



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 allow children to learn about a wide range of religions and non-religious world views. Children will learn about six major world religions (Buddhism, Christianity, Hindu Dharma, Islam, Judaism and Sikhism) as well as non-religious world views in every academic year. They will develop their understanding of these religions and world views through reading religious and moral 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.

Throughout a unit of work, pupils will make progress through these stages:



Religious Education lessons across a school year will develop children's knowledge and understanding of all three strands of the syllabus. Some units will enable children to develop a broad understanding of several religions, whereas other units will allow for a deeper, more focused study of a particular religion, theme or question.

Learning Pathways

The syllabus is based around six threads or 'pathways' through which the most important features of RE may be understood. Coherent and sequential learning is built on these pathways and then earthed by thematic and systematic study of specific religions/worldviews.

The syllabus therefore aims to:

- develop progressive understanding of the 'pathways' and
- build rich and profound knowledge of religions/worldviews.

Pathway 1: The Nature of Religion and Belief



Religions and worldviews involve interconnected patterns of beliefs, practices and values. They are also highly diverse and change in response to new situations and challenges. These patterns of diversity and change can be the cause of debate, tension and conflict or result in new, creative developments.

Pathway 2: Expressing Belief



It is often difficult to express deepest beliefs, feelings, emotions and religious experiences using everyday language. Instead, people may use a variety of different approaches including figurative language and a range of literary genres. In addition, people sometimes use non-verbal forms of communication such as art, music, drama and dance that seek to explain or illustrate religious or non-religious ideas or experiences.

Pathway 3: A Good Life



Many people, whether religious or not, strive to live according to what they understand as a good life. Religious and non-religious communities often share an understanding as to the sort of characteristics and behaviours a good person will seek to achieve, as well as dealing with what is, or is not, acceptable moral behaviour. The ideal is usually presented in the lives and character of exemplary members. There are points of agreement and disagreement over the interpretation and application of moral principles both across and within different religions and worldviews.

Pathway 4: Personal Journey



Human beings have deeply felt experiences, which they may refer to as being 'religious' or 'spiritual' or simply part of what it means to be human. These experiences can take place in both religious and non-religious contexts and may produce a heightened sense of awareness and mystery, or of identity, purpose and belonging. The experience is sometimes so powerful that it transforms people's lives. As a result, people may change their beliefs and allegiances and on rare occasions the experience of a single person has led to the formation of a new religion or worldview.

Pathway 5: Influence and Authority



Religious and non-religious communities interact with wider society and cultures. These communities affect societies by shaping their traditions, laws, political systems, festivals, values, rituals and arts. The patterns of influence vary significantly in different societies and at different points in time. Some societies are influenced predominantly by one religion or worldview, others by several or many. Religions and worldviews often appeal to a highly respected authority or vision, and this can have significant impacts on societies and cultures, whether positive or negative.

Pathway 6: The Big Picture



Religions and worldviews provide comprehensive accounts of how and why the world is as it is. These accounts are sometimes called "grand narratives". They seek to answer the big questions about the universe and the nature of humanity. These narratives are usually based on approaches to life, texts or traditions, which are taken to be authoritative. People interpret and understand these texts and traditions in different ways.



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 are symbols used to welcome new life?	How do Hindu stories help believers live their lives?	How and why do some people pray?	Why are festivals important in a community?	How and why do we care for others?
Assessment	The topic questions are the central assessment criteria for each unit. At the start of the unit, facilitate a brief discussion to gather children's initial ideas. Return to the question throughout the unit to see how children's views are developing. At the end of the unit, children should be encouraged to express their views, summing up all of their learning. In year 1, children are expected to express their own ideas and state whether they agree or disagree with a statement. They should also listen respectfully to other children giving their views. Below are some questions to facilitate discussions and elicit children's ideas:				
	What do Muslims / Christians / Sikhs do to welcome a new baby into the family? Show children some of the symbols studied – what can you tell me about these things? If you had a new baby in your family, what would you do to welcome it?	What happens in the story of Rama and Sita? What do Hindus do at Diwali? How might Hindus try to be like Rama and Sita? Why?	How do Muslims get ready to pray? What happens at a Buddhist temple? What might you see at a Buddhist temple? How do Jews pray at the Synagogue? Does everybody pray? Does everyone pray the same way?	Show children some of the symbols studied – what can you tell me about these things? What happens in the Easter story? How do Christians celebrate Easter? What do Muslims do during Ramadan and Eid ul Fitr?	Who cares for you? Who do you care for? What happens in the story of Siddhartha and the swan? How do Buddhists care for living things? Is it only Buddhists who care for living things? How can we look after living things?
Pathway	2: Expressing Beliefs	6: The Big Picture 3: A Good Life	4: Personal Journey	5: Influence and Authority	3: A Good Life
Subject Content					
Activities	Pupils should talk about what it means to make someone welcome. Talk about how a baby is welcomed into a family, including preparations, celebrations and gifts. Learn about Christian baptism and the promises made by parents and godparents. Find out about some of the symbols and objects such as the sign of the cross, candles and Bible. Learn about what happens when a new baby is born into a Muslim family, including the adhan (statement of faith) whispered in the baby's right ear as soon after birth as possible, Aqiqah ceremony on the seventh day and choice of name. Learn about Naam Karan, the Sikh naming ceremony meaning 'name making' held at the gurdwara around two weeks after the birth of the child. Notice how people, including humanists, may celebrate special events, such as the birth of a baby, with ceremonies that are not religious. Summarise the learning by comparing the different ceremonies and inviting children to share their own ideas about how best to welcome a baby.	Learn about the Hindu festival of Diwali including the story of Rama and Sita and how Hindus celebrate today. Focus on the courage of Rama and Sita and thankfulness and celebration at their safe return. Reflect on what this story tells Hindus and how it might influence them in their lives. Discuss ideas such as good triumphing over evil and being brave even when things are difficult.	Talk about why some people might choose to pray, for example to give thanks or if they are concerned. Share own experiences. Recognise that members of a religion 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. Discuss the Muslim five daily prayers and how they prepare to pray. Some Muslims are called to prayer (adhan). 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. Notice that some Muslims use a prayer mat and beads while praying. Look at a Buddhist temple and find out what artefacts may be included in a shrine. Find out how Buddhists pray at the temple or at home. Use mindfulness or stilling exercises to explore how Buddhists meditate. Explore Jewish ritual prayers such as the Shema or regular blessings, such as before food. Talk about how Jews pray in the Synagogue.	Talk about celebrations such as birthdays, weddings, special achievements. Think about what happens and how it feels. Share their own 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. Talk about the concept of gratitude and thanksgiving. 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. Notice how Buddhists show compassion (karuna) to themselves and the world and practise non-violence (ahimsa). Read and discuss the story of Siddhartha and the Swan, thinking about how this story helps Buddhists think about being kind and loving towards all living things. 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	Christianity, Islam, Sikhism, non-religious worldviews,	Hindu Dharma	Judaism, Buddhism, Islam, non-religious worldviews.	Christianity, Islam, non-religious worldviews.	Buddhism, non-religious world views.
Vocabulary	Christian, Christianity, Muslim, Islam, baptism, christening, Sikh, Sikhism, Naam Karan, gurdwara	Diwali, festival, courage, celebration	Prayer, worship, wudu, adhan, Buddhist, temple, meditation, Shema, blessing, Synagogue	Jesus, Lent, Holy Week, Good Friday, Easter, resurrection, symbol, Eid ul Fitr, Ramadan, fasting	Relationships, happiness, compassion



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 community of belief?	What did Jesus teach and how did he live?	How can we make good choices?	What do religions and worldviews say about our wonderful world?	Which books and stories are important?
Assessment	The topic questions are the central assessment criteria for each unit. At the start of the unit, facilitate a brief discussion to gather children's initial ideas. Return to the question throughout the unit to see how children's views are developing. At the end of the unit, children should be encouraged to express their views, summing up all of their learning. In year 2, children are expected to express their own ideas and begin to give reasons to explain why they think that. They should also listen respectfully to other children giving their views. Below are some questions to facilitate discussions and elicit children's ideas:				
	What happens in a church/ mosque/ Hindu temple? What are some of the features you would see there? Why do Christians / Muslims / Hindus go to these places?	How would Christians describe Jesus? What important messages did Jesus tell Christians? How do Christians try to be like Jesus? Why?	What is a good choice? What helps people think about how to behave correctly? Why should we be kind to each other? What happens in the Good Samaritan story? What is langar? Why is it important for Sikhs?	What is karma? Why is it important for Buddhists and Hindus to care for living things? What happens in the story of the Prophet and the ants? Why should we care for the environment? How can we look after the environment?	How do Muslims show respect for the Qur'an? What is a prophet? How do Sikhs show respect for the Guru Granth Sahib? What happens in the story of Duni Chand and the silver needle? What is the message of the story?
Pathway	1: Nature of Religion and Belief	6: The Big Picture 3: A Good Life	3: A Good Life	6: The Big Picture 4: Personal Journey	6: The Big Picture
Subject Content					
Activities	Share their own special places and listen to other people talk about theirs. Recall that a special place of worship for a Christian is called a Church and a special place of worship for a Muslim is called a Mosque. Recognise key features of a church, such as a font, altar and lectern. Recall and name different artefacts that Christians may use in worship such as the Bible, candles and 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 and silence. Talk about some of the differences within faith communities, such as different ways Christians may worship in a church. Name the key features of a mosque, including the dome, minaret and prayer hall. Understand the role of the imam in a mosque. Find out about Hindu worship in the mandir including the role of the priest. Make simple comparisons to identify similarities and differences between places of worship. Talk about what it means to belong. Name some symbols, logos, clothes etc that show belonging. Reflect on why people join communities and how they show that they belong.	Talk about how Christians believe Jesus is special and they call him the 'son of God'. Recap on story of the nativity. 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. 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. Notice that Christians see a 'code for living' in stories from the Bible. Look at examples of this, such as The Good Samaritan story. Learn about Sikh services to others as exemplified by the langar at the Gurdwara. Suggest why langar is an important duty for Sikhs and how this is linked to sewa (selfless service). Look at commonalities between what different religions teach their followers about how to live their lives and make good choices. 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.	Learn about karma: actions have consequences in the future, this is why Buddhists and Hindus show kindness to all living things and follow a path of non-violence (ahimsa). Recall that both Christians and Muslims believe that God created the world and that they have a duty to look after it. Read the Islamic story of 'The Prophet and the ants' and 'The Prophet and the crying camel' and talk about the messages Muslims take from them. 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. Recognise similarities and differences between different world views and their reasons for caring for the environment. 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.	Talk about special and favourite books. Think about how we use and look after precious books. Name the Qur'an as the holy book for Muslims and recognise that it is treated with respect. Know that Muslims read the stories and teachings in the Qur'an for guidance. Know that prophets are people who bring messages from God. Recognise similarities and differences between prophets in Christianity, Judaism and Islam, such as Nuh (Noah), Musa (Moses), Isa (Jesus). Find out about the Jewish story of Moses receiving the Torah as a revelation from God and discuss how this makes the Torah a special book for Jews. Talk about how it is read and understood as rules from God that Jews must try to follow. Learn about the Guru Granth Sahib as a special book for Sikhs. Talk about how it is treated at the Gurdwara as a living Guru. Read the story of 'The milk and the jasmine flower' and 'Duni Chand and the silver needle' as examples of Sikh stories with a message. Talk about the moral tales and parables mentioned above and discuss how people learn from them and use them to answer life's big questions.
World Views	Christianity, Islam, Hindu Dharma	Christianity	Christianity, Sikhism and non-religious world views.	Christianity, Islam, Hindu Dharma, Buddhism and non-religious world views	Judaism, Islam, Sikhism
Additional Activities	Visit a church or interview a member of a faith community.				
Vocabulary	font, altar, lectern, church, vicar, priest, Masjid, Mosque, Dome, Minaret, Prayer hall, Prayer mat, Mandir, murti	Disciple, baptism, command, miracle, Harvest, charity	Parable, 'code for living' consequences, decisions, langar, serving others, sewa	Humanist, Humanism, Happy Human symbol, karma, consequences, empathy, environment	Prophet, Torah, Guru Granth Sahib, respect, moral, message



Girlington Primary School Religious Education Curriculum

Year 3

Term	Autumn 1	Autumn 2	Spring	Summer 1	Summer 2
Topic	How does the Bible help Christians to live a good life?	How do different people express their spirituality?	How do the lives of the Gurus inspire Sikh believers?	How do creation stories help people understand the world?	How do Jews use stories to remember God's covenant?
Assessment	The topic questions are the central assessment criteria for each unit. At the start of the unit, facilitate a brief discussion to gather children's initial ideas. Return to the question throughout the unit to see how children's views are developing. At the end of the unit, children should be encouraged to express their views, summing up all of their learning. In year 3, children are expected to express their own ideas and give clear reasons. They should also listen respectfully to other children giving their views and begin to suggest why other people may have different opinions about an issue. Below are some questions to facilitate discussions and elicit children's ideas:				
	What is the 'Golden Rule'? Are Christians the only religion who try to follow the 'Golden Rule'? Where might people look for advice about how to live a good life? What do you think it means to be good and have a good life?	What is spirituality? What are some of the different ways that people from different religions express their spirituality? Does everyone from the same religion express their spirituality in the same way?	What can you tell me about Guru Nanak? Why is he important to Sikhs? What happens in the story of Guru Nanak, the poor carpenter and the wealthy tax collector and what is the message of this story? How do Sikhs try to follow Guru Nanak's teachings?	What is the creation story in the Bible? What happens in the Hindu creation story? What do Humanists believe about creation? What are some similarities and differences between the Christian, Jewish, Muslim and Hindu creation stories, and what Humanists believe?	What is a covenant? What happens in the story of Moses? How do Jews try and keep their covenant with God? How do Jews celebrate the Shabbat? Why is it important to keep the Shabbat special?
Pathway	3: A Good Life	2: Expressing Beliefs	4: Personal Journey	6: The Big Picture	6: The Big Picture
Subject Content					
Activities	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 and The Golden Rule (Love God, Love your neighbour. Treat other people how you would wish to be treated).	Understand that spirituality is thinking about the human spirit or soul, rather than material or physical things. Explore the concept of spirituality including meditation, creative arts, worship and prayer. Recognise that spirituality does not have to be religious. Explore how Christians use and study the Bible in different ways, including through visual arts such as stained glass and through music and dance such as hymns and gospel music. Explore how Buddhists use transient forms of art such as sand mandalas to represent impermanence. Explore how music is used in worship, for example Hindu hymns (bhajan), different styles of hymns in Christianity and the use of mantras in Hindu Dharma and Buddhism. 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 to charity, being kind and looking after the planet. Give reasons why visual representation of God and the prophets is forbidden (haram) in Islam. 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 people express spirituality.	Understand that a 'guru' is a teacher or guide. Understand the meaning of the word 'guru' ('light' overcoming 'dark', i.e., wisdom overcoming ignorance). Learn about Guru Nanak's early life and his three-day disappearance and encounter with God. Understand that Guru Nanak is very important to Sikhs because his teachings and example are the foundation of Sikhism. Read and recall the story of Guru Nanak's encounter with Bhai Lalo (poor carpenter) and Malik Bhago (wealthy tax collector) and explore Guru Nanak's values and the messages Sikhs take from these stories. Summarise Guru Nanak's teachings as devotion to God, selflessness and equal treatment for everyone. Know that Guru Nanak taught there is one God. Recognise, name and explain the Ik Onkar symbol, which means 'God is one'. 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. Recap on learning about the Guru Granth Sahib and how it is treated as a living guru at the Gurdwara. Reflect on how modern Sikhs follow the teachings of the Gurus, for example, equality, honesty, selflessness and helping others.	Look at the creation story in the Bible. Retell in simple form and explore the meanings of the story such as an orderly creation and the special seventh day. Talk about how Christians and Jews see God as the creator of the world and all life. 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. Look at the creation story in Islam and discuss similarities and differences with the Bible 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. Look at the Hindu creation story particularly focusing on the cycle of birth, life and death and the roles of Brahma the creator, Vishnu the preserver and Shiva the destroyer as aspects of Brahman. 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. Recognise similarities and differences between different world views relating to the creation of the world.	Introduce the term 'covenant' meaning an agreement or a promise. Read and recall stories in the Old Testament about Noah. Understand that God made a promise (covenant) symbolised by the rainbow. Recap on the story of Moses. Explore the idea of a covenant between God and the people, drawing on ideas from the story of Noah and Moses. Talk about promises and explore how promises are important in these Jewish stories. Relate this to the concept of a covenant between Jews and God and how Jews try to keep their side of the promise by following the commandments in the Torah (mitzvot). Recall the creation story from Genesis and focus on the seventh day – a day of rest. Learn how Jews keep this day special by celebrating Shabbat each week. Find out how modern Jews celebrate, including the Shabbat meal or 'Friday Night Dinner'. Understand that there are variations in how different Jews observe the Shabbat. 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 with friends, at home or at school.
World Views	Christianity, non-religious world views	Islam, Christianity, Buddhism, Hindu Dharma	Sikhism	Christianity, Judaism, Islam, Hindu Dharma, non-religious world views	Judaism
Additional Activities	Linking project: Greeting activity. Understand and celebrate own identity and introduce themselves to others. Reflect on own identity. What is important to you?	Linking project: Virtual meet up. Share and celebrate similarities and differences among peers.	Linking project: First meeting. 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	Commandments, ethics, morals, reason, empathy, compassion	spirit, spirituality, material, physical, spiritual, create, creative, hymns, mantras	Guru, Guru Nanak, selflessness, devotion, Ik Onkar	creation, reason, knowledge, sacred, supernatural, creator, interpreted, Shabbat, Brahman, Brahma, Vishnu, Shiva, cycle	Shabbat, covenant, commitment, promise



Girlington Primary School Religious Education Curriculum

Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Topic	How do the Five Pillars help Muslims to live a good life?	How do religious stories from the past influence modern celebrations?	What faiths and beliefs can be found in our country and community and around the world?	How are the stories of Holy Week and Easter important to Christians?	Why do people follow inspirational leaders?
Assessment	The topic questions are the central assessment criteria for each unit. At the start of the unit, facilitate a brief discussion to gather children's initial ideas. Return to the question throughout the unit to see how children's views are developing. At the end of the unit, children should be encouraged to express their views, summing up all of their learning. In year 4, children are expected to give clear reasons to express their thoughts. They should also actively listen to other people and respond respectfully when disagreeing with others. Below are some questions to facilitate discussions and elicit children's ideas: What are the Five Pillars of Islam? What do Muslims do during Ramadan? Why is Ramadan an important time for Muslims? How do Muslims express their faith? Are there different ways? How might culture and traditions affect this? What happened in the story of Eid ul Adha? How do Muslims celebrate Eid ul Adha today? What is the story of Pesach? How do Jewish people celebrate this today? Who is Moses/ Musa and why is he important? Do all non-religious people have exactly the same beliefs? Do all members of the same religion have the exact same beliefs and traditions? What have you found out about where different religions are practised around the world? What happened in the story of Jesus' death and resurrection? Why is this story important to Christians? How is this story remembered today? What messages do Christians take from these stories and does it affect their actions? Who was Mahatma Ghandi and what did he fight for? How do Buddhists try to be like Siddhartha Gautama? What did these leaders teach their followers? What are the qualities of a good leader?				
Pathway	3: A Good Life	5: Influence and Authority	1: Nature of Religion and Belief	6: The Big Picture	3: A Good Life 5: Influence and Authority
Subject Content					
Activities	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 obligatory and help Muslims develop into 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. Understand that some Muslims view Ramadan as an opportunity to refuel the heart and soul for the rest of the year. Explain how observance includes the recitation of the Qur'an, Qiyam or night prayer, iftar (breaking the fast) and charity. 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. Distinguish the difference between Islamic teachings that are agreed and considered universal (all Muslims do it), and others which are open to interpretation or based on cultures and traditions (some Muslims do it, but some don't). Reflect on previous learning about how Christians try to live a good life and their own understanding of what it means to be 'good' and to have 'a good life'. Find out about how Muslim beliefs have an impact on the life of believers through listening to personal experiences and asking questions to find out more.	Children to share their own experiences of the important events or occasions in their religions. 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. Understand that Moses is an important prophet in the Muslim faith (as Musa) as well as in Judaism and Christianity. Explore the Sikh story of Bandi Chhor Divas, when Guru Hargobind was released from prison, which is commemorated during Diwali. Discuss its themes of freedom, including religious freedom and justice and find out how it is celebrated today. Explore similarities and differences between festivals and commemorations in Islam, Christianity, Judaism and Sikhism.	Introduce and discuss the terms tolerance, cooperation and understanding. Research which religions are practised in the UK. Look at variations across the UK, for example 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. Know that there are different groups of Humanists who have different interests and may support different causes, and that not all non-religious people are Humanists. Understand that within religions people may have different customs, traditions and practises. Describe and explain a range of churches, comparing and contrasting traditional and contemporary worship and exploring different denominations, such as Anglican and Roman Catholic. Make links between the church in Yorkshire and Christian communities worldwide. 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.	Explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives such as: 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. Explore different ways that Holy Week is celebrated around the world and understand that some of these traditions are religious whereas some are cultural. 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.	Explain how the Prophet Muhammad is seen as the final prophet and how Muslims look to his teachings and leadership. Find out about the life of Mahatma Ghandi and his belief in peaceful protest. Consider how he demonstrated a good moral example and why people followed him. Also consider why some people did not agree with him. Learn about the story of Siddhartha Gautama's enlightenment (the story of the four sights) and that his teachings form the basis of Buddhism. Find out about his teachings including the Noble Eightfold Path. Consider how Buddhists try to follow his example today. Reflect on 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. Compare this with the teachings of Prophet Muhammad, Ghandi and the Buddha. 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, Sikhism	Christianity, local religions, non-religious world views	Christianity	Christianity, Buddhism, Hindu Dharma, non-religious world views
Additional Activities			Interview a member of a faith.		
Vocabulary	Five Pillars of Islam, Shahadah, Salat, Zakat, Sawm, Hajj, iftar	Eid ul Adha, sacrifice, festival, commemoration, Pesach (Passover), faithfulness, Bandi Chhor Divas, justice	Tolerance, cooperation, understanding, diverse, atheist, atheism, agnostic, agnosticism, Anglican, Roman Catholic	Holy Week, resurrection, crucifixion, sacrifice, salvation	Leader, leadership, qualities, characteristics, responsibility, peaceful protest, enlightenment, Noble Eightfold Path



Girlington Primary School Religious Education Curriculum

Year 5

Term	Autumn 1	Autumn 2	Spring	Summer
Topic	How and why are Jewish festivals celebrated today?	What do different Hindu people believe about God?	Why do some people go on pilgrimage?	Should we forgive others?
Assessment	The topic questions are the central assessment criteria for each unit. At the start of the unit, facilitate a brief discussion to gather children's initial ideas. Return to the question throughout the unit to see how children's views are developing. At the end of the unit, children should be encouraged to express their views, summing up all of their learning. In year 5, children are expected to explain ideas with clear reasons, including summarising the views of others. They should also listen actively and respectfully to other people and ask questions to further their understanding. Below are some questions to facilitate discussions and elicit children's ideas:			
	What happens during Rosh Hashanah? Why do Jewish people celebrate in this way? How do Jews celebrate Yom Kippur? What happened in the story of Esther? How is this remembered through the festival of Purim? What do these festivals tell us about what is important to Jewish communities?	How and where do Hindus pray? What is a murti? How and why do some Hindus use them in puja? What are the names of some of the Hindu deities and what have you learnt about them? What do karma, moksha and dharma mean and why are they important for Hindus?	What is a pilgrimage? Why is Jerusalem a holy site for Muslims, Christians and Jews? What do Muslims do on Hajj? Why is the Golden Temple in Amritsar an important place for Sikhs? Why might someone choose to go on a pilgrimage? What might the impact be and how may it affect their life?	What happened in the story of Jonah? What does it teach Christians about forgiveness? Which other Christian stories teach Christians about forgiveness? How might a Muslim try to improve themselves using the idea of greater jihad? What do Buddhists believe about karuna (compassion) and ahimsa (doing no harm)? What do different religions teach their followers about forgiveness?
Pathway	5: Influence and Authority	1: Nature of Religion and Belief	4: Personal Journey	3: A Good Life
Subject Content				
Activities	Research Rosh Hashanah and Yom Kippur. Explore how Jews celebrate and remember, using symbolic food and objects. Read the story of Esther and discuss how it teaches about standing up for what is right and describe how this is remembered today through the festival of Purim. Discuss the idea of making resolutions and solemn promises and how difficult it is to keep them. Consider how Jewish festivals and the way that they are celebrated show what is important to Jewish communities today.	Describe how Hindus believe in one God that has many aspects. Examine different murtis and why some Hindus use different murtis in puja (worship). Know some of the more well-known Hindu deities, such as Shiva, Ganesha, Lakshmi, Vishnu and avatars of Vishnu such as Krishna and Rama. Compare home worship and worship in a mandir. Understand that Hindus believe that god is everywhere, so they can pray at the mandir or at home. Explain and examine the concepts of karma, moksha and dharma. Understand that karma (a person's actions) affects how they may be reborn in another life, and that the ultimate hope is to be united with Brahman (moksha). Understand that dharma (duty) is very important to Hindus and consider how Hindus might demonstrate this in their actions. Explain similarities and differences between Hindu worship and worship in another religious tradition which they are familiar with (for example, Islam).	Consider what makes a place special or meaningful. Understand the terms pilgrim and pilgrimage. Define pilgrimage and demonstrate understanding of how it differs from a holiday. Find out and give reasons why Jerusalem is a holy site for Muslims, Christians and Jews. Explore the commitment involved in the Hajj pilgrimage, including some of the rituals and experiences involved. Understand that Mecca is an important city in Islam and that Hajj aims to remind Muslims of 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. Know that Punjab is a region in north India and be able to explain that Punjab is special to all Sikh people because Guru Nanak and the Sikh gurus lived and taught there. Give reasons why the Harmandir (Golden Temple) in Amritsar is a special place of pilgrimage for some Sikhs and explain why Sikhs from all over the world wish to visit. Explain why some Sikhs consider daily practice more important than pilgrimage. Give a considered response to why people might choose to go on a pilgrimage and what impact the experience may have on believers. Express ideas about new insights pilgrims might gain from their journey and how it might affect their life.	Read the story of Jonah in the Bible. Discuss the themes of listening to God and repenting of sins. Recap on prior learning about Christianity including Jesus' teaching to love your neighbour and treat other people how you would wish to be treated, as well as how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Summarise Muslim views on forgiveness, kindness, social justice and equality. Explore the idea of the greater jihad (inner self development). Explore Buddhist beliefs about karuna (compassion) and ahimsa (doing no harm). Recall prior learning about the Noble Eightfold Path and how Buddhists strive to follow these principles in their daily lives. Give reasons why Buddhists meditate and spend time thinking deeply and being peaceful. Recognise and explain similarities and differences between different world views relating to forgiveness and justice. 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. Formulate and express their own views about forgiveness.
World Views	Judaism	Hindu Dharma	Islam, Christianity, Judaism, Sikhism	Christianity, Islam, Buddhism, non-religious world views
Additional Activities		Visit a mandir or interview a member of the Hindu faith.		
Vocabulary	Rosh Hashanah, Yom Kippur, atonement, resolutions, symbolism, Purim	Murti, puja, deities, mandir, karma, moksha, dharma, duty, reincarnation	Pilgrim, pilgrimage, Hajj	Resurrection, sacrifice, forgiveness, salvation, reconciliation, halal



Girlington Primary School Religious Education Curriculum

Year 6

Term	Autumn 1	Autumn 2	Spring	Summer
Topic	How do Sikhs symbolise their commitment?	What do Christians believe about the old and new covenants?	What values do people live by?	Why are rites of passage important?
Assessment	The topic questions are the central assessment criteria for each unit. At the start of the unit, facilitate a brief discussion to gather children's initial ideas. Return to the question throughout the unit to see how children's views are developing. At the end of the unit, children should be encouraged to express their views, summing up all of their learning. In year 6, children are expected to explain ideas with clear reasons, including summarising the views of others and explaining why different people may have different views. They should also listen actively and respectfully to other people and ask questions to further their understanding. Below are some questions to facilitate discussions and elicit children's ideas:			
	What is the Mool Mantar and why is it important to Sikhs? What happens during Amrit initiation? What are the 5 Ks and what does each one represent? What are the three aspects of sewa and what might a Sikh do for each aspect? What are some similarities and differences in how Sikhs show commitment compared to members of other faiths?	What are some of the different parts of the Bible? What are some names that Christians call Jesus? Why do they use those names? Who is Abraham and why is he important? What are the Abrahamic faiths? What are some covenants between God and people in Bible stories? What do these stories tell Christians about God and his promises?	How do the Ten Commandments inform how Jewish people live their lives? Why do Buddhists and Hindus try to follow ahimsa and how might they show this in their lives? Where might religious people look for guidance to help them live their lives? Where might non-religious people find guidance and make moral choices?	What happens at a Christian communion / baptism? What are the symbols used and what do they mean? What happens during a Bat/Bar Mitzvah? Why do people find it important to mark rites of passage? What events in your life are marking a big change?
Pathway	2: Expressing Beliefs	6: The Big Picture	3: A Good Life	2: Expressing Beliefs 4: Personal Journey
Subject Content				
Activities	Understand that the Mool Mantar is the statement of faith for Sikhs and find out why it is important. Reflect on why Sikhs begin each day with a reading (vak) from the Guru Granth Sahib, which is the 'divine command of the day' and how this might make them feel throughout the day. 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 today. Describe what happens during Amrit initiation. Explain why Sikh surnames are normally Singh (meaning Lion) for men, and Kaur (meaning princess) for women. Recognise, name and explain the different components of the Khanda 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. 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. Reflect on how and why a Sikh person might decide they wanted to initiate as a Khalsa Sikh and understand that not all Sikhs take initiation. Describe and explain the three aspects of sewa – physical (e.g., helping in the langar), mental (e.g., studying the Guru Granth Sahib) and material (e.g., giving money to charity). Compare and contrast with ways that members of other faiths show their commitment, for example fasting, giving to charity and observing 5 daily prayers in Islam, observing the Shabbat in Judaism.	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 and how it includes gospels (stories, teachings and beliefs about Jesus). Understand that there are different translations and interpretations of the Bible. Explore and weigh up different titles used by and of Jesus, such as Son of Man, Servant, Rabbi, Messiah, Christ. Explore how Jesus' 'I am' statements are used to summarise Christian beliefs about him. Read the story of Abraham in the Bible, including God telling him to move away from his home to the promised land, telling him to be a good example to others, promising him a child, testing his faith and finally rewarding him. Discuss why he was chosen by God to be 'father of many nations' and what this means. Learn about how the Abrahamic faiths share this story. Compare where understanding differs between the faiths in relation to the story of Abraham. Understand that Abraham is an important figure in all three religions. Reflect on the fact that Judaism, Christianity and Islam are all 'Abrahamic faiths' Demonstrate understanding of the word 'covenant'. Consider other stories where a covenant is made between God and the people – for example Moses and the ten commandments, Noah and the Ark. What might these stories tell Christians about God and his promises?	Revise prior learning about Christian and Muslim codes for living. 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. Explore Buddhist views on animal rights and why they respect all living things. Understand that Hindus believe all living things are born with a part of Brahman in them, known as the atman (soul) and that this means they try to show respect to all living beings. Give reasons why both Buddhists and Hindus follow ahimsa (non-violence or doing no harm) and how they show this in their daily lives. Discuss Hindu beliefs about care and compassion using moral stories such as 'The Camel and The Jackal'. Research and respond to other Jewish obligations and instructions such as Tikkun Olam (repairing the world). Find out different ways Jewish people might follow this principle in their lives. Identify and explain some of the moral teachings practised by religious communities and make connections between them. Compare ideas about right and wrong from different religions and non-religious world views. Discuss the importance of rules and codes – why do they matter? Consider: 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. Apply ideas about values and how people may choose to live their lives.	Explain the meaning of a variety of Christian ceremonies and rituals such as eucharist/communion and believer's baptism. Make links between symbols and their meanings. Investigate rites of passage in other faiths, for example through researching the Sacred Thread ceremony in Hinduism and finding out and describing what happens in a Jewish Bar or Bat Mitzvah. Compare and contrast how non-religious people mark key moments in people's lives such as namings, weddings and funerals. Recognise and describe similarities and differences between different world views relating to rites of passage and the marking of important life events. 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. Think about some non-religious rites of passage that all children will go through, such as moving to secondary school and taking on more independence and responsibilities. Express feelings, thoughts and opinions about these changes and events.
World Views	Sikhism	Christianity (with links to Islam and Judaism)	Christianity, Islam, Judaism, Buddhism, Hindu Dharma, non-religious worldviews	Hinduism, Christianity, Judaism, non-religious world views
Vocabulary	Khalsa, Amrit initiation, Panj Pyare, Kara, Kachera, Kirpan, Kesh and Kanga.	New Testament, gospels, Holy Trinity, Messiah, incarnation	Shema, mezuzah, Tikkun Olam, ahimsa, moral choices	Eucharist, communion, dedication, rites of passage
Subsequent KS3 Learning	Students will continue to develop their understanding of the six pathways, extending and deepening 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. They 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 moral and ethical questions.			