

Key Stage 2

The world around us curriculum

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

Year 3/4

Cycle two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Gospels	Buddhism including weddings	The Bible	Forgiveness/Easter	Peace	
Big ideas	Making sense of life experiences The Big Picture A good life	Making sense of life experiences The Big Picture A good life	Words and beyond The big picture	Making sense of life experiences The Big Picture A good life	A good life Words and beyond Community, culture and power	

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Cross Curricular Links						
Knowledge Pupils will ...	Parables in Matthew, Mark, Luke and John The Thankful Leper The Good Samaritan Christian Aid Dedication of Christians to helping others Kindness How do Christians share God's message?	Stories about Gotama Buddha – showing how suffering can end The Buddha image and the values it represents e.g. tranquillity, compassion Symbols – The Bodhi tree, the wheel of life, the lotus flower Alleviating suffering Buddhist weddings - Symbolism, rights and rituals	Why is the bible important for Christians? How do Christians use the bible at home and at church? Old and new testament investigation Explore how different genres of writing in the bible show different aspects of God	Key features of the life of Jesus as told in the gospels - his baptism and temptation, disciples, followers and friends Lent, Holy Week, Ascension Jesus as God's son and therefore still alive to Christians. God loves and God forgives	What is peace? Symbols and images of peace Harmony and forgiveness Comparison of peace across different faiths Inner peace vs community peace	
Skills Pupils will ...	Identify and explain the moral in a religious story	Identify emotions in religious stories	Suggest why a holy book is important to believers	Identify and explain the moral in a religious story	Recognise some emotions and feelings that are involved with faith	

	<p>Identify some key religious actions and make links between these actions and religious beliefs</p> <p>Express how beliefs affect behaviour</p>	<p>Recognise that choices are made based on beliefs and values</p> <p>Describe a range of symbols and their meanings</p> <p>Explain the main features and significance of a religious ceremony using technical vocabulary</p>	<p>Explain how believers show devotion to their God</p> <p>Identify where they may receive guidance in their life</p>	<p>Recognise that there are some experiences that cause people to wonder and question</p> <p>Make links between the idea of love in different religions</p>	<p>Compare their own experience of faith to that of others</p> <p>Compare and contrast own experiences of what influences their lives with those of their peers belonging to faiths</p>	
Key vocabulary	<p>Matthew</p> <p>Mark</p> <p>Luke</p> <p>John</p> <p>Parable</p> <p>Disciple</p> <p>Leper</p> <p>Samaritan</p> <p>Dedication</p> <p>Aid</p> <p>Kindness</p>	<p>Buddha</p> <p>Suffering</p> <p>Tranquility</p> <p>Compassion</p> <p>Symbol</p> <p>Bodhi tree</p> <p>Lotus flower</p> <p>Wheel of life</p> <p>Alleviating</p> <p>Suffering</p>	<p>Bible</p> <p>Old testament</p> <p>New testament</p> <p>Worship</p> <p>Investigate</p> <p>Genre</p> <p>God</p> <p>Stories</p>	<p>Gospel</p> <p>Bible</p> <p>Jesus</p> <p>Baptism</p> <p>Temptation</p> <p>Disciples</p> <p>Followers</p> <p>Friends</p> <p>Lent</p> <p>Ascension</p> <p>Ash Wednesday</p>	<p>Symbol</p> <p>Peace</p> <p>Harmony</p> <p>Forgiveness</p> <p>Faith</p> <p>Inner peace</p> <p>Community</p> <p>Comparison</p>	
Extra-curricular opportunities		<p>Visit a Buddhist temple</p>		<p>Attend Easter service at local church</p>		

Year 5/6						
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Judaism including weddings	My Christmas	Promises and choices including weddings	Making choices/community		Memories
Big ideas	Making Sense of Life's Experiences Continuity, Change and Diversity A good life	Words and beyond	The big picture A good life Continuity, change and diversity	A good life Continuity, Change and Diversity		The big picture
Cross Curricular Links	Art - art in other cultures					
Knowledge Pupils will ...	How do the 10 commandments influence how Jews live their lives? The Torah – symbolism of the scroll and materials used, the work of the scribe, stories should be covered including those about the beginning of the	Is Christmas only for Christians? Where does the familiar Christmas story come from? (Luke's account is different to Matthew's) Looking and writing Christmas story from different perspectives	What promises do Christians make? Vows and weddings - Symbolism, rights and rituals Evidence of God – ways of understanding God are revealed and confirmed through the bible	What helps us make good choices? Do we need rules? Why do some people choose to 'lead a good life' – impact it has on them and those around them. Reward and punishment – sufficient motivations to do good? Consideration of the consequence of our actions on others.	Human experiences How do memories impact our lives? How good memories and bad memories can impact our lives in good and bad ways? What are memories?	

	<p>world and the people of Israel</p> <p>The Jewish home – Mezuzah, Shabbat and the Friday night meal</p> <p>Laws and rules e.g. 10 commandments & sayings which express value e.g. love your neighbour as yourself</p> <p>Jewish weddings - Symbolism, rights and rituals</p>	<p>Other stories that have developed the gospels (Baboushka, Papa Panov, The fourth Wise Man)</p>	<p>The greatest commandments – love God with all your heart, soul and mind and strength</p> <p>Personal relationships and responsibility to yourself</p>	<p>Can we justify the choices we always make? Look to the Bible when have choices been made and rules been followed?</p> <p>Temptation – bible (Adam and Eve, Jesus in the desert) vs modern day (food, cars, goods etc.) How was Jesus able to resist temptation?</p>	<p>Why are some memories happier/sadder/more important than others?</p> <p>How will I remember primary school?</p> <p>Memories of influential people in life to date.</p>
<p>Skills Pupils will ...</p>	<p>Demonstrate respect for other people's viewpoints and beliefs</p> <p>Explore the range of identities, locally and nationally</p> <p>Compare way of life in different religions</p>	<p>Demonstrate understanding that people have different ideas about what is important</p> <p>Identify similar beliefs and ideas between religions</p> <p>Compare and contrast religious, secular and their own views</p>	<p>Identify beliefs they hold themselves</p> <p>Explain how beliefs can lead people to behave in particular ways</p> <p>Explores some difficulties faced by people who follow religious teaching</p>	<p>Demonstrate understanding that people have different ideas about what is important</p> <p>Suggest how a person may act when faced with a dilemma</p> <p>Suggest how conflict in a community could occur</p> <p>Suggest how conflict in a community could be resolved</p> <p>Communicate about how they reached a decision</p>	<p>Demonstrate respect for other people's viewpoints and beliefs</p> <p>Recognise that actions in worship often have symbolic meaning</p> <p>Communicate how they reached a decision</p>

				<p>Ask questions about matters of right and wrong</p> <p>Ask and answer questions about the experience of belonging to different religious communities</p>	
Key vocabulary	<p>God</p> <p>Worship</p> <p>False</p> <p>Sabbath</p> <p>Torah</p> <p>Israel</p> <p>Mezuzah</p> <p>Shabbat</p> <p>Commandment</p> <p>Neighbour</p>	<p>Christian</p> <p>Tradition</p> <p>Family</p> <p>Love</p> <p>Disciple</p> <p>Baboushka</p> <p>Papa Panov</p> <p>Wise men</p> <p>Angel</p>	<p>Promise</p> <p>Choice</p> <p>Decision</p> <p>Christian</p> <p>Evidence</p> <p>God</p> <p>Belief</p> <p>Confirm</p> <p>Bible</p> <p>Commandment</p> <p>Soul</p> <p>Vow</p>	<p>Choices</p> <p>Rules</p> <p>Good life</p> <p>Temptation</p> <p>Reward</p> <p>Punishment</p> <p>Motivation</p> <p>Consideration</p> <p>Consequence</p> <p>Justification</p> <p>Rules</p>	<p>Experiences</p> <p>Life</p> <p>Human</p> <p>Memory</p> <p>Positive</p> <p>Negative</p> <p>Emotion</p> <p>Connection</p> <p>Transition</p> <p>Influential</p>
Extra-curricular opportunities	<p>Visit a Jewish synagogue</p>		<p>Visit a Church</p>		