

# Religious Education Policy 2026-2027

## Gwladys Street CP & Nursery School



Approved by:

Date: June 2026

Last reviewed  
on:

Jun 2025

Next review  
due by:

June 2029

## **Religious Education in Gwladys Street Primary and Nursery School: Mission Statement for RE**

At Gwladys Street, we believe that RE both supports and strengthens what we aim to do in every aspect of school life. The value which we place on the development of the whole child; spiritually, morally, socially, culturally, and intellectually, is reflected in the RE curriculum. We provide children opportunities to learn about, and from, major world religions and non-religious world views, and to reflect on their beliefs and practices. We encourage children to make links between the faiths, while respecting and appreciating the diverse nature of the world that we live in. We aim to help the children to gain a better understanding of themselves and others, to think critically, and have confidence in expressing their thoughts and ideas.

### **Teaching and Learning**

At Gwladys Street Primary and Nursery School, Religious Education is delivered through engaging, inclusive, and high-quality teaching. RE contributes significantly to the development of the whole child—spiritually, morally, socially, culturally and intellectually.

Teaching is rooted in enquiry, encouraging pupils to explore “big questions”, think critically, and develop confidence in expressing their ideas. A wide range of strategies are used to engage pupils, including storytelling, discussion, debate, role play, and creative outcomes. High-quality resources such as artefacts, high-quality texts, images, and digital media are used to deepen understanding and bring learning to life. Opportunities for first-hand experiences, including visitors and visits to places of worship, further enrich learning.

Teaching is inclusive and adaptive. Pupils with SEND are supported through scaffolding, pre-teaching of vocabulary, visual supports, and adapted tasks to ensure full access to the curriculum. More-able pupils are challenged through higher-order questioning, extended reasoning, comparison across religions, and opportunities for independent enquiry.

Teachers foster a safe, respectful environment where all pupils feel valued and confident to contribute. This supports pupils in developing independence, self-confidence, and respect for others—key elements of the school's GOALS ethos.

### **Assessment and Recording**

Assessment in RE is purposeful, ongoing, and aligned with the school's commitment to high standards and pupil progress. Knowledge organisers are used for each unit to support pupils in embedding key vocabulary, concepts, and knowledge. These are revisited regularly to strengthen recall and support long-term learning.

A range of assessment strategies are used to provide a well-rounded picture of pupil understanding, including:

- Marking of written and creative work in line with the school's feedback policy
- Observations of pupil discussions and verbal contributions
- End-of-unit quizzes to assess knowledge retention.
- Retrieval practice activities to support long-term memory.

Assessment outcomes are recorded using the school's tracking systems to monitor attainment and progress. This enables teachers and leaders to identify strengths, address gaps, and ensure all pupils—including vulnerable groups—are supported to achieve their full potential.

## **Roles and Responsibilities**

The RE subject leader plays a key role in driving high standards and ensuring consistency across the school. Their responsibilities include:

- Monitoring the quality of teaching and learning through lesson observations, book monitoring and pupil voice
- Supporting staff with planning, subject knowledge, and access to high-quality resources
- Analysing assessment data to evaluate progress and inform next steps.
- Ensuring the RE curriculum is implemented effectively and reflects statutory requirements.
- Keeping up to date with local and national developments in RE
- Promoting RE as a subject that contributes to pupils' personal development and understanding of the wider world.

Class teachers are responsible for delivering high-quality RE lessons, assessing pupil progress, and maintaining an inclusive, respectful classroom environment in line with the school's values.

## **Cross-Curricular Links**

Religious Education makes a strong contribution to the wider curriculum and supports pupils in becoming articulate, reflective and respectful individuals.

**Literacy:** RE supports the development of reading, writing, speaking and listening skills. Pupils engage with a range of texts, develop subject-specific vocabulary, and express their ideas through discussion and extended writing.

**Oracy:** RE provides rich opportunities for pupils to develop oracy skills through structured discussion, debate, questioning, and reflection. Pupils are encouraged to articulate their thoughts clearly, justify their opinions, listen actively, and respond respectfully to others. This supports confidence, communication skills, and critical thinking.

**PSHE:** RE contributes to pupils' understanding of identity, relationships, values, and moral decision-making, supporting their personal development and wellbeing.

**British Values:** RE promotes mutual respect and tolerance of different faiths and beliefs. It supports pupils in understanding democracy, individual liberty, and the rule of law, preparing them for life in modern Britain.

**Humanities:** Explicit links are made between History, Geography, Music and Art, enabling pupils to understand religion within cultural, historical, and global contexts.

## Health and Safety

The school is committed to ensuring the safety and wellbeing of all pupils during RE activities, including enrichment opportunities.

Risk assessments are carried out in accordance with school policy for all visits and activities identified within the enrichment map, including visits to places of worship. These assessments consider travel arrangements, safeguarding, behaviour expectations, and individual pupil needs.

Pupils are prepared appropriately for visits, including guidance on respectful behaviour in religious settings. All activities are planned and delivered to ensure a safe, inclusive, and positive learning experience for every child.

## Impact

The impact of Religious Education at Gwladys Street Primary and Nursery School is evident in the development of well-rounded pupils who are knowledgeable, reflective, and respectful of others. Through a carefully planned and sequenced curriculum, pupils build secure knowledge and understanding of a range of religions and worldviews, while also developing the ability to reflect on their own beliefs and values.

Pupils demonstrate:

- A growing knowledge of key religious concepts, beliefs, practices, and vocabulary
- The ability to make connections within and between religions and worldviews.
- Confidence in expressing their ideas, asking questions, and engaging in thoughtful discussion.
- Respect and tolerance for different beliefs, cultures, and traditions.
- An understanding of how religious and non-religious beliefs influence individuals, communities, and society

RE contributes significantly to pupils' **spiritual, moral, social and cultural (SMSC) development** and supports the promotion of **British Values**, preparing pupils for life in a diverse modern society.

Pupils develop strong **oracy skills**, enabling them to articulate their thoughts clearly, listen to others respectfully, and engage in reasoned debate. This supports their confidence, independence, and ability to think critically. Assessment information shows that pupils make good progress from their starting points, including those with SEND and those who are more able. Pupils are able to recall prior learning, apply knowledge in new contexts, and demonstrate increasing depth of understanding as they move through the school. Monitoring by the subject leader ensures that the quality of teaching and learning in RE is consistently high, and that the curriculum continues to provide meaningful opportunities that support pupils in becoming thoughtful, informed, and respectful members of society.

## **Curriculum Intent: The Three Types of Knowledge**

In line with the current Ofsted Education Inspection Framework, our RE curriculum is intentionally designed around three distinct but interconnected forms of knowledge, ensuring pupils develop a deep, coherent understanding of religion and worldviews:

**Substantive Knowledge:** Pupils learn explicit, accurately sequenced facts, concepts, and narratives about different religious and non-religious worldviews. This includes exploring sacred texts, artifacts, vocabulary, and diverse expressions of faith globally and within modern Britain.

**Ways of Knowing (Disciplinary Knowledge):** Pupils learn how to study religion. They are taught to think like historians, geographers, and philosophers—learning to analyse data, interpret sacred texts responsibly, interrogate sources and understand the methods used to map religious landscapes.

**Personal Knowledge:** Moving away from superficial reflection, we provide structured opportunities for pupils to evaluate their own growing worldviews, presuppositions, and values in a respectful conversation with the substantive knowledge they encounter.

## **Religious Education Syllabus**

RE provision and Gwladys Street is intended to allow pupils to explore themes and concepts within religion and to ask and find answers to questions. We are lucky to have children who represent a wide range of faith communities in our school which helps to bring religious education to life in the classroom. The RE syllabus at Gwladys Street is designed to be both reflective and inclusive, allowing children to build on their knowledge and understanding as they move through the school.

## **Statutory Framework and Curriculum Implementation**

As a community primary school, Gwladys Street CP and Nursery School deliver Religious Education in accordance with the legal requirements of the Liverpool Locally Agreed Syllabus.

To achieve the high-reaching ambitions of the Agreed Syllabus, we utilize two highly structured schemes:

**EYFS & Key Stage 1:** We utilize the Kapow curriculum for Religion and Worldviews. This introduces foundational theological concepts, celebrations, and vocabulary while mirroring our wider foundation curriculum layout.

**Key Stage 2:** We utilize the Opening Worlds curriculum. This highly demanding, humanities-driven program intricately links RE with History and Geography. It builds a rigorous schema of chronological and cultural knowledge, tracking the development of global faiths across time.

The Subject Leader ensures a seamless conceptual bridge between Key Stage 1 and Key Stage 2 so that key substantive ideas (such as sacred spaces, prophecy, and community) are built upon sequentially without unnecessary duplication.

### **Collective Worship**

One Singing and Religion assembly takes place each week in both Key Stage 2 and Key stage 1. The content is based on the interfaith calendar and seeks to give children an understanding of important celebrations belonging to a wide range of religious and non-religious beliefs, as well as the traditions and stories associated with them. Mr Stephen Baker visits several times a term, depending on his availability, and his assemblies focus on songs and stories from the Bible. Provision is made for children to be withdrawn from collective worship when parents have so requested.

### **Additional information for parents**

We seek to keep our parents informed of all the teaching that takes place within our school. We understand that some parents may have concerns about religious education, and we encourage these parents to share their concerns. An overview of our syllabus is available below for your information. We wish to encourage every child to take part in RE, however, parents do have the right to withdraw their child from this teaching. If this is the case, we ask that the parents send a letter to the school (addressed to the Headteacher) requesting that their child is withdrawn from the lessons and stating their reasons for this. On receiving this information, the Headteacher will respond in writing and that child will be given an alternative activity during RE lessons in another classroom (this could be in another part of the school) and will not be taken to places of worship. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

## Curriculum Planning

### EYFS

| EYFS1                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Special Times                                                                                                                                                                                                                                                                                                                                                                                                           | Special Books and Stories                                                                                                                                                                                                                                                                                                                                                                               | The Natural World                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>Child led learning as opportunities arise e.g. the birth of a new baby, weddings or the death of a pet.</li> <li>Topical, local events such as celebrations and festivals: Diwali, Christmas, Hanukkah, Easter, Holi.</li> <li>Role-play, dressing up, making and eating festival food.</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Listen to and discuss religious and secular stories and explore themes such as goodness and new beginnings.</li> <li>Introduce religious books. Why are they special?</li> <li>Talk about the ways that people behave and ask questions.</li> <li>Speaking and listening, role play, creative art.</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Explore nature.</li> <li>Plant seeds for flowers and vegetables, take care of them, observe growth then harvest.</li> <li>Observe and learn about the seasons, and the changes that take place.</li> <li>Observation, discussion, creative art.</li> </ul>                                                                                                                                             |
| EYFS2                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Which times are special and why?                                                                                                                                                                                                                                                                                                                                                                                        | Which places are special and why?                                                                                                                                                                                                                                                                                                                                                                       | Which stories are special and why?                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>talk about children's own experiences of special occasions and how they made them feel: birthdays, holidays, weddings.</li> <li>Learn about key celebrations throughout the year, and why they are important to believers.</li> <li>recall simple stories connected with Christmas, Easter and Diwali</li> <li>Talk about similarities and differences in traditions.</li> </ul> | <ul style="list-style-type: none"> <li>talk about somewhere that is special to each of us saying why</li> <li>Recognise that many religious people have places which have special meaning for them</li> <li>identify some significant features of sacred places</li> <li>recognise some places of worship: church, mosque</li> <li>get to know and use appropriate words to talk about their</li> </ul> | <ul style="list-style-type: none"> <li>Read a range of age-appropriate stories from Islam, Hinduism and Christianity.</li> <li>recognise some religious words e.g. God, prophet, good and bad, creation.</li> <li>Discuss how the stories make them feel and what they have learned from them: keeping promises, thinking of others, saying thank you and looking after one another.</li> <li>identify sacred texts: Bible, Qur'an</li> </ul> |

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|  | thoughts and feelings when visiting a church. |  |
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## KS1

| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>How did the world begin?</b> <ul style="list-style-type: none"> <li>Identify things which are natural and man-made and discuss ideas about how natural things were created.</li> <li>Retell and compare the Jewish and Christian creation story with that of Hindus.</li> <li>Describe what people might think about God.</li> <li>Understand humanist ideas on how the world began (Big Bang theory) <ul style="list-style-type: none"> <li>Share ideas about how they think the world began through art.</li> </ul> </li> </ul>                                     | <b>What do some people believe God looks like?</b> <ul style="list-style-type: none"> <li>Explain how some Muslim people express their ideas about God.</li> <li>Recognise some of the different forms of God in the Hindu faith.</li> <li>Explain the significance of the Christmas story for Christians and how it is celebrated.</li> <li>Compare the ways that God is represented in different religions, and be familiar with some of the different names used for God.</li> </ul>                              |
| Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>What is God's job?</b> <ul style="list-style-type: none"> <li>Explore some of the 99 names of Allah to understand Muslim beliefs about what God does.</li> <li>Learn how the story of Abraham shows Jewish people about their special relationship with God.</li> <li>Find out what some Jewish scriptures teach about God (quotes from the Tenak)</li> <li>Understand the Christian belief that God performed miracles (the calming of the storm)</li> <li>Revisit the Hindu creation story and understand the different roles God takes in the Trimurti.</li> </ul> | <b>Why should we care for the world?</b> <ul style="list-style-type: none"> <li>Consider differences between animals and humans and discuss why humans were created last in the Jewish and Christian creation story.</li> <li>Explore what two Muslim stories (Muhammad and the ants, Muhammad and the crying camel) teach about looking after the world.</li> <li>Learn about the Hindu belief in ahimsa (not harming living things)</li> <li>Draw links with Humanist views of looking after the world.</li> </ul> |
| Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>How do we know that babies are special?</b> <ul style="list-style-type: none"> <li>Consider why and how births are celebrated and new babies considered special.</li> <li>Understand why and how</li> </ul>                                                                                                                                                                                                                                                                                                                                                           | <b>Why should we care for others?</b> <ul style="list-style-type: none"> <li>Explore Christian teachings about caring through stories about Jesus (The Good Samaritan, Jesus heals a blind man.)</li> </ul>                                                                                                                                                                                                                                                                                                          |

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| <p>Muslims welcome new babies with the Adhan and Aqidah.</p> <ul style="list-style-type: none"> <li>• Describe and compare the Hindu practice of Jat akarma.</li> <li>• Explore symbols and the promises are made during Christian Baptism.</li> <li>• Learn about how different people choose baby names according to their worldview.</li> <li>• Compare Humanist and Hindu (Nama Karana) naming ceremonies.</li> </ul> | <ul style="list-style-type: none"> <li>• Learn about the three forms of Sewa (service) in the Sikh world view.</li> <li>• Understand the Muslim practice of Zakat, which is one of the Five Pillars of Islam.</li> <li>• Make links between the Jewish practice of Tzedakah and other religions.</li> <li>• Explore Humanist beliefs about the importance of caring for others.</li> <li>• Look at modern examples of individuals using their skills to help others.</li> </ul> |
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| Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Why do we need to give thanks?</b></p> <ul style="list-style-type: none"> <li>• Share own experiences of giving thanks and recognise why it is important.</li> <li>• Learn about different harvest celebrations around the world.</li> <li>• Explore Christian and Hindu stories about being grateful to God (The feeding of the Five Thousand and The Devotion of Surdas.)</li> <li>• Learn about how Hindus give thanks through Puja.</li> <li>• Compare Christian and Hindu practices of Giving thanks.</li> </ul> | <p><b>Why is light important to people?</b></p> <ul style="list-style-type: none"> <li>• Explore the themes of light and dark through feelings.</li> <li>• Explain why lights are important in the Hindu story of Rama and Sita.</li> <li>• Explain what each item used in the Christian Advent wreath symbolises.</li> <li>• Learn about the story of Hanukkah and why it is important to Jewish people.</li> <li>• Make connections between the ways candles are used in Diwali, Hanukkah and Advent.</li> <li>• Understand why different people around the world use light in celebrations.</li> </ul> |

| Spring 1                                                                                                                                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                                                                                                           |
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| <p><b>How do we know some people feel a special connection to God?</b></p> <ul style="list-style-type: none"> <li>• Explain how the Christmas story shows that Jesus is important to Christians.</li> <li>• Make comparisons to the Sikh story of Guru Nanak's birth.</li> <li>• Explore how some stories show beliefs about special people:</li> </ul> | <p><b>What is a prophet?</b></p> <ul style="list-style-type: none"> <li>• Reflect on children's experience and understanding of messengers considering why they are important.</li> <li>• Compare the feelings and reactions of Jonah and Muhammad on being given special roles by God.</li> </ul> |

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| <ul style="list-style-type: none"> <li>- Guru Nanak and the Cobra</li> <li>- Daniel and the Lions</li> <li>- Krishna and the Fruit Sellers</li> <li>- The Angel Gibril Visits Muhammad</li> <li>- Jesus Heals a Sick Man</li> </ul>                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Compare the promises made by God to two different people in the Torah (Abraham and the Three Visitors and Moses and the Parting of the Red Sea)</li> <li>• Learn how the story of Prophet Muhammad and the Night journey and the words of the Shahada show that Muslims believe that he was the final prophet.</li> <li>• Recognise how miracle stories show how special Jesus is to some people. (The Calming of the Seas and the Story of Zacchaeus)</li> <li>• Make links to the story of The First Guru (messages from God, going on a journey)</li> </ul> |
| <p><b>Summer 1</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Summer 2</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>How do some people talk to God?</b></p> <ul style="list-style-type: none"> <li>• Consider the reasons why people might want to talk to God (saying sorry, giving thanks, asking for help)</li> <li>• Learn about Muslim preparation for prayer (Wudu) and how they use their bodies in prayer.</li> <li>• Compare the special objects and clothing used in different religions.</li> <li>• Learn about different religious texts and how they are used.</li> </ul> | <p><b>Where do some people talk to God?</b></p> <ul style="list-style-type: none"> <li>• Learn what the features of a mosque signify, and how it is used.</li> <li>• Compare the features of Orthodox Christian and other churches and what they show about the beliefs of people who worship there.</li> <li>• Identify the features of a synagogue that help people to pray.</li> <li>• Look at the features of a Gurdwara and recognise the importance of community to Sikh people.</li> </ul>                                                                                                       |

## KS2

| Year 3                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                |
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| Autumn 1                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                                       |
| <p><b>Hinduism 1: A Hindu story: Rama and Sita</b></p> <ul style="list-style-type: none"> <li>• Ancient stories. The Ramayana and context</li> <li>• The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon</li> </ul> | <p><b>Hinduism 2: More Hindu stories</b></p> <ul style="list-style-type: none"> <li>• Vishnu and his avatars – story of Manu and Matsya the fish</li> <li>• Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story).</li> </ul> |

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| <p>Ravana, triumphant return, lighting the way with lights)</p> <ul style="list-style-type: none"> <li>• First reference to Vishnu</li> <li>• The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light.</li> <li>• What does the story of Rama and Sita mean to Hindu peoples?</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Ancient texts in Hinduism, including epics (revisit Ramayana)</li> <li>• Vishnu's symbols</li> <li>• Origins of Hinduism in Indus Valley/Hinduism as a sacred religion</li> <li>• Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita</li> <li>• What do Hindus learn from Vishnu's stories and symbols?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Spring 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Spring 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Hinduism 3: Even more Hindu stories</b></p> <ul style="list-style-type: none"> <li>• Ganesha stories and their meanings</li> <li>• Parvati and Shiva - family in Mount Kailash</li> <li>• The festival of Tej - women in Hinduism</li> <li>• Puja ceremony</li> <li>• Puja in Hindu stories</li> <li>• Listening to Hindu people talk about their beliefs and practices</li> <li>• Optional visit to Hindu temple and/or people</li> <li>• How do Hindus show their devotion?</li> </ul> | <p><b>Judaism 1 - Abraham, Isaac and Jacob</b></p> <ul style="list-style-type: none"> <li>• How have stories from the Hebrew Bible shaped Judaism?</li> <li>• How did the Jews explain what they saw and experienced?</li> <li>• Introducing stories from the Hebrew Bible.</li> <li>• Abraham and Sarah and the concept of the Promised Land, Isaac and Rebecca, Jacob and Rachel</li> <li>• Contexts relating to land, kinship, war.</li> <li>• Links with history: ancient civilisations of the Middle East provide place and cultural context that helps these stories make sense (e.g. Egypt, Mesopotamia). These stories in turn reinforce knowledge of geography and history of early civilisations.</li> <li>• Why is the Promised Land so important in Judaism?</li> </ul> |
| <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Summer 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Judaism 2 - Joseph, Moses and the Exodus</b></p> <ul style="list-style-type: none"> <li>• Include the following stories from the Hebrew bible:</li> <li>• Joseph in Egypt</li> <li>• Moses, Passover and the Exodus</li> <li>• Mount Sinai and 10 commandments</li> <li>• Promised Land</li> </ul>                                                                                                                                                                                       | <p><b>Judaism 3 – The Kings, the temple and living as a Jew.</b></p> <ul style="list-style-type: none"> <li>• David and Goliath and King David</li> <li>• Solomon and the building of the Temple in Jerusalem</li> <li>• Babylonian stories: captivity and destruction of the Temple, e.g. Daniel in the lions' den, King Nebuchadnezzar,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| <ul style="list-style-type: none"> <li>• Contexts relating to land, kinship, slavery, laws. Everyday problems of justice arising from these.</li> <li>• Why do Jews celebrate the festival of Passover?</li> </ul> | <ul style="list-style-type: none"> <li>• Jews return to Promised Land (link to Persian king Cyrus from Y3 History)</li> </ul> |
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| Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Christianity 1 – The family of Jesus</b> <ul style="list-style-type: none"> <li>• The Roman province of Judea in first century BC.</li> <li>• New Testament stories: Jesus's family origins, focus on New Testament stories that link with the Old Testament and Judaism and concept of Messiah ('the Christ')</li> <li>• Symbolic, cultural and religious importance of Temple in Jerusalem in 1st century Judaism (link to Summer 2 Religion) Joseph – a carpenter from the line of Jewish kings (David theme)</li> <li>• Mary and the Angel Gabriel (the Annunciation).</li> <li>• Mary and the visit to Elizabeth (the Visitation).</li> <li>• Why are these stories important to Christians?</li> <li>• Strong emphasis on diverse cultural depictions of Jesus in art. e.g. Ethiopian, Cameroonian, Chinese, Indian as well as European depictions.</li> <li>• Why is the idea of 'Messiah' so important to Christians?</li> </ul> | <b>Christianity 2 – The birth of Jesus</b> <ul style="list-style-type: none"> <li>• New Testament stories: birth of Jesus (Matthew and Luke's Gospels)</li> <li>• The nativity story</li> <li>• The shepherds' story</li> <li>• The Wise Men (the Epiphany)</li> <li>• Herod and the killing of the infants</li> <li>• Why are these stories important to Christians?</li> <li>• How have Christians shown their importance in their drama, art and music?</li> <li>• How do Christians express their beliefs about Jesus at Christmas time?</li> </ul> |
| Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Christianity 3 – The life and teachings of Jesus</b> <ul style="list-style-type: none"> <li>• New Testament stories: life of Jesus and its meaning for Christians</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Christianity 4 – The death and resurrection of Jesus • New Testament stories:</b> <ul style="list-style-type: none"> <li>• Jesus rides into Jerusalem (Palm Sunday),</li> <li>• Jesus turning over the money changers' tables in the Temple,</li> </ul>                                                                                                                                                                                                                                                                                              |

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| <ul style="list-style-type: none"> <li>• Jesus in the Temple</li> <li>• Jesus is baptised and tempted</li> <li>• Disciples and Sermon on the Mount</li> <li>• Miracles of Jesus</li> <li>• Parables of Jesus</li> <li>• Transfiguration of Jesus</li> <li>• Why are these stories important to Christians?</li> <li>• How have Christians shown their importance in their drama, art and music?</li> <li>• How does the life and teaching of Jesus affect the way in which Christians live?</li> </ul>                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Last Supper (Maundy Thursday),</li> <li>• Crucifixion &amp; Christian understanding of sacrifice (Good Friday),</li> <li>• The Resurrection (Easter Day).</li> <li>• *Link back to Exodus and the sacrifice of the Passover lamb, but keep distinction between Jewish and Christian interpretations.</li> <li>• Why are these stories important to Christians?</li> <li>• What do the death and resurrection of Jesus mean in Christian traditions?</li> </ul> |
| <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Summer 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Christianity 5 – The message of Jesus spreads</b> <ul style="list-style-type: none"> <li>• Stories from Acts of the Apostles and Paul's epistles:</li> <li>• The Ascension of Jesus and the apostles</li> <li>• The Day of Pentecost</li> <li>• Paul's conversion and missionary journeys</li> <li>• Gentile Christians, the Council of Jerusalem and the ethnic diversity of the early Church</li> <li>• Letters of Paul</li> <li>• Spread of Christianity across the Mediterranean, into Africa (links with history and empire of Aksum) and Syria into the Greek world.</li> <li>• Early Christian Church including beliefs, worship and practices.</li> <li>• How did Christianity develop in the early Church and how do we know?</li> </ul> | <b>Islam 1 - Ramadan</b> <ul style="list-style-type: none"> <li>• Muhammad's teachings about Sawm and Ramadan</li> <li>• Ramadan and the Muslim calendar</li> <li>• The meaning and experience of Ramadan to two Muslims living in Britain today –from Turkish and Bangladeshi traditions</li> <li>• The festival of Eid ul Fitr – origins, meaning and practices today within differing Muslim traditions</li> <li>• What does Ramadan mean to Muslims today, and how do we know?</li> </ul>           |
| <b>Year 5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Autumn 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Autumn 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Islam 2 –The stories of the Prophets</b> <ul style="list-style-type: none"> <li>• Depth focus: What do Muslims learn from their stories?</li> <li>• Stories from the Qur'an and Muslim tradition, including stories of the</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Islam 3 – Living Muslim traditions.</b> <ul style="list-style-type: none"> <li>• What lies behind the traditions of hajj?</li> <li>• Living as a Muslim in contrasting traditions</li> <li>• The Five pillars of Islam (Sunni)</li> </ul>                                                                                                                                                                                                                                                            |

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| <p>prophets: Adam, Nuh, Ibrahim, Musa, Suleyman and Dawud</p> <ul style="list-style-type: none"> <li>• The Valley of the Ants</li> <li>• What can Muslims learn from these stories, both in the past and today.</li> <li>• Where can these stories be found and how they have been passed on?</li> <li>• Continuities and contrasts in stories within different faiths in the Abrahamic tradition</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• The ten obligatory acts (Shia)</li> <li>• Living as a Muslim in places beyond Britain</li> <li>• Salah</li> <li>• Hajj and its relationship with stories from the prophets learned in Islam 2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Spring 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Spring 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Christianity 6 – Living Christian traditions</b></p> <ul style="list-style-type: none"> <li>• How are Christian traditions around the world similar and different? • Christianity around the world: Britain, Orthodox Christianity (link with work on Byzantine Empire, Constantinople in history), Christianity in South America (links to The Amazon in Year 5 geography).</li> <li>• The evolution of Christianity within Muslim worlds</li> <li>• Visits to churches: What to look for and what do these features tell us?</li> <li>• Interviews with Christians from various traditions (Anglican, Baptist, Pentecostal, Catholic, Orthodox)</li> <li>• How do art, architecture and music in various cities, towns and villages in Britain reflect the experiences, quests and challenges of these diverse traditions?</li> </ul> | <p><b>Visiting Two places of Christian worship</b></p> <p>In preparation, re-read the first five units of Year 4 Religion which focus on Christianity as well as the Christianity 6 unit which pupils study in Year 5:</p> <ol style="list-style-type: none"> <li>1. The family of Jesus –prophecies of a Messiah, the Davidic line of Mary and Joseph, the Annunciation</li> <li>2. The birth of Jesus – his birth in Bethlehem, the shepherds, wise men, Herod's attempt to kill the child</li> <li>3. The life and teaching of Jesus – calling of the disciples, parables, Sermon on the Mount</li> <li>4. The death and resurrection of Jesus – Palm Sunday, Last Supper, trial, crucifixion, burial, resurrection</li> <li>5. The message of Jesus spreads – the ascension of Jesus, Pentecost, Paul and Peter spread the Gospel</li> <li>6. Living Christian traditions – how Christians today put their faith into practice.</li> </ol> |
| <b>Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Summer 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Buddhism 1 – The prince who became the Buddha.</b></p> <ul style="list-style-type: none"> <li>• Geographical and historical setting</li> </ul> <p>Including the story of Siddhartha Gautama</p> <ul style="list-style-type: none"> <li>• The three great sights: illness, old age, death.</li> <li>• Suffering and human desire</li> <li>• Enlightenment</li> <li>• The never-ending cycle of samsara</li> <li>• Links to ancient civilisations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Buddhism 2 – Buddhist stories and traditions</b></p> <ul style="list-style-type: none"> <li>• Stories of the spread of Buddhism</li> </ul> <ul style="list-style-type: none"> <li>• More Buddhist stories including:</li> <li>• Kisa and the mustard seeds</li> <li>• Angulimala</li> <li>• The monkey king</li> <li>• Buddhist teaching about the Four Noble Truths, karma and the Eightfold Path</li> <li>• Buddhist practices including meditation, Tibetan, prayer flags</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  | <ul style="list-style-type: none"> <li>• Similarities and differences between Buddhist and Hindu attitudes towards dharma, samsara, reincarnation (Year 3 religion)</li> <li>• Buddhism today in the UK, India, Tibet.</li> <li>• What do Buddhist stories teach Buddhists about enlightenment?</li> </ul> |
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| Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Sikhism 1 – The teaching of the gurus</b> <ul style="list-style-type: none"> <li>• Key events in the life of Guru Nanak: birth, childhood, his profound experience, his four udasis (journeys), death</li> <li>• The story of Nanak and the cobra</li> <li>• Connections between Guru Nanak and Hinduism (Year 3 religion), Islam (Years 4 and 5 religion) and Buddhism (Year 5 religion)</li> <li>• The importance of eating together: langar</li> <li>• The ten human gurus</li> <li>• The making of the Khalsa and Guru Gobind Singh</li> <li>• The Guru Granth Sahib: the eternal living guru</li> <li>• Sikh stories including the milk and the blood from the chapatis</li> <li>• Sikhism today including London</li> <li>• What do Sikhs learn from the Gurus?</li> </ul> | <b>Sikhism 2 - Living Sikh Traditions</b> <ul style="list-style-type: none"> <li>• Sikhism in practice (referred to as Sikhi by Sikhs)</li> <li>• Modern day Khalsa, including the five Ks, as well as amrit Dhari, kesa Dhari, and seha Dhari</li> <li>• The gurdwara</li> <li>• A typical langar meal in a gurdwara</li> <li>• The importance of seva (service) in Sikhi</li> <li>• Amritsar</li> <li>• The festival of Vaisakhi</li> <li>• Sikh identity in modern Britain</li> </ul> |
| Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Holy spaces and places (School designed unit)</b> <ul style="list-style-type: none"> <li>• Children will conduct a study of a religious site.</li> <li>• Enrich and consolidate understanding one of the world religions already studied.</li> <li>• Deepen understanding of the idea of a sacred space.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Stories which point to truth</b> <ul style="list-style-type: none"> <li>• Aesop's Fables</li> <li>• A variety of ancient fables to read with the class from sixth century Greece</li> <li>• Fiction that points to truth</li> <li>• Creation stories from around the world</li> </ul>                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>• Develop understanding of the nature of a worshipping community.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                         |
| <b>Summer</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Summer 2</b>                                                                                                                                                                                                                                                         |
| <b>Reason and Revelation</b> <ul style="list-style-type: none"> <li>• Examine questions raised by philosophers: <ul style="list-style-type: none"> <li>- How can I live a good life?</li> <li>- What is good?</li> <li>- What happened before birth?</li> <li>- What different kinds of arguments exist for a god or higher power?</li> <li>- Why do these differ?</li> <li>- Why are human beings interested in what will happen after death?</li> <li>- What questions have people asked about what we can and cannot know?</li> </ul> </li> </ul> | <b>Student-led philosophical or historical enquiry</b> <ul style="list-style-type: none"> <li>• Children to direct their own learning on a question of their choice either individually or in collaboration with others to support transition to Key stage 3</li> </ul> |