in my community. I know why the Prophet Muhammed is important to Muslims. I know the 'Five Pillars' of Islam. I know that Shahada is the testimony of faith. I know that Salaah is prayer facing Mecca five 	<p>Sticky Knowledge Summer</p> <ul style="list-style-type: none"> I know who a guru is. I know when and where Guru Nanak was born. I know the significance of Guru Nanak's 3 day disappearance. I know what the Mool Mantar is. I know why the Golden Temple ay Amristar is important to Sikhs. I know Guru Granth Sahib is Sikh scripture and how it is treated.

others.
I know how light can be used for aspects of life for religious and non religious people.

times a day.
I know that Sawm is fasting in the month of Ramadan.
I know that Zakaah is almsgiving.
I know that Hajj is the pilgrimage to Mecca/ Makkah.

Key vocab

Hannukah
Candles
the Maccabees
Sikhism
Guru Hargobind
Hinduism
Diwali
Ancient Civilisations
light
solstise
Pagan

Key vocab

Belonging
Welcome
Diversity
Faith
Religion
Place of worship (church mosque synagogue)
Community

Prophecy Muhammed
Five Pillars
Shahadah
Salah
Prayer
Mecca/ Makka
Sawm
fasting
Ramadan
Zakah
Hajj
Pilgrimage

Key vocab

Mool (Mul) Mantar
Panjab
Guru Nanak
Guru Gobind Singh
Guru Granth Sahib
guru
Khalsa
Amristar
Ikk Oankar
Enlightenment
Gurdwara
succession

YEAR 5

5	TOPIC Why are some journeys and places special	TOPIC What values are shared with guides for life	TOPIC What do Christians believe about old and new covenants
	<p>During this unit we explore the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to and why and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p>	<p>This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories communicate values, and the ways in which values make a difference to our lives. Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas for themselves and at every point to explore examples and teaching referring to their own values, in the light of other people's ideas.</p>	<p>This unit explores some of the different covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people.</p>

Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer
<p>Understand that there are special religious places in the world.</p> <p>Describe how a Jewish person feels about visiting the Western Wall.</p> <p>Understand that believers need to make sacrifices for their beliefs.</p> <p>Describe and explain how Sikhs use personal reflection.</p> <p>Compare and contrast why Jerusalem is special for different religions.</p>	<p>Identify ways in which people show that they are sorry.</p> <p>Ask thoughtful questions about religious and non-religious ways of life</p> <p>Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action</p> <p>Retell a story of the Prophet Muhammad and suggest what it might mean to a Muslim.</p> <p>Make links between thoughts and ideas and words and actions, suggesting how thinking can lead to action</p>	<p>Suggest reasons why Abraham is important to Christians, Jews and Muslims</p> <p>Explain Moses' covenant with God</p> <p>Reflect on David's covenant with God</p> <p>Explain the terms 'Messiah' and 'Saviour'</p> <p>Reflect on the different titles attributed to Jesus</p>

	Key vocab Journey Responsibility Belief Pilgrimage Reflection Faith	Key vocab Jesus Gospel New Testament Crucifixion Forgiveness Reconciliation Penitence Repentance Redemption Confession Conflict Reconciling Forgiving Grudge Revenge Conflict resolution Consequences	Key vocab Old Testament New Testament Incarnation Salvation Gospels Messiah Trinity Son of Man Son of God Eternal Covenant The Ten Commandments 'I am' statements
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YEAR 6

6	TOPIC How do Sikhs show commitment?	TOPIC What do Christians believe about Jesus' death and resurrection?	TOPIC How does growing up bring responsibilities? How do Jews remember kings and Prophets in worship and life?
	Children will further develop their knowledge and understanding of Sikhism. They will discuss and evaluate concepts such as values, symbols, commitment and service within Sikhism. They explore a range of Sikh beliefs and how they are celebrating within the religion.	Children to understand the significance of Jesus' death and resurrection. Children will explore and retell the events of Palm Sunday, Maundy Thursday (the Last Supper), Good Friday and Easter Day. The children understand the significance of Holy week and how it is celebrated with in Christianity.	During this topic children will explore the responsibilities and opportunities that arise as young people grow into adulthood. Children will investigate religious and secular responses growing up. As part of this unit, children will consider their own values, beliefs and commitments. During this topic, children will build upon their knowledge of covenants with God. Children will explore what it is like to be Jewish and the covenant with God. Children will learn about how ideas of God are expressed in stories, celebrations, ritual and action.
	Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer

I know different people hold different values.
 I know that the Guru Granth Sahib is uncovered daily by a baptized Sikh.
 I know that a closing ritual is performed at the end of each day.
 I know the significance of the 5K's.
 I know why Sikhs wear the 5K's.
 I know how Sikhs show commitment.
 I know about how Sikhs honour their beliefs in their daily lifestyle.

I know the sequence of events with the Easter Story.
 I know the events surrounding the Last Supper and why it is significant within Christianity.
 I know why Maundy Thursday is significant to Christians.
 I know the events of Good Friday and the crucifixion of Jesus.
 I know that Jesus was resurrected.
 I know what Christians believe happened during the resurrection.
 I know the significance of 'victory' in context of the Easter story.
 I know what is important about ascension and Pentecost.

I know when children become adults and how responsibilities will change.
 I know what a rite of passage is.
 I know the significance of promises.
 I know why rites of passage and why these are important to religious believers.
 I know why Bat/Bar Mitzvah ceremonies are significant for Jews.
 I know what happens at Amrit and why it is significant.
 I know why my own beliefs, values and principles are significant.
 I know the significance of David to Jewish people.
 I know what a prophet is and can describe what they do.
 I know the 10 commandments and why they are significant.
 I know how Jews celebrate the new year.

Key vocab

Guru Granth Sahib
Baptism
The 5K's
Khanda symbol
Values
Symbols
Commitment

Key vocab

Ascension
Communion
Crucifixion
Easter
Forgiveness
Gospel
Incarnation
Jesus
Kingdom of Heaven
Palm Sunday
Resurrection
Sacrifice
Maundy Thursday
Good Friday

Key vocab

Rites of passage	Growing up
Adulthood	Rights
Responsibilities	Commitment
Promises	Beliefs
Values	Principles
Christianity	Sikhism
Judaism	Belief
Prayer	Worship
Questions	Mysteries
Symbols	
Divine	
Judaism	