



# Manor Drive

## Religious Education Curriculum



## Whole-school definition of Religious Education

**Religious Education** is the study of different worldviews including religious and non-religious in order to gain an understanding of people's beliefs and values.



## Year 1 Overview

**Autumn 1**

Who do Christians say made the world? (Creation)

**Autumn 2**

Why does Christmas matter to Christians? (Incarnation)

**Spring 1**

Who is Jewish and how do they live? (Judaism)

**Spring 2**

The Easter story Salvation (Core)







**Summer 1**

Islam – What do Muslims believe in?

**Summer 2**

Our community

Y1 Key Concepts

Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To retell the story of creation from Genesis 1:1–2,3 simply.</li> <li>To recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>To say what the story tells Christians about God, Creation and the world.</li> <li>To explore different accounts of the creation of the sky and Heaven including Hindu and atheist beliefs</li> <li>Give at least one example of what Christians do to say thank you to God for the Creation.</li> </ul> <p><b>Christianity &amp; Hinduism</b></p> <ol style="list-style-type: none"> <li>To know the Christian creation story</li> <li>To know the Hindu creation story</li> <li>To understand that different religions have different beliefs about creation.</li> <li>To know the story of Noah's Ark and how it relates to the Creation story</li> <li>To know the story of Noah's Ark and how it relates to the Creation story</li> </ol>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>To know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>To know how Christians celebrate Jesus' birth and why it's important to them</li> </ul> <p><b>Christianity</b></p> <ol style="list-style-type: none"> <li>To know the Nativity story and its key events</li> <li>To apply their knowledge of the Nativity story</li> <li>To know how the hymn 'In the Bleak midwinter' links to the Nativity</li> <li>To know the hymn Hark the Herald Angel</li> <li>To understand the meaning of carols</li> </ol>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To recognise that Judaism is a monotheistic faith.</li> <li>To know that Judaism is characterised by its distinctive rituals and key figures.</li> <li>To understand what Kosher dietary practices are and how are festivals such as Hanukah &amp; Passover are observed.</li> <li>To know that a Rabbi is a living example of a Jewish leader in the community, as the person employed by the synagogue to lead worship and provide spiritual guidance.</li> </ul> <p><b>Judaism</b></p> <ol style="list-style-type: none"> <li>What does it mean to be Jewish?</li> <li>Jewish symbols and the importance in Jewish practice</li> <li>Judaism in the home</li> <li>Celebrating Hanukah through food</li> <li>Key Jewish figures – The story of Moses</li> </ol>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>To recognise that Jesus gives instructions about how to behave</li> </ul> <p><b>Christianity</b></p> <ol style="list-style-type: none"> <li>To know the Easter Story</li> <li>To know the journey of Jesus with the cross</li> <li>To understand the importance of the resurrection</li> <li>To know some of the stories Jesus shared during his time on Earth</li> <li>To discuss heaven and what it may be like</li> </ol>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise that Muslims believe Allah is the one God.</li> <li>Understand Allah as the creator and sustainer, and why Muslims value care for creation.</li> <li>Gain knowledge of the significance of Prophet Muhammed's early life in Islam.</li> <li>Understand the reasons Prophet Muhammed is significant to Muslims and the respect denoted by PBUH.</li> <li>Learn that the Quran is the word of Allah and explore how its treatment reflects its importance.</li> </ul> <p><b>Islam</b></p> <ol style="list-style-type: none"> <li>Who is Allah to Muslims?</li> <li>What does Allah teach us about looking after important things?</li> <li>Who is Muhammed? (The story of Mohammad the prophet's birth)</li> <li>To know why the Prophet Muhammed was so significant to Islam (&amp; why we say PBUH)</li> <li>Analyse how the Quran is treated with care and what that shows about its importance</li> </ol>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Begin to understand what the world looks like and the different people that belong in this world</li> <li>Know that there are lots of different people in our world and in our class.</li> <li>People have lots of different faiths and beliefs</li> </ul> <p><b>MFU</b></p> <ol style="list-style-type: none"> <li>What is a community? (what different components make up a community (nationalities, race, clothing etc))</li> <li>who live in our community?</li> <li>What makes our community special?</li> <li>What are special places in our community?</li> <li>What is community?</li> </ol>

<p><b>Tier 2 Vocabulary</b></p> <p>Creation, creator, Sustainer, Heaven, Earth</p> <p><b>Tier 3 Vocabulary</b></p> <p>Creation story, Genesis, Bible, holy book, Shiva, Vishnu, Brahma, Vedas</p>	<p><b>Tier 2 Vocabulary</b></p> <p>Birth, proclamation, prophecy,</p> <p><b>Tier 3 Vocabulary</b></p> <p>Christmas, incarnation, angel, Christian, Nativity,</p>	<p><b>Tier 2 Vocabulary</b></p> <p>religion, faith, practice, ritual, monotheistic</p> <p><b>Tier 3 Vocabulary</b></p> <p>Abrahamic, religion, faith, practice, ritual,</p> <p>Judaism, Jewish, Jew, Tora, Shabbat Candles, Shabbath (Shabbat), Rabbi, Synagogue, Kosher, Hannukah, Passover</p>	<p><b>Tier 2 Vocabulary</b></p> <p>Incarnation, salvation, resurrection,</p> <p><b>Tier 3 Vocabulary</b></p> <p>Gospels, Samaritan, disciples, Bible, crucifixion, tomb</p>	<p><b>Tier 2 Vocabulary</b></p> <p>religion, faith, practice, ritual, monotheistic</p> <p><b>Tier 3 Vocabulary</b></p> <p>Abrahamic, Islam, Muslim, Allah, Prophet Muhammad (PBUH), Quran,</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Community, differences, diversity, tolerance, respect, belonging,</p> <p><b>Tier 3 Vocabulary</b></p> <p>Places</p>
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## Year 2 Overview

**Autumn 1**

Christianity Stories – the parable of The Prodigal Son & What does it mean to be Christian?

**Autumn 2**

Who is a Muslim and how do they live?

**Spring 1**

Teachers and Leaders

**Spring 2**

Holy Books







**Summer 1**

Stories from Holy Books

**Summer 2**

What does it mean to be Sikh?

## Y2 Key Concepts

Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To tell the key points of the story of Jonah from the Bible</li> <li>To recognise a link with the concept of God.</li> <li>To give clear, simple accounts of what the text means to Christians.</li> <li>To give an example of a way in which Christians use the story of Jonah to guide their beliefs about God</li> <li>To give at least two examples of how Christians put their beliefs into practice in worship</li> </ul> <p style="text-align: center;"><b>Christianity</b></p> <ol style="list-style-type: none"> <li>To know the story of The Prodigal Son</li> <li>To know the story of Jonah and the Big Fish</li> <li>To know the similarities and differences between The Prodigal son and Jonah and the big fish.</li> <li>To draw comparison between Jonah and Moses</li> <li>To learn from the messages of Jonah and Moses' stories</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To learn about the significance of the five important acts of worship Muslims follow – The Five Pillars of Islam</li> <li>To learn about Muslim holidays and their significance. (Ramadan, Eid)</li> <li>Know that Ummah is the community of Muslims around the world.</li> <li>Understand that Muslims use shared attributes such as a shared language of Arabic to understand the Quran, and Islamic celebrations such as Eid.</li> </ul> <p style="text-align: center;"><b>Islam</b></p> <ol style="list-style-type: none"> <li>What are the 5 pillars of Islam?</li> <li>How do the pillars of Islam help Muslims to plan their lives?</li> <li>Why do celebrations of Ramadan and Eid mean to Muslims around the world?</li> <li>How do Muslims feel as part of a community?</li> <li>How do Muslims express community through food?</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Learn teachers and leader from different religions</li> <li>Begin to identify qualities of leadership</li> <li>to identify who you would follow without question</li> <li>Compare different teachers and leaders to Jesus</li> </ul> <p style="text-align: center;"><b>Christianity, Judaism, Islam</b></p> <ol style="list-style-type: none"> <li>To know why the disciples followed Jesus</li> <li>To know that Jesus was a leader and teacher</li> <li>To know that Abraham is a leader in Judaism</li> <li>To know that Moses was a leader in Judaism</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Importance of the Bible in guiding moral decisions and its use in Christian rituals.</li> <li>Basic teachings of the Quran regarding ethical behaviour, and the concept of revelation.</li> <li>Understanding the role of the Tora in Judaism and its fundamental teachings.</li> <li>Key similarities and differences in the content and role of the Torah, Bible, and Quran.</li> <li>Understanding of shared moral teachings across these religious texts, including monotheism.</li> </ul> <p style="text-align: center;"><b>Judaism Christianity, Islam</b></p> <ol style="list-style-type: none"> <li>Why is the Bible important to Christians?</li> <li>What are the teachings of the Quran for Muslims?</li> <li>Introduction to the Tora as a key text in Judaism.</li> <li>How do the Tora, Bible &amp; Quran relate to each other?</li> <li>What are the key messages that the Tora, Bible &amp; Quran teach?</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Names and basic importance of the Bible, Quran, and Torah.</li> <li>Understanding of the parable of the lost sheep and its moral teachings about care and value.</li> <li>Knowledge of the story of Daniel in the Lions' den and its meanings concerning faith and trust.</li> <li>Insight into the story of Muhammad and the Black Stone and its significance in Islam.</li> <li>Understanding of the story of David and Goliath and its themes of bravery and faith.</li> </ul> <p style="text-align: center;"><b>Judaism, Christianity, Islam</b></p> <ol style="list-style-type: none"> <li>To know the names of the Holy Books for Christianity, Islam and Judaism</li> <li>To know and retell the parable of the lost sheep</li> <li>To know and retell the story of Daniel in the Lions' den</li> <li>To know the story of Muhammad and the Black Stone</li> <li>To know and retell the story of David and Goliath</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Understanding of Sikh perspectives on God as the Creator and Sustainer; significance of creation in Sikh thought.</li> <li>Knowledge of how family and community play pivotal roles in Sikhism; difference between biological and religious family ties.</li> <li>Understanding of Sikh ethics and the emphasis on equality, compassion, and community support.</li> <li>Insight into how KESH and the 5 Ks teach children about respect for divine creation, maintaining identity as a Sikh, and constant remembrance of God.</li> <li>Knowledge of how the Guru Granth Sahib guides the lives of Sikhs and its significance as the Living Guru.</li> </ul> <p style="text-align: center;"><b>Sikhism</b></p> <ol style="list-style-type: none"> <li>Explore Sikh beliefs about God and creation</li> <li>What does it mean to belong to a family?</li> <li>Why Sikhs believe we should be good to each other</li> <li>Explore how KESH and the 5 Ks teach values and identity</li> <li>Learn about significant Sikh stories and their teachings</li> </ol>

<p><b>Tier 2 Vocabulary</b></p> <p>Judge, obedience</p> <p><b>Tier 3 Vocabulary</b></p> <p>Old Testament, prophet, Lord, Judge,</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Islam, Muslim, Allah, Prophet Muhammad (PBUH), Quran, Shahada, Salah, Zakat, Sawm, Hajj, Eid, Ramadan, The Kaaba, Makkah/ Mecca, Ummah</p>	<p><b>Tier 2 Vocabulary</b></p> <p>Teacher, leader, leadership, forgiveness, fairness, obedience, promise, faith, merchant, respect, wise/ wisdom,</p> <p><b>Tier 3 Vocabulary</b></p> <p>God, Jesus, prophet, Abraham, Moses, Muhammad, Judaism, Christianity, Islam</p>	<p><b>Tier 3 Vocabulary</b></p> <p>Bible, Tora, Quran, holy, Moses, Jesus, Prophet Muhammad, Allah</p>	<p><b>Tier 2 Vocabulary</b></p> <p>Parable, Story</p> <p><b>Tier 3 Vocabulary</b></p> <p>Holy Book, Islam, Judaism, Christianity, Muslim, Jewish, Christian, Torah, Qur'an, Bible</p>	<p><b>Tier 2 Vocabulary</b></p> <p>Acceptance, Equality, Family life, Forgiveness, , Meditation, Respect, Sharing, Truth</p> <p><b>Tier 3 Vocabulary</b></p> <p>Five K's Gurdwara, Kaur, Nishan Sahib, One Creator (Ek Oankar), Sikh, Sikhism (Sikhi), Singh, Ten Gurus, Turban.</p>
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## Year 3 Overview

**Autumn 1**

People of Faith – why belief is important to some people

**Autumn 2**

Hinduism – Rama and Sita

**Spring 1**

Buddhism

**Spring 2**

What makes some places special to believers?







**Summer 1**

What makes some places special to believers?

**Summer 2**

Festivals – Sikhism, Hinduism, Judaism & Buddhism

Y3 Key Concepts

Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Begin to understand why belief is important to some people.</li> <li>Know that belief can be non-religious.</li> <li>Know that there are lots of different people in our world and in our class.</li> <li>People have lots of different faiths and beliefs</li> </ul> <p><b>MFU</b></p> <ol style="list-style-type: none"> <li>Why might people choose to follow certain religions and have faith? Why is it important to respect different religions and beliefs?</li> <li>Discuss the different faiths in the world/room</li> <li>What is the idea of tolerance?</li> <li>What is the concept of diversity and why is it important to celebrate it?</li> <li>Look at the diversity in the classroom and how we can celebrate this (class display of members)</li> </ol>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To understand the historical origins of Hinduism, and how these are understood through western perspectives</li> <li>To learn about the events and meanings in the story of Rama and Sita.</li> <li>To learn about the diya and why it is important in the Diwali story.</li> <li>To learn about some of the preparations for Diwali.</li> <li>To learn about the purpose of creating rangoli patterns.</li> <li>To find out about Lakshmi and how Hindus celebrate Diwali at home.</li> <li>To learn about the basic teachings of the 'eternal truths', and how Dharma promotes right-living, respecting life and honouring the natural world</li> <li>To understand the Hindu belief in reincarnation and how the atman is reborn many times in a cycle</li> <li>To understand the Hindu belief of the Law of Karma, which means that every action has a consequence</li> </ul> <p><b>Hinduism</b></p> <ol style="list-style-type: none"> <li>To know the epic poem of Rama and Sita</li> <li>To understand how Hindus celebrate Diwali</li> <li>To understand the significance of items used to celebrate Diwali</li> <li>To understand what Dharmas are in Hinduism</li> <li>To understand what Karma is and how it helps to guide Hindu people's lives</li> </ol>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Understanding of the Four Noble Truths and the concept of the Middle Way.</li> <li>Knowledge of the key events in the life of Siddhartha Gautama and his journey towards enlightenment.</li> <li>Awareness of Vesak and its significance in commemorating the birth, enlightenment, and death of Buddha.</li> <li>Understanding the importance of meditation in achieving mindfulness and enlightenment in Buddhism.</li> <li>Ability to identify and discuss the impact of Buddhist values in personal and community contexts.</li> </ul> <p><b>Buddhism</b></p> <ol style="list-style-type: none"> <li>To understand the basic beliefs of Buddhism.</li> <li>To learn about the life of Buddha and his teachings.</li> <li>To explore Buddhist festivals and celebrations.</li> <li>To understand the concept of meditation in Buddhism.</li> <li>To reflect on Buddhist values and their relevance to personal life.</li> </ol>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>different religions places of worship</li> </ul> <p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>What are the key features and significance of a Church?</li> <li>The Gospel of Matthew</li> <li>Why is gathering together in places of worship important to Christians?</li> </ul> <p><b>Islam:</b></p> <ul style="list-style-type: none"> <li>Where do Muslims worship? (in the mosque and at home)</li> <li>What are the key features of a mosque?</li> <li>Where do Muslims pray in a mosque?</li> <li>What prayer is held on a Friday after noon mosque?</li> <li>Explore Al-Aqsa Mosque</li> </ul> <p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>Why is a synagogue important as a place of worship, learning and community for Jews?</li> <li>What are the key components of a synagogue and their respective importance in the Jewish religious practice? (Ark, Bimah, Eternal Light,)</li> </ul>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>different religions places of worship</li> </ul> <p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>What are the key features and significance of a Gurdwara in the Sikh religion?</li> <li>Interactive walkthrough of a Gurdwara (<a href="https://www.gurunanakdarbar.org/virtual-tour">https://www.gurunanakdarbar.org/virtual-tour</a>)</li> <li>What is the Golden Temple? (a gurdwara in India, also called The Harmandir Sahib)</li> <li>Teach about its history, its construction, why it is a holy shrine for Sikhs.</li> <li>How does the Golden Temple compare to the local gurdwara in Peterborough?</li> </ul> <p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>What are the key features of a Hindu temple?</li> <li>What is the significance of the Hindu temple to Hindus?</li> <li>How is the Hindu temple used for worship and celebration?</li> <li>Hindu temples are not only religious buildings, how else are they used? (also cultural and social centers for the community)</li> </ul> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>What is the Eightfold Path?</li> <li>What is the Dharma wheel in Buddhism and how does this link with the Eightfold Path?</li> <li>What is the importance of meditation for Buddhists? (Practice this in class with music?)</li> </ul>	<p><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught about:</li> <li>religious festivals and their importance</li> <li>what the key practices and traditions are in different religions</li> </ul> <p><b>Sikhism:</b></p> <ul style="list-style-type: none"> <li>Why are festivals important in Sikhism and what do they celebrate?</li> <li>What is Vaisakhi?</li> <li>What is Diwali?</li> <li>What is the meaning of Bandi Chhor Divas?</li> <li>What is the story of Guru Hargobind Ji and the concept of Bandi Chhor Divas? How and why does it differ from the Hindu Celebration of Diwali?</li> </ul> <p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>How does Hinduism differ from Sikhism with Diwali?</li> <li>What are the origins of Holi and the ways its celebrated? Including throwing coloured powder.</li> </ul> <p><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>What is Yom Kippur and Rosh Hashanah?</li> <li>What is the Day of Atonement, its practices and the idea of forgiveness?</li> <li>What is Passover and why is it significant in Judaism?</li> </ul> <p><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>What is Vesak and why is this important? Vesak, the celebration of the birth, enlightenment and death of Buddha.</li> </ul>

<p><b>Tier 2 Vocabulary</b></p> <p>Tier 2 Vocabulary</p> <p>community, nationality, race, faith, belief, respect, tolerance, diversity</p> <p>Tier 3 Vocabulary</p> <p>Christianity, Islam, Sikhism, Hinduism, Buddhism, Judaism</p>	<p><b>Tier 2 Vocabulary</b></p> <p>Worship</p> <p><b>Tier 3 Vocabulary</b></p> <p>Aum or Om, Brahman, Diwali, Ganesh, Gods and goddesses, Hindu, Hinduism, Mandir, Offering, Pray, Rama, Shiva, Shrine, Sita, Vishnu,</p>	<p><b>Tier 2 Vocabulary</b></p> <p>Suffering, turning point,</p> <p>Eight rules: contemplation, view, thought, speech, action, effort, mindfulness, livelihood, truths, ruler, rebirth, reborn,</p> <p><b>Tier 3 Vocabulary</b></p> <p>Buddhism, Buddha, Buddhists, monk, enlightened, four noble truths</p>	<p><b>Tier 2 Vocabulary</b></p> <p>gathering, community, worship, rituals, gathering,</p> <p><b>Tier 3 Vocabulary</b></p> <p>font, alter, pulpit, bible, prayer, Church,</p> <p>Mosque, masjid, minaret, wudu, Makkah, mihrab, Imam, Salah, Rakah, dome, synagogue, Ark, Bimah, Eternal Light, Stupa, prayer wheel, monks, Torah, Hebrew, yad, Ner, Tamid, Orthodox, mezuzah, Shema prayer, Shabbat</p>	<p><b>Tier 2 Vocabulary</b></p> <p>Temple, construction, meditation, mindfulness</p> <p><b>Tier 3 Vocabulary</b></p> <p>gurdwara, The Harmandir Sahib, holy shrine, Nishan Sahib, diwan hall, holy scriptures,</p> <p>Manji Sahib, hymns, kirtan, Karah Parshad, langar, deities, mandir, murtis, ceremony incense</p>	<p><b>Tier 2 Vocabulary</b></p> <p>atonement, enlightenment, festival, celebrate</p> <p><b>Tier 3 Vocabulary</b></p> <p>Nibbāna, Parinirvāna, Gautama, Buddha, Theravada, Yom Kippur,</p> <p>Rosh Hashanah, Passover, Diwali, Bandi Chhor, Guru Harogobind, Vaisakhi</p>
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## Year 4 Cycle Overview

**Autumn 1**

Incarnation: What is the Trinity?

**Autumn 2**

Pilgrimage

**Spring 1**

How and why do people mark the significant events of life?

**Spring 2**

Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)






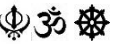
**Summer 1**

Code of conduct

**Summer 2**

Code of conduct

## Y4 Key Concepts

Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• To recognise that the 'Gospel' tells the story of the life and teaching of Jesus and is different from other stories.</li> <li>• To make sense of texts about baptism and Trinity and their meaning.</li> <li>• To Give examples of what these texts mean to some Christians today.</li> <li>• To describe how Christians show their beliefs about God the Trinity in worship and in the way they live.</li> </ul> <p style="text-align: center;"><b>Christianity</b></p> <ol style="list-style-type: none"> <li>1. To know that Jesus was Baptised</li> <li>2. To know some Christians believe in The Holy Trinity</li> <li>3. To know the significance of Baptism</li> <li>4. To know that prayer is important to Christians.</li> <li>5. To know what a Kenning Poem is and what it represents</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand the difference between a pilgrimage and a holiday.</li> <li>• To understand the reasons for going on a pilgrimage.</li> <li>• to study the key features of worship and what worship means to a believer in Christianity, Islam, Sikhism, Buddhism and Hinduism.</li> <li>• explore the concepts of pilgrimage and sacred places.</li> <li>• Understand the concept of pilgrimage as expression of religion</li> </ul> <p style="text-align: center;"><b>MFU</b></p> <ol style="list-style-type: none"> <li>1. To know what Pilgrimage is, and to know that Pilgrimage is made my a wide number of religions around the world</li> <li>2. To understand why Christians go on Pilgrimage</li> <li>3. To understand the significance of Pilgrimage to Muslims</li> <li>4. To know why the River Ganges are significant to Hindu Pilgrimage</li> <li>5. To know the Buddhist and Sikh views on Pilgrimage</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that in our lives, we experience many important moments, which we call significant events. These can be things like birthdays, weddings, and special ceremonies in different religions.</li> </ul> <p style="text-align: center;"><b>MFU</b></p> <ol style="list-style-type: none"> <li>1. What Are Significant Events?</li> <li>2. Why Do We Celebrate?</li> <li>3. Different Ways to Celebrate Birthdays</li> <li>4. Exploring Weddings Around the World</li> <li>5. Special Religious Ceremonies</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• Students will understand the importance of Passover in Judaism and its connection to the Last Supper observed by Jesus and his disciples.</li> <li>• Children will learn the story of Judas' betrayal and how it played a crucial role in the events of Easter.</li> <li>• Students will understand the significant events leading to Jesus' death and the roles of different figures in these events.</li> <li>• Children will learn about Peter's relationship with Jesus and his actions during crucial moments. They will critically engage with his decisions through debate.</li> <li>• Students will make connections between Gospel texts and Christian practices on Maundy Thursday, understanding their significance and meaning.</li> </ul> <p style="text-align: center;"><b>Christianity</b></p> <ol style="list-style-type: none"> <li>1. To know that Passover is a significant event in Judaism and how this links to the events in the Easter story</li> <li>2. To know that Judas betrayed Jesus</li> <li>3. To know the events surrounding Jesus' death</li> <li>4. To know that Peter was a disciple of Jesus and to take part in a debate exploring Peter's choices</li> <li>5. To make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• code of conduct and what we mean by this</li> <li>• the idea of rules and how they help guide us (school rules, rules in the home)</li> </ul> <p style="text-align: center;"><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• What is the Christianity code of conduct?</li> <li>• What are the Ten Commandments and their significance in Christianity?</li> </ul> <ul style="list-style-type: none"> <li>• What are fundamental vales in Christianity? (respect and kindness)</li> </ul> <p style="text-align: center;"><b>Islam:</b></p> <ul style="list-style-type: none"> <li>• How are values such as honesty, kindness, and respect are ingrained in Islam?</li> <li>• What is the concept of 'Halal' and 'Haram'?</li> <li>• How does fasting teach self-discipline, empathy and gratitude?</li> </ul> <p style="text-align: center;"><b>Judaism:</b></p> <ul style="list-style-type: none"> <li>• What are the rules for Judaism?</li> <li>• How many commandments does the Torah have? Which are the most important?</li> <li>• Where do the 10 commandments come from?</li> </ul>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>Sikhism:</b> Living a good life in this world - to be close to God we have to look out for others in our everyday lives</li> <li>• What are the three duties? (Nam japna, Kirt Karna, Vand Chhakna)</li> <li>• What are the 5 vices Sikhs have to avoid? (Lust, greed, Attachment to things of this world, Anger, Pride)</li> </ul> <p style="text-align: center;"><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• What is the significance of Dharma in Hinduism?</li> <li>• Dharma as an important Hindu code of conduct guiding moral responsibilities. What is the role of Karma in Hinduism?</li> <li>• Karma as a system of cause and effect that influences life and future reincarnations. What is the importance of respect and non-violence for both Sikhism and Hinduism?</li> <li>• Ahimsa as a fundamental principle in Hindu code of conduct promoting nonviolence.</li> </ul> <p style="text-align: center;"><b>Buddhism:</b></p> <ul style="list-style-type: none"> <li>• What is the Eightfold Path?</li> <li>• What is the Dharma wheel in Buddhism and how does this link with the Eightfold Path?</li> <li>• What is the importance of meditation for Buddhists? (Practice this in class with music?)</li> </ul>

<p><b>Tier 2 Vocabulary</b>  Incarnation, Gospel, biography, the Trinity, Baptism, kenning poem</p>	<p><b>Tier 2 Vocabulary</b>  Worship, prayer, pilgrimage,</p> <p><b>Tier 3 Vocabulary</b>  Christianity  Church, Jerusalem, Lourdes, Bernadette.  Islam  Hajj, compulsory  Makkah  Hinduism  deities, Brahman, Mandir, Ganges, Shiva  Buddhism  enlightenment  Sikhism  Vand Chhakna, sewa, India, Punjab, Harmander, Sahib</p>	<p><b>Tier 2 Vocabulary</b>  Significant, event, celebrate, ceremony, tradition, culture,</p> <p><b>Tier 3 Vocabulary</b>  Birthday, wedding, Baptism, Bar Mitzva, Namkaran,</p>	<p><b>Tier 2 Vocabulary</b>  Salvation, Sanhedrin, disciples, the Christ,  Palm Sunday, Good Friday, Easter Saturday, Easter Sunday</p>	<p><b>Tier 2 Vocabulary</b>  vice, lust, greed, attachment to things of this world, anger, pride, karma</p> <p><b>Tier 3 Vocabulary</b>  Nam japna, Kirt Karna, Vand Chhakna, Dharma, reincarnation, ahimsa</p>	<p><b>Tier 2 Vocabulary</b>  suffering, meditation</p> <p><b>Tier 3 Vocabulary</b>  Commandments, Four Noble Truths, Eightfold Path, Dharma wheel</p>
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## Year 5 Overview

**Autumn 1**

Faith in Action - Charity

**Autumn 2**

Incarnation: Was Jesus the  
Messiah?

**Spring 1**

Rites of Passage

**Spring 2**

What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?)







**Summer 1**

Humanism: Creation and  
Science, conflicting or  
complimentary?

**Summer 2**

how can following God bring freedom  
and justice?

**Y5 Key Concepts**

<p align="center"><b>Autumn 1</b></p> 	<p align="center"><b>Autumn 2</b></p> 	<p align="center"><b>Spring 1</b></p> 	<p align="center"><b>Spring 2</b></p> 	<p align="center"><b>Summer 1</b></p> 	<p align="center"><b>Summer 2</b></p> 
<p align="center"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To know some of Jesus' teaching about putting Christian beliefs into action.</li> <li>To consider how this teaching might influence behaviour.</li> <li>To relate the idea of putting faith into action to the lives of Christian in the local community</li> <li>To learn about the commitments and acts of faith made by faith members from other faiths</li> <li>To investigate 'karma' and other faith teachings that say by doing good deeds a believer can be reborn to a better life</li> </ul> <p align="center"><b>MFU</b></p> <ol style="list-style-type: none"> <li>To know how Jesus' message of love is followed by Christians today</li> <li>To know how Jewish people live a life of Charity</li> <li>To know how followers of Islam live a life of Charity</li> <li>To know how followers of Hinduism live a life of Charity</li> <li>To understand that a lot of charitable organisations have religious roots</li> </ol>	<p align="center"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Definition of 'messiah', and understanding messianic expectations in Judaism</li> <li>Knowledge of specific Old Testament prophecies and their significance</li> <li>Understanding of Jesus' actions and teachings in the context of messianic claims</li> <li>Insights into various Christian interpretations of Jesus' messianic role</li> <li>Ability to articulate personal and observed community reflections on Jesus as the Messiah</li> </ul> <p align="center"><b>Christianity</b></p> <ol style="list-style-type: none"> <li>Understand and explain the concept of a messiah examine the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>To identify Gospel and prophecy texts, using technical terms.</li> <li>To explain connections between biblical texts, Incarnation and Messiah, using theological terms.</li> <li>To show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> <li>To comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> </ol>	<p align="center"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To understand what a rite of passage is.</li> <li>To understand what happens at a Baptism ceremony.</li> <li>To learn about Holy Communion.</li> <li>To understand what happens at a Bar Mitzvah and a Bat Mitzvah ceremony</li> <li>To understand the Hindu Sacred Thread ceremony (Upanayana)</li> </ul> <p align="center"><b>MFU</b></p> <ol style="list-style-type: none"> <li>To know that Christians are baptised</li> <li>To know that there are different branches of Christianity</li> <li>To know that Christians take communion</li> <li>To know the Jewish rites of passage and the different ways these are celebrated</li> <li>To know Islamic and Hindu rites of passage</li> </ol>	<p align="center"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> <li>To suggest meanings for resurrection accounts.</li> <li>To compare these ideas with ways in which Christians interpret these texts.</li> <li>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>To know how Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday</li> <li>To know how the Resurrection might help people respond to challenges and problems in the world today.</li> </ul> <p align="center"><b>Christianity</b></p> <ol style="list-style-type: none"> <li>To recognise similarities and differences between the Gospels</li> <li>To link Bible verse with artistic depictions of the Easter Story</li> <li>To annotate the hymn 'When I Survey the Wondrous Cross'</li> <li>To compare two different depictions of the Easter Story</li> <li>To outline the timeline of the 'big story' of the Bible</li> </ol>	<p align="center"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Outline the importance of Creation in the Bible and identify Genesis 1 as a specific type of text with a distinct purpose in Christian theology.</li> <li>Compare and contrast the scientific explanations of creation with the biblical narrative, highlighting different interpretations within the scientific community.</li> <li>Make clear connections between Genesis 1 and Christian beliefs about God as Creator, and explore why many Christians believe science and faith are complementary.</li> <li>Students will articulate their thoughts on the inspirational aspects of Genesis 1 and justify their responses.</li> <li>Develop a nuanced understanding of how different interpretations of Genesis 1 can either conflict with or complement scientific accounts of creation.</li> </ul> <p align="center"><b>Christianity &amp; Science/ Humanism</b></p> <ol style="list-style-type: none"> <li>To understand the Christian Creation story</li> <li>To understand that there are scientific theories about Creation</li> <li>To suggest what Genesis 1 might mean and show understanding of why many Christians find science and faith go together</li> <li>To identify key ideas arising from the study of Genesis 1 and comment on how far these are helpful or inspiring</li> <li>To weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account</li> </ol>	<p align="center"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>To make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</li> <li>To explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> <li>To identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</li> </ul> <p align="center"><b>Christianity</b></p> <ol style="list-style-type: none"> <li>To know that Hebrews were oppressed in Egypt</li> <li>To know that promises made by God helped the Hebrews keep their faith in Egypt.</li> <li>To discuss whether or not God's promises to the prophets were kept</li> <li>To discuss the question "How can following God bring freedom and justice?"</li> <li>To know that the 10 commandments given to the Hebrews still guide the lives of Christians today</li> </ol>

<p><b>Tier 2 Vocabulary</b> Faith, religion, commitment, vocation, charity, act of kindness,</p> <p><b>Tier 3 Vocabulary</b> Tzedakah, Torah, Mitzvot, karma,</p>	<p><b>Tier 2 Vocabulary</b> Saviour, rescuer,</p> <p><b>Tier 3 Vocabulary</b> Incarnation, Old Testament, New Testament, prophesy, Chosen One, Messiah,</p>	<p><b>Tier 2 Vocabulary</b> rite of passage, coming of age</p> <p><b>Tier 3 Vocabulary</b> Baptism, Denomination, branch, Christianity, Roman Catholic, Eastern Orthodox, Protestant, Communion, Judaism, Bar Mitzvah, Bat Mitzvah, Thread ceremony,</p>	<p><b>Tier 2 Vocabulary</b> Sacrifice, Resurrection, Salvation, Incarnation, hope,</p>	<p><b>Tier 2 Vocabulary</b> creation, cosmology, evolution, interpret, conflict, complementary, scientist, literal account,</p> <p><b>Tier 3 Vocabulary</b> God, universe,</p>	<p><b>Tier 2 Vocabulary</b> Freedom, justice, oppression/ oppressed, slavery, hope, faith, commandments, promise, covenant,</p> <p><b>Tier 3 Vocabulary</b> Hebrews, Pharaoh</p>
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## Year 6 Overview

**Autumn 1**

God: What does it mean if God is Holy and Loving?

**Autumn 2**

Humanism

**Spring 1**

Why is the Tora so important to Jewish people?

**Spring 2**

What do we value?

**Summer 1**

What does it mean to be a Muslim in Britain today?

**Summer 2**

What does it mean to be a Sikh / Hindu in Britain today?

## Y6 Key Concepts

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To identify some different types of biblical texts, using technical terms accurately.</li> <li>To explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>To make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li> <li>To show how Christians put their beliefs into practice in worship.</li> <li>To weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> </ul> <p style="text-align: center;"><b>Christianity</b></p> <ol style="list-style-type: none"> <li>To know what Psalms are</li> <li>To know that Isaiah was a prophet who spoke of God</li> <li>To know that John wrote letters to spread Jesus' teaching</li> <li>To know that Features of Churches reflect key beliefs of Christianity</li> <li>Different strands of Christianity: Roman Catholic, Orthodox, Protestant, (To understand that God is complex, and many Christians do not believe the same things about him).</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>To understand humanists beliefs including where humans come from and the qualities that make humans special.</li> <li>To understand the terms theism, atheism and agnosticism and relate these to Humanist beliefs.</li> <li>To learn about how Humanists view the world around them.</li> <li>To learn how Humanists decide what is right or wrong and decide on the best course of action in different situations.</li> <li>To learn about Humanists value life, and what they believe happens after death.</li> <li>To learn about the different ways that Humanists celebrate different life events such as marriage, a new child entering a family and funeral ceremonies for those who have died.</li> </ul> <p style="text-align: center;"><b>Humanism</b></p> <ol style="list-style-type: none"> <li>To understand that Humanists do not believe in any deities .</li> <li>To know what Humanists Value</li> <li>To know how humanists celebrate, and what this tells us about their values</li> <li>How can humanists live in a morally good life?</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>The concept of God being holy, just and merciful</li> <li>The Tora and the Talmud as sources of authority, the importance of reading the Tora out loud</li> <li>The Tora translations and interpretations</li> <li>Different strands of Judaism: Orthodox, Conservative, Reform</li> </ul> <p style="text-align: center;"><b>Judaism</b></p> <ol style="list-style-type: none"> <li>1. What text play an important role in faith for followers of Judaism?</li> <li>Why is the Tora so important to Jewish people?</li> <li>How were Jewish stories recorded?</li> <li>What are the different strands of Judaism: Orthodox, Conservative, Reform?</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Understand British values are the principles that help to shape our society. They include Democracy; The Rule of Law; Individual Liberty; Mutual Respect and Tolerance</li> <li>Understand that many values that come from different religions are similar to British values.</li> <li>Know that religions teach the importance of individual beliefs and the right to choose what to believe in. In Britain, you can follow any religion or none at all, which is a key part of individual liberty.</li> <li>Know that many religions promote respect for others, teaching that we should accept people from different backgrounds.</li> <li>Understanding how religious values connect with British values helps us to live happily and harmoniously together. It teaches us that even though we might believe in different things, we can still show respect and kindness to one another.</li> </ul> <p style="text-align: center;"><b>MFU</b></p> <p>What are British Values? How Does Religion Connect to British Values? Individual Liberty and Freedom of Belief Mutual Respect and Tolerance</p> <p>Why Is This Important?</p>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <ul style="list-style-type: none"> <li>Know that Muslims in Britain have a unique identity that blends their faith with British culture.</li> <li>Know that Muslims contribute greatly to various fields in Britain, such as medicine, sports, and the arts.</li> <li>Know that Mosques serve as community centres where Muslims gather for worship, education, and social events.</li> <li>Diversity within the Muslim community: Know that beyond their holidays, Muslims have various family traditions and celebrations that enrich their cultural identity. Different families celebrate occasions like Eid, as well as lesser-known traditions.</li> <li>Understand the importance of respect and understanding in a multicultural society</li> </ul> <p style="text-align: center;"><b>Islam</b></p> <ol style="list-style-type: none"> <li>Identity and Belonging</li> <li>Contributions to Society</li> <li>Community Engagement</li> <li>Diversity within the Muslim community: Celebrations and Traditions</li> <li>Promoting Understanding and Respect</li> </ol>	<p style="text-align: center;"><b>Substantive knowledge</b></p> <p style="text-align: center;"><b>Sikh</b></p> <ul style="list-style-type: none"> <li>Understand what being a Sikh in Britain today means, including the challenges and experiences faced.</li> <li>Understand how Sikh values align with British values and contribute to society.</li> <li>Learn about how Sikh celebrations contribute to the cultural diversity of Britain.</li> </ul> <ol style="list-style-type: none"> <li>Sikh Identity in Britain</li> <li>The Role of Sikh Values in British Society</li> <li>Celebrating Diversity through Sikh Traditions</li> </ol> <p style="text-align: center;"><b>Hindu</b></p> <ul style="list-style-type: none"> <li>Understand the daily life and experiences of Hindus living in Britain today, highlighting the blend of cultural practices.</li> <li>Understand how Hindu values such as respect, community service, and tolerance contribute to British values.</li> <li>Learn about major Hindu festivals and how they are celebrated in Britain, showcasing the contributions of Hindu culture to the UK's diversity.</li> </ul> <ol style="list-style-type: none"> <li>Hindu Identity in Britain</li> <li>The Role of Hindu Values in British Society</li> <li>Celebrating Diversity through Hindu Traditions</li> </ol>

<p><b>Tier 2 Vocabulary</b> pure, holy, omnipotent, omniscient, eternal, sin, injustice, grace,</p> <p><b>Tier 3 Vocabulary</b> God, Roman Catholic, Orthodox, Protestant</p>	<p><b>Tier 2 Vocabulary</b> values, rules</p> <p><b>Tier 3 Vocabulary</b> Humanism, Humanist, Agnostic, Atheist,</p>	<p><b>Tier 2 Vocabulary</b> merciful,</p> <p><b>Tier 3 Vocabulary</b> Judaism, Tora, Tanakh, Talmud, Moses, Abraham, Mitzva, Orthodox, Conservative, Reform,</p>	<p><b>Tier 2 Vocabulary</b> Democracy, the rule of law, individual liberty, mutual respect and tolerance, morality, freedom of belief, values,</p>	<p><b>Tier 3 Vocabulary</b> faith, values, tradition, diversity,</p> <p><b>Tier 3 Vocabulary</b> Islam, Muslim, Masque, Eid,</p>	<p><b>Tier 2 Vocabulary</b> identity, community, tradition, beliefs, religion, diversity, service, equality, honesty, respect, unity, celebration, festival, spirituality, community service, tolerance, harmony</p> <p><b>Tier 3 Vocabulary</b> Sikhism, Sikh, Gurpurab, langar, Hinduism, Hindu, Diwali, Holi</p>
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