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| YEAR 3   | YEAR 4  | YEAR 5   | YEAR 6  |
|--|---|--|---|
| <ul style="list-style-type: none"> <li> describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and values</li> <li> identify and begin to describe the similarities and differences within and between religions, and within and between worldviews</li> <li> consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them</li> <li> use specialist vocabulary in communicating their knowledge and understanding</li> <li> reflect on and begin to analyse what it means to belong to a faith community,</li> <li> communicating their own and others' responses</li> <li> respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> </ul> | <ul style="list-style-type: none"> <li> describe and begin to understand religious and Humanist approaches to ultimate and ethical questions</li> <li> describe the variety of practices and ways of life in religions and worldviews and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li> use specialist vocabulary in communicating their knowledge and understanding</li> <li> use and interpret information about religions and beliefs from a range of sources</li> <li> respond to and begin to analyse the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> </ul> | <ul style="list-style-type: none"> <li> describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and values</li> <li> investigate the significance of religion and worldviews in the local, national and global communities</li> <li> use specialist vocabulary in communicating their knowledge and understanding</li> <li> use and interpret information about religions and beliefs from a range of sources</li> <li> discuss their own and others' views of religious truth and belief, expressing their own ideas and beginning to evaluate the views of others</li> <li> reflect on ideas of right and wrong and their own and others' responses to them</li> <li> reflect on and begin to evaluate</li> </ul> | <ul style="list-style-type: none"> <li> describe the key aspects of religions and worldviews, especially the people, stories, traditions and customs that influence their beliefs and values</li> <li> describe the variety of practices and ways of life in religions and worldviews and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li> investigate the significance of religion and worldviews in the local, national and global communities</li> <li> use specialist vocabulary in communicating their knowledge and understanding</li> <li> use and interpret information about religions and beliefs from a range of sources</li> <li> reflect on and begin to analyse what it means to belong to a faith community, communicating their own and others' responses</li> <li> discuss their own and others' views of religious truth and belief, expressing their own ideas and</li> </ul> |

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|  |  |  | beginning to evaluate the views of others<br> reflect on ideas of right and wrong and their own and others' responses to them |
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### Current Topic Map: Religious Education

|               | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
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| <b>Year 3</b> | <b>Hinduism</b><br>an overview of Hinduism, focusing on its origins, core beliefs, festivals, special places.<br>explore the different holy books, identify key Hindu symbols and understand their meanings. | <b>Nativity Story</b><br>explore the key parts of the Nativity story. find out how the Nativity story began, the journey undertaken (relating it to their own understanding of journeys and distance), where Jesus was born and why, the visitors who came after the birth and how baby Jesus' life was at risk. think through the different parts of the Nativity story to decide what they feel is the most significant part of the story for Christians today. | <b>Islam</b><br>explore the key aspects of the Muslim faith. find out where Islam originated, about special places linked to Islam and about key festivals in Muslim life. learn about symbols in Islam, the Muslim holy book and the main beliefs held by Muslims. | <b>Good Friday- How important is it to Christians that Jesus came back to life?</b><br>key aspects of the Easter story<br>focus on the question 'What is good about Good Friday?'<br>an overview of the Easter story<br>focus on the good within the Easter story by looking at the words of Jesus and the actions of people.<br>look at the hope new life brings and this idea within the Easter story. | <b>Sikhism</b><br>an overview of Sikhism, focusing on its origins, core beliefs, festivals, special places.<br>explore the different holy books, identify key Sikh symbols, and understand their meanings. | <b>Judaism</b><br>key aspects of the Jewish faith. find out where Judaism originated, about special places linked to Judaism and about key festivals in Jewish life. learn about symbols in Judaism, the Jewish holy book and the main beliefs held by Jews |
| <b>Year 4</b> | <b>Buddhism</b><br>key aspects of the Buddhist faith. find out where Buddhism originated, about special places linked to Buddhism  | <b>People of Faith</b><br>learn about the lives of people of faith from different religions. identify key events in their lives, how their faith and beliefs have influenced  | <b>Christianity</b><br>key aspects of the Christian faith. find out where Christianity originated, about special places linked to Christianity  | <b>Food and Fasting</b><br>explore the role food plays within religions. discuss how food is used in everyday life, before looking at examples of its  | <b>Pilgrimages</b><br>what a pilgrimage is for both secular and religious people. focus on the six main world religions and identify the   | <b>The Bible- Christianity</b><br>look at the bible in Christianity, its origins and how Christians use it today around the world. consider the authorship of the bible, discussion the   |

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|               | <p>and about key festivals in Buddhist life.<br/>learn about symbols in Buddhism, the Buddhist holy book and the main beliefs held by Buddhists.</p>   | <p>them to overcome challenging circumstances, and how it has inspired their lives and work.<br/>compare and contrast these experiences<br/>explore their stories before examining the role of beliefs and/or faith in their own lives.</p>  | <p>key festivals in Christian life.<br/>symbols in Christianity, the Christian holy book and the main beliefs held by Christians.</p>   | <p>use within specific religions.<br/>learn about food rules within Judaism, how abstaining from food can be a religious act with reference to the Christian festival of Lent, consider how and why religious believers fast through looking at the Muslim festival of Ramadan.<br/>discuss how food is also used within religions for celebrations, applying all they have learnt to plan a celebratory feast event.</p> | <p>role of pilgrimage in religion.<br/>build on the special places lessons in other RE units focusing on specific religions in Years 3 and 4.</p>   | <p>Christian beliefs that is the word of God whilst finding out about different writers of books in the Bible and explore a story in greater depth.<br/>apply their learning to consider an item or book that is sacred to them, and reflect on how respect can be shown to things that are sacred to others.</p>  |
| <b>Year 5</b> | <p><b>Worship</b><br/>focus on aspects of worship across different faiths.<br/>explore what worship is, what it means to religious believers and how believers worship differently.<br/>consider different forms of worship and share their learning about worship through music, art and objects.<br/>discussing freedom to worship around the world.</p> | <p><b>The True Meaning of Christmas</b><br/>the true meaning of Christmas for Christians.<br/>questioning the meaning of Christmas to them and then learn about the Christian meaning of Christmas.<br/>question if the true meaning of Christmas is still present today and question if the meaning has changed for some.</p> | <p><b>Peace</b><br/>look at each religion's view of peace<br/>a journey through different acts of achieving and creating peace.<br/>compare and contrast the concept of peace across religions.<br/>Look at symbolic people of peace and well-known symbols of peace before creating their own.</p> | <p><b>Forgiveness</b><br/>explore what is meant by forgiveness and the role forgiveness plays in world religions.<br/>learn about Jewish beliefs about forgiveness, finding out more about Yom Kippur with a focus on the objects used and what Jewish people do at Yom Kippur.<br/>develop an understanding of Buddhist beliefs about forgiveness, reflecting on how the Eightfold Path influences Buddhists in</p>      | <p><b>Jesus the Healer</b><br/>focus on the healing miracles performed by Jesus.<br/>become familiar with a selection of miracles within the Bible.<br/>look at different types of miracles performed by Jesus and evaluate the meaning of miracles and how they are interpreted today.</p> | <p><b>Commitment</b><br/>discuss the concept of commitment and defines what is meant by it.<br/>give examples of commitments made by famous figures, to make goals and review commitment<br/>explore the concept of sacrifice and why sacrifices may be made.<br/>examine and discuss a range of religious and non-religious commitments and sacrifices made by others.<br/>find out about non-religious, Jewish and</p> |

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|               |  |   |  | <p>their approach to forgiveness.</p> <p>use knowledge of the beliefs held by Jewish people and Buddhists to draw comparisons regarding views on forgiveness.</p> <p>explore the feelings involved when people forgive and are forgiven.</p> <p>use their understanding about forgiveness to create and explain a symbol.</p>  |  | <p>Christian coming-of-age ceremonies, fasting within Islam and marriage within Hinduism.</p> <p>apply learning by planning their own commitment ceremony and consider the changes they might make in their life for the benefit of themselves and others.</p>   |
| <b>Year 6</b> | <p><b>Humanism</b></p> <p>the difference between religious and non-religious worldviews. It then focuses specifically on humanism, its origins, core beliefs and the meaning of the Happy Human symbol.</p> <p>Wider learning: 'What do you believe?' A book exploring religious and non-religious worldviews.</p> | <p><b>The Christmas Story</b></p> <p>in depth look for differences and similarities in the two accounts within the Bible.</p> <p>investigate traditions associated with celebrating Christmas both here and around the world.</p> | <p><b>Creation Stories</b></p> <p>a range of creation stories from world religions, less known or extinct religions as well as different cultures. sequence, compare and contrast the stories.</p> | <p><b>Justice and Freedom</b></p> <p>read a range of stories, from different world religions, examining the concepts of justice and freedom.</p> <p>learn how key figures in history such as Martin Luther King and Aung San Suu Kyi were informed and influenced by their own religious beliefs. examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements. consolidating their understanding of freedom and justice by examining which, if either,</p> | <p><b>Crucifixion</b></p> <p>key aspects of the Easter story and will focus on the question 'was Jesus' death part of God's plan'?</p> <p>work creatively to enhance their learning experience</p> <p>an overview of the Easter story in lesson one.</p> <p>focus on 'free will' and 'determinism' and will reflect on these concepts in their own life.</p> <p>look for Biblical evidence to support their thoughts on Jesus' life and death.</p> <p>look at the choices they make in their life and how these could be influenced by external factors.</p> | <p><b>Eternity</b></p> <p>explore the definition of and popular ideas relating to the concept of life, death and eternity.</p> <p>compare concepts of eternity from both religious and non-religious worldviews.</p> <p>reflect on and create a presentation based on their learning. N.B: This unit does refer to death and different ideas about the end of the journey of life in consultation with parents, carers and pupil real life experience.</p> |

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|                                      |         |  |  | is more important, to<br>debate this question. |  |  |
| <b>Whole<br/>School<br/>Projects</b> | Harvest |  |  |  |  |  |