



Lower KS2 Religious Education

Uni-structural: the Pupil's response focuses on one relevant aspect.



Multi-structural: the Pupil's responses focuses on several relevant aspects



Relational: The different aspects have become integrated into a coherent whole



Extended Abstract: The whole may be conceptualised at a higher level and generalised to a new topic or area.



Religious Education deepening Skills

Emerging

Developing

Secure

Exceeding

Understanding

Beliefs

- Develop a secure knowledge and understanding of different religions, and their beliefs, from around the world.
- Establish clear links/comparisons between a religion and Christianity.

Can **define** the religion they are studying.

Can **identify** some of the countries where this religion is practiced.

Can **list** the main beliefs of a religion and be able to **describe** some of them in detail.

Can **compare and contrast** the religion, and its beliefs, with Christianity.

Can **formulate questions** about the religion and its beliefs.

Can **evaluate** how the religion, and its beliefs, have impacted upon communities around the world.

Teachings

- Develop a secure knowledge of teachings and sacred writings.
- Understand the importance of these for believers.
- Address and devise valid questions about teachings.
- Understand the role of key religious

Can **identify** the key teachings of a religion.

Can **name** a key religious figure.

Can **define** the origins of sacred writings/teachings and **describe** their importance for believers.

Can **list** key religious figures and **describe** their importance, **combining** links with their faith.

Can **classify** teachings into groups according to their messages/morals.

Can **formulate** questions about key teachings/sacred writing.






Can **sequence** the key events of a religious figure's life, and **explain** their role.

Can **create** their own stories which convey a similar message/moral to the sacred writing studied.

Can **evaluate** and **reflect** on the impact the key religious figure made on the faith/history.

	figures, and the impact they have made.				
	<p>Practices and Lifestyles</p> <ul style="list-style-type: none"> Develop a secure knowledge and understanding of religious places of worship and practices. Understand the impact these practices have on a person's lifestyle. 	<p>Can identify the place of worship for a particular religion.</p> <p>Can identify some of the main features and patterns of an act of worship.</p>	<p>Can describe how places of worship are used and respected in their religion.</p> <p>Can list the main features and patterns of an act of worship, and can describe their importance.</p>	<p>Can compare and contrast a religion's place of worship to the Christian Church.</p> <p>Can compare and contrast the main features and patterns of an act of worship of a religion to Christianity.</p>	<p>Can assess and explain the significance of a place of worship, considering the role it has to play in ceremonies/festivals.</p> <p>Can evaluate the importance of religious practices and the impact it has on lifestyles.</p>
Expressing	<p>Meaning</p> <ul style="list-style-type: none"> Develop an understanding of the meanings in symbols and stories. Understand the importance of these to believers. Address and devise valid questions about symbolism. 	Can identify some of the key symbols of a religion.	Can list the key symbols of a religion and describe their use/role.	<p>Can analyse the key symbols in a range of literature and arts.</p> <p>Can analyse the meaning of a wide range of stories about the beginnings of the world, and can explain their importance for believers.</p>	Can evaluate the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and predict the intended meaning they might have for believers.
	<p>Reflection</p> <ul style="list-style-type: none"> Address and devise questions that have no universally agreed answers. Understand the importance of respecting other's views/beliefs. 	Can listen and take part in a discussion about why people (believers, key religious figures etc.) may have acted as they did.	<p>Can describe how personal experiences and feelings influence attitudes and actions.</p> <p>Can list a variety of reasons why people (believers, key religious figures etc.) may have acted as they did.</p>	<p>Can explain how their own experiences and feelings have impacted on their views/actions.</p> <p>Can formulate questions that have no universally agreed answers.</p>	<p>Can predict how people may have reacted differently if they had different views/beliefs.</p> <p>Can evaluate the responses to questions that have no universally agreed answers, and reflect on the importance of respecting everyone's views/opinions.</p>

Respecting	<p>Values</p> <ul style="list-style-type: none"> • Understand the meaning of values. • Develop an understanding of the values held within faith communities. • Establish links/connections between actions, behaviour and values. 	<p>Can recall the school values.</p> <p>Can identify some of the values held by faith communities.</p>	<p>Can describe how some of the values held by communities or individuals affect behaviour and actions.</p>	<p>Can explain how beliefs about right and wrong affect people's behaviour.</p> <p>Can analyse religious stories (involving moral dilemmas) and explain their opinions on them.</p>	<p>Can predict how a person's behaviour may have been different if they followed different values.</p> <p>Can reflect on the values that are important to themselves, and how this has affected their behaviour/actions.</p>
	<p>Commitments</p> <ul style="list-style-type: none"> • Develop an understanding of the ways people show commitment. • Establish links/connections between commitment and practices/lifestyles. • Address and devise valid questions about commitment. 	<p>Can recall some of the ways people show they are committed to their faith/beliefs.</p>	<p>Can describe the different ways people show their commitment to their faith/beliefs.</p>	<p>Can classify ceremonies associated with joining or belonging to a faith community, and explain their link in showing commitment.</p> <p>Can formulate questions about commitment and how it affects people's lives.</p>	<p>Can evaluate how commitment affects religious practice and the lifestyle of a person.</p> <p>Can reflect on their own personal commitments (religious and non-religious).</p>
	<p>Diversity</p> <ul style="list-style-type: none"> • Understand the meaning of diversity. • Understand the importance of diversity within communities. 	<p>Can give simple examples of diversity in the local community.</p>	<p>Can describe what diversity is, and can identify examples of it within a community.</p> <p>Can identify activities of a local religious community, and list links with key religious teachings.</p>	<p>Can analyse the diversity of a range of religious traditions, and can compare and contrast them by explaining similarities and differences.</p>	<p>Can predict what the world would be like if there was no diversity.</p>

 Upper KS2 Religious Education		<i>Uni-structural</i> 	 <i>Multi-structural</i>	 <i>Relational</i>	 <i>Extended Abstract</i>
Religious Education deepening Skills		Emerging	Developing	Secure	Exceeding
Understanding	Beliefs <ul style="list-style-type: none"> Develop a secure knowledge and understanding of different religions, and their beliefs, from around the world. Establish clear links/comparisons between multiple religions. 	<p>In the religion they are studying, can identify its main beliefs.</p> <p>Can recall name and attributes of God in a religion.</p>	<p>Can list the main beliefs of a religion and be able to describe them in detail.</p> <p>Can identify some of the ways in which religions name and describe attributes of God and combine links with belief and practice.</p>	<p>Can compare and contrast the religion, and its beliefs, with one other or more religions (as well as across denominations of one faith).</p> <p>Can compare and contrast the different ways in which religions name and describe attributes of God.</p> <p>Can formulate questions about the religion and its beliefs.</p>	<p>Can evaluate how beliefs are shared between religions.</p>
	Teachings <ul style="list-style-type: none"> Understand the impact sacred writings/teaching have upon a believer. Address and devise valid questions about teachings. Establish clear links/comparisons between multiple religions. Note key religious figures who have been inspired by their faith. Understand the role of key religious leaders, and establish clear links between belief and action. 	<p>Can raise questions about issues which cause people to wonder and identify some answers that can be found in religious writings and teachings.</p> <p>Can recall some rules for living found in sacred writing/teachings.</p> <p>Can define the role of a key religious figure.</p>	<p>Can identify rules for living found in sacred writing/teachings, and can describe the impact they have upon the lives of believers.</p> <p>Can describe the life of key religious figures, and list links with teachings and practices of special significance to followers.</p>	<p>Can investigate and reflect on a range of religious responses to suffering, hardship and death within teachings/sacred writings.</p> <p>Can formulate questions about the rules for living found in sacred writings/teachings.</p> <p>Can analyse the life of a person who has been inspired by their faith, and can apply links between belief and action.</p> <p>Can explain the role of a key religious figure, and relate this to other roles of importance (found in school/History/Politics).</p>	<p>Can evaluate how teachings are shared between religions.</p> <p>Can explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions.</p> <p>Can evaluate how teachings shape the lives of individuals and communities.</p>

		Can identify the faith/beliefs of a key religious figure.			
	<p>Practices and Lifestyles</p> <ul style="list-style-type: none"> • Develop a secure knowledge and understanding of religious places of worship, practices and festivals/ceremonies. • Understand the impact these practices/festivals/ceremonies have on a person's lifestyle. • Establish links/comparisons/differences of lifestyles of people of the same faith. 	<p>Can define the importance a place of worship has on a person, and can identify how they respect it.</p> <p>Can recall the main features and patterns of an act of worship, and define the importance of worship for believers.</p> <p>Can identify <u>some</u> features of key religious festivals and celebrations.</p>	<p>Can describe the importance a place of worship has upon a believer, and can list the different ways in which the building is used in their practice/lifestyle.</p> <p>Can describe the similarities and differences of a religion's place of worship to a range of other religions (as well as across denominations of one faith).</p> <p>Can identify all of the features of key religious festivals and celebrations, and can list the similarities and differences.</p>	<p>Can compare and contrast the main features and patterns of an act of worship of a religion to a range of other religions (as well as across denominations of one faith).</p> <p>Can analyse the lifestyles of different faith groups, and can explain why some within the same faith may adopt different lifestyles.</p> <p>Can compare and contrast the practice of religion in the home in different religious communities.</p>	<p>Can evaluate the importance of religion upon a person's lifestyle, and reflect on how their life would be different if they had differing beliefs.</p> <p>Can assess and explain the importance for believers of ceremonies in which special moments in the life cycle are marked.</p> <p>Can analyse and explain ceremonies associated with joining or belonging to a faith community.</p>
Expressing	<p>Meaning</p> <ul style="list-style-type: none"> • Develop a secure understanding of the meanings in symbols and stories. • Understand the importance of these to believers. • Establish links/connections of symbolism across religions. 	<p>Can define symbolism.</p> <p>Can recall the key symbols of a range of religions.</p>	<p>Can describe the different ways that individuals show their beliefs, and can list examples of each of these.</p>	<p>Can analyse meanings and symbolism in a range of literature and arts.</p> <p>Can compare and contrast the use of symbols amongst a range of religions (as well as across denominations of one faith), and can explain the meanings behind them.</p>	<p>Can evaluate how symbols are shared between religions.</p> <p>Can explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions.</p> <p>Can evaluate the symbolic use of a wide range of artefacts,</p>

				Can analyse stories about God's relationship with people, and explain how, for some people, this helps them make sense of life.	hymns/songs and paintings, and predict the intended meaning they might have for believers.
	Reflection <ul style="list-style-type: none"> Develop a secure understanding of their own identity. Address and devise ultimate questions. Understand the importance of respecting other's views/beliefs. 	Can explain feelings about their own identity.	Can identify and express feelings about their own identify, and list links to religious beliefs/teachings.	Can formulate answers to ultimate questions, and can explain their ideas. Can explain why their own answers to ultimate questions may differ from those of others.	Can evaluate the responses to ultimate questions, and can reflect upon the importance of respecting these.
Respecting	Values <ul style="list-style-type: none"> Understand the meaning of values and morals. Develop a secure understanding of the values held within faith communities and in individuals. Establish links/connections between actions, behaviour and values. Address and devise valid questions about values. 	Can define what values are, and can identify the values held in a range of faith communities. Can define what a moral is.	Can describe the importance of values that are held in a range of faith communities.	Can explain why different religious communities or individuals may have a different view of what is right and wrong. Can compare and contrast the different values held in communities/followed by individuals, and can explain the importance of respecting those with different values to themselves. Can formulate questions about values to ask followers of faith.	Can evaluate morals and right and wrong beyond rules (e.g. wanting to act in a certain way despite rules). Can evaluate religious stories and teachings about the environment, creating links with values, and reflecting on their impact on behaviour. Can create links between beliefs and action, and can reflect on how this might have local, national and international impact.
	Commitments <ul style="list-style-type: none"> Develop a secure understanding of the ways people show commitment. Establish links/connections between commitment and practices/lifestyles. 	Can define the meaning of commitment, and can identify the different ways people show they are committed to their faith/beliefs.	Can list the different ceremonies/festivals associated with joining or belonging to a faith community, and describe their importance to believers.	Can formulate questions about commitment and how it affects people's lives. Can compare and contrast commitments shown in a range of different religious (and across denominations too).	Can research <u>some</u> key events in the development of a religious tradition, and reflect on the impact on believers, and their commitment, today. Can reflect on their own personal commitments

	<ul style="list-style-type: none"> Address and devise valid questions about commitment. 				(religious and non-religious), and can create links between their own commitments and those of believers.
	<p>Diversity</p> <ul style="list-style-type: none"> Understand the meaning of diversity. Understand the importance of diversity within communities. 	Can define what diversity is, and can identify examples within a community.	Can list examples of the diversity of traditions (amongst a range of religions as well as across denominations), and can describe the similarities and differences of their religious traditions.	Can explain the importance and need for diversity within communities.	Can evaluate the effectiveness of diversity within a community.

SOLO Taxonomy

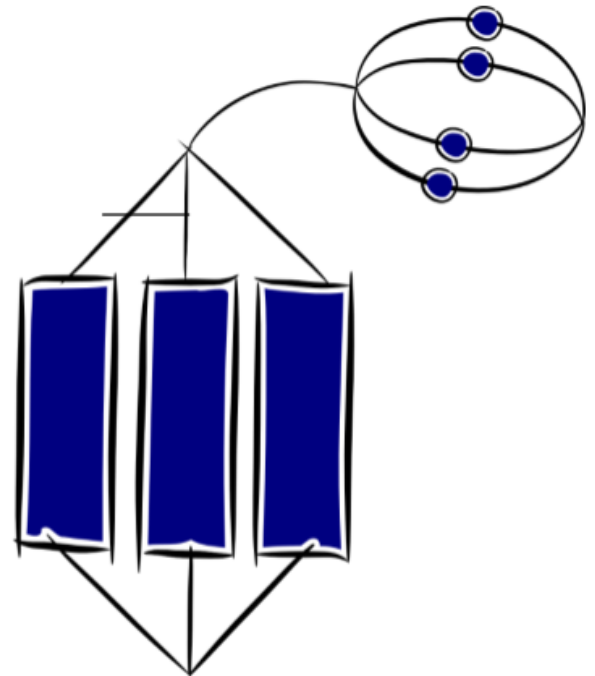
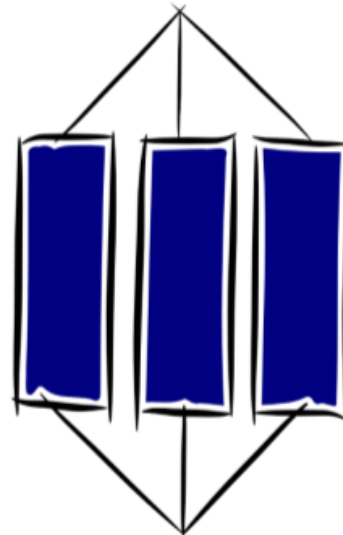
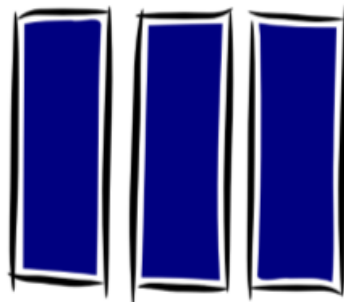
Biggs and Collis 1982

Define
Identify
Do simple
procedure

Define
Describe
List
Do algorithm
Combine

Formulate questions
Compare/contrast
Explain causes
Sequence
Classify
Analyse -part/whole
Relate
Analogy
Apply

Evaluate
Theorise
Generalise
Predict
Create
Imagine
Hypothesise
Reflect



Year 3	Autumn	Spring	Summer
Topic links	Kinver Faith	Creation Stories	Judaism
NC statement:	2.2a, 2.4a, 2.4b, 2.6c	2.1d, 2.3a, 2.3b, 2.5a, 2.5c, 2.5d, 2.6d	2.1a, 2.2b, 2.2c, 2.3c, 2.3d, 2.4a, 2.4c, 2.4d, 2.5a, 2.6a, 2.6b, 2.6c
Expected knowledge	<ol style="list-style-type: none"> 1. There are two Christian places of worship in Kinver – Kinver Methodist Church and St. Peter’s Church. 2. Christian faith has been witnessed on the site of St Peter’s for over 1,000 years, and the church is a treasured landmark. 3. Kinver Methodist Church opened on 20th January 1962 and is still open nowadays for Sunday worship as well as other events/groups. 4. According to the Office for National Statistics, in 2011, 78.2% of the Kinver population were Christian. 5. According to the Office for National Statistics, in 2011, there were non-Christians residing in Kinver such as Muslims, Hindus, Sikhs and Buddhists. 6. Non-Christians residing in Kinver visit places of worship outside of the village as well as practising their religion at home. 7. AD33 is a youth work charity run as part of the Church in Kinver, and its aim is to support and engage with 	<ol style="list-style-type: none"> 1. Both religious people and non-religious people have their own views on how the world was created. 2. The Big Bang Theory is an explanation that shows the origin of the stars, planets, galaxies and the Universe as whole. Scientists believe that the Big Bang was the very beginning of the creation of this Universe. 3. Evolution is the theory that all the kinds of living things that exist today developed from earlier types. 4. According to Christians, God created the world. On the first day, he created light. On the second day, he created the sky. On the third day, God created land and sea as well as plants and trees. On the fourth day, he created the Sun, Moon and stars. On the fifth day, he created all the creatures that live in the sea and sky. On the sixth day, he created animals that live on the land, including humans. On the seventh day, he rested, making the seventh day a special holy day. 5. According to the Jewish creation story, the order in which G-d created the world is the same as 	<ol style="list-style-type: none"> 1. Judaism is the religion of the Jewish people, and it is the oldest of the world’s four biggest monotheistic religions, dating back over 4,000 years. Judaism teaches that all people are made in the image of G-d, and this is why people must be treated with dignity and respect. 2. The core Jewish religious belief is that there is one eternal G-d who is a spirit and has no human form. 3. The Torah is the Jewish holy book. 4. The synagogue is the Jewish place of worship. 5. Teachers of the Jewish faith are called rabbis. 6. Shabbat is a special day when Jewish people think about G-d. 7. Jews believe that G-d has performed miracles. 8. Jews believe that light is seen as representing the presence of G-d. 9. Hanukkah is the Jewish Festival of Lights. It is an eight-day celebration. On the first night, there is normally a big family meal, and after dinner, the family gathers to light the

	<p>young people in the local area through a range of activities, youth groups and pastoral care.</p>	<p>the Christian creation story. However, they call the seventh day, Shabbat.</p> <ol style="list-style-type: none"> 6. According to Muslims, Allah was responsible for the creation of the universe. There is no single story of creation, but there are references to it in many places in the Qur'an. 7. In Hinduism, there are many creation stories. According to Hindus, there is no single creation but periodic cycles of creation. 8. Many other cultures also have their own Creation stories too (e.g. Aboriginal, Chinese, Ancient Greek, Native American and Inuit). 	<p>menorah candles – a new one each night until all 8 are lit.</p>
<p>Vocabulary</p>	<ul style="list-style-type: none"> • St Peter's • Church of England • Landmark • parish • Holy Communion • Potters Cross • Methodist • community • congregation • St Mary's Church • Enville 	<ul style="list-style-type: none"> • atheist • Cosmologist • universe • existence • Charles Darwin • species • natural selection • Genesis • God • Allah • Vishnu • Brahma • Cultures 	<ul style="list-style-type: none"> • Judaism/Jew/Jewish • Torah • yad • Hebrew alphabet • Synagogue • Rabbi • sermon • Shabbat • Hanukkah • Shamesh holder • Dreidel • Sevivon • latkes • Magen David (the six pointed star) • Tallit (prayer shawl) • Kippah • Temple Menorah • Chai • Mezuzah

Year 4	Autumn	Spring	Summer
Topic links	The Bible	Leaders of Faith	Hinduism
NC statement:	2.1a, 2.1b, 2.3a, 2.3b, 2.3d, 2.5a, 2.5c	2.1c, 2.2d	2.1a, 2.2b, 2.2c, 2.3c, 2.3d, 2.4a, 2.4c, 2.4d, 2.5a, 2.6a, 2.6b, 2.6c
Expected knowledge	<ol style="list-style-type: none"> The Bible is a sacred book which forms the basis of the Christian faith, and it is their main reference for teaching, guidance and worship. The Bible was written over a period of some 1,550 years, from around 1450 BC to about 100 AD. The Bible was printed in 1454 AD. The Bible is a collection of writings by different authors. The Bible contains 66 books, divided among the Old and New Testaments. The Old Testament is the first part of God's story of salvation. Salvation is God's long work of saving us from our sins. Sin is what happened when people decided to live their own way instead of God's way in the world that God created. The main part of The New Testament is the story of the life of Jesus Christ. The four different versions of Jesus' story in the New Testament are called the Gospels (Matthew, Mark, Luke and John). 	<ol style="list-style-type: none"> A leader is someone who can see how things can be improved and who rallies people to move toward that better religion. Moses was the leader of the Israelites. Jesus was a leader from whom lessons can be learned and applied in today's world. Queen Elizabeth II is leader of the United Kingdom and Common Wealth, and is the Head of the Church of England. Pope Francis is the head of the Catholic Church and sovereign of the Vatican City State. Muhammad was an Arab religious, social, and political leader who was the founder of Islam. Guru Nanak is the founder of Sikhism. Guru Gobind Singh was the last of the ten Gurus, and the one who transformed the Sikh faith. The 14th Dalai Lama is the spiritual leader of Tibetan Buddhism and the Tibetan people. Martin Luther King, Jr. was a Baptist minister and social rights activist in the United States in the 1950s and 1960s, and he 	<ol style="list-style-type: none"> Hinduism is one of the oldest religions in the world, and it began about 5000 years ago. Although the majority of Hindus live in India where the religion began, there are large Hindu communities all over the world. Hundreds of Gods and Goddesses are worshipped in Hinduism, each Hindu God is said to be a different part of the Supreme God Brahman. The three principal Gods of Hinduism are Brahma, Vishnu and Shiva. Hindus believe that God can be seen in a person or an animal, so God is in everybody. Ganesha is the elephant-headed god in Hinduism. The Hindu place of worship is called a mandir. Hindus have shrines in their homes where they can practise their faith. Puja is a worship ritual that is performed daily by Hindus. Diwali is held in the Hindu month of Ashwin in September or October and marks the Hindu New Year.

		was a leader of the American civil rights movement.	
Vocabulary	<ul style="list-style-type: none"> • Old Testament and New Testament • salvation • sins • chapters • verses • psalms • proverbs • hymn • gospels • miracles • parable 	<ul style="list-style-type: none"> • Moses • Israelites • Jesus • sovereign • Pope Francis • Muhammad • Prophet • Guru Nanak • Guru Go Bind • 14th Dalai Lama • Martin Luther King • civil rights movement 	<ul style="list-style-type: none"> • Hindu/Hinduism • Namaste • Brahman • Svetaketu • Aum • Brahma, Vishnu and Shiva • Ganesha • shrine • murtis • pu ja • Mandir • Diwali • rangoli • Rama and Sita

Year 5	Autumn	Spring	Summer
Topic links	Christianity and all its denominations	Easter – more than just Easter eggs!	Buddhism
NC statement:	2.2a, 2.2b, 2.2c, 2.3c, 2.4a, 2.4c, 2.5d, 2.6b, 2.6c	2.2c, 2.4a, 2.4c, 2.4d, 2.5d, 2.6b	2.1a, 2.2b, 2.2c, 2.3c, 2.3d, 2.4a, 2.4c, 2.4d, 2.5a, 2.6a, 2.6b, 2.6c.
Expected knowledge	<ol style="list-style-type: none"> 1. Christianity is the religion with the most followers in the world; almost a third of world's population are Christians. 2. Christianity is a religion based on the life and teachings of Jesus Christ, who they believe is the Son of God. 3. Christians believe in the holy trinity – God the Father, God the Son and The Holy Spirt. 4. Christianity is split into several different groups which consist of people with similar beliefs. There are called denominations. 	<ol style="list-style-type: none"> 1. Easter is the most important festival in the Christian calendar, and it celebrates God raising his son Jesus from the dead. 2. Lent is a season of reflection and preparation before the celebrations of Easter. 3. Shrove Tuesday is the last day before Lent begins. 4. Ash Wednesday is the first day of Lent in the Christian calendar. 5. Holy Week begins on Palm Sunday. On this day, Jesus rode on a donkey through Jerusalem. 	<ol style="list-style-type: none"> 1. Buddhism began in India about 2,500 years ago, and it is the fourth largest religion in the world. 2. A Buddhist is someone who follows the teachings of a man called Siddhartha Gautama who became known as the Buddha. 3. Some Buddhists choose to become monks and nuns and make religion the most important thing in their lives. 4. Buddhists worship at shrines at home or in temples and monasteries (viharas).

	<ol style="list-style-type: none"> 5. The word denomination is used for a large group of Christian people who use the same name, the same sort of organisation and have the same (or very similar) beliefs. 6. Some of the main Christian denominations include Catholics, Baptists, Methodists, Anglican. 7. The Catholic Church is the largest Christian church in the world. 8. The Church of England is the main Anglican Church. 9. Baptists, Anglicans and Methodists are all part of the Protestant branch. 10. All Christians believe that God created the world and sent his Son, Jesus, down to Earth. 	<ol style="list-style-type: none"> 6. Jesus celebrated Passover with his twelve disciples, and this is now known as The Last Supper. 7. On Good Friday, Jesus was crucified on the hill between two other prisoners. 8. On Easter Sunday, Mary Magdalene went to visit the tomb where Jesus' body had been laid, but they found that the stone had been rolled away and was empty. 9. An egg is an ancient symbol of new life, and from a Christian perspective, Easter eggs are said to represent Jesus' emergence from the tomb and resurrection. 10. The Easter Bunny is modern tradition which originates from America. 	<ol style="list-style-type: none"> 5. The Buddha's teachings are known as dharma, and these include Four Noble Truths and the Eightfold Path. 6. The Eightfold Path is a set of rules Buddhists live their lives by. 7. Buddhists don't have fixed times of day or days of the week that are dedicated to worship. 8. Buddhism's main sacred text is the Tipitaka. 9. Buddhists believe in a constant cycle of life and death, and that people will be reborn after they die unless they reach Enlightenment. 10. The most important festival in Buddhism is Wesak, celebrated in May or June, when Buddhists remember the Buddha's birth and his Enlightenment.
Vocabulary	<ul style="list-style-type: none"> • denomination • Christianity • Catholicism • Church of England • Baptist • Methodist • Anglican • steeple • font • altar • lectern • pulpit • minister 	<ul style="list-style-type: none"> • Easter • Lent • resurrection • Shrove Tuesday • Ash Wednesday • Holy Week • Palm Sunday • Last Supper • Good Friday • crucifixion • Easter Sunday • Judas • betrayed 	<ul style="list-style-type: none"> • Buddhism • Siddhartha Gautama • Buddha • temple • vihara • shrine • stupa • buddharupas • Four Noble Truths • Eightfold path • Tipitaka • enlightenment • meditation • Wesak • Lotus flower

Year 6	Autumn	Spring	Summer
Topic links	Islam	Rites of passage	Who is God?
NC statement:	2.1a, 2.2b, 2.2c, 2.3c, 2.3d, 2.4a, 2.4c, 2.4d, 2.5a, 2.6a, 2.6b, 2.6c.	2.2c, 2.4a, 2.4c, 2.4d, 2.5b, 2.6b	2.3d, 2.5a, 2.5b, 2.5c, 2.5d, 2.6c
Expected knowledge	<ol style="list-style-type: none"> 1. Islam is the world's second largest religion, and there are around 1.6 billion Muslims in the world. 2. Muhammad ﷺ was the founder of the Islamic faith. 3. Muslims call Muhammad ﷺ the Messenger of God or the Prophet. 4. The Qur'an, or Koran as it is sometimes known, is the holy book of Muslims. 5. Muslims believe that there is only one God, who is called Allah. 6. Muslims have 6 main beliefs. 7. The mosque is the Muslim place of worship. 8. Muslims face Mecca (the birthplace of prophet Muhammad ﷺ) when praying. 9. The Five Pillars of Islam are the five duties that the Qur'an states any Muslim must follow. 10. Ramadan is the ninth month of the Islamic calendar, and during Ramadan, Muslims fast from just before dawn until sunset. 	<ol style="list-style-type: none"> 1. Baptism is a ceremony that symbolises a commitment to living a life as a Christian. 2. Jatakarma is performed to welcome a Hindu child by putting honey in the child's mouth and whispering the name of God in the child's ear. 3. Sikhs who have been through the Amrit Ceremony of initiation become baptised Sikhs, take new names and wear the 5ks. 4. In Islam, there are practices that welcome the baby into the community of believers, including the calling of the prayer adhan (call to prayer) and iqama (reminder to stand up to pray) in the ear of the newborn. 5. Confirmation is when a Christian is old enough to understand and make promises to God themselves. 6. Bar/Bat mitzvah is the Jewish ceremony where boys and girls become an adult within the faith. 7. Christians believe that when we die, we will go to heaven or hell. 8. Muslims believe that Allah will put people's bodies back together again, and that there 	<ol style="list-style-type: none"> 1. Christians think of God as Father, Son and Holy Spirit. 2. The core Jewish religious belief is that there is one eternal G-d who is a spirit and has no human form. 3. Muslims believe that though we cannot fully understand, we can get a good idea of what he is like from the holy book he has sent to us. 4. 99 names or descriptions are given to God in the Qur'an, and these help Muslims to understand God as best as humans can. 5. An atheist is someone who does not believe in God. 6. An agnostic is someone who is not sure if they believe in God. 7. Some of the reasons why people believe in God include religious upbringing, causation, appearance of design in the world and presence of religion. 8. Some of the reasons why people believe there is no God include evil and suffering, unanswered prayers, non-religious explanations of the world and of miracles. 9. In Abrahamic religions (Judaism, Christianity and Islam), God's

		<p>will be a physical resurrection after death, so cremation is not allowed.</p> <p>9. Buddhists believe in a constant cycle of life and death, and that people will be reborn after they die unless they reach Enlightenment.</p>	<p>characteristics are: Creator, Benevolent, Omnipotent and Omniscient.</p>
Vocabulary	<ul style="list-style-type: none"> • founder • Muhammad ﷺ • prophet • revelation • prophet • Qur'an • Koran • Mecca • Rituals • Hadith • mosque • Shahadah • Salah • Sawm • Zakah • Hajj • Id-ul-adha • Ramadan 	<ul style="list-style-type: none"> • Baptism • Jatakarma • aum • Amrit • Samskar • horoscope • adhan • iqama • naming ceremony • confirmation • Mass • Holy Communion • Eucharist • Ketubah • Chuppah • Nikkah • Walima • Kanyadaan • Panigrahana • Saptapadi • Anand karaj • Milni • chunni • veil • vow • declaration • Bar/Bat mitzvah • Enlightenment 	<ul style="list-style-type: none"> • Father, son, holy spirit • Trinity • Saviour • Allah • God • Atheist • Agnostic • causation • evil and suffering • natural disaster • Evolution theory • Big Bang Theory • Abrahamic religions • Benevolent • Omnipotent • Omniscient