



Religious Education Curriculum

At Eastbury Farm we follow the Hertfordshire Agreed Syllabus of Religious Education 2023-28 - Engaging with diversity: an exploration of religion and worldviews. This syllabus enables the children to learn about RE using a 'worldviews approach'. The Syllabus covers eight areas of teaching and learning:

Beliefs and Practices Sources of Wisdom Symbols and actions Prayer, worship and reflection Identity and belonging Ultimate Questions Human responsibility and value Justice and fairness

We have a rolling 2 year programme (Year A and B) which enables children in all classes to be exposed to as many religious concepts as possible. Each area of teaching and learning starts with a 'Big Question' which follows the Enquiry Model taken from the 'worldviews approach'.

Cycle A					
EYFS - Nursery - RE is taught by learning about festivals from different religions					
Links to EYFS curriculum - Development Matters					
<p>UtW - (3-4 years) * Talk about what they see, using a wide vocabulary. * Begin to make sense of their own life-story and family's history * Continue to develop positive attitudes about the differences between people.</p> <p>C&L - (3-4 years) *Use a wider range of vocabulary</p> <p>PSED - (3-4 years) *Develop their sense of responsibility and membership of a community *Begin to understand how others might be feeling</p> <p>EA&D - (3-4 years) *Respond to what they have heard, expressing their thoughts and feelings</p>					
Autumn 1 - Harvest Sukkot	Autumn 2 - Diwali Hanukkah Christmas	Spring 1 - Chinese New Year Shrove Tuesday and Lent	Spring 2 - Ramadan Easter	Summer 1 - Eid-ul-Fitr	Summer 2 -
Focus World Religions: Christianity, Judaism	Focus World Religions: Christianity, Hinduism, Judaism,	Focus World Religions: Christianity, Buddhism	Focus World Religions: Christianity, Islam,	Focus World Religions: Islam	Focus World Religions:

EYFS - Reception

Links to EYFS curriculum - Development Matters and Early Learning Goals

UfW – (Reception)

- *Talk about members of their immediate family and community
- *Name and describe people who are familiar to them
- *Understand that some places are special to members of their community
- *Recognise that people have different beliefs and celebrate special times in different ways

Early Learning Goals –

(Past and Present)

- * Talk about the lives of the people around them and their roles in society.
- * Understand the past through settings, characters and events encountered in books read in class and storytelling

(People, Culture and Communities)

- *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.

C&L – (Reception)

- *Learn new vocabulary
- *Ask questions to find out more and to check they understand what has been said to them
- *Articulate their ideas and thoughts in well-formed sentences
- *Describe events in some detail

Early Learning Goals – (Listening, Attention and Understanding)

- *Listen attentively and respond to what they hear with relevant questions, comments and actions
- *Make comments about what they have heard and ask questions to clarify their understanding

(Speaking)

- *Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary
- *Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions

PSED – (Reception)

- *See themselves as a valuable individual
- *Express their feelings and consider the feelings of others
- *Think about the perspective of others

Early Learning Goals – (Self-Regulation)

- *Show an understanding of their own feelings and those of others

(Building Relationships)

- *Work and play cooperatively and take turns with others
- *Show sensitivity to their own needs and to others' needs

EA&D – (Reception)

- *Create collaboratively sharing ideas, resources and skills
- *Listen attentively, move to and talk about music, expressing their feelings and responses
- *Develop storylines in pretend play

Early Learning Goals – (Being Imaginative)

- *Invent, adapt and recount narratives and stories with their peers and their teacher

Autumn 1 -

Beliefs and Practices

Autumn 2 -

Symbols and actions

Spring 1 -

Identity and belonging

Spring 2 -

Ultimate Questions

Summer 1 -

Prayer, worship and reflection

Summer 2 -

Sources of Wisdom

<p>Share their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond</p>	<p>Directly experience religion, its symbols and action. Engage with artefacts, people and places. Explore local places of importance, including at least one place of significance for a religious family. They should share their own experiences of places which are important to them</p>	<p>Explore how people know that they belong to a family and other groups, including religious groups</p>	<p>Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers</p>	<p>Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities. Talk about prayer and worship and experience times of quiet and stillness.</p>	<p>Listen and respond to a range of stories that engage them, including faith stories, fables, some prayers, reflections and wise sayings</p>
<p>Focus World Religions: Christianity, Judaism, Buddhism</p>	<p>Focus World Religions: Christianity, Hinduism, Judaism,</p>	<p>Focus World Religions: Christianity, Islam, Hinduism</p>	<p>Focus World Religions: Christianity, Islam, Hinduism</p>	<p>Focus World Religions: Christianity, Islam, Hinduism , Judaism</p>	<p>Focus World Religions: Christianity, Islam, Judaism,</p>
<p>Big Question & Knowledge - How and why do we prepare for and celebrate a happy occasion?</p>	<p>Big Question & Knowledge - Why is light important in some festivals?</p>	<p>Big Question & Knowledge - How do people who are special to me celebrate important occasions?</p>	<p>Big Question & Knowledge - What makes the world so wonderful?</p>	<p>Big Question & Knowledge - Which places are special and why?</p>	<p>Big Question & Knowledge - Which stories are special and why?</p>
<p>1. How do I celebrate a happy occasion? What do I do to prepare for a happy occasion? 2a. Which festivals do some faith groups celebrate? (Harvest - Christian, Purim – Jewish, Hanamatsuri (the Flower Festival for Buddha's Birthday) – Buddhism) 2b. How do some faith groups celebrate festivals? (Harvest - Christian, Purim – Jewish, Hanamatsuri (the Flower Festival for Buddha's Birthday) – Buddhism) 3. Do we all celebrate the same or different happy occasions?</p>	<p>1. Do I use light? Why is it important to use light? 2a. Why would light be important to use during a festival? 2b. What happens at Diwali? How is light used during Diwali? (Hinduism) (Sikhism) 2c. What happens at Hanukkah? How is light used during Hanukkah? (Judaism) 2d. What happens during Advent and at Christmas? How is light used during Advent and at Christmas for many Christians? 3. Is light important to us?</p>	<p>1. Who is special to me? Why are they special to me? How do I know that I belong to a group? 2a. How do people, including religious people, celebrate belonging? 2b. How do people celebrate weddings from different cultures and religious traditions? (Christian, Muslim and Hindu weddings) 3. How do we all show that we belong?</p>	<p>1. Is the world wonderful? What is in it? 2a. How do people look after the world? 2b. How do religious people (Christians, Muslims and Hindu creation stories) believe that the world was created? 3. How can we help to look after the world?</p>	<p>1. What place is special to me at home and in the local area? 2a. What place is special to followers of Christianity? 2b. What place is special to followers of Islam, Hinduism and Judaism? 3. Why are places special for religious and non-religious people?</p>	<p>1. Which stories are special to me and my family? 2a. Which stories are important to followers of Christianity? 2b. Which stories are important to followers of Islam and Judaism? 3. Why are special stories important to people?</p>
<p>Skills: *I can talk about different ways of living. *I can talk about festivals and celebrations.</p>	<p>Skills: *I can communicate about people, places and religious symbols and artefacts.</p>	<p>Skills: *I can show awareness of things and people that are important to me and link this to learning in RE.</p>	<p>Skills: *I can use my imagination and curiosity to develop my wonder of the world.</p>	<p>Skills: *I can communicate through talk or gesture about prayer.</p>	<p>Skills: *I can listen to and respond to religious stories.</p>

			*I can ask questions about the world that I live in.	*I can experience periods of stillness and reflection.	*I can listen to and respond to some prayers, reflections and wise sayings.
Vocabulary: Birthday Wedding Christening Naming ceremony Anniversary 'Welcome Home' Party Autumn Christians Harvest Helping Less fortunate Food bank Buddha Buddhism Temple Hanamatsuri Birthday Sweet teas Flowers Shrine Judaism Purim Esther Torah Scroll Synagogue	Vocabulary: Hindu Diwali – festival of light Rama Sita Lakshama Hanuman Festival Temple Lights Fireworks Judaism Synagogue Purim Hanukkah Menorah Oil Temple Rabbi Jerusalem Christians Advent Advent wreath Nativity Jesus Crib	Vocabulary: Family member names Step family Blended family Belong Groups and clubs Wedding Ceremony Marriage Commitment Promise Families Groom Bride Flower girls Page boys Bridesmaids Grooms people Bouquet Wedding clothes Christian Church Vicar /Priest Culture Beliefs Religion Muslim Iman Mosque Hindu Mandir	Vocabulary: World Creation First Next Day 1, etc. Earth Belief Christian Hindu Islam Ramadan Fasting Eid-ul-Fitr Cards Gifts Celebration Mosque Family and friends Moon Food Easter Christians Celebrate New life Spring	Vocabulary: Special Religious Worship Priest Imam Rabbi Temple Mosque Church Mandir Hindu Jewish Muslim Christian Buddhist Prayer Rosary beads Statue Prayer beads	Vocabulary: Special Author Illustrator Religious Bible God Jesus Old Testament New Testament Christian Teachings Islam Quran Prophet Muhammad Judaism Torah Scroll Sikh Guru Grant Sahib
KS1 – Years 1 and 2		LKS2 – Years 3 and 4		UKS2 – Years 5 and 6	
Autumn 1 - Beliefs and Practices					

<p>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</p>	<p>Describe, make connections and reflect upon different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p>	<p>Describe, make connections and reflect upon different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations</p>
<p>Focus World Religions: Christianity, Islam, Judaism</p>	<p>Focus World Religions: Christianity, Sikhism</p>	<p>Focus World Religions: Christianity, Buddhism, Judaism</p>
<p>Big Question & Knowledge -</p>	<p>Big Question & Knowledge -</p>	<p>Big Question & Knowledge -</p>
<p>1. 2. 3.</p>	<p>1. 2. 3.</p>	<p>1. 2. 3.</p>
<p>Skills: *I can describe at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life. *I can explain some of the meanings behind different beliefs and practices for some religious faith groups.</p>	<p>Skills: *I can describe and reflect on some religious beliefs and practices learnt about. *I can discuss how celebrations and key moments in life are marked. *I can make connections between the different beliefs and practices.</p>	<p>Skills: *I can evaluate a range of beliefs and practices within and across traditions and worldviews. *I can explain how they share similarities with and differences from each other.</p>
<p>Vocabulary: Belief Practice Religion Festival Tradition Prayer Muslim Mecca Allah Mosque Prayer mat Qur'an Christian God Creation Harvest Church Celebrate Bible Jew</p>	<p>Vocabulary: Sikh Sikhism 5 K's – Kangha (comb) Kirpan (sword) Kara (bangle) Kacchera (shorts) Kesh (uncut hair) Khalsa Guru Gobind Singh Baisaikhi Advent Christmas Lent Easter Incarnated Salvation Resurrection Myrrh Crucifixion Customs Langar Gurdwara Sewa Non-discrimination Community Karah Parshad Guru Granth Sahib Karah Parshad Amrit</p>	<p>Vocabulary: Christianity Catholic Pilgrimage Church Secular Baptism Judaism Jew Passover Holy Land Anti-Semitism Passover Hanukkah Shabbat Jerusalem Rosh Hashanah Buddhism Meditation Yoga Dalai Lama Nirvana Morals Noble Truths Dukkha Samudaya Nirodha Magga</p>

	Gurdwara Singh (lion) Kaur (princess) Baptised Pilgrimage Journey Destination Lourdes	Eightfold Path Christmas Easter Passover Eid Diwali
KS1 – Years 1 and 2	LKS2 – Years 3 and 4	UKS2 – Years 5 and 6
Autumn 2 - Sources of Wisdom		
Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come	Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities	Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities
Focus World Religions: Christianity, Islam, Judaism	Focus World Religions: Christianity, Hinduism, Islam	Focus World Religions: Christianity, Islam, Judaism
Big Question & Knowledge -	Big Question & Knowledge -	Big Question & Knowledge -
1. 2. 3.	1. 2. 3.	1. 2. 3.
Skills: I can retell and suggest meanings to some religions and moral stories. *I can think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come from.	Skills: *I can explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts from some different religions. *I can describe the impact these stories, sacred writings, psalms, poems, hymns, prayers and artefacts may have on individual believers.	Skills: *I can evaluate the ways of a range of sources of wisdom can influence the lives of individuals and communities. *I can show awareness of the importance that different interpretations of stories, sacred writings, psalms, poems, hymns, prayers and artefacts can have on this.
Vocabulary: Special Precious Bible Christian Parable Muslim Islam Qur'an Torah scroll Yad Sefer Torah mantle	Vocabulary: Wisdom Wise Jesus Hero Trinity Incarnation Pentecost Christianity God the Father God the Son God the Holy Spirit Parable Good Samaritan Priest Sacred book Bible	Vocabulary: Sacred Secular Bible Torah Tripitaka or Pali Canon Qur'an Guru Granth Sahib Bhagavad-Gita Old and New Testament Gospels

	Old Testament New Testament Hinduism Ramayana Rama and Sita India Christian Qur'an Arabic Respect	
KS1 – Years 1 and 2	LKS2 – Years 3 and 4	UKS2 – Years 5 and 6
Spring - Symbols and actions		
Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities	Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning	Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning
Focus World Religions: Christianity, Judaism, Islam	Focus World Religions: Christianity, Hinduism, Sikhism, Islam, Humanism	Focus World Religions: Christianity, Islam, Hinduism, Judaism, Buddhism, Humanism
Big Question & Knowledge -	Big Question & Knowledge -	Big Question & Knowledge -
1. 2. 3.	1. 2. 3.	1. 2. 3.
Skills: *I can identify some examples of symbols and actions for different religious faith groups. *I can explain how and why these symbols and actions express religious meaning. *I can describe some similarities between communities.	Skills: *I can explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. *I can describe some similarities between some symbols in different communities.	Skills: *I can compare how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities. *I can identify and describe similarities and differences between and within communities.
Vocabulary: Sign Symbol Represent Belonging Religions Light Important Christianity Jesus Judaism Christening Baptism Salat Islam Muslim Ritual The Last Supper Easter	Vocabulary: Light Darkness Celebration Diwali Easter Ramayana Rama Sita Good, evil Light Humility Selflessness Wudhu Maunday Thursday Disciple Sewa Langar Christian	Vocabulary: Express Meaning Interpret Stained glass Stories Moral Celebration Diwali Hindu Festival Difference Similarity Justify Compare Passover Easter Judaism Christianity

	Baptism Baptised Infant Believer Denomination Commitment Last Supper Bread and wine Eucharist Easter Crucifix Cross Latin Cross Budded Cross/Apostle Cross Celtic Cross Russian Orthodox Cross Palm Cross Faith Declaration Obedience Shahada Sawm Salat Zakat Hajj Pillars Islam Muslim Brahman Ganesh Krishna Lakshmi Shiva Parvati Christian Church Mosque Mecca Compass Prayer mat Temple Puja Aum Shrine Candles Incense Allah	Hinduism Murti Symbol Aid Light Religions
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	Statue	
KS1 – Years 1 and 2	LKS2 – Years 3 and 4	UKS2 – Years 5 and 6
Summer - Prayer, worship and reflection		
Respond to and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious community	Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, mediation and stillness	Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, mediation and stillness
Focus World Religions: Christianity, Judaism, Buddhism	Focus World Religions: Christianity, Islam, Hinduism, Sikhism, Buddhism	Focus World Religions: Christianity, Judaism, Buddhism, Hinduism
Big Question & Knowledge -	Big Question & Knowledge -	Big Question & Knowledge -
1. 2. 3.	1. 2. 3.	1. 2. 3.
Skills: *I can talk to others about where worshippers go to pray and worship. *I can respond to my experience of periods of stillness and reflection.	Skills: *I can describe why and where worshippers perform different prayer and worship. *I can express my opinions on the value of stillness and personal reflection.	Skills: *I can evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives.
Vocabulary: Prayer Worship Religion Catholic Rosary beads God Hindu Puja Mandir Ganesha Shrine Murti Hindu Prasad Hinduism Sikh Gurdwara Nishan Sahib Guru Granth Sahib Karah Parshad Langar Equality Sikhism Buddhism Buddha Fourth Noble Truths Path to Happiness	Vocabulary: Sacred Special place Worship Christian Church Pulpit Pew Altar Cross Stained glass window Lectern Bible Saint Eucharist Chalice Bread Wine Cross Stole Mosque Muslim Muhammed Qur'an Hindu Puja Mandir Shrine	Vocabulary: Prayer Worship God Higher being Church Body of Christ Psalm Shema Judaism Torah Old Testament Buddhism Meditation Enlightenment Nirvana Secular Similarities Differences Buddhism Compassion Mindfulness Hinduism God and Goddesses Mantras Puja Murtis Offerings

Enlightenment Soul	Brahman Gods and Goddesses Lotus flower Aum God Prayer	Islam Salat Five pillars Debate Beliefs
Cycle B		
EYFS – Nursery - SAME AS CYCLE A		
EYFS – Reception - SAME AS CYCLE A		
KS1 – Years 1 and 2	LKS2 – Years 3 and 4	UKS2 – Years 5 and 6
Autumn 1 - Identity and belonging		
Notice and talk about how groups express their identity and belonging. Listen to and talk with people including leaders who belong to a faith community about how their commitment affects their life	Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives	Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives
Focus World Religions: Christianity, Islam, Judaism	Focus World Religions: Christianity, Judaism, Sikhism, Islam	Focus World Religions: Judaism
Big Question & Knowledge -	Big Question & Knowledge -	Big Question & Knowledge -
1. 2. 3.	1. 2. 3.	1. 2. 3.
Skills: *I can talk with others about how groups express who they are and how individuals belong to communities including faith groups. *I can describe what a leader does and why.	Skills: *I can describe some of the benefits and challenges individuals face when belonging to a faith community. *I can describe how some religious people are guided by their religious leaders. *I can explain which groups I belong to and the commitments that I have to a group.	Skills: *I can explain the benefits for and challenges to individuals and communities that commitment to a faith can bring. *I can raise questions about guidance and leadership in my own and others' lives.
Vocabulary: Identity Belonging Group Menorah Star of David Crescent Moon Star Candle Light Allah Dove Peace Cross Jesus	Vocabulary: Religion Hindu Sikh Christian Muslim Buddhist Jewish Hinduism Christianity Islam Buddhism Judaism Synagogue Rabbi Guru	Vocabulary: Identity Belonging Religion Christianity Islam Judaism Religious leader Priest Rabbi Imam Place of worship Religious ceremony Positives Negatives Losing identity

Symbol Bible Prayer Church Crucifix Christmas Easter Hymn Judaism Challah Kiddush Blessing Candle Wine Cloth Challah bread Leader Community Iman Mosque Prayer Rabbi Synagogue Torah	Gurdwara Sikh Granthi Khalsa 5 Pillars Islam Shahada (Faith) Salah (Prayer) Zakat (Almsgiving) Sawm (Fasting) Hajj (Pilgrimage) Diwali Diya Light Fireworks Festival of Light	Debate – for or against Justify
KS1 – Years 1 and 2	LKS2 – Years 3 and 4	UKS2 – Years 5 and 6
Autumn 2 - Ultimate Questions		
Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions	Discuss and present thoughtfully through a range of media, their own and others' views and challenging questions about belonging, meaning purpose and truth	Discuss and present thoughtfully through a range of media, their own and others' views and challenging questions about belonging, meaning purpose and truth
Focus World Religions: Christianity, Islam, Judaism	Focus World Religions: Christianity, Judaism, Hinduism, Islam	Focus World Religions: Hinduism, Judaism
Big Question & Knowledge -	Big Question & Knowledge -	Big Question & Knowledge -
1. 2. 3.	1. 2. 3.	1. 2. 3.
Skills: *I can ask and respond to a range of 'how' and 'why' questions about belonging, meaning and truth. *I can express my own ideas and opinions.	Skills: *I can respond to a range of challenging 'if' and 'why' questions about making sense of the world. *I can express personal reflections.	Skills: *I can present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth. *I can express my own personal and critical responses to these views in academic and creative ways.
Vocabulary: Leader Community Religious leader Iman	Vocabulary: Ultimate question Non-ultimate question God Christian	Vocabulary: Ultimate Ambiguous Unambiguous Beliefs

<p>Mosque Prayer Rabbi Synagogue Torah</p>	<p>Christianity Creation Bible Eden Adam and Eve Judaism God Torah Hebrew Scroll Yad Bless Hindusim Trimurti Brahma Vishnu Shiva Holy Trinity God the Father God the Son God the Holy Spirit Reincarnation Divine Sacred Respect Muslim Allah Qur'an Humainty Creator Forgiver Merciful</p>	<p>Opinions Questions</p>
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KS1 – Years 1 and 2	LKS2 – Years 3 and 4	UKS2 – Years 5 and 6
Spring - Human responsibility and values		
Respond to stories and real-life examples of how and why people show care and concern for humanity and the world	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility
Focus World Religions: Christianity, Islam, Sikhism	Focus World Religions: Christianity, Hinduism, Humanism	Focus World Religions: Christianity, Hinduism, Judaism, Islam, Buddhism, Humanism
Big Question & Knowledge - How are people in our community different?	Big Question & Knowledge - What is the Golden Rule and why is it common around the world?	Big Question & Knowledge – How do people demonstrate their worldview through religion?
<p>1. What does being a friend mean to me? 2. How do others show Kindness?</p> <p>1c. How can I show kindness?</p>	<p>1. How many rules do I have to follow and why? 2a. What did Jesus teach about love and caring for others? 2b. Is Jesus' message the same across both parables (The Good Samaritan and Zacchaeus)? 2c. Is forgiveness important? Can you recap the golden rule? 2d. What do Hindus believe about the Golden Rule? 2e. What do Hindus teach about love and caring for the world? 2f. What is the Golden Rule in different religions and worldviews? Does it work? 2g. How does the Golden Rule apply in Humanism? 3. Do we need lots of rules to live well?</p>	<p>1. What do British Values mean to me? 2a. How do we demonstrate tolerance toward other religions and other people's beliefs? (Sikhism and Hinduism) (Christianity and Islam) 2b. What common values do religious festivals have? (Christmas, Diwali, Hanukkah, Eid) 3a. What might the perfect world look like where all beliefs and practices are tolerated? 3b. Is this possible to achieve?</p>
Skills: *I can re-tell stories and share real-life examples of how people show care and concern for humanity and the world. *I can think, talk and ask questions about why people do this.	Skills: *I can explain some of the beliefs and teachings about how people should treat others and the world. *I can describe how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	Skills: * I can evaluate whether diverse communities can live together. *I can identify common values, what is just, respect and shared human responsibility within diverse communities. *I can use personal and critical responses to evaluate how individual and collective responsibility is shaped by faith and belief.
Vocabulary: Unique Special Different Similar Friend	Vocabulary: Respect Responsibility Compassion Consideration Selfless	Vocabulary: Tolerance Democracy Respect Rule of Law Liberty

Kind Help Together Team Support Sacrifice Christianity Good Samaritan Islam Prophet Muhammad Zakat	Sharing Parable Moral dilemma Neighbour Decisions Commandments Zacchaeus Good Samaritan Forgiveness Messages Karma Ahimsa Reincarnation Creatures Atman Non-violent Ahimsa Upanishads Soul Concept of self Stewardship Golden Rule Humanism Humanist Teachings	Compare Religions Value Rights Responsibility UNICEF
KS1 – Years 1 and 2	LKS2 – Years 3 and 4	UKS2 – Years 5 and 6
Summer - Justice and fairness		
Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others	Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair	Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair
Focus World Religions: Christianity, Islam	Focus World Religions: Christianity, Sikhism, Hinduism, Sikhism	Focus World Religions: Christianity, Islam, Hinduism, Sikhism, Judaism, Buddhism, Humanism
Big Question & Knowledge - What is right and wrong to me and how do spiritual and moral values affect this	Big Question & Knowledge – What is just and fair?	Big Question & Knowledge -
1. What is right and wrong? 2a. How do spiritual and moral values guide right and wrong? 2b. Why is forgiveness important? 3. How can we understand fairness?	1. Do we need rules to live by? Why/why not? 2a. How does the work of development charities support our world and its people? 2b. How do religions give individual codes and worldviews to live by? 2c. How does the work of development charities support our world and its people? 3a. Do we need rules to live by?	1. 2. 3.

	3b. Is it possible to create a perfect world? If not, should we just give up trying? From what I have learnt, is there anything I could do to help make the world a better place?	
Skills: *I can explain why rules are important. *I can re-tell moral stories and explain how these show what is right and wrong, just and fair.	Skills: *I can consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.	Skills: *I can evaluate how important faith and belief are in deciding what is right and wrong, just and fair. *I can think about my own and others' ideas and arguments.
Vocabulary: Faith Believe Right and wrong Inspired Christian Faith Forgiveness Islam Fairness Equality <ul style="list-style-type: none"> • How do spiritual and moral values guide right and wrong? • Why is forgiveness important?. • How can we understand fairness? 	Vocabulary: Justice Fairness Forgiveness Charity Christian Aid Zakat Islamic Relief Prophet Muhammad 5 Pillars Qur'an Sikh Guru Nanuk Equality Compassion Sikhism Langar	Vocabulary: Justice Freedom Idea Definitions Religious Religions Equity Inequity Fair Unfair Judeo-Christian Fairness Reasonable Concept Sikhism Islam Hinduism Judaism Buddhism