



Purpose of Study

Through studying Religious Education at Girlington Primary School, children will develop a broad and balanced understanding of religions and worldviews. They will be able to think critically and express their own opinions. Pupils will develop a sense of mutual respect and tolerance, knowing that they are part of a diverse society.

Aims

Girlington Primary School follows the Believing and Belonging Agreed Syllabus for Leeds, Calderdale, Kirklees and Bradford. This syllabus has also been agreed with the Bradford Interfaith Centre.

The syllabus is organized around three main strands:

- **Religious Literacy:** gaining knowledge about different world faiths and their beliefs
- **Tolerance and Understanding Diversity:** having an awareness and understanding of diversity within and across religions, and being able to reflect on how world views differ
- **Critical Thinking and Ethics:** developing critical thinking skills and the ability to express themselves, and reflecting on moral and ethical questions

Religious Literacy

The syllabus is designed to gradually widen the religions that children will learn about. In Key Stage 1, children will learn about Christianity, Islam and non-religious world views. In Key Stage 2 children will continue to learn about these religions but will also begin learning about Judaism and Sikhism. Children will learn about these religions through reading religious stories, finding out about beliefs, festivals, practices and ways of living, talking to believers and visiting places of worship.

Tolerance and Understanding Diversity

It is important that children are aware that they are part of a diverse society and the syllabus is intended to enable children to develop a sense of mutual respect and tolerance. In Years 1, 2 and 3, children will be taught explicitly about respectful behaviour and how to show tolerance towards people whose beliefs and opinions differ from their own. As they progress through school into Years 4, 5 and 6 children will be expected to demonstrate these values without further explicit teaching. Children's developing respect and tolerance will be enhanced through collective worship sessions exploring British Values and Spiritual, Moral, Social and Cultural development, as well as through other relevant areas of the curriculum such as Personal, Social, Health and Economics Education.

Critical Thinking and Ethics

Pupils will develop their ability to think critically and express their views and ideas in a respectful and articulate manner. Through exploring and discussing a range of moral and ethical questions and scenarios, children will develop their understanding of the principles of right and wrong and how these principles and other factors may affect a person's behaviour and choices.

Pupils should be able to apply an increasing range of skills to content, as follows:

In Year 1 children will recall; talk about and notice; respond to questions; and talk about ideas.

In Year 2 they will also recall and name; retell and suggest meanings; and recognise similarities and differences.

By Year 4 children will be able to describe and make links; explain and give reasons; describe and show understanding; explore and describe similarities and differences; and reflect and give examples.

By Year 6 children will also be able to compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; and summarise and apply a range of ideas.

Religious Education lessons across a school year will focus on all of the religions and worldviews covered by that particular year group and develop children's knowledge and understanding of all three strands of the syllabus.



Girlington Primary School Religious Education Curriculum

Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Prior EYFS Learning	Know some similarities and differences between different religious and cultural communities in this country.	Recognise that people have different beliefs and celebrate special times in different ways.	Understand that some places are special to members of their community.	Continue developing positive attitudes about the differences between people.	Build constructive and respectful relationships. Express their feelings and consider the feelings of others.
Topic	How is new life welcomed?	Which books and stories are special?	How and why do people pray?	How do we celebrate special events?	How and why do we care for others?
Subject Content					
Religious Literacy	<p>Talk about how Christians welcome new babies with a baptism. Look at the symbols and sequence of events at a baptism and discuss why these ceremonies may be important.</p> <p>Talk about Islamic welcoming ceremonies, including shaving the hair and naming for the new born.</p>	Explore and discuss sacred writings and sources of wisdom and recognise the traditions from which they come from. Name the Qur'an as the holy book for Muslims and recognise that it is treated with respect. Name the Bible as important for Christians, recognising that it is seen as a special 'holy' book inspired by God. Look at how some books are special and how believers use special books to guide their lives. Retell the story of the Birth of Jesus and recognise that this is a very special stories for Christians.	Recall and name different artefacts that Christians may use in worship such as the Bible, candles, statues. Recognise that Christians may read the Bible and pray at home or at church. Notice different things that happen in a church such as prayers, reading, singing, silence. Discuss the Muslim five daily prayers and how they prepare to pray. Some Muslims are called to prayer (Adhaan). Muslims must wash before praying (Wudu). Talk about how Muslims can pray at the mosque or at home and prayers on Friday are particularly special (Jummuh). Notice that some Muslims use a prayer mat and beads while praying.	Look at the Easter story and Holy week, including: his death on the cross, his friends finding an empty tomb and that he came back to life. Recall how these are remembered in Holy Week and Easter. Look at symbols used by Christians and suggest meaning for these. For example, cross, candle and fish. Notice how Muslims fast during the lunar month of Ramadan and celebrate Eid ul Fitr. Discuss reasons for this observance.	Talk about how religious and other teachings guide believers' lives and help people to make moral decisions.
Tolerance and Understanding Diversity	Notice how people, including humanists, may celebrate special events, such as the birth of a baby, with ceremonies that are not religious.	Share their own favourite books and stories and listen to the choices of others.	Share own experiences. Recognise that different Christians and Muslims may worship in different ways to other members of the same religion. Talk about how some people do not pray because they do not follow a religion.	Share their experiences of these events and how they compare to other children's. Recall that people celebrate special events in many ways, and that some people celebrate with ceremonies that are not religious.	
Critical Thinking and Ethics					Discuss: Who cares for you and who do you care for? Recognise the importance of human relationships and the need to give and receive love and support from other people. Talk about how happiness includes being kind, having good relationships and achieving our goals. Talk about reasons for being good to one another and for promoting happiness and avoiding doing harm. Discuss relatable scenarios involving questions of right and wrong and begin to express ideas and opinions in response.
World Views	Non-religious worldviews, Christianity, Islam	Islam, Christianity	Christianity, Islam, non-religious worldviews.	Christianity, Islam, non-religious worldviews.	Christianity, non-religious world views.
Vocabulary	Christian, Christianity, Muslim, Islam, baptism, christening,	Bible, Qur'an, special	God, Allah, worship, prayer, hymn, vicar, priest, Wudu, Adhaan	Jesus, Lent, Holy Week, Good Friday, Easter, resurrection, symbol, Eid ul Fitr, Ramadan, fasting	Relationships, happiness



Girlington Primary School Religious Education Curriculum

Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Prior EYFS Learning			Show sensitivity to their own and other's needs. Develop their sense of responsibility and membership of a community.	Begin to understand the need to respect and care for the natural environment and all living things.	
Topic	What does it mean to belong to a Church or a Mosque?	What did Jesus teach and how did he live?	How can we make good choices?	How can we look after the planet?	Who brought messages about God and what did they say?
Subject Content					
Religious Literacy	Recall that a special place of worship for a Christian is called a Church, a special place of worship for a Muslim is called a Mosque. Recognise key features of a church building, such as a font, altar and lectern. Visit a church. Name the key features of a mosque, including the dome, minaret and prayer hall. Talk about the role of the imam and some of the items used in worship including a prayer mat and beads. Describe and show understanding of some key purposes of a mosque, including its place in the local community (e.g. weddings, funerals) and its role in education (madrassah).	Talk about how Christians believe Jesus is special and they call him the 'son of God'. Recall that Jesus is an inspirational figure in Christianity, Christians read stories about his life and reflect on how he acted to inspire their way of living. Talk about and respond to questions about stories from the life and teachings of Jesus, including his baptism, healing miracles, his command to love one another, the washing of feet.	Notice that Christians see a 'code for living' in stories from the Bible. Look at examples of this, such as The Good Samaritan story.	Look at the Christian creation story and talk about how Christians see God as the creator. Look at the creation story in Islam and discuss similarities and differences with the Christian story. Recall that both Christians and Muslims believe that God created the world. Talk about how beliefs may not be religious and what is meant by 'humanist'. Name the Happy Human as a symbol of Humanism. Talk about Humanist principles such as being kind, empathy and the importance of looking after living creatures and the natural world.	Notice and recall how the Bible is important for Christians, including: how it is seen as a special 'holy' book inspired by God and that Christians use the teachings and stories found within the Bible to guide their lives. Name the Qur'an as the holy book for Muslims and recognise that it is treated with respect and that Muslims read the stories and teachings in the Qur'an for guidance. Know that prophets are people who bring messages from God. Name some of the early figures in the Old Testament, e.g. Noah, and read his story. Recall some of the early prophets of Islam.
Tolerance and Understanding Diversity	Share their own special places and listen to other people talking about theirs. Make simple comparisons and begin to identify similarities and differences between churches and mosques and why people attend them.			Recognise similarities and differences between different world views and their reasons for caring for the environment.	Recognise similarities and differences between prophets in Christianity and Islam e.g. Nuh (Noah), Isa (Jesus).
Critical Thinking and Ethics		Talk about how beliefs affect how Christians live their lives such as supporting the homeless and poor. Explore the work of Christian charities particularly linked to Harvest festival.	Discuss what is a good choice? Talk about this in context of behaviour and friendships. Suggest reasons for being kind and good to one another and for promoting happiness and avoiding doing harm. Discuss the importance of considering the consequences of our actions. Discuss how people's religions help them to make decisions about right and wrong. Reflect on own opinions and share ideas.	Discuss why it is important to care for the environment and what we personally can do. Discuss and respond to questions about why religious people believe it is important to care for the environment. Talk about why human beings are special, what we share with other animals and what makes us unique. Notice our ability to question, reason, empathise and be creative.	
World Views	Christianity, Islam	Christianity	Christianity and non-religious world views.	Christianity, Islam and non-religious world views	Christianity, Islam
Additional Activities	Visit a church				
Vocabulary	font, altar, lectern, church, vicar, priest, Masjid, Mosque, Dome, Minaret, Prayer hall, Prayer mat	Disciple, baptism, command, miracle, Harvest, charity	Parable, 'code for living' consequences, decisions	Humanist, Humanism, Happy Human symbol, create, creation, empathy, environment	prophet



Girlington Primary School Religious Education Curriculum

Year 3

Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Topic	What does it mean to be Jewish?	What is Spirituality and how do people experience this?	What do Christians believe about a good life?	What do the creation stories tell us?	What does it mean to make a commitment?
Subject Content					
Religious Literacy	Notice how Jews recognise the Torah as a special book from God that guides their life. Name the synagogue as a place of worship for Jews. Explain what happens at the synagogue and give reasons why the synagogue is an important place of worship and community in Judaism. Describe the role of community religious leaders, especially a rabbi. Describe the place of the rabbi in guiding and supporting the Jewish community. Describe and express ideas about festivals and commemorations, knowing why and how they are celebrated including: Rosh Hashanah, Yom Kippur, and Hannukah.	Understand that spirituality is thinking about the human spirit or soul, rather than material or physical things. Explore how Christians use and study the Bible in different ways. Describe how Christians express spirituality in creative ways, such as art, music, songs, poetry, sculpture, drama and dance. Investigate how Muslims express spirituality. Know that there is a range of expressions of worship in Islam beside ritual prayer and fasting. Muslims also develop their spirituality through helping the needy, giving charity, being kind and looking after the planet.	Read and understand the story of Moses and the ten commandments. Explain how Christian teachings represent a code for living, derived from texts such as the Ten Commandments (Exodus 20) and The Golden Rule (Love God, Love your neighbour. Treat other people how you would wish to be treated). Explore how the Golden Rule is a shared ethical principle, present in a wide variety of cultures throughout history. Summarise some principles of non-religious ethics including: individual responsibility, the use of reason, empathy, compassion, and respect for the dignity of all.	Talk about how Jews believe God is the Creator of the world and all life. Retell in simple form the first creation story (Genesis 1:1-2.3) and explore the meanings of the story such as an orderly creation and the special seventh day. Suggest why Shabbat is an important day for Jews and how this is linked to the Creation story. Recall that Muslims, Christians and Jews believe their God is eternal, loving and an all-powerful Creator who created the world and everything in it. Describe and explain how Humanists believe that the material world is the only one that exists and that there is no supernatural cause for its existence. Explain how Humanists believe that human beings have evolved, as other animals, contrasting this with a belief in divine creation. Show understanding of how humanists believe that human reason and evidence rather than sacred texts and revelation are the key sources of knowledge.	Introduce the term 'covenant' meaning an agreement or a promise. Read and recall Christian stories in the Old Testament about Abraham. Explore the idea of a covenant between God and the people, drawing on ideas from the story of Abraham and Moses. Talk about promises and explore how promises are important in Jewish stories about Abraham and Moses. Relate this to the concept of a covenant between Jews and God. Talk about some of the commitments Muslims may make e.g. wearing a head scarf, fasting during Ramadan. Recognise that fasting during Ramadan is not solely abstaining from food but is also a journey of self-discipline and spiritual growth.
Tolerance and Understanding Diversity		Compare and contrast different expressions of spirituality including individual and collective worship, prayer and music. Understand that different members of the same faith may express spirituality in different ways. Explore and describe similarities and differences between ways that Christians and Muslims express spirituality.		Discuss how religious texts can be interpreted in different ways, even within the same religion. For example, some Christians believe the creation story should be understood literally, others believe that God created the world but it took longer than 7 days. Recognise similarities and differences between different world views relating to the creation of the world.	Understand that Abraham is an important figure in all three religions. Reflect on the fact that Judaism, Christianity and Islam are all 'Abrahamic faiths' and explore and describe some similarities and differences between these world faiths.
Critical Thinking and Ethics	Linking project: Reflect on own identity – what is important to you?	Linking project: Celebrating similarities and differences among peers.	Discuss how these stories and rules might be interpreted or applied by Christians in different contexts or situations. Reflect on their own understanding of what it means to be 'good' and to have 'a good life'. Linking project: First meeting. Develop teamwork, tolerance and respect.	Linking project: Second meeting – trip to Girlington. Develop understanding of British Values.	Share own experiences of making promises or commitments – was it always easy to keep that promise? Link back to work on what makes a good life - think about commitments or promises they could make to help them achieve a 'good life', for example in friendships, at home or at school. Linking project: Third meeting – trip to Eldwick. Further develop understanding of British Values.
World Views	Judaism	Islam, Christianity	Christianity, non-religious world views	Christianity, Judaism, Islam, non-religious world views	Judaism, Islam, Christianity
Additional Activities	Linking project: Greeting activity. Understand and celebrate own identity and introduce themselves to others.	Linking project: Virtual meet up. Share and celebrate similarities and differences	Linking project: First meeting. Meet at a neutral location, complete teamwork activities to develop communication, tolerance and respect.	Linking project: Second meeting. Children from Eldwick to visit Girlington and complete activities to develop understanding of British Values.	Linking project: Third meeting. Children from Girlington to visit Eldwick and complete activities to further develop understanding of British Values.
Vocabulary	Jew, Jewish, Judaism, Torah, Synagogue, Rabbi, Rosh Hashanah, Yom Kippur, Hanukah	spirit, spirituality, material, physical, spiritual	Commandments, ethics, reason, empathy, compassion	creation, reason, knowledge, sacred, supernatural, interpreted, Shabbat	covenant, commitment, promise, self-discipline, Abrahamic faiths



Girlington Primary School Religious Education Curriculum

Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic	How do the Five Pillars guide Muslims?	How are important events remembered?	What faiths are shared in our country?	What does it mean to be a Sikh?	What makes a good leader?
Subject Content					
Religious Literacy	Investigate and summarise the Five Pillars of Islam, noticing how the Shahadah (testimony of faith) is the foundation. Find out about the names of each pillar, what they mean, and what Muslims do to follow these. Understand that these are basic pillars of Islam and recognise that these obligatory pillars are there to make a godlier, spiritual and caring citizen of the world. Give a considered response why prayer is important to Muslims, noting why there are five daily prayers, the direction of prayer towards Mecca and the positions used in prayer. Explore how Muslims observe the Lunar month of Ramadan and see this as an important time for spiritual cleansing and building good habits. Explain how observance includes the recitation of the Qur'an, Qiyam or night prayer, iftar (breaking the fast) and charity.	Explore some important stories such as the night of power. Explain how this story influences Muslim practices in the last ten days of Ramadan. Read and retell the story of Eid ul Adha (Ibrahim & Isma'eel). Make links to how Eid ul Adha is celebrated today. Find out about the Jewish festival of Pesach (Passover), including reading and recalling the story of the Exodus. Describe and express ideas about how and why it is celebrated. Show understanding of the meaning and significance of Moses as a key figure in Judaism past and present. Explore and show understanding of ways in which Jewish people recall the faithfulness of God through celebration of Pesach today.	Research which religions are practised in the UK, look at variations across the UK e.g. in Bradford versus other areas of the country. Describe what is meant by atheism and agnosticism and how humanists believe that humanism is a positive philosophy enabling people to live good and happy lives without the need for a god or gods.	Talk about how Sikhs believe God is the Creator of the world and all life. Recognise, name and explain the Ik Onkar symbol. Know that the Guru Granth Sahib is the Sikh scripture and is kept at the gurdwara. Explain, giving reasons, the treatment of the Guru Granth Sahib. Reflect on why Sikhs begin each day with a reading (vak) from the Guru Granth Sahib, which is the 'divine command of the day' (hukam), and how this might make them feel throughout the day. Name the gurdwara as the Sikh place of worship. Describe the typical layout of a gurdwara. Explain the protocols for entry. Explain the Langar and how this is an expression of sewa and inclusivity; e.g. by cultivating a sense of community and that everybody is welcome.	Compare and contrast stories about Jesus and explore the meaning of these, such as the Feeding of the Five Thousand, and the healing of the Blind Man. Explain how the Prophet Muhammad is seen as the final prophet and how Muslims look to his teachings and leadership. Read the story of David and Goliath and discuss the messages Jews may take from this story. Consider how non-religious people may believe human beings are responsible for their own personal and communal destiny. Explain and show understanding of Humanist beliefs in shared human moral values: kindness, compassion, fairness, justice, honesty.
Tolerance and Understanding Diversity	Distinguish the difference between Islamic teachings that are agreed and considered universal, and others which are open to interpretation or based on cultures and traditions.	Children to share their own experiences of their religions' important events or occasions. Explore similarities and differences between festivals and commemorations in Islam, Christianity and Judaism. Understand that Moses is an important prophet in the Muslim faith as well as in Judaism and Christianity. Muslims call him Musa. Compare the Muslim story about Ibrahim and Isma'eel with the Christian and Jewish stories about Abraham and Isaac.	Understand that within religions people may have different customs, traditions and practises. Interview a person of faith about their beliefs, demonstrating respect and curiosity. Describe and explain a range of churches, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican, Roman Catholic and free churches. Make links between the church in Yorkshire and Christian communities worldwide.	Begin to make simple comparisons between the Sikh faith and other religions and worldviews.	
Critical Thinking and Ethics			Introduce and discuss the terms tolerance, cooperation and understanding. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Weigh up the humanist principle of respecting different ways of finding happiness if they cause no harm to others.		Weigh up the belief that human beings alone can make the world a better place for everyone. Children to think about what they consider to be the characteristics of a good leader and share their views.
World Views	Islam	Islam, Judaism, Christianity	Christianity, non-religious world views	Sikhism	Christianity, Islam, Judaism, non-religious world views
Additional Activities				Visit a gurdwara.	
Vocabulary	Five Pillars of Islam, Shahadah, Salat, Zakat, Sawm, Hajj, iftar	Night of power, night of destiny, Eid ul Adha, sacrifice, festival, commemoration, Pesach (Passover), faithfulness	Tolerance, cooperation, understanding, diverse, atheist, atheism, agnostic, agnosticism, Anglican, Roman Catholic, denomination	Sikh, Sikhism, Ik Onkar symbol, gurdwara, Guru Granth Sahib, langar, sewa, duty, inclusivity	Leader, leadership, qualities, characteristics, responsibility



Girlington Primary School Religious Education Curriculum

Year 5

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic	How do Jews show commitment to their faith?	Why are some journeys and places special?	Who was Guru Nanak and why is he important?	How do Muslims develop a connection to their God?	Should we forgive others?
Subject Content					
Religious Literacy	Explore how the Ten Commandments help Jews to live their lives. Understand and describe how the Shema is an important commandment and how this affects daily life in prayer and the significance of the mezuzah. Research and respond to other obligations and instructions such as those about eating (kosher) and also Tikkun Olam – Repairing the world. Recognise that this is one of the major elements of Judaism and influences how most Jews live their Judaism. Compare and contrast worship at home with worship in the synagogue, in particular considering Shabbat and daily prayers. Reflect about later stories in Jewish history such as Esther and explore how these are remembered today, including through festivals such as Purim.	Understand the terms pilgrim and pilgrimage. Find out and give reasons why Jerusalem is a holy site for Muslims, Christians and Jews. Explore the importance of the Hajj pilgrimage. Understand that Mecca is an important city in Islam and that Hajj aims to recall equality (everyone dresses in the same way), to reject worldly advantage and to appreciate that Muslims are judged by their deeds, not by their worldly status. Give reasons why the Harmandir (Golden Temple) in Amritsar is a special place of pilgrimage for Sikhs and explain why Sikhs from all over the world wish to visit.	Understand that Guru Nanak is very important to Sikhs because his teachings and example are the foundation of Sikhism. Summarise Guru Nanak's teachings as devotion to God, selflessness and equal treatment for everyone. Know that Guru Nanak taught there is one God, and that God is eternal, non-corporeal and omnipresent. Give some reasons how the Mool Mantar is the statement of faith for Sikhs. Know that Panjab is a region in north India and be able to explain that Panjab is special to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there. Read and recall the story of Guru Nanak's encounter with Bhai Lalo (poor carpenter) and Malik Bhago (wealthy tax collector).	Describe and show understanding of Muslim belief in one God, who has many attributes (the 99 Names of God). Understand that Muslims use Allah's names to either reaffirm their belief, glorify God or nurture these traits as part of their own development. Explore the idea of the greater jihad (inner self development). Reflect on how Muslims may express their faith in a variety of ways, exploring the difference between culture and religious belief, for example in wearing a head covering. Discuss the practice of fasting during Ramadan and understand that some Muslims view Ramadan as an opportunity to refuel the heart and soul for the rest of the year. Give reasons why visual representation of God and the prophets is forbidden (haram) in Islam.	Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives such as: Maundy Thursday and the Last Supper; Good Friday and the crucifixion; Easter day and the empty tomb. Express understanding and consider how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Summarise Muslim views on forgiveness, kindness, ties of kinship, social justice and equality, the greater jihad (inner self-development) and halal (food, drink, money and conduct).
Tolerance and Understanding Diversity	Make comparisons to what children already know about how Muslims and Christians express commitment to their faith.	Explore similarities and differences between these faiths, reflecting on how they are all Abrahamic faiths.		Compare and contrast how some Muslims show other expressions of love and connection with God, such as Sufi dance and Islamic art or calligraphy.	Recognise and explain similarities and differences between different world views relating to forgiveness and justice.
Critical Thinking and Ethics		Consider the practice and value of pilgrimage, giving a considered response to why people might choose to go on a pilgrimage, their value and what impact they may have on believers.	Identify how the stories about Guru Nanak are similar to other stories they know from different religions. Explain the meanings of the story of Guru Nanak's encounter with Bhai Lalo and Malik Bhago and how these are applied to believers' lives.		Show understanding of sacrifice, forgiveness and salvation and weigh up what they mean for Christians today. Give a considered response to how Christians express their beliefs through working for ideas such as: forgiveness and reconciliation; social justice and equality; charity; lifestyle choices. Give a considered response to Muslim teachings about life and decisions. Reflect on Humanist beliefs in shared human moral values: kindness, compassion, empathy fairness, justice, honesty.
World Views	Judaism	Islam, Christianity, Judaism, Sikhism	Sikhism	Islam	Christianity, Islam, non-religious world views
Additional Activities	Visit a synagogue.				
Vocabulary	Kosher, Tikkun Olam, Shema, Mezuzah, Purim	Pilgrim, pilgrimage, Hajj	Eternal, non-corporeal, omnipresent, Mool Mantar, selflessness	Attributes, glorify, reaffirm, haram, greater jihad, self-development	Resurrection, sacrifice, forgiveness, salvation, reconciliation, halal



Girlington Primary School Religious Education Curriculum

Year 6

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic	How do Sikhs show commitment to their faith?	How do Christians learn about Jesus?	What is a divine encounter?	Why are Gurus at the heart of Sikh belief and practice?	How do people use ceremonies and symbols to mark important life events?
Subject Content					
Religious Literacy	Know that the tenth guru, Guru Gobind Singh, instigated the Khalsa (means 'pure'), also known as Amrit, initiation. Summarise the story of the Panj Pyare. Explain why the story is very important to Sikhs, and remembered. Describe what happens during Amrit initiation. Recognise, name and explain the different components of the Khalsa symbol. Give reasons why Sikh people use the 5 Ks as symbols of their faith. Understand and explain the symbolism of each of the 5 Ks.	Describe how the Bible is made up of many different books with different purposes (narratives, poetry, letters, law, etc). Show understanding of the importance of the New Testament (Covenant) and how it includes gospels (stories, teachings and beliefs about Jesus). Explore and weigh up different titles used by and of Jesus, such as Son of Man, Servant, Rabbi, Messiah, Christ. Explore how God is seen as the Holy Trinity, Father, Son and Holy Spirit.	Understand the meaning of the term 'divine encounter'. Summarise the story of Guru Nanak's three-day disappearance and his encounter with God. Explain why this encounter makes Guru Nanak extra-special for Sikhs. Consider how the Qur'an was revealed to the Prophet and is seen as the direct word of God. Reflect on its importance for Muslims and how it is read in Arabic. Reflect on what they already know about the Prophet Muhammad and his importance. Show understanding of the meaning of the word incarnation; how Jesus is seen as fully human and fully divine. Read and discuss an example of a divine encounter in the Bible, e.g. St Paul on the road to Damascus.	Understand the meaning of the word 'guru' ('light' overcoming 'dark', i.e. wisdom overcoming ignorance) and explain how it applies to God, Guru Nanak, the Ten Gurus and the Guru Granth Sahib. Know that there are Ten Gurus and that the tenth guru, Guru Gobind Singh, nominated the Adi Granth as the final Guru, which then became known as the Guru Granth Sahib. Explain why Sikhs do not make or worship statues of the Ten Gurus.	Make links between symbols and their meanings, looking at the use of artefacts and decorations. Explain the meaning of a variety of ceremonies and rituals such as eucharist/ communion, infant baptism/ dedication and believer's baptism. Talk about Sikh rites of passage with reference to the Guru Granth Sahib; eg: Baby-naming: Guru Granth Sahib is allowed to fall open; first letter of the top left page is the first letter of the baby's name. Recall the Amrit initiation ceremony. Explain why Sikh surnames are normally Singh (meaning Lion) for men, and Kaur (meaning princess) for women. Compare and contrast how non-religious people mark key moments in people's lives such as namings, weddings and funerals.
Tolerance and Understanding Diversity	Reflect on how this compares to Jewish practises of commitment e.g. shema, mezuzah, eating kosher, observing Shabbat. Compare and contrast with Muslim practises of commitment e.g. fasting, wearing a headscarf, observing 5 daily prayers.	Understand that there are different translations and interpretations of the Bible.	Compare and contrast stories of divine encounters from different religions.	Recognise and describe similarities and differences between different world views relating to religious imagery.	Recognise and describe similarities and differences between different world views relating to rites of passage and the marking of important life events.
Critical Thinking and Ethics	Reflect on what it might be like to wear a kara (steel bangle) as a reminder of God's presence and why Sikhs do this.		Summarise how the divine encounters affected the people who experienced them, and how they subsequently changed their lives. Discuss: Do you need a divine encounter to have faith? Do you need a religion to know right from wrong? Discuss how people with no religion might make moral choices, drawing on their knowledge of humanist ethical principles.		Reflect on how a Sikh person might decide they wanted to initiate as a Khalsa Sikh; and understand that not all Sikhs take initiation. Discuss own experiences of ceremonies marking life events and give a considered response to questions about why ceremonies marking life events may be important to the people taking part in them.
World Views	Sikhism, Islam, Judaism	Christianity	Christianity, Sikhism, Islam, non-religious world views	Sikhism	Sikhism, Christianity, non-religious world views
Vocabulary	Khalsa, Amrit initiation, Panj Pyare, Kara, Kachera, Kirpan, Kesh and Kanga.	New Testament, gospels, Holy Trinity, Messiah	divine, divine encounter, incarnation	Guru, Adi Granth	Eucharist, communion, dedication, rites of passage
Subsequent KS3 Learning	Students will extend and deepen their knowledge and understanding of a range of religions and other worldviews, recognising their personal, local, national and global context. Students will develop their understanding of how religions and beliefs influence the values and lives of individuals and groups and how they have an impact on wider issues. As well as building on their knowledge of Christianity, Islam, Judaism and Sikhism, and developing their understanding of non-religious worldviews, students in Key Stage 3 will extend their study to include Buddhism and Hinduism. Students will be able to explain and interpret a range of beliefs, teachings and sources of wisdom and authority in order to understand religions and other world views as coherent systems or ways of seeing the world. They will also be able to explain how and why individuals and communities express their beliefs and values in many different ways, enquiring into this variety and making links. They will observe and interpret a wide range of ways in which commitment and identity are expressed, developing their understanding of the diversity found both across and within religions. Students will explore questions of belief and meaning, including some of the ultimate questions that are raised by human life, making well-informed and reasoned personal responses and expressing insights that draw on a wide range of examples. Students will investigate questions about morality and diversity, through exploring and expressing insights into significant moral and ethical questions. By the end of KS3 students should be able to explain and interpret a range of views, show coherent understanding of, appraise reasons for, enquire into differences and explain how and why they are different, evaluate and analyse, explore and express insights, and make well informed and reasoned responses.				