

The World around us (RE) KS2 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.

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle one (Year 3/4) Pupils should know... (core knowledge and concepts to be learned)	<u>Sikhism</u> Stories about Guru Nanak and the importance of the Guru Granth Sahib to Sikhs. The five K's There is one God. He's the creator of all things. All humans are	<u>Gifts and belonging</u> Angel Gabriel bringing good news Shepherd's hearing the good news Wise men – meanings behind their gifts	<u>Origin stories</u> Origins of different religions Gods and deities in different religions <i>Humanism, Hinduism, Sikhism, Buddhism, Christianity</i>	<u>Easter</u> The trial Garden of Gethsemane The crucifixion - betrayal. Resurrection The Lord's Prayer	<u>Our responsibilities</u> Who is responsible for us? What are we responsible for? Moses receiving the 10 commandments The great commandments	<u>Special places</u> Holy sites in different religions Holy sites in ancient religions <i>Jerusalem – holy land, Vatican city, Mecca, Bodh Gaya</i>

	equal before God.	Jesus – a precious gift to the world Modern day – family time, holidays, presents, exchanging, generosity and spirit			(Matthew 22:34-40)	
Big ideas	Making sense of life's experiences Continuity, change and diversity The big picture	Words and beyond The big picture	The big picture	Making sense of life's experiences Community, change and diversity The big picture	Community, culture and power Making sense of life's experiences A good life	Making sense of life experiences The Big Picture Continuity, change and diversity
Pupils should be able to do... (Skills being developed)	Describes the main practices associated with a religion Identifies some key religious symbols	Retell a story behind a festival or celebration Gives reasons why they value something	Identify how followers of a religion receive guidance of how to live Explores the different types of writing contained in a holy book	Identifies some key religious symbols Explain what love means to them Describe the main practices associated with worship	Define the term 'honest' and 'dishonest' Explain why they think and action or behaviour is right or wrong	Give simple reasons why a religious building is a special place Describe the main practises associated with worship

	Identifies how followers of a religion receive guidance on how to live	Describes why something is of value to them	e.g. stories, songs, instructions Compare what influences them with what influences other people		Suggest how people should care for each other	Give reasons why something might be valued to someone
Key vocabulary	Guru Nanak Guru Granth Sikh Kesh Kangha Kara Kachera Kirpan	Angel Gabriel Shepherd Star Gold Frankincense Myrrh Jesus Belonging Family Spirit God	Creator Creation Humanism Sikhism Hinduism Buddhism Christianity Sequence Universe Earth Day and night	Easter Crucifixion Roman Jesus Cross Betrayal Judas Resurrection Tomb Garden Supper Disciple	Responsibility People Moses Steal Adultery Kill Holy Sabbath Lord Neighbour	Holy land Jerusalem Lords Vatican City Mecca Bodh Gaya Peace
Cycle two (Year 3/4) Pupils should know... (core knowledge and concepts to be learned)	<u>The Gospels</u> Parables in Matthew, Mark, Luke and John The Thankful Leper The Good Samaritan	<u>Buddhism</u> Stories about Gotama Buddha – showing how suffering can end The Buddha image and the	<u>The Bible</u> Why is the bible important for Christians? How do Christians use the bible at home and at church?	<u>Forgiveness/Easter</u> Key features of the life of Jesus as told in the gospels - his baptism and temptation, disciples, followers and friends	<u>Peace</u> What is peace? Symbols and images of peace Harmony and forgiveness	<u>Special places</u> What makes a special place special? What places are special religious people (both home and community)

	<p>Christian Aid Dedication of Christians to helping others</p> <p>Kindness</p> <p>How do Christians share God's message?</p>	<p>values it represents e.g. tranquillity, compassion</p> <p>Symbols – The Bodhi tree, the wheel of life, the lotus flower</p> <p>Alleviating suffering</p>	<p>Old and new testament investigation</p> <p>Explore how different genres of writing in the bible show different aspects of God</p>	<p>Lent, Holy Week, Ascension</p> <p>Jesus as God's son and therefore still alive to Christians. God loves and God forgives</p>	<p>Comparison of peace across different faiths</p> <p>Inner peace vs community peace</p>	
Big ideas	<p>Making sense of life experiences</p> <p>The Big Picture</p> <p>A good life</p>	<p>Making sense of life experiences</p> <p>The Big Picture</p> <p>A good life</p>	<p>Words and beyond</p> <p>The big picture</p>	<p>Making sense of life experiences</p> <p>The Big Picture</p> <p>A good life</p> <p>Words and beyond</p>	<p>A good life</p> <p>Words and beyond</p>	<p>Worship and beyond</p> <p>Community, change and diversity</p> <p>The Big Picture</p>
Pupils should be able to do... (Skills being developed)	<p>Identify and explain the moral in a religious story</p> <p>Identify some key religious actions and make links between these actions and religious beliefs</p>	<p>Identify emotions in religious stories</p> <p>Recognise that choices are made based on beliefs and values</p>	<p>Suggest why a holy book is important to believers</p> <p>Explain how believers show devotion to their God</p>	<p>Identify and explain the moral in a religious story</p> <p>Recognise that there are some experiences that cause people to wonder and question</p>	<p>Recognise some emotions and feelings that are involved with faith</p> <p>Compare their own experience of faith to that of others</p>	<p>List different ways people express their faith</p> <p>Compare key features of religious traditions in their neighbourhood</p>

	Express how beliefs affect behaviour	Describe a range of symbols and their meanings	Identify where they may receive guidance in their life	Make links between the idea of love in different religions	Compare and contrast own experiences of what influences their lives with those of their peers belonging to faiths	Identify where they may receive guidance in their life
Key vocabulary	Matthew Mark Luke John Parable Disciple Leper Samaritan Dedication Aid Kindness	Buddha Suffering Tranquility Compassion Symbol Bodhi tree Lotus flower Wheel of life Alleviating Suffering	Bible Old testament New testament Worship Investigate Genre God Stories	Gospel Bible Jesus Baptism Temptation Disciples Followers Friends Lent Ascension Ash Wednesday	Symbol Peace Harmony Forgiveness Faith Inner peace Community Comparison	Special Religious Home Community Gratitude Solace Sacred
Cycle one (Year 5/6) Pupils should know... (core knowledge and concepts to be learned)	<u>Islam</u> Messengers of Allah, especially The Prophet Mohammed, stories about his life, revelations, family and children (stories of other prophets)	<u>Islam</u> Allah - the Islamic name for the One True God. Allah - is the Creator, provides all good things	<u>Expressions of faith</u> Researching different faith celebrations Expressing faith through symbols & artefact in story, drama, art or dance	<u>Precious</u> What makes something/someone precious? How do we look after things that are precious?	<u>Weddings</u> Symbolism, rights and rituals Comparison Christianity, Sikhism, Hinduism and humanist	<u>Our world</u> Review key creation stories from Christianity and other religions Compare scientific views of how the earth was created with non/religious

	<p>may be included).</p> <p>Books of guidance in Islam, Qur'an, Hadith.</p> <p>The Five pillars of Islam</p>	<p>His attributes are revealed in the Qur'an, human beings as the best of His creation on Earth</p> <p>His guidance through Messengers and the Qur'an - the revealed book for Muslims, which is treated with respect.</p>	<p>Celebrations in different faiths</p> <p>Sense of belonging when partaking in the celebrations</p>	<p>What is precious to groups and communities?</p> <p>What is sacred? (places, worships, books, environments, places of pilgrimage, memories etc.)</p> <p>Jesus is God's son – he suffered, died and rose from death – is still alive and special to Christians</p>		<p>views e.g. aboriginal dreamtime stories</p> <p>Is Earth sacred? Different faiths views on sacredness of life?</p> <p>What is meant by stewardship of the Earth</p> <p>Personal relationships and responsibility to others</p>
Big ideas	<p>Making Sense of Life's Experiences</p> <p>Continuity, Change and Diversity</p>	<p>The Big Picture</p>	<p>Making Sense of Life's Experiences</p> <p>Continuity, Change and Diversity</p>	<p>The Big Picture</p>	<p>Words and beyond</p> <p>Community, culture and power</p>	<p>Continuity, Change and Diversity</p>
Pupils should be able to do... (Skills being developed)	<p>Suggest why a holy book is important to believers</p>	<p>Describe what the religion teaches about</p>	<p>Explain how objects convey meaning and</p>	<p>Identify a personal belief</p>	<p>Explain the main features and significance of a religious</p>	<p>Express their understanding of alternate views</p>

	<p>Recognise that action in worship often have symbolic meaning</p> <p>Demonstrate respect for other people's viewpoints and beliefs</p>	<p>what happens after death</p> <p>Describe the parts, function and message of worship</p> <p>Suggest how to apply a moral principle to a 'real-life' situation</p>	<p>how they relate to religious beliefs</p> <p>Name similarities and differences between the way faith groups worship</p> <p>Identify beliefs they hold themselves</p>	<p>Identify how people with different values or customs have different lives to them</p> <p>Suggest how a person may act when faced with a dilemma</p>	<p>ceremony using technical vocabulary</p> <p>Define and use more technical vocabulary related to religious practices</p> <p>Demonstrate understanding that people have different ideas about what is important</p>	<p>Show attitudes and respect towards different beliefs and lifestyles</p> <p>Explore the impact of faith on the world today</p>
Key vocabulary	<p>Messenger</p> <p>Allah</p> <p>Prophet</p> <p>Mohammed (PBUH)</p> <p>Revelations</p> <p>Family</p> <p>Qur'an</p> <p>Hadith</p> <p>Prayer (salat)</p> <p>Fasting (sawm)</p> <p>Pilgrimage (hajj)</p> <p>Alms (zakat)</p> <p>Faith (shahada)</p>	<p>Allah</p> <p>Creator</p> <p>Good</p> <p>Qur'an</p> <p>Blessings</p> <p>Earth</p> <p>Homelife</p> <p>Guidance</p> <p>Muslims</p> <p>Respect</p>	<p>Celebrations</p> <p>Faith</p> <p>Symbol</p> <p>Artefact</p> <p>Story</p> <p>Dance</p> <p>Drama</p> <p>Art</p> <p>Expression</p> <p>Belonging</p> <p>Partaking</p>	<p>Precious</p> <p>Object</p> <p>People</p> <p>Family</p> <p>Community</p> <p>Symbol</p> <p>Worship</p> <p>Book</p> <p>Places</p> <p>Important</p> <p>Memories</p> <p>Pilgrimage</p>	<p>Bride</p> <p>Groom</p> <p>Tradition</p> <p>Vow</p> <p>Church</p> <p>Anand Karaj</p> <p>Hymns</p> <p>Shagan</p> <p>Roka</p> <p>Haldi</p> <p>Mehndi</p> <p>Sangeet</p> <p>Celebration</p>	<p>Creation</p> <p>Story</p> <p>Science</p> <p>Aboriginal</p> <p>Evolution</p> <p>Sacred</p> <p>Stewardship of the Earth</p> <p>Responsibility</p> <p>Community</p>

<p>Cycle two (Year 5/6)</p> <p>Pupils should know...(core knowledge and concepts to be learned)</p>	<p><u>Judaism</u></p> <p>How do the 10 commandments influence how Jews live their lives?</p> <p>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 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</p>	<p><u>My Christmas</u></p> <p>Is Christmas only for Christians?</p> <p>Where does the familiar Christmas story come from? (Luke's account is different to Matthew's)</p> <p>Looking and writing Christmas story from different perspectives</p> <p>Other stories that have developed the gospels (Baboushka, Papa Panov, The fourth Wise Man)</p>	<p><u>Promises and choices</u></p> <p>What promises do Christians make?</p> <p>Evidence of God – ways of understanding God are revealed and confirmed through the bible</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><u>Making choices/community</u></p> <p>What helps us make good choices? Do we need rules?</p> <p>Why do some people choose to 'lead a good life' – impact it has on them and those around them.</p> <p>Reward and punishment – sufficient motivations to do good? Consideration of the consequence of our actions on others.</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><u>Memories</u></p> <p>Human experiences</p> <p>How do memories impact our lives?</p> <p>How good memories and bad memories can impact our lives in good and bad ways?</p> <p>What are memories?</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>
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	express value e.g. love your neighbour as yourself				
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
Pupils should be able to do... (Skills being developed)	Demonstrate respect for other people's viewpoints and beliefs Explore the range of identities, locally and nationally Compare way of life in different religions	Demonstrate understanding that people have different ideas about what is important Identify similar beliefs and ideas between religions Compare and contrast religious, secular and their own views	Identify beliefs they hold themselves Explain how beliefs can lead people to behave in particular ways Explores some difficulties faced by people who follow religious teaching	Demonstrate understanding that people have different ideas about what is important Suggest how a person may act when faced with a dilemma Suggest how conflict in a community could occur Suggest how conflict in a community could be resolved Communicate about how they reached a decision Ask questions about matters of right and wrong	Demonstrate respect for other people's viewpoints and beliefs Recognise that actions in worship often have symbolic meaning Communicate how they reached a decision

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