

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|---|-------------|---|-----------------------------|
| <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; | same | Things that people or objects have in common | festival | A special time of year | PSHE No Outsiders |
| | different | Things that people or objects do not have in common | celebration | A happy time to celebrate something special that is happening | |

| Preparing for... | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|-----------------------------|--|---|
| 1. Christmas (Christianity) | Children will learn the story of the first Christmas- the birth of Jesus in a stable and its revelation to the shepherd and wise men. Children will take part in a nativity play tells the story of the first Christmas. | To understand that people are different from each other. |
| 2. Diwali | Children will learn about the story of Diwali- Rama and Sita being sent into exile and returning after defeating Ravana, and how it is celebrated in Leicester. | To understand that there are special times of the year |
| 3. Eid | Children will learn how Eid is celebrated by Muslims in Leicester | To understand that we show respect for others and celebrate differences |
| 4. Living in modern Britain | Children will learn about and listen to a variety of stories from other religions, cultures and beliefs through the reading schema | |

| Themes | | Diversity in the Curriculum |
|-------------|---|---|
| Community | Children will learn about the diversity of our school community | Importance of celebrating our diverse community through these celebration days. Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| Celebration | Children will learn about diversity and religions through celebrations which we celebrate in our school community | |

| Outcome | Character Traits | Stickability | WOW |
|---------------------------------------|--|--|-----------------------------------|
| Oracy discussion of home celebrations | Articulate Respectful Curious and Kind | Annual celebrations and designated celebration days within schools | Parent visit to join celebrations |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|---|-------------|---|-----------------------------|
| <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. | same | Things that people or objects have in common | festival | A special time of year | PSHE No Outsiders |
| | different | Things that people or objects do not have in common | celebration | A happy time to celebrate something special that is happening | |

| Preparing for... | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|-----------------------------|--|---|
| 1. Diwali (Hinduism) | Children will learn about the story of Rama and Sita and how this links to Diwali. They will learn that this is a special time for Hindus and how it is celebrated | To understand that people are different from each other. |
| 2. Christmas (Christianity) | Children will listen to stories telling the story of the first Christmas and why this is a special time for Christians | To understand that there are special times of the year |
| 3. Eid (Islam) | Children will learn why Muslims celebrate Eid and what these celebrations look like. | To understand that we show respect for others and celebrate differences |
| 4. Living in modern Britain | Children will learn about and listen to a variety of stories from other religions, cultures and beliefs through the reading schema | |

| Themes | | Diversity in the Curriculum |
|--------------------|---|---|
| <i>Community</i> | Children will learn about the diversity of our school community | Importance of celebrating our diverse community through these celebration days. Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| <i>Celebration</i> | Children will learn about diversity and religions through celebrations which we celebrate in our school community | |

| Outcome | Character Traits | Stickability | WOW |
|---------------------------------------|--|--|------------------------------------|
| Oracy discussion of home celebrations | Articulate Respectful Curious and Kind | Annual celebrations and designated celebration days within schools | Parent visits to join celebrations |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|-------------|--|--------------------|---|--|
| <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out the meaning behind them. Retell and suggest meanings to some religious and moral stories and recognise traditions and where they come from. Recognise different symbols and actions, which express a communities way of life, and appreciate the similarities between communities. | Share | Giving something that you have to someone else and being given something by them in return | Harvest (verb) | Picking crops when they are ripe | Geography: allotment- Y5 unit PSHE: sharing Science: growth Oracy |
| | Disciples | Friends and people who followed Jesus | Christian | A person who believes in God and Jesus | |
| | festival | A time of celebration | Harvest (festival) | A Christian festival where food is collected and given to the poor. | |
| | Celebration | A happy event to enjoy | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. What is the story of the loaves and the fishes? | Children to learn the story of the loaves and the fishes- Jesus was able to feed 500 of his followers with only 5 loaves of bread and two fish. This is one of Jesus' miracles and show how he provides for his followers. | To understand that religious stories have meanings to the people that believe in them |
| 2. What do we have to be thankful for? | Children to learn that harvest is a celebration in which Christians give thanks for all that God provides for them. It is time to remember to give thanks for all that you have and that God will always provide for you. Christians give to charity, particularly food or charities that give food out to those less fortunate. | To understand that different religions express their faith in different ways and to understand where traditions to come from. |
| 3. Why is Harvest important to Christians? | Children to learn that harvest is important to Christians because it allows them to show God that they are thankful for the food that they believe he has provided. Different harvest celebrations happen at different times of the year due to crops being grown at different times across the world. | To understand how people worship and the rituals involved in celebrations. |
| 4. How do Christians celebrate Harvest? | Children to learn that during a harvest festival, Christians will go to church to pray and thank god for this year's harvest, they will sing harvest hymns and make donations of food to their church which will be given to those without food. | |

| Themes | | Diversity in the Curriculum |
|-------------|--|---|
| Community | Link to school promises- children to understand that Harvest is about caring for people within your community and sharing what you have with them. | Harvest around the world and where does our food come from- harvest assembly. |
| Celebration | Children to learn about and be able to recall key facts about different religious festivals. | |

| Outcome | Character Traits | Stickability | WOW |
|---|--|---|---------------------------------------|
| Diwali afternoons- rangolis and activities. | Articulate Respectful Curious and Kind | Harvest assembly Lesson starter recaps | Fruit and Veg tasting- English poetry |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|-------------|--|---------|---------------------------------------|---|
| <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out the meaning behind them. Retell and suggest meanings to some religious and moral stories and recognise traditions and where they come from. Notice and respond sensitively to some similarities between different religions and world views. | Lakshmi | Hindu goddess of money and success | Mandir | A special building for Hindus | Art: patterns and Rangoli RE: Harvest (festivals) Oracy PSHE: triumph over adversity |
| | Diya lamps | Small lights which are lit during Diwali | Hindu | A person who believes in Hinduism | |
| | Festival | A time of celebration (recap) | Rangoli | Colourful patterns made during Diwali | |
| | Celebration | A happy time to enjoy (recap) | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. What is Diwali? | Children to learn that Diwali celebrates the triumph of good over evil and the return of Rama and Sita after their exile. It is a large Hindu festival, particularly in Leicester. The date changes but it usually in October or November. It is also known as the festival of lights | To understand different practices and beliefs including festivals and ways of life. |
| 2. What is the story of Rama and Sita? | Children to learn and retell the story of Rama and his wife Sita, who were exiled and made to live in the forest. Sita was kidnapped by Ravana, who disguised himself as a deer and took Sita away to his kingdom. With Hanuman, Rama rescued Sita and defeated Ravana. Rama and Sita returned home and their way was lit by Diya (Diva) lights. | To understand that religions have their own stories and traditions and where these come from. |
| 3. How do Hindus celebrate Diwali? | Children to learn how Diwali is celebrated by Hindus around the world- celebrations in Leicester include lights and fireworks, cleaning and tidying their houses, spending time with friends and families, giving gifts, creating Rangoli patterns, lighting diya lamps and visiting the temple. | To understand different beliefs and practices including worship and festivals and rituals. |

| Themes | | Diversity in the Curriculum |
|-------------|---|---|
| Community | Link to school promises- children to understand that Diwali is spending time with people within your community and sharing what you have with them. | Diwali around the world, particularly within our local diverse community. |
| Celebration | Children to learn about and be able to recall key facts about different religious festivals. | |

| Outcome | Character Traits | Stickability | WOW |
|---|--|---|------------------------------------|
| Diwali afternoons- rangolis and activities. | Articulate Respectful Curious and Kind | School displays and decoration Diwali afternoon/ assembly Lesson starter recaps | Diwali afternoon and parent visits |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|---------------|-----------------------------|---------|-------------|-----------------------------|
| <ul style="list-style-type: none"> Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come Find out about and respond with ideas to examples of cooperation between people who are different | Milad un Nabi | Prophet Muhammad's birthday | Al-Amin | trustworthy | Geography PSHE Oracy |
| | Muhammad | Founder of Islam | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|--|--|--|
| 1. Where is Saudi Arabia? | Children to learn where Saudi Arabia is on a map and why this is important to Muslims- it is believed to be where Islam was started. | To understand that there are important places for different religions |
| 2. What is the birth story of Muhammad? | Children to learn the birth story of Muhammad, who was an orphan and spent much of his young life in prayer and meditating in the caves of his village and understand how that makes him special- Allah saw his devotion and chose him as a messenger. | To understand that many religious stories have important meanings |
| 3. Why did Muhammad become known as Al-Amin? | Children to learn the story of Muhammad and Khadijah who were happily married for many years. When he first became a messenger for Allah, Khadijah was the first person he told. Al-Amin means trustworthy and this was what people referred to Muhammad as. | To understand that many religious stories have important meanings |
| 4. Why is Muhammad special to Muslims? | Children to learn the story of 'The night of power' in which Allah spoke directly to Muhammad and understand Muhammad was special because he was chosen by Allah to be a prophet, a special messenger. | To understand that many religious stories have important meanings |
| 5. What made Muhammad an important leader? | To understand Muslims still follow Muhammed's example because he was a very important leader, he was a kind and trustworthy person who was devoted to his faith and spread the word of Allah throughout the world. | To understand the importance of religious traditions and where they came from. |

| Themes | | Diversity in the Curriculum |
|--------------------|---|---|
| <i>Celebration</i> | Children will learn about diversity and religions through celebrations which we celebrate in our school community | Importance of learning about key figures within different religions and to show respect to the stories of other faiths. |

| Outcome | Character Traits | Stickability | WOW |
|--|-----------------------|---------------|---------------------------------|
| To create Muhammad's family tree Oracy discussion about honesty | Respectful Curious | RE themed day | Visit from a practicing Muslim. |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|-------------|--|-----------|---|---|
| <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out the meaning behind them. Retell and suggest meanings to some religious and moral stories and recognise traditions and where they come from. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. | Jew/ Jewish | A person who believes in Judaism | Mitzvah | A rule that Jewish people must follow | PE: dance Art: sketching RE: Harvest and Diwali (festivals) Oracy No Outsiders Music |
| | Purim | A Jewish festival celebrated in Spring | Horah | A dance done by Jewish people at celebrations | |
| | Festival | A time of celebration (recap) | Synagogue | A special building for Jewish people | |
| | Celebration | A happy time to enjoy (recap) | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|---|---|--|
| 1. What is Purim? | Children to learn that Purim celebrates the defeat of Haman's plot to punish and kill large groups of Jewish people. This story comes from the Book of Esther. Esther became queen and managed to convince the emperor not to harm the Jewish people. | To understand the stories of different faiths and religions and begin to understand the meaning behind them. |
| 2. Why is gift-giving important in Purim? | Children to learn what a 'mitzvah' (a Jewish rule which must be followed) is and why gifts are important during Purim. Jewish people give baskets of food and gifts to their friends and family during Purim and also give to charity. | To understand the meanings of religious festivals and where they came from |
| 3. How do Jews celebrate Purim? | Children to learn Jewish ways of celebrating festivals, including music and dance. This includes the Horah which is a special dance done at Jewish celebrations. | To understand the meanings of religious festivals and where they came from |

| Themes | | Diversity in the Curriculum |
|-------------|--|--|
| Community | Link to school promises- children to understand that Purim is spending time with people within your community and giving gifts | Purim around the world- how is this celebrated and understanding the diversity within communities e.g. not all Jewish people will celebrate in the same way. |
| Celebration | Children to learn about and be able to recall key facts about different religious festivals. | |

| Outcome | Character Traits | Stickability | WOW |
|---|--|--|---|
| Create a purim basket to give as a gift | Articulate Respectful Curious and Kind | Lesson starter recaps RE themed day | Horah dance lesson Teacher basket of their favourite things? |

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|--|------------|----------------------------------|-------------------|-----------------------------------|---------------------------------------|
| <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out the meaning behind them. Retell and suggest meanings to some religious and moral stories and recognise traditions and where they come from. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. | Sikh | A person who believes in Sikhism | Naam Karan | A ceremony celebrating a new baby | PSHE: identity Computing: research |
| | Ceremony | A special celebration | Guru Granth Sahib | The Sikh holy book | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|---|--|---|
| 1. What happens when somebody has a new baby? | Children to learn what happens after someone has a new baby. How do we look after them? Ask children if anyone has ever held a real baby, has anyone got any baby brothers or sisters? Tell the children that they will be learning the special things that happen when somebody who is a Sikh has a baby. | To understand what individual communities do and why. What does it mean to be part of a community? |
| 2. How do Sikhs celebrate having a new baby? | Children to learn what happens during the ceremony of Naam Karan. The parents visit the Gurdwara as soon as the mother and baby are well enough. The Guru Granth Sahib is opened and the first letter of the first word of that page, is what the babies name will begin with, A special food called Karah Par- | To understand and observe different ways of expressing identity and begin to talk about their own identity. |
| 3. What is the Guru Granth Sahib? | Children to learn why Sikhs treat the Guru Granth Sahib with respect because the tenth Guru, Guru Gobind Singh, told his followers that the holy book would become the everlasting Guru for all Sikhs after he died. Many young Sikhs go to classes on a Saturday to learn the Punjabi language so they can read the Guru Granth Sahib themselves. | To understand and recognise different symbols and icons of religions which express a way of life. |
| 4. What makes a family special? | Children to learn what makes families special. Many families have different religions and this influences how they live their lives- the festivals they celebrate, the places they go, the food they eat, the books they read. Children to think about their own family and what is the | To understand what individual communities do and why. What does it mean to be part of a community? |

| Themes | | Diversity in the Curriculum |
|-------------|--|--|
| Community | Link to school promises- children to understand that Purim is spending time with people within your community and giving gifts | Importance of learning birth and death rituals of other faiths to learn and show respect to these. |
| Celebration | Children to learn about and be able to recall key facts about different religious festivals. | |
| Beginnings | Children to understand the beliefs of different religions relating to the beginning of life (birth)- later links to endings of life in Y6. | |

| Outcome | Character Traits | Stickability | WOW |
|--|--|--|--------------|
| Oracy discussion of families and their importance. | Articulate Respectful Curious and Kind | Lesson starter recaps RE taught as themed day | Sikh visitor |

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|---|------------|--|---------------------|---|---|
| <ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them | Buddha | A religious teacher who founded Buddhism | Temple of the Tooth | Sacred Buddhist temple | PSHE Geography Physical Education |
| | Relic | A part of the body that once belonged to a holy person | Esala Perahera | Largest Buddhist celebration in the world | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|---|--|--|
| 1. Who was Buddha? | Children to learn who Buddha was- a man from Nepal who started Buddhism and spread his teachings throughout Asia and the world. He is a spiritual leader and gave the world many teachings. Children to learn why people still follow his teachings to this day. | To understand that religions have key people that they celebrate |
| 2. What is the Temple of the Tooth? | Children to learn the Temple of the Tooth holds the tooth relic of Buddha. | To understand that religions have special places that are important to them. |
| 3. Why is the relic of Buddha's tooth important to Buddhists? | Children to learn what a relic is and why Buddha's tooth relic is important to Buddhists- they recovered it from his body and it is believed to have been taken from the Buddha himself. | To understand that there are relics in religions and why these might be important. |
| 4. How is Esala Perahera celebrated? | Children to learn that a procession (perahera) of elephants, acrobats, dancers and drummers walk through the streets and visit Buddhist temples to celebrate Esala Perahera. | To understand different beliefs, including festivals |
| 5. Why is the celebration of Esala Perahera important to Buddhists? | Children to learn why Esala Perahera is important to Buddhists as it celebrates the first teachings of Buddha after his enlightenment and understand how it makes them feel. | To understand why festivals and celebrations are significant to religious people. |

| Themes | | Diversity in the Curriculum |
|--------------------|---|---|
| <i>Celebration</i> | Children will learn about diversity and religions through celebrations which we celebrate in our school community | Importance of understanding and partaking in celebrations and rituals of other faiths to develop tolerance and understanding. |

| Outcome | Character Traits | Stickability | WOW |
|---|---|------------------------------------|--|
| Creating an elephant mask as a symbol Create a dance in the style Esala Perahera | Articulate Respectful Curious and Kind | RE day Recaps of prior learning | A range of dance, music and acrobatic activities for the children to try |

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| <ul style="list-style-type: none"> Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. | Puja Thalıs | A plate used for Puja rituals. | Divı lamp | An oil lamp made from clay | Physical Education Science Art and Design PSHE Oracy |
| | Puja | A worship ritual, an act showing reverence to a God. | Garba | A dance that originates in Gujarat, India. | |
| | Dandiya | Stick dance | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. How do Hindu's prepare for Navratri? | Children to learn how many Hindus start Navratri by planting seeds and making offerings to God. After nine days, they cut off the small shoots and offer them to the goddess Durga. | To understand the actions taken by religious people that have significant meanings. |
| 2. What happens in the story of Durga? | Children to learn the story of Durga in which Durga was created by Brahma, Vishnu and Shiva and embodied the source of their inner power. | To understand that religious stories have deeper moral meanings. |
| 3. What is God like? | Children to learn that Hindus believe in one God but see God in different ways- for example Brahma, Shiva and Vishnu and all aspects of the one main Hindu God. | To understand that Gods can take different forms and have different names. |
| 4. What is a Puja set? | Children to learn that during Navratri, women decorate special plates, called puja thalis, to use in worship. | To understand the actions and rituals taken by religious people that have significant meanings |
| 5. What special clothing do people wear at Navratri? | Children to learn that during Navratri, people don't wear black. They wear different colours each day of the festival because it is a celebration. Orange, white, red, blue, yellow, green, grey, purple and peacock green should be worn on the 9 days of Navratri. | To understand the actions and rituals taken by religious people that have significant meanings. |
| 6. Why is it good to be quiet sometimes? | Children to learn how quiet time can be a time of reflection on the things for which we are grateful. | To understand the importance of reflection and gratitude. |

| Themes | | Diversity in the Curriculum |
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| <i>Celebration</i> | Children will learn about diversity and religions through celebrations which we celebrate in our school community | Importance of celebrating our diverse community and their holy days Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| <i>Reflection</i> | Children to learn reflection is a time for serious thought and consideration. | |

| Outcome | Character Traits | Stickability | WOW |
|------------------------|-------------------------------------|--|--|
| To create a puja plate | articulate respectful curious | RE themed day Sow seeds and observe what will happen. Recaps of prior learning | fill a shallow tray with compost and sow some seeds. Observe what will happen over the next nine days. |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
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| <ul style="list-style-type: none"> Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come Explore questions about belonging, meaning and truth so that they can express ideas and opinions in response using words, music, art or poetry Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. | Advent | The period of time beginning four Sundays before Christmas. | Christingle | Alighted candle symbolizing Christ as the light of the world. | Design and Technology Art PSHE |
| | Nativity | The birth of Jesus Christ | Wreath | An arrangement of flowers or leaves fastened in a ring and used for decoration | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|--|--|--|
| 1. What is advent? | To understand that the period before Christmas is known as Advent and it is a special time when Christians wait to celebrate Christmas. | To understand the importance of religious symbols and their meanings. |
| 2. What happens in the nativity story? | To understand the nativity story and its meaning- Jesus was born in a stable to the Virgin Mary and is believed by Christians to be the son of God. | To understand the importance of religious stories and their meanings. |
| 3. What is the significance of giving gifts? | To understand the three gifts in the story were very expensive and usually given to kings. Gold could be used as money and frankincense and myrrh were highly-perfumed resins that were burnt in temples and used as medicines or for embalming dead bodies. | To understand the importance of religious stories and their meanings. |
| 4. What is Christmas? | To understand the traditions of Christmas e.g. church visits, presents, songs, spending time with family, advent calendars and candles. | To understand the rituals and actions of religious people and what they mean to them. |
| 5. How do people spread joy? | To understand Christmas is a joyful time for Christians because they believe it is the time when Jesus was born. | To understand the importance of significant people within religion and what they represent to people of that religion. |
| 6. Why do people send cards at Christmas? | To understand the meaning of sending a Christmas greeting- Christians believe this is the way to spread joy over the birth of Jesus. | To understand the rituals and actions of festivals and what they mean to the people who celebrate, |
| 7. What is a Christingle? | To understand what each part of a Christingle represents- candle is the light of the world, the fruit represents the 4 seasons and the red band represents the blood which Jesus shed for the world. | To understand the importance of religious symbols and their meanings. |

| Themes | | Diversity in the Curriculum |
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| Celebration | Children will learn about diversity and religions through celebrations which we celebrate in our school community | Importance of celebrating our diverse community through these celebration days. Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| Reflection | Children to learn reflection is a time for serious thought and consideration. | |

| Outcome | Character Traits | Stickability | WOW |
|----------------------|-----------------------|---|-----------------------|
| Nativity performance | Curious Respectful | RE themed day Recaps of prior learning | Taste Christmas foods |

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| <ul style="list-style-type: none"> Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. | Hanukkah | A Jewish Festival lasting eight days. | Dreidel | A small four sided spinning top used in a children's game traditionally at Hanukkah. | PSHE Oracy Design and technology Art |
| | Menorah | A nine branched candelabrum used in Jewish worship | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|---|--|--|
| 1. What is the story of Hanukkah? | Children to learn the story of Hanukkah- the Jewish people defeated the Greeks and protected their Torah and its teachings from them. As they celebrated in their temple, they realised they only had enough oil for one night. Miraculously, this oil lasted for 8 days and showed the tenacity of the Jewish people. | To understand and suggest meanings to religious stories |
| 2. What is a Menorah? | Children to learn a Menorah is a nine branched candelabrum used in Jewish worship. The 9 branches symbolise the 8 days that the oil was able to last while the Jewish people were celebrating their victory and 1 extra to light the rest of the candles. | To understand and recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| 3. What is a Dreidel? | Children to learn the dreidel (a small wooden toy) is decorated with Nun, Gimel, Hay and Shin, these represent the first letters of the Hebrew words 'Nes Gadol Haya Sham', which mean 'a great miracle happened there'. This reminds Jews of the miracle of the lamp in the temple. | To understand and recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| 4. How do Jewish people celebrate Hanukkah? | Children to learn the traditions of Hanukkah such as lighting the candles of the menorah (one per night), playing dreidel games, giving gifts and spending time with family. | To understand and recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. |
| 5. Was it right for Antiochus to destroy the Jewish temple? | Children to learn how to express ideas about right and wrong e.g. going to war to defend your faith. Is it right to do objectively 'wrong' things like fighting for a good reason like protecting people. | To understand the challenges faced by those with religious views and how they can be overcome. |

| Themes | | Diversity in the Curriculum |
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| <i>Celebration</i> | Children will learn about diversity and religions through celebrations which we celebrate in our school community | Importance of celebrating our diverse community and their holy days Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| <i>Reflection</i> | Children to learn reflection is a time for serious thought and consideration. | |

| Outcome | Character Traits | Stickability | WOW |
|-------------------------|-----------------------|---|-------------------------|
| Create a new year dance | Respectful Curious | RE themed day Recaps of prior learning | New year dance activity |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|-------------|---|--------------|---|---|
| <ul style="list-style-type: none"> Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. | Losar | Tibetan new year | Shrine | A place of worship | Geography Art PE Oracy PSHE |
| | Buddhism | An Asian region | Cham dancing | Lively and masked dance by Buddhist monks | |
| | Monasteries | A building occupied by a community of monks | Guthuk soup | Soup eaten at Losar | |
| | Tibet | A region in Asia | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|---|--|---|
| 1. Where is Tibet? | Children to learn where Tibet is on a map and how it is different to the United Kingdom. | To understand that religions have significant places and why this might be. |
| 2. What is Losar? | Children to learn Losar is Tibet's new year. | To understand the actions and rituals involved in festivals and why these are important |
| 3. How do Tibetan Buddhists make a fresh start at Losar? | Children to learn the celebrations last between three and fifteen days and Tibetan Buddhists perform rituals and dances to ward off evil spirits, present offerings to Buddha's shrine and hang up new prayer flags during Losar | To understand the actions and rituals involved in festivals and why these are important |
| 4. What do Tibetan Buddhists eat at Losar? | Children to learn that homes and monasteries are cleaned, tidied and decorated before Losar and Tibetans wear new clothes and settle any quarrels or arguments they have had over the past year as they prepare for the new one. | To understand the actions and rituals involved in festivals and why these are important |
| 5. What is the purpose of a Tibetan Buddhist prayer flag? | Children to learn Tibetans traditionally eat Guthuk soup at Losar. The soup is made with nine ingredients because nine is believed to be a lucky number. It also contains a dumpling with an object in it. Tibetan Buddhists believe the object will predict the person's good or bad fortune for the coming year. | To understand the importance of being part of a community for religious people and how this benefits them |
| 6. What is Tibetan Cham dancing? | Children to learn Tibetan Buddhists put new prayer flags up each Losar to send messages of compassion and loving-kindness to others | To understand the actions and rituals involved in festivals and why these are important |
| | Children to learn Cham dancing is performed by monks during Losar to scare away bad luck and calm evil spirits. Buddhist monks spend months preparing for Cham dances, which are seen as complex forms of meditation. | |

| Themes | | Diversity in the Curriculum |
|--------------------|---|---|
| <i>Celebration</i> | Children will learn about diversity and religions through celebrations which we celebrate in our school community | Importance of learning about new year celebrations within different faiths and respecting different times of year for other faiths. |

| Outcome | Character Traits | Stickability | WOW |
|--|-----------------------|---|----------------|
| Design a prayer flag Oracy discussion of new year's resolutions | Respectful Curious | RE themed day Recaps of prior learning | New year dance |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|--|------------|--|---|
| <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out the meaning behind them. Retell and suggest meanings to some religious and moral stories and recognise traditions and where they come from. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. | Muslim | A person who believes in Islam | Prayer mat | A mat that Muslims kneel on to say their prayers | Art: patterns Reading: story of Bilal Oracy Maths: geometry Music: impact of music personally (call to prayers) |
| | Jumu'ah | Friday prayers | Adhan | The sound of the call to prayer | |
| | Muezzin | The person who calls other Muslims to pray | Mosque | Where Muslims go to pray | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|---------------------------------------|--|---|
| 1. What is Jumu'ah? | Children to learn the importance of some quiet and calm meditative time with their teacher/ member of staff. Sit quietly, listen to some calm music, read a story peacefully. Discuss with children how it feels to have this quiet, special time to think and be still. This is also important for Muslims to have | To understand that everyone has different views that they can express, while still being respectful to others, |
| 2. What do Muslims do during Jumu'ah? | Children to learn what happens during Jumu'ah. Children to read the story of Bilal, the first Muezzin and to learn the vocab muezzin and adhan. Children to understand that it is important for Muslims to try and take part in Jumu'ah in a mosque and how this makes them feel like a community. | To understand that religious stories have meanings and lessons that affect how religious people live their lives. To begin to be able to retell these stories in their own words. |
| 3. How do Muslims pray? | Children to learn how Muslims complete their prayers- in a quiet place, facing mecca, washing themselves first, on a prayer mat. Children to focus in on prayer mats- they are not to have images of people or animals on them. Look at different examples of prayer mats Colourful, patterns etc, Children to understand that a prayer mat is very special to its owner because it is where they talk to Allah (God). | To understand and recognise the importance of some religious symbols and icons and why they are important to someone of faith. |

| Themes | | Diversity in the Curriculum |
|------------|---|--|
| Community | Children to understand that for Muslims, ideally prayer is completed communally. | To understand and show respect for the stories of other faiths and what people believe within our diverse community. |
| Reflection | Jumu'ah is a time for reflection which links to the mindfulness we do in school as well as our own reflection times at the end of assemblies. | |

| Outcome | Character Traits | Stickability | WOW |
|---------------------|--|---|--------------------------------|
| Create a prayer mat | Articulate Respectful Curious and Kind | RE themed day Recaps of prior learning | Visit from a practising muslim |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|-------------|---|---------|-------------------------------|------------------------------------|
| <ul style="list-style-type: none"> Find out about and respond with ideas to examples of cooperation between people who are different. Notice and respond sensitively to some similarities between different religions and world views. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. | Anand Karaj | Sikh wedding ceremony | Granthi | A reader of sacred scriptures | PSHE-births and marriages Oracy |
| | Lavan | A spiritual term used for the union of bride with the groom | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|---|---|--|
| 1. Why are weddings special? | Children to learn weddings are a unique event that represent two people making a special life long commitment to each other and that weddings are a celebration of love. | To understand the beliefs and practices including rituals and ways of life of different faiths |
| 2. What is a promise? | Children to learn that couples make promises to each other on their wedding day and couples who belong to a faith might also make promises to God. | To understand the beliefs and practices including rituals and ways of life of different faiths |
| 3. What happens at a Sikh wedding? | Children to learn the Sikh wedding ceremony is called the Anand Karaj. The Granthi leading the service recites prayers and hymns and the bride takes hold of a scarf that the groom wears over his shoulder. Four wedding hymns, called Lavans are said and then sung. After each Lavan, the couple walk round the holy book, the Guru Granth Sahib, which is witnessing their marriage. They also bow to the Guru Granth Sahib to show they agree with the readings. The Lavans act as the binding promises or vows. | To understand the beliefs and practices including rituals and ways of life of different faiths |
| 4. Why do people who have got married need to work together? | Children to learn that the Sikh wedding Lavans say that the couple should become like one person and work together equally. | To understand the importance of cooperation and teamwork between people who are different. |
| 5. How do weddings from different faiths and religions compare? | Children to learn and compare the wedding traditions from different faiths and religions e.g. a Christian church wedding, smashing the glass in Jewish weddings etc. | To understand that there are similarities and differences between religions |

| Themes | | Diversity in the Curriculum | |
|--|---|---|-----------------|
| <i>Celebration</i> | Children will learn about diversity and religions through celebrations which we celebrate in our school community | To learn the different rituals and celebrations of life that may happen with each other's faiths and within our diverse community | |
| Outcome | Character Traits | Stickability | WOW |
| Oracy discussion of children's experiences of wedding celebrations | Respectful Curious | RE themed day Recaps of prior learning | Bhangra dancing |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------------|---|-----------|--|---|
| <ul style="list-style-type: none"> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning | Ganesh | Elephant headed Hindu God of beginnings | Obstacles | A thing that blocks, prevents or hinders progress. | D&T—elephant masks PSHE—removing obstacles |
| | Ganesh Chaturthi | 10 day festival marking the birth of Ganesh | laddoos | Indian sweet | |
| | Puja | The act of worship | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|--|---|--|
| 1. How do Hindus celebrate the birthday of Ganesh during Ganesh Chaturthi? | Children to learn that Hindus celebrate the birthday of Ganesh and the rituals for how he is celebrated- colourful shrines are set up and prayed to for 10 days, these idols are then immersed in a river, modak is eaten from a plate which should contain 21 modaks. | To understand and question the importance of significant people and Gods to religious people |
| 2. What are the physical features of Ganesh? | Children to learn that there are many different symbols for Ganesh and what these mean e.g. a rope to pull you nearer to God, prasada near the feet- the whole world is at your feet, an axe to cut off the bonds of attachment and large ears for listening to the messages of God | To understand and question the religious symbols that surround certain gods. |
| 3. How do we overcome obstacles? | Children to learn that Hindus believe Ganesh can remove obstacles and that they must pray and make offerings to him in times of struggle. | To understand and question how faith can help to overcome challenges. |

| Themes | | Diversity in the Curriculum |
|----------------------|---|--|
| Celebration | Children to learn about and be able to recall key facts about different religious festivals | How Ganesh Chaturthi is celebrated around the world and how this may differ within communities |
| Overcoming obstacles | Children to understand that people use faith to overcome obstacles | |

| Outcome | Character Traits | Stickability | WOW |
|---|----------------------|---|----------------------------|
| Create an elephant mask to symbolise Ganesh | Respect Resilient | RE themed day Display elephant masks Recaps of prior learning | Hook—Make an elephant mask |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|--|------------|---|-----------------------------|
| <ul style="list-style-type: none"> Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. | Equality | Being equal especially in status, rights or opportunities | Langar | A communal kitchen run by a Sikh community. | PSHE No outsiders |
| | Guru Nanak | Founder of Sikhism | Compassion | Desire to help someone who's in distress | |
| | Gurbpurab | Celebration of an anniversary of a Guru's birth marked by the holding of a festival. | | | |

| Lessons Sequence | Substantive / Key Knowledge | Disciplinary Knowledge / Skills |
|--|--|--|
| 1. How is Guru Nanak Gurbpurab celebrated? | Children to learn that Gurbpurabs are celebrations which commemorate the anniversaries of the Sikh Gurus. Children to learn the rituals for how it is celebrated.. A festival is held for each Guru's birth and these have processions, time spent with family, time for prayer. | To understand and question how religious festivals are celebrated and their meanings to religious people. |
| 2. What does it mean to be equal? | Children to learn that the founder of Sikhism believed we should all be equal and understand what is meant by equality- to treat people with equal respect and that people should be given equal opportunities. | To understand and question the importance of having compassion towards others and how this is a shared responsibility. |
| 3. How should we treat people? | Children to learn the importance of treating people with kindness and respect and how this is a 'golden rule' for all religions. | To understand and question the importance of having compassion towards others and how this is a shared responsibility. |
| 4. What can challenge the commitment to a faith or belief? | Children to learn there can sometimes be challenges of commitment to a faith or belief e.g. encountering people with a different faith, people not believing in your religion, not agreeing with an aspect of your religion. | Children to understand and question the challenges of having a faith. |
| 5. What is Langar teaching us? | Children to learn the idea behind Langar (a communal kitchen in a Gurdwara) and this is there to ensure that people from all communities have access to food. All can help in the Langar and all sit together to enjoy their food. | To understand and question the importance of having compassion towards others and how this is a shared responsibility. |

| Themes | | Diversity in the Curriculum |
|-----------|--|---|
| Community | Children to understand the community kitchen is open to all | How people around the world show equality and compassion to others and what this might look like to different groups within a diverse community . |
| Equality | Children to understand the importance of treating people equally | |

| Outcome | Character Traits | Stickability | WOW |
|--|--------------------|---|------------------------------|
| Oracy discussion of right and wrong Poster advertising the Langar | Respectful Kind | RE themed day Recaps of prior learning | Visit from a practising sikh |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|----------------------------|------|---|-----------------------------|
| <ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. | Pilgrimage | A journey to a holy place. | Hajj | A religious journey every Muslim must make to the holy city of Mecca at least once. | PSHE Oracy |
| | Mecca | City in Saudi Arabia. | | | |

| Lessons Sequence | Substantive / Key Knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. What is Hajj? | Children to learn that Hajj is an important religious journey for Muslims which should be made by fit and financially able Muslims at least once in their lifetime. | To understand and question different features of religions including festivals, worship and pilgrimages |
| 2. What's the significance of Hajj to Muslims? | Children to learn Hajj is one of the five pillars of Islam- these are charity, fasting at Ramadan, completing the Hajj, a testimony of faith and praying 5 times a day. These are things that should be completed by every Muslim. | To understand and question the challenges of belonging to a faith and how these can be overcome. |
| 3. What sequence of events happen at Hajj? | Children to learn the correct sequence of events that happen at Hajj. All must wear white to show the focus on the Hajj, not outward appearances and also shows that all are equal. Next, Muslims walk around the Ka'bah (black stone) anti-clockwise. Next, Muslims walk between two hills 7 times, praying and asking for forgiveness as they go. They then spend night in a tent outside Mecca where they read the Qur'an and pray. The next morning they go to Mount Arafat, where they listen to a talk by an Imam, before collecting 21 stones which are thrown at pillars in Mecca, which Muslims believe scares the devil away. The next stage is for Muslim men to shave their heads before finishing by once again walking anti-clockwise round the black stone. | To understand and question different features of religions including festivals, worship and pilgrimages |

| Themes | | Diversity in the Curriculum |
|---------|---|--|
| Journey | Children to understand the significance of making a special journey to those with faith | To understand the importance of other places around the world to those with faith and how sometimes faith and belief requires a journey to another location and community. |

| Outcome | Character Traits | Stickability | WOW |
|---|-------------------------|---|--------------------------------|
| Oracy discussion- journeys and their significance | Respectful Resilient | RE themed day Recaps of prior learning | Visit from a practising muslim |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|----------------|---|------------------|---|-----------------------------|
| <ul style="list-style-type: none"> Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. | Shrove Tuesday | The day before lent begins | Lenten sacrifice | Giving up a luxury | Oracy Food Technology |
| | Ash Wednesday | The first day of lent | Holy week | The week before Easter starting on palm Sunday | |
| | Lent | A period of 40 days during which Christians remember the events leading up to the death of Jesus Christ | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|--------------------------------------|--|--|
| 1. What is shrove Tuesday? | Children to learn that shrove Tuesday is a Christian festival celebrated before the beginning of lent and that Shrove Tuesday was traditionally the last day to eat fattening foods before giving them up for lent. | To understand and question the rituals and actions of different faiths. |
| 2. What is Ash Wednesday? | Children to learn that on Ash Wednesday Christians say sorry and get a cross marked in ash on their forehead at church and that Ash Wednesday is the first day of lent. | To understand and question the challenges of belonging to a faith and how religious people use their faith to overcome these challenges. |
| 3. How do Christians celebrate lent? | Children to learn that Christians give up things they like or enjoy for 40 days and 40 nights and that by observing Lent and making a 'Lenten sacrifice' Christians remember that Jesus spent 40 days and 40 nights in the wilderness where he was tempted by the devil. | To understand and question the challenges of belonging to a faith and how religious people use their faith to overcome these challenges. |
| 4. What happens in Holy week? | Children to learn that lent finishes in the Holy Week and is celebrated with a church service | To understand and question the rituals and actions of different faiths. |
| 5. Why do Christians pray? | Children to learn that Christians use prayer to talk to God and that this can be done at home, at church, individually or as part of a community. | To understand and question the importance of belonging to a community to people with faith. |

| Themes | | Diversity in the Curriculum |
|--------------------|---|---|
| <i>Celebration</i> | Children will learn about diversity and religions through celebrations which we celebrate in our school community | Importance of celebrating our diverse community through their festivals Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| <i>Challenge</i> | To learn that those with faith are often tested by doing things they find difficult to prove their faithfulness | |

| Outcome | Character Traits | Stickability | WOW |
|---------------------|--------------------------|---|--------------------------|
| Assembly/exhibition | Respectful Articulate | RE themed day Recaps of prior learning | Design and make pancakes |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|-------------|--|-------------|---|----------------------------------|
| <ul style="list-style-type: none"> Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. | Buddhist | A person who believes in Buddhism | Four sights | 4 key images that Buddha saw which persuaded him to become a religious leader | Oracy PSHE English-reading |
| | Wesak/Vesak | The celebration of the birth of Buddha | | | |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. What happened during the birth of Buddha? | Children to learn that there are many different tales of what happened during his birth. His mother had a dream when she was pregnant of a white elephant- a symbol of greatness. As she felt herself go into labour, he appeared at her sides and took 7 steps. Lotus flowers grew under his feet. A prophet | To understand and question links between different stories and aspects of the communities they are studying, and the sources these stories come |
| 2. What are the four sights? | Children to learn that after living a life of wealth and luxury, Buddha went out into his community and saw 4 sights: an old person, a sick person, a dead person and a holy man. Buddha was shocked by these sights and decided to leave his life of luxury to become a holy man. | To understand and question their own and others' views on challenging questions about belonging, meaning, purpose and truth. |
| What happens during Wesak? | Children to learn that during Wesak, which usually happens on a full moon, houses are cleaned and decorated, Buddhists will visit the temple, people will pray, there is a ceremony called the bathing of Buddha, in which a statue is bathed in water and gifts are sometimes left by statues of Buddha to give | To understand and question different features of the religions and world views they study, discovering more about celebrations, worship. |

| Themes | | Diversity in the Curriculum |
|--------------------|--|--|
| <i>Celebration</i> | Children to learn about and recall key facts from the Christian celebration of Easter. | Importance of understanding beliefs around birth and death stories to understand special times with our diverse community. Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| <i>Beginnings</i> | Understanding different religions beliefs about early life (birth) | |

| Outcome | Character Traits | Stickability | WOW |
|---|--------------------------|---|--------------------------------|
| 4 pictures of Vesak celebrations Poster about kindness | Respectful Articulate | RE themed day Recaps of prior learning | Meditation/mindfulness session |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|------------|------------------|---------|---|-----------------------------|
| <ul style="list-style-type: none"> Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. | Torah | Jewish teachings | Shavuot | A Jewish Festival celebrating the grain harvest and Torah | Oracy PSHE Geography |

| Lessons Sequence | Substantive Knowledge / Key knowledge | Disciplinary Knowledge / Skills |
|---|--|--|
| Why is it important to follow the same rules? | Children to learn what happens if we don't follow the same set of rules e.g. disagreements, confusion, consequences. | To understand and question why rules are followed by religious people |
| What does Shavuot celebrate? | Children to learn Shavuot commemorates the giving of the Torah. | To understand and question if religious teachings are still relevant in every day life. |
| What does the story of Ruth and Naomi teach us? | Children to learn the story of Moses and the ten commandments and make simple connections between Judaism, Christianity and Islam. The Ten Commandments are found in the Torah, the Bible and the Qur'an. | To understand and question the meaning of friendship and community to those with faith. |
| What special breads are eaten? | Children to learn about the themes in the story; love, loyalty, responsibility, leaving home, making a new life in an unknown place, not fitting in, being accepted, working hard and God's protection. | To understand and question what foods are used to symbolise ideas at special times. |
| What are the Shavuot harvest customs? | Children to learn Challah bread is a rich loaf eaten during Shabbat and at other holiday times. The six strands of dough, which make up the plaited Shabbat Challah symbolise unity. Round Challah served at Rosh Hashanah symbolises the continuity of life. Matzah bread is unleavened (without yeast) to symbolise the Israelites escape from Egypt. They were in such a rush to leave that their bread didn't have time to rise. Bread is also an important symbol in Christianity | To understand and question the key customs of religions and begin to compare them with other religions |
| | Children to learn about Shavuot harvest customs, such as decorating the synagogue with fruits and flowers and compare Shavuot to other harvest celebrations including Sukkot (the Jewish festival of the booths). | |

| Themes | | Diversity in the Curriculum |
|--------------------|--|--|
| <i>Celebration</i> | Children to learn about and recall key facts, customs and traditions about Shavuot | To understand the links between other faiths and how this can bring our diverse community together at special times of the year. |
| <i>Friendship</i> | Children to learn about the meaning of friendship and this is affected by having faith | |

| Outcome | Character Traits | Stickability | WOW |
|--|--------------------|---|-----------------------|
| Oracy discussion linking commandments to school promises Illustration of the story of Shavuot | Respectful Kind | RE themed day Recaps of prior learning | Playing 'tig' outside |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|------------|---------------------------------------|-----------|--|---|
| <ul style="list-style-type: none"> Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. | Hindu | A person who believes in Hinduism | mandala | A pattern drawn to reflect the soul | Art: mandalas Oracy No Outsiders/ PSHE- personal identity |
| | Identity | The fact of being who or what you are | Admirable | Earning respect or approval- good qualities. | |
| | Role model | Someone to look up to and admire | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|--|--|--|
| 1. What is my personal identity? | Children to learn what the key aspects of their own personal identity are and that everyone is unique. Someone may have many different aspects to their personality and belong to several different groups, but these things come together to create one singular identity. | To apply their knowledge of the importance of faith to the identity and wellbeing of those within that faith and how this encourages mutual respect. |
| 2. What are the links between religious stories? | Children to learn the stories of the birth of Krishna from Hinduism and the birth of Jesus from Christianity. What is similar and what is different- both involve long journeys (Krishna's was after his birth, rather than before), both celebrating a birth of someone who would go on to be a key figure of a religion. | To apply their knowledge of religions so that they may explain the significance and make links between different faiths. |
| 3. What is a role model? | Children to learn admirable qualities someone might have that would make them a good role model and to consider what they look for in people to make them a good role model. Krishna is considered a role model with Hinduism and many Hindus look up to and admire him. | To apply their knowledge of religious people and their significance |
| 4. Why do people create mandalas? | Children to that Hindu mandalas represent meditation and are used during sacred times for Hindus. They are used to create enlightened minds. | To apply their knowledge of different religious symbols and their meanings. |

| Themes | | Diversity in the Curriculum |
|----------|---|---|
| Identity | Who we are and what makes us special- links to British Values and No Outsiders. | Links between religions- mandalas are significant in both Buddhism and Hinduism |

| Outcome | Character Traits | Stickability | WOW |
|---------------------------------------|-------------------------------------|---|--------------------|
| Walking gallery Creating a mandala | Articulate Respectful Curious | Lesson starter recaps Display mandalas Recaps of prior learning Gallery presentation - repeating knowledge | Creating a mandala |

To celebrate our diverse community by learning significant times which are not necessarily bigger celebrations such as Diwali.

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|------------|---|------------|---|---|
| <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. | Buddhist | A person who believes in Buddhism | meditate | Focusing your mind for a period of time, usually in silence for spiritual or mindful reasons. | PSHE: Generosity Oracy Maths- timetables Computing- search engines |
| | Monk | A member of a religion who usually live under promises of poverty and obedience | Generosity | The quality of being kind of generous | |
| | Kathina | A festival that takes place after Vassa- a time for generosity | Vassa | A time when monks have to stay inside during the rainy season | |
| | sangha | The Buddhist organisation of monks and nuns | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. What is a day in the life of a monk like? | Children to learn that the day of a monk consists of waking up early, followed by meditation and chants as a group, they go to their local village and take food back to the monastery and they attend teaching classes on the lessons of Buddha, they have chores to do around the monastery. | To apply their knowledge of the challenges of having faith and why these challenges may also be important and valuable. |
| 2. What is Vassa? | Children to learn the challenges of taking part in Vassa (an intensive period of meditation and community where they are not allowed to leave the monastery) and how they would manage the process. | To apply their knowledge of the challenges of having faith and why these challenges may also be important and valuable. |
| 3. Why should we be generous? | Children to learn the importance of generosity and how they can be generous with whatever resources they have- one of the main teachings of Buddha was treating people equally and that wealth should be divided fairly | To apply their knowledge of the challenges of having faith and why these challenges may also be important and valuable. |
| 4. Who is the Dalai Lama? | Children to understand the role of the Dalai Lama and why they are significant to Buddhists- they are the spiritual leader of the Tibetan people and advocates for peace and non-violence. | To apply their knowledge of significant people within different religions and why they are important. |

| Themes | | Diversity in the Curriculum |
|------------|---|---|
| Generosity | Why it is important to be generous- linked to school trait of kindness | To learn how the diversity within our community might affect the day to day life of those with faith and to respect different ways of life. |
| challenge | There are challenges to being aprt of a faith and these can be used to strengthen faith | |

| Outcome | Character Traits | Stickability | WOW |
|--|-------------------------------------|---|----------------------------|
| Assembly/exhibition Oracy discussion with visiting monk | Articulate Respectful Curious | RE taught as a themed day Recaps of prior learning | Visit from a Buddhist monk |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|-------------|--|----------|---|-----------------------------|
| <ul style="list-style-type: none"> Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. | Sikh | A person who believes in Sikhism | Vaisakhi | A Sikh festival celebrating the beginning of the Khalsa | PSHE: Generosity Oracy |
| | commemorate | To recall and show respect for someone or something | Amrit | A syrup which Sikhs consider to be holy, usually drunk at religious celebrations. | |
| | Khalsa | A group that fully mature Sikhs consider themselves part of. | 5 Ks | 5 items that Sikhs are commanded to wear at all times. | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|-------------------------------|--|---|
| 1. How was the Khalsa formed? | Children to learn the story of Guru Gobind Singh creating the Khalsa- 5 people volunteered to be sacrificed in the name of the their religion. They went into a tent to be killed, but emerged as the Khalsa, a group of highly dedicated Sikhs. | To apply their knowledge of stories and their meanings to those with religion |
| 2. Why do Sikhs take Amrit? | Children to learn why a Sikh might choose to take Amrit (the process of becoming part of the Khalsa) at religious celebrations and what it means to them. | To apply their knowledge of the challenges of faith and how these can be overcome |
| 3. What are the 5 Ks? | Children to learn the importance of the 5 Ks to Sikhs (not cutting their hair, wearing a silver bangle, special underwear/ trousers, a small sword and a comb) and where this tradition started (from the origins of the Khalsa). | To apply their knowledge of different religious symbols and their meanings |
| 4. What is Vaisakhi? | Children to learn how and why Sikhs celebrate Vaisakhi- going to the temple to pray, colourful traditional clothes and take part in parades with traditional songs and dance. | To apply their knowledge of religious festivals and how these are celebrated and why. |

| Themes | | Diversity in the Curriculum |
|------------|---|---|
| Generosity | Why it is important to be generous- linked to school trait of kindness | How is Vaisakhi celebrated in the UK vs India? E.g. is it a national holiday in some areas? |
| Challenge | To learn that those with faith are often tested by doing things they find difficult to prove their faithfulness | |

| Outcome | Character Traits | Stickability | WOW |
|--|-------------------------------|---|----------------|
| Drama outcomes- roleplay creation of the Khalsa Vaisakhi celebration invitation | Articulate Curious Kind | RE taught as a themed day 5 K posters can be displayed in classrooms Recaps of prior learning | Drama activity |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|-------------|--|-----------|--|--|
| <ul style="list-style-type: none"> Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. | Christian | A person who believes in Christianity | Eucharist | A Christian service which celebrates the last supper | Reading- summarising English- instructional writing Oracy- speeches PSHE- personal beliefs and identity |
| | commemorate | To recall and show respect for someone or something | Communion | Christian service where people drink wine and eat bread (blood and body of Christ) | |
| | parade | A public march which celebrates a special day or event | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|----------------------------------|---|---|
| 1. What is a Palm Sunday Parade? | Children to learn the story of Palm Sunday. Answer the questions- Why were some people unhappy that Jesus was there? Why were other people in the crowds excited? How did Jesus feel in the story? | To apply their knowledge of religious stories and their meanings |
| 2. What is the Eucharist? | Children to learn what helps to remember certain people Songs, perfume, food etc. Christians believe that the eucharist (communion) helps Christians to remember Jesus and the sacrifice he made for them. Children to watch a video of a Christian taking communion and make notes on their whiteboard. What are the key parts of the process? | To apply their knowledge of religious ceremonies and actions and their significance |
| 3. What do I believe in? | Children to learn and reflect on what their own personal beliefs are- religious or otherwise. What is it that they are passionate about? Animals, faith, reading, music etc. How can/ do we show these beliefs to others? How do they influence who we are? Explain to children that showing beliefs is a very important part of being a Christian. | To apply their knowledge of the importance of having personal beliefs. |

| Themes | | Diversity in the Curriculum |
|-------------------|--|---|
| Remembrance | How we remember and commemorate important people or events | Importance of celebrating our diverse community through their festivals Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| Personal Identity | What about us and our beliefs shapes us into who we are? | |

| Outcome | Character Traits | Stickability | WOW |
|--|-------------------------|---|--------------------------|
| Oracy speech about palm Sunday Comic strip of the bible story | Articulate Resilient | RE taught as a themed day Recaps of prior learning | Comic strip art activity |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|----------------------------------|-----------------|---|---|
| <ul style="list-style-type: none"> Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry. | Jew(ish) | A person who believes in Judaism | Challah | A type of special plaited bread | Reading- summarising English- letter writing Computing- research. |
| | Shabbat | Jewish day of rest (Saturday) | Havdalah candle | A candle lit at the end of shabbat to start a new week. | |
| | Torah | The Jewish holy book | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|--|---|---|
| 1. How do Jewish people spend shabbat? | Children to learn and examine how Jewish people spend shabbat- a day of complete rest, following on from a shabbat dinner. Prayers are said and songs are done, but no household jobs or work must be done, including homework. | To apply their knowledge of religion to understand the challenges of belonging to a certain faith, while understanding that belonging to a community may be valuable, both in the diverse communities being studied and in their lives. |
| 2. What is the importance of the shabbat meal? | Children to learn about special meals- what times of the year do people have special food/meals e.g. Christmas dinner, Easter eggs, birthday dinners. Explain that Jewish people eat a special meal to start off shabbat. Show the children the shabbat table diagram (maestro). Children to write any questions they have about what they can see. | To apply their knowledge to a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning and how it links to other religious/ non-religious rituals |
| 3. How is shabbat celebrated in Israel? | Children to learn that Israel is the 'home' of Judaism- similar to India and Hinduism. Children to understand that because Judaism is the main religion in Israel, shabbat will look very different there than it does in the UK. Using chromebooks, children to ask questions and examine how shabbat is celebrated in Israel. | To apply their knowledge to a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning and how it links to other religious/ non-religious rituals |

| Themes | | Diversity in the Curriculum |
|------------|--|---|
| Reflection | Jewish people use shabbat as an opportunity for rest and reflection | Shabbat in Israel vs the UK- how does this differ? E.g. shops, businesses etc are closed in Israel |
| Challenge | The challenge of having a faith and having to give certain things up to practise that faith. | |

| Outcome | Character Traits | Stickability | WOW |
|---|-------------------------------------|---|---|
| Make spice box Illustrated shabbat table | Articulate Respectful Curious | RE taught as a themed day Recaps of prior learning | Creating boxes with essential oils to take home |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|--------------------------------|------------|--|---|
| <ul style="list-style-type: none"> Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry. | Muslim | A person who believes in Islam | Pilgrimage | A special or spiritual journey | Geography-maps (mecca) PSHE- sacrifice and charity |
| | Hajj | A spiritual journey to Mecca | Ka'bah | A black stone, believed to have been built by Ibrahim. | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. How and Why is Eid-Al Adha celebrated? | Children to learn that Eid Al Adha is a very important festival to Muslims. It is also known as the festival of sacrifice because its origins are in the story of Ibrahim being told by Allah to sacrifice his only son. He proved his devotion to Allah through this challenge and Allah saved his son. To celebrate Eid, homes are decorated, cards and presents are given and girls decorate their hands with mehndi. Eid Al Adha also coincides with the end of the Hajj, the pilgrimage which is one of the pillars of Islam, which all fit and financially able Muslims should do at least once in their life. | To apply their knowledge of religious festivals and celebrations and where these traditions came from. |
| 2. What is the Hajj? | Children to learn the steps and rituals involved in the Hajj and their significance. All must wear white to show the focus on the Hajj, not outward appearances and also shows that all are equal. Next, Muslims walk around the Ka'bah (black stone) anti-clockwise. Next, Muslims walk between two hills 7 times, praying and asking for forgiveness as they go. They then spend night in a tent outside Mecca where they read the Qur'an and pray. The next morning they go to Mount Arafat, where they listen to a talk by an Imam, before collecting 21 stones which are thrown at pillars in Mecca, which Muslims believe scares the devil away. The next stage is for Muslim men to shave their heads before finishing by once again walking anti-clockwise round the black stone. All fit and financially able Muslims should do this at least once in their lifetime. | To apply their knowledge of religion to understand the challenges of belonging to a certain faith, while understanding that belonging to a community may be valuable, both in the diverse communities being studied and in their lives. |
| 3. What is the purpose of charity and charitable giving? | Children to learn that charitable giving is one of the 5 pillars of Islam and is a big part of Eid-Al Adha celebrations. Children should learn that Muslims believe that every blessing they have in life comes from Allah and so it is important not to hoard them but to share them with those less fortunate. | To apply their knowledge of religious festivals and celebrations and where these traditions came from. |

| Themes | | Diversity in the Curriculum |
|--------------------|---|---|
| Sacrifice | There are certain things that religious people must sacrifice for the benefit of their spirituality | Understand the similarities and differences between festivals to begin to draw links and celebrate what is the same and different about groups within our diverse community |
| Challenge | The challenge of having a faith and having to give certain things up to practise that faith. | |
| Journey/Pilgrimage | Many religions have pilgrimages that must be made and is a sign of devotion to faith | |

| Outcome | Character Traits | Stickability | WOW |
|---|-------------------------------------|---|--|
| Illustrated pictures of eid celebrations Grid comparing similarities and differences with another festival | Articulate Respectful Curious | RE taught as a themed day Recaps of prior learning | Sweets- giveaway a third to reflect how this makes us feel |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|--------------------|--|-------------|---|-------------------------------------|
| <ul style="list-style-type: none"> Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out the meaning behind them. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. | Buddhist | A person who believes Buddhism | Compassion | Sympathetic concern for the suffering of others | PSHE: Compassion/ personal identity |
| | Dharma | The nature of reality and Universal | Golden Rule | 'treat people as you want to be treated' a rule that is common to all religions | |
| | The Eightfold Path | A system of 8 steps leading to enlightenment | Shrine | A place seen as holy because of its association with religion. | |
| | Wat | A Buddhist temple | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|--|---|---|
| 1. What are the key aspects of Buddhism? | Children to learn what makes a Buddhist and what are the key beliefs and values of the Buddhist faith- they believe in the teachings of Buddha, who was a man and not a God. They also believe that nothing is perfect, everything is constantly changing and also in the concept of karma. Their 5 main rules are not to consume alcohol, to be faithful to your partner, not to kill any living thing, do not steal and do not lie. They pray in a temple and a big part of their prayer is meditation. | To analyse and name different beliefs and practices and the meaning behind them. They can also analyse and compare this to other known religions. |
| 2. What is the 'Golden Rule' across all religions? | Children to learn the common 'golden rule' for all religions- treat others as you want to be treated and what significance this has to all the different religions, particularly Buddhism. Only through following this Golden Rule and the other teaching of Buddha, can Buddhists achieve enlightenment and reach Nirvana. | To analyse and compare across religions and what the 6 main world religions have in common. |
| 3. What is the significance of the flag and colours in Buddhism? | Children to learn the meaning behind different colours on the Buddhist flag and why this is symbolic to Buddhists. Blue is the spirit of compassion, red is the blessings of Buddhism (achievement, wisdom, virtue, fortune and dignity), orange is the wisdom of Buddha's teachings, yellow is a healthy balance between your physical and spiritual life, and white is for purity. | To analyse the importance of symbolism within religion, what the meanings of these are and why they are important to those with faith. |

| Themes | | Diversity in the Curriculum |
|-------------|--|---|
| Compassion | Treating others as you want to be treated and having sympathy for the suffering of others | Importance of celebrating our diverse community through their symbols and beliefs Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| Celebration | Children to learn about and be able to recall key facts about different religious festivals. | |

| Outcome | Character Traits | Stickability | WOW |
|---|-------------------------------------|---|--|
| Create a personal flag Draw key symbols of Buddhism and their meanings | Articulate Respectful Curious | Lesson starter recaps Golden Rules can be displayed throughout the year as a class charter Recaps of prior learning | Creation of personal flag and identity |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|--|--------|--|---|
| <ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. | Sikh | A person who believes in Sikhism | Langar | A communal free kitchen, usually inside a Gurdwara | Music: hymns and comparing musical themes DT: junk modelling |
| | Guru | A religious person or teacher | hymn | A religious song or poem, sung to god | |
| | Khanda | The symbols of Sikhism | Ritual | A series of actions performed in a specific order | |
| | sacred | Holy or important- connected to god/ a god | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|--|
| 1. What is the Golden Temple and what happens there? | Children to learn the rituals of the golden temple and Gurdwara in general. shoes must be removed, heads must be covered and everyone must sit on the floor to show equality. The <i>Guru Granth Sahib</i> (the holy book) is the centre of the temple. Anyone can lead the service (there is no leader) and there is a langar (a communal kitchen) afterwards. | To analyse the expectations in a Gurdwara and how this compares to other known places of worship. |
| 2. How was the Golden temple designed and why? | Children to learn what the Golden Temple is- a very sacred place for Sikhs and a common pilgrimage within the Sikh faith. It is located in Amritsar and was built in 1601. It has 4 entrances to show that people from all 4 corners of the world are welcome. | To analyse the architecture of religious buildings and places of worship and what is the significance and meaning behind this. |
| 3. What are the common themes in the music of different religions | Children to learn that music is used differently cross different religions but that there may be reoccurring themes such as love, worship, forgiveness, praise. Some religions may simply sing parts of their holy book (e.g. Hinduism and Sikhism) while others will have songs about stories or events | To analyse the celebrations and worship of different religions and their meanings and significance. |

| Themes | | Diversity in the Curriculum |
|---------------------------|--|--|
| <i>community</i> | Langar is a community kitchen open to all faiths and the four doors of the golden temple symbolise that all are welcome. | Examining a Gurdwara in the UK vs a Gurdwara in Amritsar, India. |
| <i>Celebration</i> | Children to learn about and be able to recall key facts about different religious festivals. | |
| <i>Journey/Pilgrimage</i> | Many religions have pilgrimages that must be made and is a sign of devotion to faith | |

| Outcome | Character Traits | Stickability | WOW |
|--------------------------------|-------------------------------------|--|--------------------------|
| Golden Temples walking gallery | Articulate Respectful Curious | Lesson starter recaps RE themed Day Recaps of prior learning | Building a golden temple |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|------------|-----------------------------------|----------|--|--|
| <ul style="list-style-type: none"> Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. | Hindu | A person who believes in Hinduism | varnas | Groups that Hindus are born into | English: Explanation text PSHE: needs and wants Art: multi-medium art (paints, chalks, pastels etc) Oracy discussions No Outsiders- Equality |
| | Effigy | A sculpture of model of a person | Equality | The state of being equal in rights and treatment | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|--|
| 1. What is Holi and how is it celebrated? | Children to learn how the festival of Holi originated and how it is celebrated today.- it is the festival of colour and is celebrated in Spring, usually March, It celebrates Krishna and Hindus believe that he threw milk at some milkmaids, which is where the throwing of coloured powder originates from. There are also fires in which effigies of Holika are burnt, the ashes from this fires are said to be sacred and bring good luck. In this bonfire, last year's rubbish is burnt, people cook on the fire and sing and dance around it. The following day, people go into the streets and throw coloured powder and have fight with water guns. Children to learn that Hindus believe you should not take more from the world than you need-it is written in their holy book. Children to understand the difference between wants and needs in life- Needs are the essentials such as food, water and shelter. Wants are things we feel we would like to have, but that do not affect our chances of survival Children to learn how Holi is celebrated around the world and how this may vary e.g. it is a national holiday in India, whereas there are small local celebrations in England. | To analyse the significance of different religious festivals and how there are celebrated by those with faith. |
| 2. What is the difference between a want and a need? | | To analyse some of the moral meanings of religions, where these come from and how those with faith use these in their daily lives. |
| 3. Can I explain what Holi is to others who may not know? | | To analyse how celebrations of different festivals may vary across communities and countries, even within the same religion. |

| Themes | | Diversity in the Curriculum |
|--------------------|---|---|
| <i>Community</i> | Holi is a community festival which celebrates equality between people. It is celebrated locally in Leicester and many of our children attend. | Examining Holi celebrations in India vs in Leicester and drawing comparisons. |
| <i>Celebration</i> | Children to learn about and be able to recall key facts about different religious festivals. | |
| <i>Equality</i> | It is a festival celebrating equality which is a common theme within our school and links to our No Outsiders and our PSHE. | |

| Outcome | Character Traits | Stickability | WOW |
|---|------------------------------------|--|-----------------------|
| Writing outcomes- comparison of india and Leicester celebrations Art outcome- holi picture | Articulate Curious Resilient | Lesson starter recaps RE themed Day Recaps of prior learning | Creating holi picture |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|---|-------------------|---|---|
| <ul style="list-style-type: none"> Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. | Muslim | A person who believes in Islam | haram | Forbidden by Islamic law | Reading: text analysis of Night of Power story Oracy Art: Islamic art Maths: geometry Computing: search engines |
| | fasting | Not eating or drinking all or some food or drink, usually for religious reasons | prophet | A person who is chosen to communicate the word of god | |
| | Qur'an | The Islamic holy book | (self) discipline | Following rules or a code of behaviour | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|--|
| 1. What is Ramadan and what happened on the Night of Power? | Children to learn the key aspects of Ramadan- the time in the Muslim calendar wherein Muslims fast and take part in intensive prayer for an extended period. The story of the night of power begins with a miracle in which Muhammad found that he was able to read after previously being unable to, after an angel commanded him to. Muhammad was then proclaimed to be a messenger on earth and passed the message on to his wife and other friends, which began the Muslim faith. | To analyse the key aspects of a religion and the challenges faced by those with faith. |
| 2. How is Eid celebrated around the world? | Children to understand that Eid celebrations may vary across the world e.g. it may happen at different times because of different Muslims following different moons and times. Many Muslims start their day by eating something sweet, give presents and spend time with friends and family. They will also visit the mosque and spend time in prayer. It is also a time to thank Allah for the self-discipline that he gave them during Ramadan. | To analyse the celebrations of religious festivals that take place across the world and why these celebrations are important within communities. |
| 3. What is significant about Islamic art? | Children to learn key features of Islamic art and why it is created this way- there are no animal or people featured in Islamic art, it is predominantly made up of geometric patterns. This is so that people are not tempted to worship the pictures, rather than focusing their worship on God. Islamic art may also feature calligraphy, particularly of extracts of the Qur'an. | To analyse symbolism within religion- where these came from and what is the significance of it. |

| Themes | | Diversity in the Curriculum |
|-------------|--|--|
| Community | Eid is a community festival which celebrates equality between people. | Examining Eid celebrations across the world. |
| Celebration | Children to learn about and be able to recall key facts about different religious festivals. | |
| Sacrifice | The period of Ramadan is a time for self-discipline and sacrifice. | |

| Outcome | Character Traits | Stickability | WOW |
|---|-----------------------|--|---|
| Eid assembly/ display of work Parent afternoon | Respectful Curious | Lesson starter recaps RE themed Day Eid assembly Recaps of prior learning | Visit from a practising Muslim to answer Qs |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|--|-------------|---|-----------------------------|
| <ul style="list-style-type: none"> Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. | Christian | A person who believes in the Christian faith | Holy spirit | God in his spiritual form | PSHE- community |
| | Pentecost | A festival celebrating the holy spirit visiting Jesus' disciples after his Ascension | community | A group of people linked by a common location, belief or hobby. | |
| | Ascension | When Jesus was taken up to heaven, 40 days after rising from the dead. | The Trinity | God, Jesus and the holy spirit | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|--|--|--|
| 1. What is Pentecost? | Children to learn and analyse Pentecost- what is it and why is it important to Christians? Christians believe that after Jesus ascended into heaven, his followers were filled with the Holy Spirit and given abilities such as being able to speak different languages- this allowed them spread the message of God and Jesus to others. | To analyse different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. |
| 2. Why is the Holy Spirit important to Christians? | Children to understand Christians believe that the holy spirit is god in his spiritual form. This allows God to live within them and to support them as they go through life and to make the right decisions. The holy spirit is part of the 'Trinity' of God- 1 god in three different forms. Children to use moral dilemma cards to consider different situations and what they might do in them. What do they use to help them make the right decision? | To analyse and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms |
| 3. What is a community? | Show children the phrase 'You are the body of Christ'- what does this mean? To Christians this means that they are a part of God and God is a part of them, and they should act accordingly. Christians often meet together in a community church and they believe that everyone contributes to make their church a special place to be. People have different jobs within a church e.g. a vicar, organist, choir leader, hosts, youth worker etc. All of these people work together to make a church community. How do we do this within school? How do we create a community and who contributes what to it? | To analyse ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect- consider this within multiple contexts. |

| Themes | | Diversity in the Curriculum |
|-----------|---|--|
| Community | Pentecost is a community festival which celebrates equality between people. | Examining the diversity within our community as a school and how to respect and understand this. |
| Morality | Learning the difference between right and wrong and how we make those decisions | |

| Outcome | Character Traits | Stickability | WOW |
|--|---------------------------------------|--|--------------------------------|
| display of school communities Oracy discussion- community | Articulate Respectful Resilient | Lesson starter recaps RE themed Day Recaps of prior learning | Examining our school community |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|--|-------------|---|---|
| <ul style="list-style-type: none"> Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. | Jew(ish) | A person who believes in Judaism | Seder plate | Special food eaten or displayed at Passover | PSHE- freedom and liberty Science- analysis of information and theories Computing- research History- Egyptians |
| | plagues | 10 disasters sent by God to punish the Pharaoh | Passover | A celebration of the freedom of the slaves | |
| | Exodus | The departure of the Israelites from Egypt | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. What is the story of Passover? | Children to learn the story of Passover- Moses asked the Pharaoh to free the slaves (the Jewish people) the Pharaoh refused and so god sent the 10 plagues to punish him- the rivers turned to blood, frogs, gnat, flies, hail, locusts, darkness, killing livestock and finally killing the firstborn son of every Egyptian. The pharaoh eventually relented and freed the Jewish slaves. These punishments 'passed over' the Jews, hence the name Passover. | To analyse the challenges of commitment to a belief or faith and why this might be important to those with faith,. |
| 2. Why is the Seder meal significant to Jewish people? | Children to learn that each part of the Seder meal is very significant because: Parsley, horseradish and other bitter herbs (the bitterness of slavery), lettuce (new life), salt water (tears of the slaves), meat bone (sacrifice brought to the temple in Jerusalem before the Passover), roasted or hard boiled egg (determination of Jews not to give up their faith when they were slaves), charoset (mortar used for building), four cups of wine or grape juice (God promised freedom to the Israelites four times), unleavened matzo bread (the Israelites fled so quickly they couldn't wait for their bread to rise). | To analyse varied examples of world views and beliefs so that they can draw comparisons between religions and make links to celebrations, festivals, stories and symbols. |

| Themes | | Diversity in the Curriculum |
|-------------|---|---|
| Freedom | Passover celebrates the freedom and liberty of the Jewish people. | Importance of celebrating our diverse community through their festivals Children to learn the importance of celebrating and respecting and each other's religious festivals. |
| celebration | A time of celebration with family | |

| Outcome | Character Traits | Stickability | WOW |
|---|---------------------------------------|--|--|
| Oracy presentations Exhibition/Assembly Story map | Articulate Respectful Resilient | Lesson starter recaps RE themed Day Recaps of prior learning | Creating story map and walking gallery |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|---|-------------------|----------------------------------|------------|---|--|
| <ul style="list-style-type: none"> Explain and interpret a range of beliefs, teachings and sources of wisdom and authority including experience in order to understand religions and worldviews as coherent systems or ways of seeing the world. Consider and evaluate the question: what is religion? Analyse the nature of religion using the main disciplines by which religion is studied | Jew/Jewish people | A person who believes in Judaism | Atone/ment | To make up for something that you have done wrong- asking for forgiveness | English: Writing a letter/card DT- food tech. |
| | Rosh Hashanah | 'the head of the year' | shofar | A horn blown to signal the start of a new year | |
| | Synagogue | The Jewish place of worship | Yom Kippur | 'day to atone' | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|---|--|--|
| 1. What are Rosh Hashanah and Yom Kippur? | Children to learn that Rosh Hashanah is the start of the Jewish New Year and is celebrated in autumn, though the exact date moves. Jewish people do not attend work at this time and go to the synagogue to celebrate. They listen to a special horn called the Shofar, which signals the start of the new year. Family mealtimes are important and foods like apples and honey, challah bread and pomegranates are eaten. Jewish people also like to visit a body of water to imagine throwing their sins into the water to be cleansed for the new year. | To evaluate a range of beliefs and actions to understand different ways of life in different faiths. |
| 2. How can we atone and ask for forgiveness? | Children to learn the importance of atoning for wrongdoings, how this might be done and why it is particularly important to Jewish people during Yom Kippur. They try and resolve any arguments, so as not to take conflict into the new year. They may do this by resolving arguments, praying, reading the Torah and giving to charity. During Yom Kippur, Jewish people will fast, refrain from washing, not use perfume and not use leather. They believe they need to make themselves uncomfortable in order to understand the discomfort of others. They may also wear white to show cleanliness and they celebrate with family. | To evaluate the challenges of being committed to a faith and how this compares to the sacrifices people may make in other known religions. |
| 3. Why is it important to show forgiveness to others? | Children to learn the common theme across the 6 main world religions- forgiveness. Every religion makes mention of the idea of forgiveness, either of asking God for forgiveness, asking for forgiveness when you have done wrong, or forgiving those who have done wrong to you. Children to examine this across different faiths and the common themes and ideas. | To evaluate the common themes across religions and how they have significance to the followers of each religion. |

| Themes | | Diversity in the Curriculum |
|-------------|--|--|
| Forgiveness | The understanding of the importance of forgiving those who wrong us. One of our school promises is to fulfil the lives of others by being a caring person. | Examining Rosh Hashanah and Yom Kippur celebrations in US vs in England. Understanding that people of the same faith but in different parts of the world may celebrate differently. |
| Celebration | Children to learn about and be able to recall key facts about different religious festivals. | |

| Outcome | Character Traits | Stickability | WOW |
|---|----------------------------------|--|--------------|
| Written apology letter Oracy discussion of forgiveness | Articulate Respectful Kind | Lesson starter recaps RE themed Day Recaps of prior learning | Food tasting |

| Curriculum Objectives | Vocabulary | Links Across the Curriculum |
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|--|---|--------|---|-------|---|-------------|---|--------|-----------------------------|---------|--|--|--|--|
| <ul style="list-style-type: none"> Explain the religions and worldviews which they encounter clearly, reasonably and coherently; evaluate them, drawing on a range of introductory level approaches recognised in the study of religion or theology. Explore and express insights into significant moral and ethical questions posed by being human in ways that are well-informed and which invite personal response, using reasoning which may draw on a range of examples from real life, fiction or other forms of media | <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:20%;">Sikh</td> <td style="width:30%;">A person who believes in Sikhism</td> <td style="width:20%;">moral</td> <td style="width:30%;">A lesson to be learned from a story or experience</td> </tr> <tr> <td>Akhand Path</td> <td>A continuous reading of the Guru Granth Sahib</td> <td>Defend</td> <td>Protect from harm or danger</td> </tr> <tr> <td>Freedom</td> <td>The power or right to act, speak or think as you want.</td> <td></td> <td></td> </tr> </table> | Sikh | A person who believes in Sikhism | moral | A lesson to be learned from a story or experience | Akhand Path | A continuous reading of the Guru Granth Sahib | Defend | Protect from harm or danger | Freedom | The power or right to act, speak or think as you want. | | | <p>Shared Reading- story and predictions Drama/oracy- roleplay activity PSHE- personal freedom</p> |
| Sikh | A person who believes in Sikhism | moral | A lesson to be learned from a story or experience | | | | | | | | | | | |
| Akhand Path | A continuous reading of the Guru Granth Sahib | Defend | Protect from harm or danger | | | | | | | | | | | |
| Freedom | The power or right to act, speak or think as you want. | | | | | | | | | | | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
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| <p>1. What is the story of the Bandi Chhor Divas?</p> <p>2. What does it mean to be free?</p> <p>3. What can we learn from religious stories?</p> | <p>Children to learn that the Sikh celebration of Bandi Chhor Divas coincides with the Hindu festival of Diwali. During the festival, Sikhs celebrate Guru Hargobind, who released 52 Hindu princes from Gwalior Fort in 1619. The main themes of the festival are religious freedom and helping others who are weaker or in need. During the celebrations, Gurdwaras are lit with electric lights and candles as a reminder that the Golden Temple in Amritsar was lit to welcome Guru Hargobind home after he left for Gwalior Fort.</p> <p>Children to learn the importance of freedom and what freedoms they have in life- living in modern western countries, they have liberty and freedom. However, in some countries in history, and even today, there are countries where people do not have freedom, particularly when it comes to religion. Children to learn what freedom means to them and why it is important to have religious freedom.</p> <p>Children to understand that many religious stories are allegories and have moral implications using the examples of Jesus and the children, in which Jesus stated the importance of blessing those who wish to enter heaven, Muhammad lends a helping hand, to show the importance of helping those in need,</p> | <p>To evaluate different festivals within religions and where and when they originated, considering their important meaning to those with faith.</p> <p>To evaluate topical issues and to consider their own opinions on these matters and what might influence their views.</p> <p>To evaluate and debate topical issues, considering how to constructively challenge and respectfully respond to challenge from others.</p> |
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| Themes | Diversity in the Curriculum |
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| <i>Freedom</i> | Understanding the importance of personal freedoms and how to defend those who have that taken away. |
| <i>Celebration</i> | Children to learn about and be able to recall key facts about different religious festivals. |

| Outcome | Character Traits | Stickability | WOW |
|--|-------------------------------------|--|--------------|
| Story map Oracy discussion on belonging and truth | Articulate Respectful Curious | Lesson starter recaps RE themed Day Recaps of prior learning | Graffiti art |

Examining Bandi Chhor Divas celebrations in India vs in England
 Comparing with Diwali which is being celebrated simultaneously

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|---|--------------|---|---|
| <ul style="list-style-type: none"> Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. | Muslim | A person who believes in Islam | prophet | A person who is chosen to communicate the word of god | Shared Reading- story and predictions Oracy Art PSHE |
| | Mecca | A holy place for Muslims, found in Saudi Arabia | Jannah | Heaven | |
| | PBUH | Peace Be Upon Him | faith | Complete trust or confidence in someone or something | |
| | Jibril | An angel- Gabriel in Christianity | ZamZam water | Water from a ZamZam well in Mecca | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|---|
| 1. What is the significance of Isra and Miraj? | Children to learn that on the night of lailat al miraj, Muhammad was able to ascend through the levels of heaven, after having his heart removed from his body and washed to ensure his purity. He was sent back to earth to tell Muslims to pray many many times a day. He returned to negotiate on behalf of the Muslims on earth, eventually settling on 5 prayers a day, one of the pillars of Islam. | To evaluate the stories laid out in religious texts and their meaning to those with faith. |
| 2. Who are the prophets and why are they important? | Children to the importance of prophets and their role within Islam- they are believed to be messengers of God and are given challenges in their life to prove to their devotion to God. The stories of these prophets make up the Qur'an and are read by Muslims as part of their prayers. These prophets also feature in the stories of other faiths e.g. the prophet Nur appears in the Bible as Noah. | To evaluate key figures within religions and their significance. To evaluate and make links between different religions and their similarities. |
| 3. Do Muslims believe in heaven? | Children to learn what Muslims understand by the term Jannah (heaven). The Prophet said that within Paradise are things that no eyes have ever seen, nor ears have ever heard, and that things in it are beyond our imagination and comprehension, but we all have our own personal ideas of what eternal bliss | To evaluate their own opinions regarding faith, belief and topical issues and consider how these can be expressed. |

| Themes | | Diversity in the Curriculum |
|-------------|--|---|
| Faith | Linked to the British Values- tolerance of other faiths. | Examining Saudi Arabian countries and their mosques/ celebrations as compared to the UK |
| Celebration | Children to learn about and be able to recall key facts about different religious festivals. | |

| Outcome | Character Traits | Stickability | WOW |
|---|-------------------------------|--|---|
| Walking gallery and explanation of ideas of faith and/or personal heaven Assembly/exhibition | Articulate Curious Kind | Lesson starter recaps RE themed Day Recaps of prior learning | Art activity- illustrating persona heaven |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|-------------|--|-------------|---|---|
| <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views Explore some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples including the arts, media and philosophy | Buddhist | A person who believes in Buddhism | Death rites | The rituals that happen after a person had died, including their burial or cremation. | Shared Reading- story and predictions Oracy Art English- information texts PSHE |
| | Enlightened | Spiritually aware and having a well-informed outlook | Parinirvana | A festival which remembers the death of Buddha | |
| | morals | Standard of behaviour, the principles of right and wrong | Karma | Good or bad luck which is believed to result from a person's actions or behaviour. | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|---|---|---|
| 1. What are the key morals and symbols of Buddhism? | Children to recap and be able to explain key aspects of Buddhism including its key morals and symbols. These should include the lotus flower, dharma wheel and the parasol. (Enlightenment, the eightfold path and protection from harm respectively). | To evaluate different dimensions of religion to show understanding of the links between different faiths. |
| 2. What are the origins or Parinirvana? | Children to understand that Parinirvana developed as a result of the death of Buddha. They commemorate the calm and resolute way that Buddha approached death and what lessons Buddhists take from this.- to accept death as a part of life and that all things that are created must pass. | To evaluate their own ideas about bigger ideas about ideas such as life and death and be able to express their opinions about them. |
| 3. How do Buddhists get good karma? | Children to reflect on the idea of karma (links to Hinduism). Children should examine the wheel of life in more detail and be able to explain how this links to the idea of karma for Buddhists. | To evaluate different aspects of religion and the symbolism behind some of the images related to different faiths. |

| Themes | | Diversity in the Curriculum |
|--------------------|--|--|
| <i>Faith</i> | Linked to the British Values- tolerance of other faiths. | To understand the birth and death rituals of other faiths and their processes for dealing with significant life events within a diverse community. |
| <i>Celebration</i> | Children to learn about and be able to recall key facts about different religious festivals. | |

| Outcome | Character Traits | Stickability | WOW |
|--|--------------------------|--|--------------------------------------|
| Leaflet on how to get good karma Information text comparing death rituals | Articulate Respectful | Lesson starter recaps RE themed Day Recaps of prior learning | Art activities- leaflets and posters |

| Curriculum Objectives | Vocabulary | | | | Links Across the Curriculum |
|--|------------|-----------------------------------|------------|---|--|
| <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response. . Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. | Hindu | A person who believes in Hinduism | Pilgrimage | A spiritual journey to a sacred place | Shared Reading- story mapping and summarising Oracy Geography- maps and locations PSHE Computing- research |
| | Devas | Hindu gods | Kumbh Mela | A festival which happens every 12 years | |
| | Asuras | Hindu demons | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|--|--|---|
| 1. What is the origin story of the Kumbh Mela? | Children to learn the myth of the Kumbh Mela- (the churning of the milky ocean) during a struggle for the elixir of life, the elixir fell onto 4 separate locations. These are now considered very holy places and are the sites of the pilgrimages during Kumbh Mela. | To evaluate and make links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them |
| 2. How do Hindus celebrate Kumbh Mela? | Children learn the location of the 4 pilgrimages using technology. Using research, children to understand how Kumbh Mela is celebrated around the world- parades, swimming in the sacred water. | To evaluate varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. |
| 3. What is a Naga Sadhu? | Children to learn, using the Naga Sadhu poster, what a Naga Sadhu is- a holy person in Hinduism who gives up everything, including wealth, family contact, luxury items etc, to focus wholly on their faith. Children to read through the information and reflect on what their life must be like- what would children find the hardest to give up? What would be the easiest? Children to formulate their own views on this ready for a debate. | To evaluate the challenges of commitment to a community of faith or belief and to be able to present both sides of the reasoned ar- |

| Themes | | Diversity in the Curriculum |
|-------------|--|---|
| Faith | Linked to the British Values- tolerance of other faiths. | Examining Kumbh Mela celebrations in India vs UK and understanding how different festivals are celebrated within other communities and countries. |
| Celebration | Children to learn about and be able to recall key facts about different religious festivals. | |
| Challenge | Sacrifice linked to faith and the challenges of having a faith. | |

| Outcome | Character Traits | Stickability | WOW |
|---|------------------------------------|--|--------------|
| Comic strip of kumbh mela story Oracy debate | Articulate Curious Resilient | Lesson starter recaps RE themed Day Recaps of prior learning | Oracy debate |

| Curriculum Objectives | Vocabulary | Links Across the Curriculum |
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|--|---|--------------|---|--------------|---|--------------|-------------------------|--------|---|--------|-------------------------|---------|-------------------------------|-------|--|--|--|--|
| <ul style="list-style-type: none"> Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. Examine and evaluate issues about community relations and respect for all in the light of different perspectives from varied religions and worldviews. | <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:25%;">Christian</td> <td style="width:25%;">A person who believes in Christianity</td> <td style="width:25%;">Holy trinity</td> <td style="width:25%;">The three aspects of 1 god- father, son and holy spirit</td> </tr> <tr> <td>Monotheistic</td> <td>Believing in only 1 God</td> <td>martyr</td> <td>Someone who dies because of their beliefs</td> </tr> <tr> <td>Gospel</td> <td>The teachings of Christ</td> <td>worship</td> <td>Expressing reverence to a god</td> </tr> <tr> <td>faith</td> <td>A belief based on conviction rather than proof</td> <td></td> <td></td> </tr> </table> | Christian | A person who believes in Christianity | Holy trinity | The three aspects of 1 god- father, son and holy spirit | Monotheistic | Believing in only 1 God | martyr | Someone who dies because of their beliefs | Gospel | The teachings of Christ | worship | Expressing reverence to a god | faith | A belief based on conviction rather than proof | | | <p>Shared Reading Oracy PSHE Computing- research</p> |
| Christian | A person who believes in Christianity | Holy trinity | The three aspects of 1 god- father, son and holy spirit | | | | | | | | | | | | | | | |
| Monotheistic | Believing in only 1 God | martyr | Someone who dies because of their beliefs | | | | | | | | | | | | | | | |
| Gospel | The teachings of Christ | worship | Expressing reverence to a god | | | | | | | | | | | | | | | |
| faith | A belief based on conviction rather than proof | | | | | | | | | | | | | | | | | |

| Lessons Sequence | Substantive Knowledge / Key Knowledge | Disciplinary Knowledge / Skills |
|------------------|---------------------------------------|---------------------------------|
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| <p>1. How do Christians worship?</p> <p>2. What is the importance of music to Christians?</p> <p>3. Why do religions have significant days?</p> | <p>Children to understand that Christianity is a monotheistic religion, believing in only one God. Through reading the story of the Crucifixion, children to understand why this story might increase their faith- Jesus sacrificed his life for their sins. What is God like in the story- kind, benevolent, generous, caring, a martyr. Christians believe it is important to repay God for sending his son to be crucified by worshipping him regularly. This can be done at home but is most often done in a community setting like a church on a Sunday.</p> <p>Children to explore the importance of music to Christians, particularly during church services. These songs have been written for hundreds of years and several are sung during every church service. They have key themes of gratitude, love, grace, declaration, strength, adoration, salvation, sacrifice, faith,</p> <p>Children to evaluate and compare the different religious days of the week that they have learned throughout their RE education e.g. Fridays for Muslims and Saturdays for Jews. Using research, children should research why certain days are significant to certain religions. Sundays are significant to Christians because Jesus rose again on a Sunday following his crucifixion and also God rested on the seventh day while creating the earth- in the western calendar, Sunday is our seventh day. In the Jewish calendar, Saturday (sabbath) is the seventh day. The Qur'an discusses Friday as a congregational day in the chapter named 'Al-Jumah' and so this is a day of a significant congregational prayer.</p> | <p>To evaluate and make links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them</p> <p>To evaluate varied examples of religions and world views so that they can explain and make links between them.</p> <p>To evaluate different dimensions of religion, understanding of similarities and differences within and between different religions.</p> |
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| Themes | Diversity in the Curriculum |
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|----------------|---|---|
| <i>Faith</i> | Linked to the British Values- tolerance of other faiths. | |
| <i>Worship</i> | Children to learn how different religions worship their Gods and be able to compare this across religions | <p>Comparing across religions- this could also be done across the world e.g. how Christians in other countries with high Christian populations e.g. Namibia, Ethiopia, Peru or Paraguay</p> |

| Outcome | Character Traits | Stickability | WOW |
|---|-------------------------------------|--|---|
| Generate question for a visitor Music comparison table | Articulate Respectful Curious | Lesson starter recaps RE themed Day Recaps of prior learning | Q&A session with a Reverend from the local community. |