

Summerfields School RE Curriculum Overview

Our Ultimate End Goal:

By the end of their time at Summerfields, children will have an understanding of what it means to live with a religious orientation and other ways of life, including those informed by a non-religious perspective. We follow the Hampshire Living Difference IV syllabus which embodies an enquiry approach into concepts that are then applied or informed by different religious and non-religious views. The aim of this is so that children explore what people believe and what difference this makes to how they live, so that pupils can make sense of religion and reflect on their own ideas and ways of living. Children will learn about Christianity throughout their time at Summerfields and will also have the opportunity to explore the other Abrahamic religions of Islam and Judaism. There are also learning opportunities about the Dharmic Sikhi, Hindu and Buddhist traditions as well as non-religious world views such as Humanism.

Curriculum Coverage (Living Difference IV)

What are the most basic requirements from the Agreed Syllabus?

Early Years Foundation Stage (EYFS)	Key Stage 1	Key Stage 2
<p>They EYFS sets standards for the learning, development and care of a child from birth to five years old. It is a legal requirement for schools with EYFS children to follow the requirements of the statutory framework for the early years foundation stage.</p> <p>The statutory framework has a specific reference to religious education in the EYFS goal Understanding the World: People, Culture and Communities which states that children should “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.”</p> <p>Each unit of study in a Year R class will be an enquiry into the children’s experience of the concept and link strongly to the EYFS characteristics of learning and include at least one golden thread concept.</p>	<p>Children in KS1 will continue to explore and reflect on their own way of life, and feelings about this, and will also continue encountering religious and non-religious ways of living.</p> <p>Teachers will begin a sequence of religious education lessons by recreating an experience of the concept/word for the children to experience. For example. By a shared experience together such as a celebration.</p> <p>Children will therefore have opportunities first to explore and then later to share their own experience of the concepts/words studied. In this way they will begin to be attentive to other people’s experience of concepts/words found in religious and non-religious ways of life.</p> <p>At this stage, the enquiry into what it means to live</p>	<p>During KS2 it continues to be important for teachers to bring children to be attentive to their experience. Over time children in KS2 children will develop a more mature understanding of different religious traditions. In Year 3, children should be able to identify and make their own responses to some of the issues that arise in their own and others’ experience at the communicate and apply steps of the style of enquiry. Children will encounter and study material at the inquire step and consider examples of this at the contextualise step with regard to living a religious or non-religious life. Children should be encouraged to develop their ability to ask and pursue more perceptive and complex questions and so come to discern value at the evaluate step.</p>

<p>The year R curriculum must include at least two cycles of an enquiry relating to a Christian context and two units which focus on the religion explored in-depth within KS1 at the school. There will also be opportunities to explore the religions or traditions within the class where appropriate, for example celebrating.</p> <p>The cycle of enquiry offers opportunities for both adult-led and enhanced, child-initiated activities.</p>	<p>a religious and non-religious life will be concerned with enquiring into concepts/words common to all people where children will engage within their own experience.</p> <p>Golden thread concepts/words will be introduced across the whole key stage alongside others that are also evident in religious ways of life for example, happy, sad, remembering and thanking. Towards the end of the key stage, children should begin to explore concepts/words that are shared across many faith narratives.</p> <p>Children will be introduced to terms specific to religions but the focus for religious education at KS1 will be rooted in their own experience. They should be encouraged to ask questions and recognise that different people may respond in different ways to their questions.</p>	<p>The golden thread concepts/words will continue to be present in some cycles of enquiry across KS2.</p> <p>The KS2 curriculum will continue to include concepts/words that are religion-specific although these enquiries will usually become more complex and sophisticated in terms of engagement with the concept/word from the perspective of a religious or non-religious person outside their experience as the children get older.</p> <p>During the key stage, children should begin to explore concepts/words that are shared across many faith narratives and these will increase as children progress through KS2.</p> <p>As KS2 progresses, children usually have a broader range of experiences to draw on for their enquiries. They will continue to engage with concepts/words shared within as well as outside of religions and religious traditions, as well as investigate concepts/words that are shared across religions and religious traditions,. In year 5 and 6, children may have the opportunity to encounter and study concepts/words that are distinctive to particular religions and religious traditions.</p>
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A note about the pedagogy (if required):

A concept is understood as a term for words that give expression to human experience. Living Difference IV uses three broad and overlapping groups of words or concepts to assist with the organisation of a spiral curriculum. There are concepts and words shared within as well as outside of religious traditions such as *thanking* and *celebration*, concepts shared across religions and religious traditions such as *prayer* and *sacred* and there are concepts distinctive to particular religions such as *Church* or *Gurdwara*. Golden Threads are integral for children building an understanding of the world and discussing themes that can transcend religious or non-religious views. The four Golden Threads are Community, Belonging, Special and Love are studied and revisited throughout the teaching of RE.

Living Difference IV uses an enquiry cycle to foster children thinking about their place in the world. Children are introduced through **Communicate** where they share

their experiences and lead on to **Apply** where they become aware of the experiences of others. At the **inquire** step, children are introduced to vocabulary and material to be studied which leads to the **Contextualise** stage where children are taught about the lived experience of the subject. At the **Evaluate** stage, children consider the value of the material to those affected by it and how it might matter in their own lives. When appropriate, children may enter the enquiry cycle at a different stage when a concept requires a more child-centric approach.

Procedural Knowledge – What skills do we want our pupils to have to support RE?

How will these skills build on what went before and help prepare our children for what is coming next?

Enquiry stage	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Communicate		Express creatively their response to their own experiences of the concepts/ words introduced.	Continue to express creatively their response to their own experiences of the concepts/ words introduced.	Express creatively as well as describe their response to their own experiences of the concepts/words introduced.	Respond creatively as well as begin to explain their response to their own experiences of the concepts/ words introduced.
Apply		Recognise their responses relate to events in their own lives.	Recognise how their responses relate to events in their own and sometimes other people's lives.	Recognise and describe how their responses relate to events in their own and sometimes other peoples lives	Explain some examples of how their responses relate to events in their own and other people's lives.
Inquire and Contextualise		Recognise what has been taught about the concept or word and how they are used in the tradition studied.	Simply describe what has been taught about how the concept/ word and how it is used in the tradition studied.	Accurately describe what has been taught about the meanings of concepts/ words Accurately describe some variations in ways in which the concept/ word is shown in lives of people encountered and studied.	Accurately explain meanings of concepts/words in the traditions encountered and studied. Accurately explain the way the concept/ words in the traditions studied impact the lives of those in the traditions with examples.
Evaluate		In simple terms children recognise something of the value of these concepts/words in the lives of those living in the traditions studied. as well as for their own lives	In simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions as well as for their own lives and communities.	Discern and describe the value of these concepts/ words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Discern possible value for their own lives and communities.	Discern the value of these concepts/ words in the lives of those living in the traditions studied as well as recognising some of the issues this might raise. Discern possible value in the concept/ words for their own lives and communities.

Propositional Knowledge – What key concepts or knowledge will we need?
 What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		<p>Concept: Celebration Theme: Harvest Religion: Christianity Communicate: Children discuss how many different occasions they celebrate and what other things we celebrate. Apply: children explore what celebrations mean to them and how they are affected. Inquire: children explore what are the features of celebrations. Contextualise: Children explore a harvest festival. Children talk to a local priest about how Christians</p>	<p>Concept: Special Theme: Special People Religion: Sikhi Communicate: children discuss which places are special to them. Apply: children compare special places and if they mean different things to different people. Inquire: children create a set of criteria that they can apply to special places. Contextualise: children learn about the Gurdwara as a special place for Sikhs. Evaluate: Children discuss whether or</p>	<p>Concept: Symbol Theme: Trees Religion: Across Religions Communicate: Children explore their own responses to trees in their environment Apply: Children give their own examples of where trees have been used out of their environment Inquire: Children explore the meaning of a symbol and their own understanding of the word Contextualise: children explore what the story of the Garden of Eden could mean to</p>	<p>Concept: Neighbour Theme: Community Religion: Christianity Inquire: children discuss and gather ideas about what a neighbour is. Contextualise: Children explore the parable of the good Samaritan and what Jesus was trying to get his followers to understand. Evaluate: Children discover local examples of being a good neighbour. Communicate: children are able to justify if an action is neighbourly or not. Apply: children try and apply the story</p>	<p>Concept: Belonging Theme: Shahada and Salat Religion: Islam Communicate: Children express what belonging means to them and how connections are formed between people Apply: children discuss how belonging makes us feel Inquire: children learn about the Shahada and how it enables Muslims to feel they belong to something, together Contextualise: children consider the advantages of praying alone and together and how a</p>	<p>Concept: Peace Theme: Revelation Religion: Islam Inquire: children discuss words and images associated with Peace, creating their own responses to the concept. Contextualise: children learn the story of the revelation of the Qur'an to Mahammad and explore their own feelings about fasting Evaluate: children examine what feeling peace might mean for Muslims. Communicate: children examine what makes them feel peaceful and</p>

		celebrate Harvest. Evaluate: children discuss why celebrating the harvest is important for Christians and for themselves.	not special places matter.	Jews, Christians and Muslims. Evaluate: Children discuss what trees symbolise for themselves and people of faith.	of the good Samaritan in a context familiar to them.	sense of belonging can be created Evaluate: Children consider whether participating in activities associated with Shahada and Salat means that people belong in Islam.	how it helps them Apply: children consider if people can be at peace all the time and whether it would be a good or bad thing.
Autumn 2	Concept: Celebration Theme: Celebrating Birthdays Religion: Christianity Communicate: talk about their own baby pictures Apply: talk and listen to each other Inquire: identify things needed to celebrate the birth of a baby Contextualise: talk about ways of celebrating Christmas Evaluate: Respond to questions about the importance of celebrating birth.	Concept: Waiting Theme: Advent Religion: Christianity Communicate: children think about and discuss times they have waited Apply: children relate their own feelings about waiting and start to think about how others might feel Inquire: children explore different meanings of waiting Contextualise: children explore in a variety of ways how Christians	Concept: Celebration Theme: Around the World Religion: Christianity Communicate: children discuss their own experiences of celebrating Apply: children are able to give some reasons for celebrations to happen Inquire: children create a definition of what a celebration is and why we have them Contextualise: children learn	Concept: Angels Theme: Angels Religion: Christianity Communicate: Children explore where they have seen angel imagery in their own lives Apply: Children discuss different beliefs about Angels Inquire: children explore different images of angels and discuss any similarities and differences between them. Contextualise: children explore the different	Concept: Symbol Theme: Hanukah Religion: Judaism Enquire: children are introduced to the lighting of the Menorah and what it could represent. Contextualise: Children explore the story of the Maccabees and the significance of the lights. They experience a Hanukah celebration. Evaluate: Children discuss how Jewish people might feel if they were unable to have a menorah. Communicate:	Concept: Interpretation Theme: Narratives Religion: Christianity Inquire: Children consider reasons why people might see the same event differently to others Contextualise: Children explore the similarities and differences between the two birth narratives of Jesus and Evaluate: Children consider why the two narratives are different in terms of audience and	Concept: Incarnation Theme: An extraordinary baby Religion: Christianity Inquire: children explore the meaning of incarnation and look for examples in literature Contextualise: children learn how the concept of incarnation is expressed in the bible Evaluate: Children consider why God incarnate is important to Christians.

		mark advent and what they are waiting for Evaluate: children consider whether their views on waiting have changed since learning about advent.	about the different celebrations that happen over the world for Christmas. Evaluate: children explore the importance of celebrating for Christians.	stories of angels in the bible and compare them to artist interpretations. Evaluate: Children decide whether or not angels play an important part in the Christmas story.	Children discuss what symbols could represent their own lives. Apply: Children discuss whether symbols are universal or individual and give reasons why.	experience of the author Communicate: Children explore why people might see things differently and express situations in their own lives where this might be the case Apply: Children consider if it is important to consider both interpretations of an event.	Communicate: children explore their own ideas about what god would be like if they took on a human form now. Apply: children consider and discuss if ideas about this are static or might they change over time.
Spring 1	Concept: Belonging Theme: Story Telling Religion: Christianity Communicate: discuss their own experiences of storytelling Apply: identify situations where storytelling is significant in their lives Inquire: talk about the characteristics	Concept: Change Theme: People Jesus Met Religion: Christianity Communicate: children discuss where they have noticed changes Apply: children record what changes they would like to make and associate good changes and bad Inquire: children	Concept: Special Theme: Special Clothes Religion: Sikhi Communicate: children think about their own special clothes and the special clothes that others have such as uniforms Apply: children discuss and think about how their special clothes make them feel	Concept: Special Theme: Sukkot Religion: Judaism Communicate: children discuss their own routines and any special things they do at special times Apply: children consider things they would like to remember together Inquire: children proposes similarities and	Concept: Myth Theme: Myth Religion: Across Religions Inquire: children explore myths from the ancient world and find common threads. Contextualise: children explore stories from the Bible and the Torah and say what the true meaning of the story is.	Concept: Love Theme: The Golden Rule Religion: Humanism Inquire: children discuss what is meant by 'treat others as you would want to be treated'. Contextualise: children learn that humanists often see the golden rule as applying to	Concept: Ritual Theme: Wudu and Eid Religion: Islam Inquire: Children explore the difference between rituals and routines and look back on previous learning. Contextualise: Children explore what Wudu is and the different rituals associated with Eid-ul-Fitur

	<p>of storytelling Contextualise: recognise that Jesus was a story teller Evaluate: talk about the importance of storytelling to Christians.</p>	<p>revisit the meaning and different types of change and where they encounter change in their own life Contextualise: children explore stories of change from the bible Evaluate: children consider what might happen if there were no changes either in stories or in their own lives.</p>	<p>Inquire: children speak to people from the local community that need to wear special clothes for their jobs. Contextualise: children explore the 5 K's and why each one is special for Sikhs Evaluate: children explore how Sikhs feel about these special clothes.</p>	<p>differences between routines and rituals Contextualise: children learn about and role play the rituals practised by Jews during Sukkot Evaluate: children discuss how Jews might view the rituals of Sukkot.</p>	<p>Evaluate: children explore opinions about myths and discuss which opinions they think are relevant. Communicate: Children create their own myth conveying a message that is important to them. Apply: Children consider their own interpretation of what a profound truth is and why myths are good at helping people understand them.</p>	<p>situations and consider if we need rules to make us happy Evaluate: children explain why it might be important for a Humanist to have their own Golden Rule Communicate: Children explore different religious and non-religious stories to explore the golden rule concept. Apply: Children consider whether or not the Golden rule is applicable in all situations.</p>	<p>Evaluate: Children debate whether ritual more important than prayer. Communicate: children consider whether or not rituals define who you are. Apply: children discuss how Muslims might feel if their rituals changed or were not allowed.</p>
Spring 2	<p>Concept: Celebration Theme: Celebrating new life Religion: Christianity Communicate: children discuss eggs hatching and there being new life</p>	<p>Concept: Welcoming Theme: Palm Sunday Religion: Christianity Inquire: children identify and talk about the meaning of welcoming. Contextualise:</p>	<p>Concept: Love Theme: Sad and Happy Religion: Christianity Communicate: children think about times in their life when they have been sad and how they were able to</p>	<p>Concept: Love Theme: Emotions Religion: Christianity Inquire: Children explore their own emotions and how they are expressed Contextualise: children consider what emotions the</p>	<p>Concept: Authority Theme: Torah Religion: Judaism Inquire: Children explore the story of Moses receiving the ten commandments and discuss who has the authority in the story.</p>	<p>Concept: Salvation Theme: The Christian Story Religion: Christianity Inquire: Children discuss suffering and being saved to find the meaning of salvation. Contextualise:</p>	<p>Concept: Resurrection Theme: The Empty Cross Religion: Christianity Inquire: Children discuss what the term resurrection means. Contextualise:</p>

	<p>Apply: compare different eggs and consider the ways we think about eggs</p> <p>Inquire: discuss the differences between real and symbolic eggs</p> <p>Contextualise: recognise that Christians believe that Jesus had new life after he died.</p> <p>Evaluate: discuss how Easter decorations help Christians remember Jesus' new life</p>	<p>recognise that Jesus welcome into Jerusalem is remembered by Christians.</p> <p>Evaluate: talk about Christians to think about welcoming Jesus.</p> <p>Communicate: Children show how they are welcomed and how they welcome.</p> <p>Apply: children think about how welcoming makes others feel.</p>	<p>feel happy again.</p> <p>Apply: children role-play family situations where characters feelings are expressed in terms of happy and sad.</p> <p>Inquire: children ask each other what makes them sad and happy and think of different words for happy or sad.</p> <p>Contextualise: children explore the story of the last supper and learn what Christians might feel about the story.</p> <p>Evaluate: children explore different perspectives of the last supper that Christians may have and find some that align with their own views.</p>	<p>people in the bible may have had during holy week</p> <p>Evaluate: children consider what happens when false information informs people's decisions</p> <p>Communicate: Children express how emotions might change as a situation unfolds</p> <p>Apply: children explore whether it is possible to have more than one emotion at the same time.</p>	<p>Contextualise: children learn what the Torah is and that what is contained in it is important and has authority.</p> <p>Evaluate: Children consider if the laws in the Torah have authority for them and why they have authority for Jews.</p> <p>Communicate: Children explore their understanding of authority and explore that rules might apply in some places and not others.</p> <p>Apply: Children discuss if authority is always a good thing.</p>	<p>Children explore what Christians mean by salvation through stories.</p> <p>Evaluate: Children generate questions that they would want to ask a Christian about salvation.</p> <p>Communicate: Children discuss salvation in terms of the world in which we live and how we might find salvation</p> <p>Apply: Children debate topics around salvation to discover if saving people is always as good thing.</p>	<p>Children explore the story related to the Empty Cross and discuss what the symbol of the empty cross means to Christians.</p> <p>Evaluate: children explore the idea of the resurrection meaning hope to Christians.</p> <p>Communicate: children explore their own ideas about resurrection and whether or not we can see examples of resurrection.</p> <p>Apply: children debate whether belief in resurrection can affect how people behave.</p>
Summer 1	<p>Concept: Precious</p> <p>Theme: Water</p> <p>Religion: Across</p>	<p>Concept: Remembering</p> <p>Theme: Holi</p>	<p>Concept: Story</p> <p>Theme: Special Stories</p>	<p>Concept: Sacred</p> <p>Theme: Places of Worship</p>	<p>Concept: Symbol</p> <p>Theme: Stones</p> <p>Religion: Across</p>	<p>Concept: Wisdom</p> <p>Theme: Sacred Texts</p>	<p>Concept: Enlightenment</p> <p>Theme: Wesak</p>

	<p>Religions Communicate: discuss why people think water is precious. Apply: discuss how water can be dangerous, fun, useful and precious to us. Inquire: talk about the qualities of water that make it precious. Contextualise: visit a church to find out what happens at a baptism. Explore the importance of the river Ganges to Hindus Evaluate: communicate how water is precious in baptism and that the River Ganges is a special place for Hindus.</p>	<p>Religion: Hinduism Inquire: children explore the story of Holika and Prahad and discuss any questions or opinions about the story. Contextualise: children explore different ways Hindus remember Vishnu and experience some ways in which Holi is celebrated. Evaluate: children consider whether different shrines help Hindus remember Vishnu. Communicate: Children explore how they show they remember and are thinking about someone Apply: Children discuss times we remember someone good and what might happen if we them.</p>	<p>Religion: Across Religions Inquire: Children explore what a story is and compare different types of writing to define. Contextualise: children discuss how stories from Christianity and one other faith are important to believers Evaluate: Children explore why stories are important to people who believe Communicate: Children share their own responses to stories Apply: Children make links between stories and their own experiences</p>	<p>Religion: Christianity and Buddhism Inquire: Children explore what makes a place sacred rather than special Contextualise: Children learn about the features of Buddhist temples and shrines Evaluate: children explore the meaning of sacred and whether or not a separate building is necessary Communicate: Children create their own sacred place and contribute to a shared class shrine Apply: Children come to an understanding of how we can show respect for things that are sacred to others.</p>	<p>Religions Inquire: children recap what a symbol is and why they are important. Contextualise: Children describe how stones are used as <i>symbols</i> in religious practice and writings Evaluate: Children discuss why stones are effective symbols to various religions and what they could signify to others. Communicate: children make links between stones used as symbols in their own lives. They discuss the needles and their importance to the Isle of Wight. Apply: children debate the importance of stones as symbols.</p>	<p>Religion: Christianity and Judaism Communicate: children research and share pieces of advice they have gathered from people in their families or communities and come to a shared understanding of why advice and wisdom are linked. Apply: Children discuss how wisdom could be viewed differently. Inquire: Children come to a shared understanding of what wisdom is and what makes someone wise. Contextualise: Children learn about the Torah and how it is treated by Jews. They consider the ten commandments.</p>	<p>Religion: Buddhism Inquire: Children gather their ideas about enlightenment and explore the story of Buddha under the Bodhi tree. Contextualise: explore the celebrations of Wesak and discuss what parts help Buddhists focus on enlightenment. Evaluate: Children explore the eight-fold-path and how they can guide the daily lives of Buddhists. Communicate: children debate whether true enlightenment is achievable in today's world. Apply: children consider moments of enlightenment in their own lives and explore how it changed things.</p>
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<p>Summer 2</p>	<p>Concept: Remembering Theme: Janmashtami Religion: Hinduism Communicate: children communicate their own response to remembering in their own experience Apply: recognise how they remember different situations Inquire: explore the story of Krishna's birth. Contextualise: recognise that Hindus remember Krishna by telling the story of his birth</p>	<p>Concept: Community Theme: Generosity Religion: Hinduism Communicate: Children explore the meanings of generosity and giving and when they have received something. Apply: children discuss the community and how they give in their communities. Inquire: children ask and answer questions about the reasons why people help their communities. Contextualise: children learn about the story of</p>	<p>Concept: God Theme: God Talk Religion: Across Religions Communicate: Children share their own understanding of what God is. Apply: Children discuss situations in which people might think about God. Inquire: Children explore whether there can be a shared understanding of what God means. Contextualise: Children compare God from two different religious points of view Evaluate: Children articulate how</p>	<p>Concept: Belonging Theme: Mezuzah and Shema Religion: Synagogue Inquire: Children discuss how people show they belong to something bigger Contextualise: Children learn why Jews might have a Mezuzah on their doorstep and what message the Shema has. Evaluate: Children discuss why Jews might place importance on them belonging to the Jewish community Communicate:</p>	<p>Concept: God Theme: God Talk Religion: Across Religions Inquire: Accurately describe what some people mean by the concept <i>God</i> Contextualise: children research and discuss how Christians, Jews and Muslims describe god. Evaluate: children consider whether images or descriptions of god are inspiring or inappropriate. Communicate: Children debate the importance of God to humankind. Apply: children</p>	<p>Concept: Community Theme: Hajj and Zakat Religion: Islam Inquire: Children build a sense of community and discuss Umma in the Islamic faith Contextualise: children research and prepare information on Hajj and Zakat Evaluate: children compare how Umma and their own sense of community are similar. Communicate: children think about their own communities and</p>	<p>Concept: Special Theme: River of Life Religion: Humanism Inquire: Children explore the River of Life quote from Bertrand Russel and discuss how it may help a Humanist make sense of the world. Contextualise: Children draw parallels with religious beliefs and that of Humanists. Evaluate: Children create their own river of life and explore whether the concept of a river of life if</p>

	Evaluate: children discuss their own feelings about the story of Krishna's birth	Karna and how Hindu's see dāna as one of the most important values. Evaluate: children decide how they can show generosity in their own community.	understanding of God is expressed by religious people.	Children make comparisons between themselves and Jews around how they show their identities Apply: Children discuss scenarios in which it is safe to show identity and when it is not	decide whether or not there are certain situations where people think about god more than other times.	what they give and receive from them. Apply: children discuss how community affects their own and others' lives.	applicable to them. Communicate: children think about their continuing journey in life and how their river of life might look in the future. Apply: Children present their interpretation of the river of life and their own journey.
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What key vocabulary will our theologians? <i>Vocabulary is important because it embodies and communicates concepts.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christian Jesus Christmas Mary Joseph Bethlehem Story Storyteller Message Important	Celebration Party Feelings Invite Harvest Special Waiting Advent Wreath Calendar	Special Kesh (long hair) Kangha (comb) Kaccha (shorts) Kirpan (knife) Kara (bracelet) Invite Candlemas Roman Catholic Anglican	Symbol Garden of Eden Knowledge Banyan Tree Bhagavad-Gita Mahabharata Vat Purnima Hebrew Scriptures Deuteronomy	Jesus Parables Luke New testament Samaritan Judaea Christians Hanukah Menorah Oil	Islam Muslim Tawheed Risalah Aakhirah Yawmuddin Jihad Shirk Umma Iman	Eid-ul-Fitur Wudu Qur'an Niyah (pbuh) Salaam Sawm Christitans Jesus Incarnation

New Life	Christingle	Orthodox	Torah	Maccabees	Ibadah	Narrative
Easter	Change	Nativity	Tu B'Shevat	Dreidel	Akhlaq	Gabriel
Egg (as a symbol)	Ideas	Guru	Siddhartha Gautama	Nichts	Shahada	Mary
Cross	Bible		Bodhi Tree	Ganz	Salat	Messiah
Decorate	Same		Shrine	Halb	Hajj	Lord
Precious	Different		Buddha	Shtell ein	Zakat	Life
Water	Welcome		Angelic	Holocaust	Sawm	Death
Dangerous	Jerusalem		Angels	Nazi	Ramadan	Resurrection
Useful	Affect		Orders	Myth	Mathew	Symbolism
Fun	Holi		Messiah	Legends	Luke	Narratives
Baptism	Prahlad		Gabriel	Demeter	Believers	Scripture
Remember	Vishnu		Heaven	Persephone	Interpretation	Siddhartha Gautama
Krishna	India		Carols	Hades	Non-religious	Buddha
Hindu	Colour		Glory	Nut	Commonality	Enlightened
Birth	Shrine		Shepherds	Ra	Concept	Meditation
	Communities		Messenger	Pharaoh	Decisions	Four Noble Truths
	Dana		Sukkot	Khonsu	Creation	Eightfold Path
	Karna		Sukkah	Toth	Salvation	Wesak
	Generosity		Moses	Adam	Suffering	Consequence
			Mitzvoth	Eve	Temptation	Immoral
			Citron	Noah	Banish	Moral
			Palm	Moses	Punish	Golden Rule
			Myrtle	Mohammed	Hope	Self
			Willow	Abraham	Psalm	Humanist
			Slavery	Allah	G-d	Ethical
			Holocaust	Values	Commandments	
			Ritual	Beliefs	Synagogue	
			Routine	Mosque	Bible	
			Easter	Synagogue	Testament	
			Jerusalem	Church	Gospels	
			Garden of	Mandir	Shabbat	
			Gethsemane	Gurdwara	Torah	
			Crucifixion	Torah		

			Resurrection Stupa Offerings Path of enlightenment Buddhist Shema Israel Mezuzah Identity	Authority Commandments Mount Sinai Hebrew Uluru Easter island Stonehenge Headstone God Isaiah		
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What experience do we want our students to have had? What opportunities will our students have had to 'make the world a better place' ?						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New life chicks	Harvest festival	Celebration experience	Christingle Church Synagogue visit	Hanukah experience	Mosque/ Imam visit Humanist Visit	Buddhist visit Explore pilgrimage