

RE at Hobletts

RE at Hobletts Manor Junior School:

In RE, we learn about different world religions and what people practice and believe. We think about how these ideas make us feel and have the opportunity to explore questions with both definite and puzzling answers. We learn to discuss our own beliefs with others and are respectful when our opinions are different. We use our knowledge and understanding to enable us to participate positively in the rich and diverse world in which we live.

Aims:

The national curriculum for RE aims to ensure that all pupils:

- Are taught religious education at all key stages

Hertfordshire Agreed Syllabus of Religious Education states that:

- All pupils should develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**.
- Developing religious and theological literacy through religions and worldviews permeates all areas of the programmes of study. The following eight key areas of RE may be taught in any order:

Beliefs and practices, *sources of wisdom*, symbols and actions, *prayer, worship and reflection*, identity and belonging, *ultimate questions*, human responsibility and values, *justice and fairness*.

Pupils should be taught to:

Sources of wisdom and their impact

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact upon the identity of individuals and communities
- recognise and explore the diversity which exists within and between religious traditions

Personal and critical responses

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

Curriculum Overview:

Year Group	Autumn Term Unit of learning	Spring Term Unit of learning	Summer Term Unit of learning
Three	Christianity and Islam comparing core beliefs Christianity Christmas (events in the life of Jesus)	Christianity religious texts Christianity – temptation and the Easter story (events in the life of Jesus)	Islam: influence of rules on action Christianity and Islam: Questions of Meaning and Purpose
Four	Hinduism beliefs, symbols & places Hindu Gods & worship and Christianity -Advent	Sikhism – beliefs, symbols, people Sikh worship and Christianity Easter	Sikhism, Hinduism, Christianity – religious texts, sacred writing and stories
Five	Judaism beliefs, symbols places & texts Jewish festivals and beliefs about forgiveness	Jewish celebrations related to key figures Christianity -comparing Easter with Jewish festivals	Roles and responsibilities of Christian and Jewish Leaders Creation stories and the ultimate questions they raise
Six	Christian & Buddhist key beliefs Buddhist & Christian: Religious stories/Christmas	Buddhist and Christian expressive & visual arts Christianity - life of Jesus and Easter story	Ideas about God in different religions and what humans believe about the environment Buddhism: Suffering and happiness

Year 3

Autumn	
Through the Ages	
<p style="text-align: center;">Christianity and Islam: core beliefs</p> <ul style="list-style-type: none"> • <i>understand the core beliefs of the Islamic faith</i> • <i>be able to describe the 5 pillars of Islam</i> • <i>understand the core beliefs of the Christian faith</i> • <i>begin to identify similarities and differences within/between the two faiths and communities</i> • <i>explain how beliefs, symbolic expression and action can communicate meaning to individual followers</i> 	<p style="text-align: center;">Christianity: Christmas (events in the life of Jesus)</p> <ul style="list-style-type: none"> • <i>explain why everyone has different ideas about God</i> • <i>understand the purpose of Angels in religious stories</i> • <i>know the events of the nativity</i> • <i>consider different secular and Christian Christmas traditions and their significance for Christians</i> • <i>describe, make connections and reflect on religious beliefs and practices, including how celebrations are marked</i>
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer worship and reflection</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Islam, Muslim, Allah, Qur'an, Imam, hijab, burka, mosque, pillars, prayer, fasting, pilgrimage, faith, charity Mecca, Muhammad, Ramadan, Eid, Christian, church, vicar, bible, Holy Spirit, bishop, altar, cross, organ, pulpit, lectern, font</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p><i>Believe, century, certain, consider, decide, describe, different, earth, famous, guide, heard, history, imagine, knowledge, learn, ordinary, popular, promise</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Christian, God, Jesus, Mary, Joseph, wise men, shepherds, gold, frankincense, myrrh, angels, Gabriel, nativity</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p><i>Arrive, believe, century, certain, consider, decide, describe, different, earth, famous, favourite, guide, heard, history, imagine, knowledge, learn, ordinary, popular, promise, special</i></p>

Year 3

Spring	
Romans	
Christianity: religious texts	Christianity: Easter story (events in the life of Jesus)
<ul style="list-style-type: none"> • <i>know the purpose of religious texts (e.g. the Bible) as a method of religious teaching</i> • <i>know the importance of Jesus' life in Christianity</i> • <i>know about the parables of Jesus and their significance within the Bible</i> • <i>know the influence of Jesus on others in the Bible and consider who influences their own life</i> • <i>describe and interpret a range of stories, sacred writings and psalms. Develop an understanding of the impact on individual believers</i> 	<ul style="list-style-type: none"> • <i>understand the meaning of temptation and what the outcomes of temptation can be</i> • <i>know the sequence of events in the Easter story and why they happened</i> • <i>know the Easter traditions and their meaning for believers</i> • <i>know why forgiveness is significant in the Easter story and explain your own opinions on forgiveness</i> • <i>show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them</i> • <i>consider and discuss questions on matters that are important in the world including choices about what is right and wrong</i>
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, identity and belonging,</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging, justice and fairness</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Christian, God, Jesus, bible, scriptures, new testament, old testament, parable, influence, teaching</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p><i>believe, century, certain, consider, decide, describe, different, earth, famous, guide, heard, history, imagine, important, knowledge, learn, library, ordinary, popular, promise</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Christian, God, Jesus, bible, Easter, Good Friday, forgiveness, sacrifice, crucifixion, betray, tomb, cross, stone, Mary, criminal, Judas, disciples, palm leaves, resurrection</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p><i>believe, century, certain, consider, decide, describe, different, earth, famous, guide, heard, history, imagine, important, knowledge, learn, library, ordinary, popular, promise</i></p>

Year 3

Summer	
Our World!	
<p style="text-align: center;">Islam: influence of rules on action</p> <ul style="list-style-type: none"> • <i>know why Muslims fast during Ramadan</i> • <i>describe other ways that Muslims honour their holy month of Ramadan</i> • <i>understand the traditions of the festival of Eid</i> • <i>compare Christian and Muslim beliefs about helping those less fortunate than themselves</i> • <i>show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them</i> • <i>participate in periods of stillness and quiet thought and where appropriate express personal reflections</i> 	<p style="text-align: center;">Christianity and Islam: questions of meaning and purpose</p> <ul style="list-style-type: none"> • <i>compare Muslim and Christian religious beliefs and practises</i> • <i>learn about different artefacts and symbols of Christianity and Islam and how they show faith</i> • <i>compare parts of the Bible and the Qur'an and explain why they are important to Christians and Muslims and how they influence their lives</i> • <i>know the difference between ultimate (puzzling) and non-ultimate (definite answer) questions</i> • <i>respond to challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</i> • <i>illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility</i>
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer worship and reflection, ultimate questions, human responsibility and values</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Islam, Muslim, pillars, Ramadan, fasting, Sawm, Allah, charity, donation, Eid-Al-Fitr, Zakat, Christian, Samaritan</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p><i>believe, calendar, century, certain, consider, decide, describe, different, difficult, guide, history, imagine, important, knowledge, promise, special</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Islam, Christianity, Muslim</i> <i>Christian, Symbols, Artefacts, Prayer mat, Eid card, Quran, Taqiyah (cap), Muslim, Islam, Church, Mosque, Arabic, Holy, Bible, Ultimate, Non-ultimate, Religion, Puzzling, Life, Meaning, Curious</i></p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p><i>believe, calendar, century, certain, consider, decide, describe, different, difficult, famous, guide, history, imagine, important, knowledge, ordinary, promise, special</i></p>

Year 4

Autumn	
Where we all live!	
Hinduism - beliefs, symbols & places	Hindu Gods & worship/Christianity - advent
<ul style="list-style-type: none"> • know where in the world Hinduism is practised • understand the Hindu way of life and Hindi practices • know about Hindu beliefs in many Gods • know how Hindus worship their Gods at home • know about the temples that Hindus go to to worship their Gods • begin to identify similarities and differences within/between Hindu and Christian faiths • explain how beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers 	<ul style="list-style-type: none"> • know that different aspects of God are represented by the different Hindu deities • know about the practises involved in Hindu worship • know the meaning, symbolism and themes of the Christingle • describe why and where worshippers connect to prayer and worship. • participate in periods of stillness and quiet thought and where appropriate express personal reflections
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p>Christianity, Christian, Hinduism, Hindu, Mandir, God, Jesus, Church, Bible, Shrine, God, Goddess, Forms, Representations, Father, Son, Holy Spirit, Image, Worship</p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p>Believe, century, certain, consider, decide, describe, different, guide, history, imagine, important, knowledge, special</p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p>Hinduism, Hindu, Mandir, Worship, Reflect, Puja, Puja Tray, Offering, Obstacle, Deity, Brahman, Vishnu, Shiva, Ganesh, Saraswati, Lakshmi, Worship, Aspect, Personify, Worship, Reflect, Advent, Christians, Christmas, Christ, Wreath, Celebrate</p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p>believe, calendar, century, certain, consider, decide, describe, different, guide, history, imagine, important, knowledge, promise, special</p>

Year 4

Spring	
Ancient Egyptians	
Sikhism – beliefs, symbols, people	Sikh worship/Christianity - Easter
<ul style="list-style-type: none"> consider which 'groups' you belong to know how Sikhs demonstrate commitment to their faith by what they wear be able to name and describe the 5 K's consider positives and negatives of showing belonging to a religion/group know the origins of Sikhism and the 5 K's create your own symbol/object to show a particular group you belong to show an understanding of some of the challenges individuals face when belonging to a faith community. Explore how some religious practises are guided by religious leaders 	<ul style="list-style-type: none"> know how food is shared as part of Sikh worship know how Christians share food and compare this with sharing food in Sikh worship understand how Jesus shared food during the last supper consider symbols/traditions (including food) which are significant during Easter describe why and where worshippers connect to prayer and worship
<p><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging, ultimate questions, human responsibility and values,</p>	<p><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging</p>
<p><u>Subject specific key vocabulary:</u></p> <p><i>Belonging, Symbols, Wearing, Sikh, Guru, Sikhism, 5 K's, Khalsa, Symbol, Design, Represent</i></p> <p><u>Word list- Year 3/ 4 spellings:</u></p> <p><i>believe, calendar, century, certain, consider, decide, describe, different, group, guide, important, material, special</i></p>	<p><u>Subject specific key vocabulary:</u></p> <p><i>Langar, Sewa, Gurdwara, Karah, Parshad, Jesus, Last Supper, Christian, Easter, bread, wine, palm cross, hot cross bun, egg, new life</i></p> <p><u>Word list- Year 3/ 4 spellings:</u></p> <p><i>believe, calendar, century, certain, consider, decide, describe, different, guide, important, special</i></p>

Year 4

Summer	
Ancient Greeks and the Olympics	
<p style="text-align: center;">Sikhism, Hinduism & Christianity– religious texts</p> <ul style="list-style-type: none"> compare the ways in which Sikhs and Christians welcome new babies, know why the Guru Granth Sahib, Bible and Bhagavad Gita are important to each religion and the different ways in which they are looked after/kept understand that the bible is holy to Christians as they believe it contains the word of God describe, make connections and reflect on religious beliefs and practices, including how celebrations and key moments in life are marked 	<p style="text-align: center;">Sikhism, Hinduism & Christianity– sacred writing and stories</p> <ul style="list-style-type: none"> know about the Mahabharata (guide to how Hindus should live their lives through stories of how to overcome dilemmas) choose the correct path when faced with a dilemma know that Hindus have many sacred books for different purposes know how stories written in Hindu holy books influence a Hindu's life compare how three holy books (Hindusim, Sikhism and Christianity) are treated and used know the role of Sikh religious leaders illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility consider and discuss questions on matters that are important in the world including choices about what is right and wrong
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, human responsibility and values, justice and fairness</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p>Christianity, Sikhism, Bible, Guru Granth Sahib, Chauri, Lectern, Church, Sacrifice, Qualities, Abilities, Sacred</p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p>believe, calendar, century, certain, consider, decide, describe, different, guide, important, learn, library, special</p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p>Christianity, Sikhism, Bible, Guru Granth Sahib, Chauri, Lectern, Church, Sacrifice, Qualities, Abilities, Sacred, stories, dilemmas</p> <p style="text-align: center;"><u>Word list- Year 3/ 4 spellings:</u></p> <p>believe, calendar, century, certain, consider, decide, describe, different, guide, important, learn, library, special</p>

Year 5

Autumn	
Anglo Saxons and Scots	
Judaism – beliefs, symbols, places & texts	Jewish festivals and beliefs about forgiveness
<ul style="list-style-type: none"> • <i>understand the core beliefs of the Jewish faith</i> • <i>know that Jews try to follow the ten commandments</i> • <i>understand the core beliefs of the Christian faith</i> • <i>begin to identify similarities and differences within/between the two faiths</i> • <i>describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</i> • <i>through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces</i> 	<ul style="list-style-type: none"> • <i>know that Abraham founded Judaism</i> • <i>identify objects found in a synagogue</i> • <i>know the importance of Jerusalem to Jews</i> • <i>know the festivals that Jewish people celebrate</i> • <i>compare your own experiences of forgiveness with Jewish experiences</i> • <i>know the significance of Yom Kippur for Jews</i> • <i>make comparisons between Jewish festivals and advent/ Christmas</i> • <i>compare how and why a range of beliefs, expressions and actions communicate different meanings to individuals within communities.</i> • <i>evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong</i>
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging, ultimate questions, justice and fairness</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Jew, Judaism, Jewish, God Synagogue, Torah, Ark, Hebrew, Universe, Messianic, kosher, Christian, Jesus, Holy Spirit, Church, vicar, bible, commandments, choices, behaviour, forgiveness, sins</i></p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>Ancient, existence, identity, language, necessary, neighbour, prejudice, symbol</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Jew, Judaism, Jewish, God Synagogue, Torah, Ark, Hebrew, Universe, Messianic, Jerusalem, kosher, Moses, confess, covenant, repent, atone Christian, Jesus, Holy Spirit, Church, vicar, bible, commandments, choices, behaviour, forgiveness, sins, Yom Kippur</i></p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>Ancient, existence, identity, language, necessary, neighbour, prejudice, sacrifice, symbol</i></p>

Year 5

Spring	
Vicious Vikings	
Jewish celebrations related to key figures	Christianity – comparing Easter and Jewish festivals
<ul style="list-style-type: none"> • <i>know the importance of Esther to Jewish people</i> • <i>know the importance of Moses to Jewish people</i> • <i>compare the lives and sacrifices made by Esther and Moses</i> • <i>know how Jews still recognise Esther with the festival of Purim</i> • <i>know how Jews still recognise Moses with the festival of Pesach</i> • <i>show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom.</i> 	<ul style="list-style-type: none"> • <i>know how and why Christians make sacrifices during Lent</i> • <i>make comparisons between Lent and fasting in other religions</i> • <i>understand how Easter traditions link to the Easter story</i> • <i>make comparisons between Easter and the Jewish festival of Passover</i> • <i>identify common themes of Easter and Passover</i> • <i>show and express insights into the challenges of individual commitment, belonging and faith.</i>
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, justice and fairness</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, identity and belonging, ultimate questions,</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Judaism, Purim, Decree, Selfless, Jew, Exodus, Pesach (Passover) , Moses, Esther, Pharaoh, Oppression, Plagues, Slavery, Seder, Seder plate, Hagaddah, Matzah</i></p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>Ancient, determined, existence, identity, language, necessary, persuade, prejudice, sacrifice, soldier, symbol</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Easter, Artefacts, Jesus, Palm Sunday, Maundy Thursday, Good Friday, Easter Day, Holy week, Temptation, Shrove Tuesday, Fasting, Lent, Donation, Charity, Resurrection, Forgiveness</i></p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>Ancient, existence, forty, identity, language, necessary, neighbour, persuade, prejudice, sacrifice, soldier, symbol</i></p>

Year 5

Summer	
Enchanting Earth!	
Roles and responsibilities of Christian and Jewish leaders <ul style="list-style-type: none"> • <i>understand the roles/responsibilities of authority figures</i> • <i>understand the role of Christian leaders</i> • <i>understand the role of Jewish leaders</i> • <i>compare the roles and responsibilities of Christian and Jewish leaders</i> • <i>raise questions on guidance and leadership in their own and others' lives</i> 	Creation stories and the ultimate questions they raise <ul style="list-style-type: none"> • <i>compare the different ways different religions believe the world started</i> • <i>know that Christians and Jews share the Genesis creation story as they both believe in the first part of the Bible</i> • <i>consider whether humans 'need' God</i> • <i>consider how well humans are caring for creation</i> • <i>consider the link between the Judeo – Christian creation story and the weekly observance of Sabbath (Shabbat)</i> • <i>explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility.</i>
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, ultimate questions, human responsibility and values</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Role, Responsibilities, Authority, Figure, Role model, Leader, Christian, Vicar, Characteristic, Jewish, Rabbi, Hebrew</i></p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>Ancient, existence, identity, language, necessary, prejudice, symbol</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Creation, God, Genesis, Jewish, Christian, Old Testament, Sabbath, ultimate, question</i></p> <p style="text-align: center;"><u>Word list- Year 5/ 6 spellings:</u></p> <p><i>Ancient, environment, existence, identity, necessary, prejudice</i></p>

Year 6

Autumn	
History of London – WW2	
Christian and Buddhist key beliefs	Religious stories/Christmas
<ul style="list-style-type: none"> • <i>understand the core beliefs of Buddhism</i> • <i>compare the timelines of Christianity and Buddhism</i> • <i>compare Buddhist rules of living with the Ten Commandments</i> • <i>know how beliefs about animals influence how Buddhists live their lives</i> • <i>know the Buddhist beliefs about Karma</i> • <i>describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</i> • <i>through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces</i> 	<ul style="list-style-type: none"> • <i>know the importance of symbolism in the Buddhist faith</i> • <i>understand that Christmas is both a secular and sacred celebration</i> • <i>consider reasons for and against banning Christmas for non-Christians</i> • <i>show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</i>
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging, ultimate questions, human responsibility and values</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging, ultimate questions, human responsibility and values</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Buddhist, Buddhism, Buddha, Dharma, Karma, Worship, Christianity, The Four Noble Truths, Beliefs, Rules, Noble eightfold path, Enlightenment, Nirvana, Reincarnation</i></p> <p style="text-align: center;"><u>Word list- Year 5/6 spellings:</u></p> <p><i>Ancient, existence, identity, necessary, neighbour, symbol</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Parables, Religious teachings, Buddhism, Christianity, Buddhist, Rupa, Symbol, Mudras, Meditate, Ushnisha, Secular, sacred, Christians, Christmas, Non-Christians</i></p> <p style="text-align: center;"><u>Word list- Year 5/6 spellings:</u></p> <p><i>Ancient, communicate, controversy, existence, identity, language, necessary, neighbour, sacrifice, symbol</i></p>

Year 6

Spring	
Rainforests	
Buddhism: Suffering and happiness	Christianity - life of Jesus and Easter story
<ul style="list-style-type: none"> consider the beliefs that Buddhists have that aim to prevent suffering define your own rules for 'right living' and compare this to a Buddhist's beliefs know how we can take action to prevent suffering know the symbols and mantras Buddhists use to overcome evil and promote good present a range of views and answers to challenging questions about belonging, meaning and truth evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices 	<ul style="list-style-type: none"> reflect on what you know about Jesus as the founder of the Christian faith know about different representations of Jesus and consider reasons for their differences understand how Jesus' miracles might affect believers know the main messages of the Easter story and why it is still important to Christians today consider the impact of the way Jesus described himself on the lives of Christians present a range of views and answers to challenging questions about belonging, meaning and truth
<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, ultimate questions, human responsibility and values, justice and fairness</p>	<p style="text-align: center;"><u>Herts key area(s) covered</u></p> <p>Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection, identity and belonging, ultimate questions, human responsibility and values, justice and fairness</p>
<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Buddhism, Buddhist, Desire, Wants, Craving, Four Noble Truths, Suffering, Eightfold Path, Right Living, Happiness, Suffering, Difference, Holocaust, Evil, Goodness, Mantra, Buddhist Flag, Buddhist Wheel, Prayer</i></p> <p style="text-align: center;"><u>Word list- Year 5/6 spellings:</u></p> <p><i>Ancient, aggressive, appreciate, communicate, criticise, desperate, existence, identity, language, necessary, persuade, sacrifice</i></p>	<p style="text-align: center;"><u>Subject specific key vocabulary:</u></p> <p><i>Faiths, Founder, Jesus</i></p> <p><i>Christianity, Christians, Carpenter, Miracles, Judaism, Nazareth, Icon, Worship, Leader, Easter Story, The Last Supper, Crucifixion, Resurrection, Jerusalem, Pontius Pilate, Easter Story, Holy Week, Palm Sunday, Easter Sunday, Good Friday, Christian, Sacrifice, Resurrection, Legacy, Abraham, Jew, Good shepherd, Miracles</i></p> <p style="text-align: center;"><u>Word list- Year 5/6 spellings:</u></p> <p><i>Ancient, communicate, controversy, criticise, existence, forty, identity, language, necessary, neighbour, persuade, prejudice, sacrifice, soldier symbol, twelfth</i></p>

Year 6

Summer	
Mayans	
Ideas about God in different religions and what humans believe about the environment	Buddhist and Christian expressive & visual arts
<ul style="list-style-type: none"> describe God based on your beliefs and those of others discuss the statement 'God exists' know that Christianity is a monotheistic faith understand that Christians believe in God as a 'holy trinity' consider whose responsibility environmental issues are if God gave the world to humans explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief 	<ul style="list-style-type: none"> compare stories in the Buddhist and Christian faiths which use metaphor compare Buddhist stories with Christian parables understand how Buddhists and Christians express their faith through art know how Buddhists express their beliefs through dance know that Buddhists express and reflect on their faith through meditation know how Buddhists use mandalas to help them become more like Buddha compare how and why a range of beliefs, expressions and actions communicate different meanings to individuals within communities. identify and describe similarities and differences between and within communities
<u>Herts key area(s) covered</u>	<u>Herts key area(s) covered</u>
Beliefs and practices, sources of wisdom, symbols and actions, ultimate questions, human responsibility and values, justice and fairness	Beliefs and practices, sources of wisdom, symbols and actions, prayer, worship and reflection
<u>Subject specific key vocabulary:</u> God, Faith, Beliefs, Islam, Muslim, Judaism, Jewish, Holy Trinity, God the father, God the Son, God the Holy Spirit, Christians, Monotheistic, Life, Death, Environment, Natural world	<u>Subject specific key vocabulary:</u> Good shepherd, Parable, Metaphor, Beliefs, Sinner, Forgiveness, Inspire, Inspiring, Art, Artists, Beliefs, Express, Art, Dance, Drama, Story, Meditation, Impact, Focus, Thought, Positive, Negative, Lotus flower, Resolution, Mantra, Mandala, Impermanence, Peaceful, concentration
<u>Word list- Year 5/6 spellings:</u> Ancient, communicate, conscience, disastrous, environment, existence, identity, marvellous, physical	<u>Word list- Year 5/6 spellings:</u> Ancient, communicate, conscious, identity, language, rhyme, rhythm, symbol