



## Reception RE

### Understanding of the World – People and Communities

	Autumn Term		Spring Term		Summer Term	
Unit	<p style="text-align: center;"><b>LAS Unit Myself</b></p> <p>To recognise and explore feelings.</p>	<p style="text-align: center;"><b>LAS Unit Special people to me</b></p> <p>To recognise and respond appropriately to key figures in their lives.</p>	<p style="text-align: center;"><b>LAS Unit Special Books To</b></p> <p>recognise and respond to special books and stories.</p>	<p style="text-align: center;"><b>Salvation UC F3 (core)</b></p> <p>Who do Christians put a cross in an Easter garden?</p>	<p style="text-align: center;"><b>LAS Unit Our Beautiful World</b></p> <p>To explore stories of creation and beliefs about the natural world.</p>	<p style="text-align: center;"><b>God/Creation UC F1 (Core)</b></p> <p>Why is the word 'God' so important to Christians?</p>
<b>By the end of this unit children will:</b>	<p>Understand that people belong to religious communities.</p> <p>Use stories/picture books to explore some ways in which religion is important to some people; re—tell simple stories from Religious texts about people of importance to different religions.</p> <p>Talk respectfully about similarities and differences between different beliefs and celebrations (Easter, Diwali, Ramadan) and begin to use specific vocabulary.</p>	<p>Identify people/family members who are important to them and others.</p> <p>Know that God is important to Christians.</p> <p>Explore special people in religion, e.g. God, Allah, Jesus, Prophet Muhammad.</p> <p>Discuss similarities and differences between themselves and others and among families, communities, cultures and traditions.</p>	<p>Know that there are stories in the Bible that tell Christians about God.</p> <p>Engage with some stories from religion, e.g. Jesus' birth, the parables (e.g. the Good Samaritan and the Lost Sheep), the story of the Prophet Muhammad and the spider, the story of Jonah and the whale, etc.</p> <p>Think about how religious people treat their books to show that they respect them</p>	<p>Know that there are people in religions who are special and who they are special to, e.g. Jesus is important to Christians. They believe Jesus came to show God's love.</p> <p>Know that Christians try to show love to others, just as Jesus showed that he loved them.</p>	<p>Understand that people have special places that are different to their own.</p> <p>Identify special places within different religions, responding positively and respectfully.</p> <p>Explore different stories of creation.</p> <p>Explore beliefs about the natural world and how human beings should relate to it, e.g. thankfulness.</p> <p>Identify that people can learn about God and Allah from stories in Religious texts e.g. Yunas and the whale.</p>	<p>The word God is a name.</p> <p>Christians believe God is the creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> <p>Know that there are stories in the Bible that tell Christians about God.</p>
Vocab	Community, Christians, Muslims, Jews, beliefs, religions, feelings,	Special, unique, family, people, God, Allah, respect, Muslim, Qur'an, creation	Book, Bible, Qu'ran, Christians, Muslims, Jesus, parable	Christians, Easter, God, Jesus, church, cross	World, creation, beliefs, special, thankfulness, stewardship	Christians, God, creator, Bible, Jesus,



Suggested support for children with additional needs

Use of role play to explore concepts, ideas and feelings.  
Access to books which celebrate difference.  
Photos/emotion cards of different feelings

. Use of role play to re-tell stories shared as part of RE, story time.  
Access to books which celebrate difference, different families.  
Model how to handle books respectfully.  
Reinforcement of key vocabulary and concepts  
Images of people who are special to them.  
Encourage children to talk about people who are special to them.  
Family photos  
Home corner role play to reflect own experiences

. Use of role play to re-tell stories shared as part of RE, story time.  
Access to books which celebrate difference.  
Model how to handle books respectfully.  
Reinforcement of key vocabulary and concepts

.Use of role play to explore concepts, ideas and feelings.  
Reinforcement of key vocabulary and concepts.  
Explore the concept of special places through continuous provision, photographs, construction Encourage children to talk about their special places

Use of role play to explore concepts, ideas and feelings.  
Use drama and props to re-tell stories.  
Reinforcement of key vocabulary and concepts.  
Model correct use of vocabulary, sentence structure.

Use of role play to explore concepts, ideas and feelings.  
Use drama and props to re-tell stories.  
Reinforcement of key vocabulary and concepts.



## The Religious Education Curriculum for Year 1/Year 2 – Cycle A

		Autumn Term		Spring Term		Summer Term
Unit	<i>Understanding Christianity – God</i>	<i>Understanding Christianity – Creation</i>	<i>Islam – God</i>	<i>Islam – Community</i>	<i>Additional Unit – Places of Worship</i>	
	What do Christians believe God is like?	Who do Christians believe made the world?	What do Muslims believe about Allah?	How do Muslims express their religion and beliefs?	Where do people of different religions go to worship and how do they worship?	
Prior Learning	<i>Prior Learning – EYFS – C -God/ Creation, Special People to Me Year ½ (Cycle A) –C– Salvation and Incarnation</i>	<i>Prior Learning – EYFS – C – God/Creation Year ½ (Cycle A) –C – Salvation and Incarnation</i>	<i>Prior Learning – EYFS – Special People to Me, God/Creation, Year 1/2 (Cycle B) – Understanding Christianity- God</i>	<i>Prior Learning – EYFS – Special People to Me, God/Creation, Year 1/2 (Cycle A) Islam-God (Cycle B) – Understanding Christianity- God</i>	<i>Prior Learning – EYFS – Year ½ (Cycle A) –Islam – Community, Additional – Thankfulness and Judaism, C – Salvation Year ½ (Cycle B) – Islam – Life Journey</i>	
By the end of this unit children will:	<ul style="list-style-type: none"> <li>- Know what a parable is.</li> <li>Know the story of the Lost Son and recognise a link with the concept of God as forgiving father.</li> <li>Know, and give clear, simple accounts of what the story of the Lost Son means to Christians.</li> <li><b>Know how to think, talk and ask questions about whether they can learn anything from a parable for themselves and explore different ideas.</b></li> <li><b>Know that Christians believe in God and that they find out about God in the Bible.</b></li> <li><b>Know that Christians believe that God is loving, kind, fair and forgiving and also Lord and King.</b></li> <li>Know and give at least 2 examples in which Christians show their belief in God as loving and forgiving e.g. saying sorry, being welcomed back, forgiving others.</li> <li>Know an example of how Christians put their beliefs into practice in worship e.g. saying sorry to God.</li> </ul>	<ul style="list-style-type: none"> <li>Know the story of the Creation from Genesis.</li> <li>Know and recognise that 'Creation' is the beginning of the 'Big Story' of the Bible.</li> <li>Know what story of Creation tells Christians about God, Creation and the world.</li> <li>Know that Christians believe that God created the Universe.</li> <li>Know that Christians believe that the Earth and everything in it are important to God.</li> <li>Know that God has a unique relationship with human beings as their creator and sustainer.</li> <li><b>Know how to think, talk and ask questions about living in an amazing world.</b></li> <li>Know at least one example of what Christians do to say thank you to God for the Creation.</li> <li>Know that humans should care for the world because it belongs to God.</li> </ul>	<ul style="list-style-type: none"> <li>Know there is one God (Allah), who created the universe in harmony.</li> <li>Know that Allah created human beings to help keep the universe in harmony.</li> <li>Know that Allah provided a straight path (shariah) to help keep the universe in harmony.</li> <li>Know that there are 99 names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God).</li> <li>Know the story about the Prophet Muhammad receiving the Qu'ran (the 'Night of Power').</li> <li><b>Know that Allah provided guidance to help humans follow the straight path (Qu'ran, prophets, natural world).</b></li> <li><b>Know that the Qu'ran is the holy book of Islam; the words of Allah, providing guidance for human beings.</b></li> <li><b>Know that Muhammad received guidance (i.e. the Qu'ran) directly from Allah, lives it out in his own life and leads people along the straight path.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Know that Muslims pray five times a day in harmony, at the same time, with the same words and movements.</li> <li>- Know that Muslim prayers always include the statement of belief (Shahadah) "There is no God but God and Muhammad is his prophet."</li> <li>- Know that all Muslims pray facing Makkah and prepare for prayer by washing (Wudu)</li> <li>- Know that there are key objects associated with prayer: prayer mats (cleanliness is important, Muslims don't pray directly on the ground), prayer beads (subha), compass (to indicate the direction of Makkah).</li> <li>- Know that Muslims study the Qu'ran to find out how to follow the straight path (shariah) and they learn to recite the Qu'ran.</li> <li>- Know that Muslims celebrate the following festivals: Eid ul-Fitr (end of the month of Ramadan) and Eid ul-Adha (celebration of Prophet Ibrahim's test of faith).</li> </ul>	<ul style="list-style-type: none"> <li>- Know and be able to explain the significance of some key features, objects and symbols in a Christian church, e.g. altar, cross/crucifix, font, candle</li> <li>- Know and be able to explain the significance of some key features, objects and symbols in a Muslim mosque, e.g. prayer mat, qibla, minaret.</li> <li>- To know that a synagogue is a Jewish place of worship and begin to identify the key features, objects and symbols in a synagogue, e.g. Torah scroll, yad, Ner Tamid, tallit.</li> <li>- To identify similarities and differences between Islamic and Christian features of worship.</li> </ul>	



<b>Vocab</b>	Christianity, God, Lord, King, Bible, Story of Jonah (Old Testament), Jesus, parable, The Lost Son (New Testament), Forgiving, Fair, Church, Worship, Prayer, Thankfulness	God, Christians, Bible, Creator, Genesis, Creation, sustainer	God, Muslims, Allah, Qur'an, Prophet, Muhammad, Tawhid, 99 names of Allah, Islam, Harmony, Straight path (shariah), Night of Power, Universe	Harmony, Shahadah, Makkah, Wudu, prayer mat, prayer beads, Qu'ran, Eid ul-Fitr, Ramada, Eid ul-Alha, Shariah-straight path	Places of worship, Christian, church, font, alter, cross, Islam, Muslims, mosques, prayer mat, minaret, Jewish, Judaism, synagogue, Torah scroll, yad, Ner Tamid, tallit
<b>Suggested support for children with additional needs</b>	Bank of vocabulary/ specialist language for memory and consolidation.	Bank of vocabulary/ specialist language for memory and consolidation. Read key stories from the Bible aloud. Make use of role play, drama and props to re- tell religious stories. Use I Pad to record outcomes. Use images as aid memoirs to support re- telling stories. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama to re-tell religious stories. Use images as aid memoirs to support re-telling stories. Quality religious artefacts. Use I Pad to record/ evidence outcomes. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts Make use of role play and drama. Images of labelled key features/word mat. Quality religious artefacts. Use I Pad to record/evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Visit Ropsley Church. Quality religious artefacts. Use images as aid memoirs when discussing places of worship and key features. Use I Pad to record outcomes. Adult scribe for a written outcome.



## The Religious Education for Year 1 & Year 2 – Cycle B

	Autumn Term		Spring Term	Summer Term	
Unit	<p><b>Islam – Being Human</b></p> <p>How does faith and belief affect the way Muslims live their lives?</p>	<p><b>Islam – Life Journey</b></p> <p>What do Muslims do to celebrate birth?</p>	<p><b>Additional Unit – Thankfulness</b></p> <p>How do different religions around the world show that they are thankful?</p>	<p><b>Understanding Christianity – Salvation (core)</b> Why does Easter matter to Christians?</p>	<p><b>Understanding Christianity – Incarnation (core)</b> Why does Christmas matter to Christians?</p>
Prior Learning	<p><b>Prior Learning – EYFS</b> – Special People to Me, <b>Year 1/2 (Cycle A)</b> – Islam – God and Community</p>	<p><b>Prior Learning – EYFS</b> – <b>Year 1/2 (Cycle A)</b> – Islam – God and Community <b>(Cycle B)</b> – Islam – Being Human</p>	<p><b>Prior Learning – EYFS</b> – <b>Year 1/2 (Cycle B)</b> – Islam – Life Journey</p>	<p><b>Prior Learning – EYFS</b> – Christianity - God/Creation, <b>Year 1/2 (Cycle B)</b> – Christianity - God/Creation,</p>	<p><b>Prior Learning – EYFS</b> - Christianity - God/Creation, <b>Year 1/2 (Cycle B)</b> – Christianity - God/Creation <b>Cycle A)</b> – Salvation.</p>
By the end of this unit children will:	<p>Know about Imam (faith) – shahadah (statement of faith) – one of the 5 pillars of Islam; used as a key part of Muslim prayer; connection with the belief in the oneness of God (tawhid) who has created a universe in harmony, and the importance of the prophets. Know stories about the prophets – (e.g. Ibrahim, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place.</p> <p>Know about Akhlaq (character, moral conduct) – making good choices that will keep creation in harmony as God intended.</p> <p>Know the importance of serving others and showing compassion, e.g. zakat – helping address disharmony in the world through charitable giving.</p>	<p>Know the act of whispering the call to prayer (adhaan) into a baby's ear just after they have been born – this reminds them to worship just one God; then the baby is given a taste of something sweet.</p> <p>Know about the aqiqah ceremony at 7 days old; mentioned by Muhammad in a collection of his sayings and teachings (Hadith).</p> <p>Know that babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures.</p> <p>Know about and compare this with other birth rites, e.g. baptism (Christianity) or Brit Milah (Judaism).</p> <p>Know the importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah).</p> <p>Know about celebrating a new member of the Muslim community – the birth of a baby as a blessing.</p> <p>Know that traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony.</p> <p>Know that some Muslims shave the baby's hair at this time; the hair is weighed and this weight in silver is given to the poor.</p>	<p>Christianity: Harvest Festival</p> <p>Know that saying thank you for the harvest connects with beliefs about God as creator, and human beings as stewards (i.e. there to look after God's creation).</p> <p><b>Know the importance of gratitude (saying thank you) – do you only have to say it if you believe in God?</b></p> <p><b>Christianity: Harvest Festival</b></p> <p><b>Know and explore the painting Dalit Madonna (Jyoti Sahi) which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, flowers etc) and the gift of Jesus.</b></p> <p>Christianity: Harvest Festival</p> <p>Know about and explore different ways in which Christians around the world celebrate harvest, e.g. in India it is in late December and early January, around the time they are celebrating the birth of Jesus.</p>	<p>Know and recognise that salvation is part of the 'Big Story' of the Bible. Know and tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation, (Jesus rescuing people).</p> <p>Know and recognise that Jesus gives us instructions about how to behave. Know that Christians believe Jesus rose again, giving people hope of a new life.</p> <p><b>Know, think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</b></p> <p>Know and give at least 3 examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p>	<p>Know and recognise that incarnation is part of the 'Big Story' of the Bible.</p> <p>Know and give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians.</p> <p>Know and recognise that stories of Jesus' life come from the gospels. Know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</p> <p>Know that Advent is a time of getting ready for Jesus' coming.</p> <p><b>Know and decide what they personally have to be grateful for at Christmas.</b></p> <p>Know and give examples of ways in which Christians use the story of the Nativity to guide their beliefs.</p>



<b>Vocab</b>	Muslims, Allah, Islam, harmony, harmonious, Prophets, Qur'an, Imam (faith), Sha'adah, Akhlaq, Mahammad, zakat, Ibrahim, 5 pillars, Tawhid, charity	Muslims, Allah, Islam, harmony, harmonious, Prophets, Qur'an, aqiqah, Adhaan, Zakat, belonging, baptisms, Christenings, ummah, shariah	Thankful, Eid Al Fitr, harvest, thanksgiving, Jewish, Sukkot, Hindu, Holi,	God, Christians, Easter, salvation, Holy Week, Jesus, rescue, New Testament, heaven, sin, forgiveness, resurrection,	Jesus, Gospels, Jesus, Christians, Advent, Nativity,
<b>Suggested support for children with additional needs</b>	Bank of vocabulary/ specialist language for memory and consolidation. Mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Mind maps to recap core concepts. Make use of role play, drama and props to explore key features of religious ceremonies. Use I Pad to record outcomes. Use images as aid memoirs when learning about key ceremonies. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/ evidence outcomes. Access to video clips of different celebrations (enable children to re watch multiple times). Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Use mind maps to recap core concepts. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Adult scribe for a written outcome.	Bank of vocabulary/ specialist language for memory and consolidation. A4 images of the Big Story of Christianity. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories from the Bible aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written outcome.



## The Religious Education for Year 3 & Year 4– Cycle A

	Autumn Term		Spring Term	Summer Term	
Unit	<p style="text-align: center;"><b>Compulsory Unit God—Hinduism</b></p> <p style="text-align: center;">What do Hindus believe about God?</p>	<p style="text-align: center;"><b>Compulsory Unit God—Islam</b></p> <p style="text-align: center;">What do Muslims believe about Allah?</p>	<p style="text-align: center;"><b>Understanding Christianity - God/Incarnation</b></p> <p style="text-align: center;">What is the Trinity?</p>	<p style="text-align: center;"><b>Understanding Christianity-Salvation</b> Why do Christians call the day Jesus died 'Good Friday'?</p>	<p style="text-align: center;"><b>LAS (Additional) Big Questions</b></p> <p style="text-align: center;">How do we know what it means to have a good life?</p>
Prior Learning	<p><b>EYFS</b> – Special People to me <b>Year 1/2 (Cycle A)</b> – Islam - God <b>Year 1/2 (Cycle B)</b> – Christianity - God</p>	<p><b>EYFS</b> - Special People to me <b>Year 1/2 (Cycle A)</b> – Islam – God, Community <b>Year 1/2 (Cycle B)</b> –Islam – Being Human</p>	<p><b>EYFS</b> – Special People to me, <b>Year 1/2 (Cycle A)</b> –Christianity – Salvation and Incarnation. <b>Year 1/2 (Cycle B)</b> –Christianity – God</p>	<p><b>EYFS</b> - Easter <b>Year 1/2 (Cycle A)</b> – C – Salvation,</p>	<p><b>EYFS</b> – <b>Year 1/2 (Cycle A)</b> – Islam - God <b>Year 1/2 (Cycle B)</b> – Christianity – God, Islam – Being Human</p>
By the end of this unit children will:	<p>Know that Hinduism is an umbrella term for a collection of religious expressions. Know that some Hindus describe their world view as Sanatana Dharma (the eternal duty). Know that Hinduism is a monotheistic religion (belief in one ultimate reality) Brahman, the ultimate reality, the life force in all things. Know about the Trimurti – representing the cycle of life. Know about the symbol of the lotus flower and its association with Brahman, Vishnu and the story of creation. Know that other deities are a means of knowing more about Brahman, e.g. Lakshmi, Hanuman, Ganesh. Know about Atman (the soul) – the bit of the ultimate reality (Brahman) in all living things. Know that the atman travels continuously through the cycle of life, samsara (birth, life, death, reincarnation). Know that the goal is for the atman to break free from this cycle of life (moksha). Know about stories from the Hindu texts. Know that the aum symbol is believed by some Hindus to be the first sound of creation; the use of the aum sound during meditation and in Hindu holy texts. <b>Know that humans can achieve Moksha through fulfilling their dharma (duty) – the actions (karma) they carry out help them to do this.</b></p>	<p>Know and understand the oneness of God (tawhid) and its reflection in the shahadah (statement of faith); God as creator who has created the universe to be in harmony; has created human beings to be 'abd' (servant) and khalifa (regent) to help him keep things in harmony; has set out a straight path (shariah) to help maintain this harmony and offered guidance (the natural world, the Qu'ran and the prophets) to help humans follow this path. Know the ways in which key practices express Muslim beliefs – Five Pillars – Shahadah (statement of belief), Salat (prayer 5 times a day), Zakat (charitable giving), Sawm (fasting during the month of Ramadan), Hajj (pilgrimage to Makkah). <b>Know the masjid (mosque) as a 'place of prostration' – the role of the mosque in Muslim belief and practice; key features; ways in which mosques engage with the local community.</b></p>	<p>- Know and identify the difference between a gospel (which tells the story of the life and teachings of Jesus) and a letter from the Bible (2 Corinthians 13-14). Know and offer suggestions about what texts about Baptism and Trinity might mean e.g. Matthew 3: 11-17 Know and give examples of what these texts mean to Christians today. Know that Christians believe that God is Trinity – Father, Son and Holy Spirit. Know that Christians believe the father creates, he sends the Son who saves his people and the Son sends the Holy Spirit to his followers. Know that Christians believe that God is challenging and that people spend their whole lives learning more and more about God. Know that Christians really want to try and understand God, and so try to describe him in song, story, poems and art. Know that Christians worship God as Trinity. Know that Trinity is a huge idea to grasp and Christians have created art to express this belief. Know that Christians believe that the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.</p>	<p>Know the order of Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'Big Story'. Know and offer suggestions for what the entry into Jerusalem, and the death and resurrection of Jesus might mean. Know and give examples of what the texts studied mean to some Christians. Know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. Know the events of Holy Week (such as the Last Supper) were important in showing the disciples what Jesus came to earth to do. Know that Christians believe that Jesus really did rise from the dead so he is still alive today (in heaven). Know that Christians remember and celebrate Jesus' last week, death and resurrection. <b>Know and make links between some of the stories and teaching in the Bible and life in the world today, expressing some ideas of their own clearly.</b> <b>Know and make simple links between the gospel texts and how Christians mark the Easter events in their church</b></p>	<p>-Consider whether you need to believe in God to be good. - Think about how understanding what 'bad' is might help us understand what 'good' is and what it is not. -Give examples about what it means to be good in religious and non – religious worldviews, e.g. in Christianity – 'Love your neighbour as yourself' to exemplify how to act towards others. In Islam, the importance of charity (Zakat)</p>



				<p>communities.          Know and describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p>	
<b>Vocab</b>	<p>Hindu, Hinduism, Brahman, Ultimate Reality, Life Force, atman (soul), deities, Trimurti: Brahma, Vishnu and Shiva, Samsara (cycle of life), Sanatana Dharma, moksha (liberation), vedas, Mahabharata, Mandir, Puja, karma, monotheistic, aum</p>	<p>Tawhid, Muslims, 'abd (servants) and khalifa (regents), muslim (harmonious), Shariah (straight path), Qur'an, Prophets, zakat, hajj, sawm, salat, shahadah, five pillars, tawhid, mosque, the dome, the minaret, wash room, prayer hall, mihrab</p>	<p>Christianity, God the Father, God the Son, God the Holy Spirit, Trinity, Incarnation, Bible, belief, prayer, Gospel, symbolism, baptism,</p>	<p>Christianity, God, Jesus, creation, the fall, incarnation, Holy Week, disciples, Easter, Good Friday, Palm Sunday, Easter Sunday, resurrection, Last Supper, Big story of Bible, Disciples</p>	<p>Christianity, Islam, Hinduism, God, Allah, deities, good, zakat, neighbour, bad</p>
<b>Suggested support for children with additional needs</b>	<p>Bank of vocabulary for memory and consolidation.          iPads to access RE definition app to access key vocabulary and meaning.          Create and revisit mind maps of core concepts at the start of each lesson.          Adults to read texts aloud and support text analysis through individual or group discussions.          High quality labelled artefacts.          Use of pictures as an aid memoire when using stories and learning about core concepts.          Adult scribe for a written outcome.          Visit a Hindu Temple (virtual or in person)</p>	<p>Bank of vocabulary for memory and consolidation.          iPads to access RE definition app to access key vocabulary and meaning.          Create and revist mind maps of core concepts at the start of each lesson.          Adults to read texts aloud and support text analysis through individual or group discussions.          Use of pictures as an aid memoire when learning about core concepts- knowledge organisers          Adult scribe for a written outcome.</p>	<p>Bank of vocabulary for memory and consolidation. iPads to access RE definition app to access key vocabulary and meaning.          Create and revisit mind maps of core concepts at the start of each lesson.          Adults to read texts aloud and support text analysis through individual or group discussions.          Use of pictures as an aid memoire when learning about core concepts- knowledge organisers          Adult scribe for a written outcome.          Large images of art studied to support children with visual impairments.</p>	<p>Bank of vocabulary for memory and consolidation. Create and revisit mind maps of core concepts.          Adults to read texts aloud and support text analysis through individual or group discussions.          Use of pictures as an aid memoire when learning about core concepts- knowledge organisers          Adult scribe for written outcomes.          Make use of role play and drama.          Create storyboards to help sequence the events of Holy Week.          Use I Pad to record/evidence outcomes in creative ways.          A4 images of the Big Story of Christianity.</p>	<p>Bank of vocabulary for memory and consolidation.          Adults to facilitate and support individual and/or group discussions.          Adult scribe for written outcomes.          Make use of role play and drama to consider moral dilemmas.          Create storyboards to help sequence the narratives. Use iPad to record/evidence outcomes in creative ways.</p>





## The Religious Education for Year 3 & Year 4– Cycle B

	Autumn Term		Spring Term		Summer Term
Unit	<p><b>Compulsory Unit Community– Islam</b> <i>What do Muslims do to express their faith and beliefs?</i></p>	<p><b>Compulsory Unit Community– Hinduism</b> <i>How do Hindus do to express their faith and beliefs?</i></p>	<p><b>Additional Unit– Big Questions</b>  <i>Why do we celebrate?</i></p>	<p><b>Understanding Christianity– Creation (core)</b>  <i>What do Christians learn from the creation story?</i></p>	<p><b>LAS (Additional) Pilgrimage (Including Christianity)</b> <i>Why do people go on pilgrimages?</i></p>
Prior Learning	<p><b>EYFS – Year 1/2 (Cycle A)</b> –God and Community (Islam) <b>Year 1/2 (Cycle B)</b> – Being Human &amp; Life Journey (Islam) <b>Year 3&amp;4 (Cycle A)</b> – God (Islam)</p>	<p><b>EYFS</b> – Special times for me and others. <b>Year 3&amp;4 (Cycle A)</b> – God (Hinduism)</p>	<p><b>EYFS</b> – Christmas, Easter <b>Year 1/2 (Cycle A)</b> – Community (Islam), Salvation (Christianity) Incarnation (Christianity) <b>Year 1/2 (Cycle B)</b> –Life Journey (Islam)</p>	<p><b>EYFS</b> – God/Creation <b>Year 1/2 (Cycle A)</b> – Salvation, Incarnation <b>Year 1/2 (Cycle B)</b> – God, Creation <b>Year 3&amp;4 (Cycle A)</b> – God/Incarnation</p>	<p><b>EYFS</b> – <b>Year 1/2 (Cycle A)</b> – Thankfulness <b>Year 1/2 (Cycle B)</b> –Places of Worship</p>
By the end of this unit children will:	<p>Recap of key beliefs. Know about God, tawhid, everything created in harmony, humans keep everything in harmony; the straight path they follow to help them do this; the guidance God provides to help follow the straight path – the natural world, the Qu’ran and the prophets. Know about the 5 pillars and the way they relate to Muslim beliefs. Know about Muslim festivals and the ways in which they relate to Muslim beliefs (Eid ul-Fitr, Eid ul-Adha). <b>Know about Ummah – the global community of Muslims and the way this relates to the idea of harmony and the straight path.</b> <b>Know that the mosque (masjid) is the centre of the community; its role in providing education, welfare and engaging with the wider local community.</b></p>	<p>Know about key worship practices in Hindu worldviews at the mandir and at home, including the puja ceremony and the importance of murtis. -Know that performing bhakti (worship/devotion) is one way of fulfilling dharma. -Know about the key practices associated with the festivals of Diwali and Raksha Bandhan. -Know about the ways in which the stories and practices associated with Diwali and Raksha Bandhan connected with idea of fulfilling dharma.</p>	<p>-Know that religious people celebrate key moments in different ways. -Know that celebration can be about remembering both happy things and sad things. -Know that confirmation is a Christian celebration of someone deciding to commit to following Jesus and belonging to the Christian community. -Know the practices associated with Christian confirmation.</p>	<p>Know and place the concepts of God and creation on a timeline of the Bible’s ‘Big Story’. Know and make clear links between Genesis 1 and what Christians believe about God and creation. Know that Christians believe God the Creator cares for the creation, including human beings. Know that the Bible shows that God wants to help people to be close to him and gives them guidance on good ways to live e.g. Ten Commandments. <b>Know and ask questions and suggest answers about what might be important in the Creation story for Christians living today, and for people who are not Christians.</b> <b>Know and describe what Christians do because they believe God is creator (awe and wonder, caring for the Earth).</b></p>	<p>- know that Jerusalem is a place of Pilgrimage for Jews, Christians and Muslims. -know the key features of the pilgrimages for each religious group and the ways these relate to beliefs about God, the world and human beings. -know what happens during the Kumbh Mela and impact of it on rivers and the local environment. -know how pilgrimage impacts on the natural world and how pilgrims balance this challenge with their religious beliefs. -know what happens during the Christian pilgrimage to Walsingham.</p>



<b>Vocab</b>	Islam, Muslim, Tawhid, mosque, Ummah, madrassah (education), zakat, Eid ul-Fitr, Ramadan, Sawm, Hajj, Wudu, Salat, five pillars, shahadah, shariah, Qu'ran, prophet	Hindu, Hinduism, Brahman, Ultimate Reality, Life Force, atman (soul), deities, Trimurti: Brahma, Vishnu and Shiva, Samsara (cycle of life), Karma, Sanatana Dharma, moksha (liberation), Mandir, Puja, bhajan, aarti ceremony, prahshad, murtis, Diwali, Holi, Raksha Bandan.	Celebration, celebrate, Birthdays, religious festivals, births, wedding celebrations, humanism, Christianity, Humanism, naming ceremonies, holy communion	The Creation, The Fall, Creator, Christian, The Bible's 'Big Story', Genesis	Christianity, Islam, Hinduism, Christians, Muslims, Hindus, pilgrimage, Jerusalem, Kumbh Mela, al-quds, dome of rock al-Asqa, mosque, Western wailing wall, Church of Holy Sepulchre, Walsingham
<b>Suggested support for children with additional needs</b>	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. High quality labelled artefacts. Use of pictures as an aid memoire when using stories and learning about core concepts. Adult scribe for a written outcome. Access to videos watched as part of direct teaching, e.g. Eid	Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson- knowledge organiser Adults to read texts aloud. Adults to support text analysis through individual or group discussions. Access to differentiated texts from the gospels. High quality labelled artefacts. Use of pictures as an aid memoire when learning about core concepts and festivals. Adult scribe for a written outcome. Access to videos watched as part of direct teaching, e.g. how Hindus worship in the Mandir. Use I Pad to record/evidence outcomes in creative ways.	Bank of vocabulary for memory and consolidation. Adults to facilitate individual or group discussions about events that are celebrated. Create a mind map about the events discussed and revisit. Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question. Use of drama and roleplay to explore emotions, special events and times in peoples lives.	Bank of vocabulary for memory and consolidation. A4 images of the Big Story of Christianity for individual use. Adults to read texts aloud and support text analysis through individual or group discussions. Access to differentiated texts from Genesis. Use of pictures as an aid memoire when learning about core concepts. Adult scribe for written outcomes. Make use of role play and drama. Create storyboards to help sequence events. Use I Pad to record/evidence outcomes in creative ways.	Bank of vocabulary for memory and consolidation. Revisit core concepts from previously taught units of work. Create a mind map about pilgrimage and where people of faith might visit- knowledge organiser Adults to facilitate and support individual or group discussions. Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways.



## The Religious Education for Year 5 & Year 6– Cycle A

	Autumn Term		Spring Term		Summer Term
Unit	<p><b>LAS (Compulsory)</b> <i>Being Human – Hinduism</i></p> <p>How does faith and belief affect the way Hindus live their lives?</p>	<p><b>LAS (Compulsory)</b> <i>Being Human – Islam</i> How does faith and belief affect the way Muslims live their lives?</p>	<p><b>Salvation</b> UC 2b.7 (Core)</p> <p>What difference does the resurrection make to Christians?</p>	<p><b>Incarnation</b> UC 2b.4 (Core)</p> <p>Was Jesus the Messiah?</p>	<p><b>LAS (Additional)</b> Expressing beliefs through the Arts How do religious and non-religious people express their beliefs creatively?</p>
Prior Learning	<p><b>Year 3&amp;4 Cycle A</b>- God</p> <p><b>Year 3&amp;4 Cycle B</b>- Community</p>	<p><b>Year 1/2 (Cycle A)</b>– God &amp; Community</p> <p><b>Year 1/2 (Cycle B)</b>– Being Human &amp; Life Journey</p> <p><b>Year 3&amp;4 Cycle A</b> – God</p> <p><b>Year 3&amp;4 Cycle B</b> - Community</p>	<p><b>EYFS</b> - Salvation</p> <p><b>Year 1/2 (cycle A)</b>– Salvation – Why does Easter matter to Christians?</p> <p><b>Year 3&amp;4</b>– Salvation - Why do Christians call the day Jesus died ‘Good Friday’?</p>	<p><b>Year 1/2 (cycle A)</b>– Incarnation – Why does Christmas matter to Christians?</p> <p><b>Year 3&amp;4</b>– God/Incarnation – What is the Trinity?</p>	<p><b>Year 1/2 (Cycle A)</b>– Community (Islam), Thankfulness (Additional)</p> <p><b>Year 1/2 (Cycle B)</b>– Life Journey (Islam) Places of Worship</p> <p><b>Year 3&amp;4 Cycle B</b> – Community (Islam)</p>
By the end of this unit children will:	<p>- Know that Hindus reflect their faith through devotion to Brahman; respect for mother earth; respect for mother, father, ancestors and family; respect and care for all living things; truthfulness and honesty.</p> <p>Know about rituals in the home, e.g. puja, aarti and devotion shown to individual deities.</p> <p>Know that Hindus believe in satsang (togetherness) – the importance of the family, community and society in thinking about dharma (their duty).</p> <p>Know that Hindus seek to achieve moksha by doing their duty, respecting all, aiming for liberation; through yoga, meditation and renunciation; living without committing harm.</p> <p>Know about karma (action) – Hindus believe every action has an equal reaction, either immediately or in the future. This drives the cycle of samsara - the process of reincarnation, and moksha is freedom from this process.</p>	<p>Know about the Five Pillars of Islam – keeps things as Allah intended them to be and binds the global Muslim community together.</p> <p>Know that Muslims follow the straight path (shariah).</p> <p>Know about the roles and responsibilities in Muslim family life.</p> <p>Know about the features of living in a Muslim family – e.g. prayer life, facilities for wudu, salah and dietary requirements.</p> <p>Know about the ways Muslim teachings affect the ways they act in the world, e.g. Hadith (how to treat people), personal and corporate action, and the ways they help through agencies and charities like Islamic Aid.</p> <p>Know how Muslim beliefs are expressed in practice through inspirational contemporary people e.g. Amir Khan, Salma Yaqoob, Yusaf Islam, Nadiya Hussain, Zayn Malik, Mo Farah.</p>	<p>Know the outline of the timeline of the ‘Big Story’ of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Know and suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p>Know and explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope using theological terms.</p> <p><b>Know and explain why some people find belief in the Resurrection makes sense and inspires them.</b></p> <p><b>Know how to offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</b></p> <p><b>Know how to make clear connections between Christian belief in the Resurrection, and how Christians worship on Good Friday and Easter Sunday.</b></p> <p><b>Know how Christians put their beliefs into practice in different ways.</b></p>	<p>Was Jesus who he said he was? Did the Resurrection happen? Does it matter if it didn’t happen? Know the place of Incarnation and Messiah within the ‘Big Story’ of the Bible. Know and identify Gospel and prophecy texts, using technical terms.</p> <p>Know and explain connections between biblical texts, Incarnation and Messiah using theological terms.</p> <p>Know Jesus was Jewish.</p> <p>Know that Christians believe that Jesus was God in the flesh.</p> <p>Know that Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <p>Know that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ – a Messiah. Some texts talk about what the Messiah would be like.</p> <p>Know that Christians believe that Jesus fulfilled these expectations and that he is the Messiah (Jewish people do not think Jesus is the Messiah).</p> <p>Know that Christians see Jesus as their Saviour.</p> <p><b>Know how far the idea that Jesus is Messiah (a Saviour from God) is important in the world today and if it is true what difference that</b></p>	<p>Know the importance of creativity as a way of expressing meaning, emotion, knowledge etc. Know the different ways in which human beings communicate meaning; the fact that different forms of expression are more suited to certain contexts.</p> <p>Know that there are challenges in communication: the same word / symbol can mean different things to different people.</p> <p>Know about the difficulties of communicating ideas like God, hope, justice, love etc using words.</p> <p>Know about the other ways in which people try to express their understanding of these ideas: the value of creative expression as a key element of what it means to be human and to try to communicate meaning.</p> <p>Know beliefs about creation and creativity in different religions.</p> <p>Know reasons why some religious people will depict God / key religious figures visually and others will not.</p> <p>Know some examples of religious art, and art exploring religious themes.</p>



				<p>might make in people's lives.</p> <p>Know how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Know and comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>	
<b>Vocab</b>	<p>Brahman, Trimurti, samsara, atman, karma, moksha, dharma, Hindus, samsara, sharma, ahimsa, deities, devotion, puja, aarti, moral duty, monotheistic, Brahma, Vishnu, Shiva, satsang</p>	<p>Tawhid, Muslims, 'abd (servants) and khalifa (regents), muslim (harmonious), Shariah (straight path), Qur'an, Prophets, Five Pillars of Islam, Hadiths, sha'hadah, Salat, Zakat, Sawm, Hajj,</p>	<p>Gospel, resurrection, Jesus, God, The Holy Trinity, salvation, incarnation, Good Friday, Easter Sunday, Messiah,</p>	<p>Christians, God, Jesus, Trinity, Incarnation, Salvation, Old Testament, Messiah, resurrection, Holy Spirit, Gospel, saviour, prophecy, Big story of the Bible, People of God</p>	<p>Creativity, expression of beliefs, imagination, inspiration, inventiveness, vision, innovation,</p>
<b>Suggested support for children with additional needs</b>	<p>Bank of vocabulary for memory and consolidation. Create a mind map about core concepts in Hinduism and revisit- knowledge organiser Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question, broadcasts, Stop, motion animation, etc. Use of drama and roleplay to explore the cycle of samsara. High quality artefacts. Use of storyboards to create narratives for moral dilemmas.</p>	<p>Bank of vocabulary for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create mind map of core concepts and revisit- knowledge organiser Adults to support text analysis through individual or group discussions. Access to differentiated texts. Adults to scribe written outcomes. Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.</p>	<p>Bank of vocabulary and definitions for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson. Adults to read texts aloud and support text analysis through individual or group discussions. Differentiated texts. Adult scribe for a written outcome. Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts. A4 images of the Big Story of Christianity for individual use. Use of Ropsley Church Use of drama and roleplay to explore emotions, special events and times in peoples lives.</p>	<p>Bank of vocabulary and definitions for memory and consolidation. IPads to access RE definition app to access key vocabulary and meaning. Create and revisit mind maps of core concepts at the start of each lesson- knowledge organiser Adults to read texts aloud and support text analysis through individual or group discussions. Differentiated texts. Adult scribe for a written outcome. Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts. A4 images of the Big Story of Christianity for individual use. Use of Ropsley Church</p>	<p>Adults to facilitate individual or group discussions about the expression of beliefs. Adults scribe for written outcomes. Use I Pad to record/evidence outcomes in creative ways, e.g. record verbal response to assessment question, create broadcasts, Stop motion animation, etc. Use of drama and roleplay to explore emotions, express emotions and beliefs. Access to I pads to listen to lyrics from songs, poems multiple times if there are barriers to reading. Adults to read aloud. Large images of art studied to support children with visual impairments.</p>



## The Religious Education for Year 5 & Year 6– Cycle B

	Autumn Term		Spring Term		Summer Term	
Unit	<p><b>God</b> UC 2b.1 (Core) What does it mean if God is Holy and Loving?</p>	<p><b>Additional Unit</b> Do you have to believe in God to be good?</p>	<p><b>Creation</b> UC 2b.2 (Core) Creation and Science: conflicting or complimentary?</p>	<p><b>Creation</b> UC 2b.2 Digging deeper) Creation and Science: conflicting or complimentary?</p>	<p><b>Life Journey—Hinduism</b> LAS (Compulsory)  How do Hindus show they belong?</p>	<p><b>Life Journey—Islam</b> LAS (Compulsory)  How do Muslims show they belong?</p>
Prior Learning	<p><b>EYFS</b> - Creation – Why is the world ‘God’ so important to Christians? <b>Year 1/2(Cycle B)</b> – God – What do Christians believe God is like? <b>Year 3&amp;4</b> God/Incarnation – What is the Trinity?</p>	<p><b>EYFS</b> - Creation – Why is the world ‘God’ so important to Christians? <b>Year 1/2(Cycle B)</b> – God – What do Christians believe God is like? <b>Year 3&amp;4</b> God/Incarnation – What is the Trinity? <b>Year 5&amp;6 God</b>- what does it mean if God is Loving and Holy?</p>	<p><b>Year 1/2 (Cycle B)</b> – Creation – Who do Christians believe made the world? <b>Year 3&amp;4</b>– Creation – What do Christians learn from the Creation story?</p>		<p><b>Year 3&amp;4</b> – God - What do Hindus believe about God? -Community - <i>How do Hindus express their faith and beliefs?</i></p>	<p><b>Year 1/2 (Cycle A)</b> – God &amp; Community <b>Year 1/2 (Cycle B)</b> – Being Human &amp; Life Journey <b>Year 3&amp;4</b> - God – What do Muslims believe about God? – Community - <i>How do Muslims express their faith and beliefs?</i></p>
By the end of this unit children will:	<p>Know what it means if God is loving and holy. Know and identify some different types of Biblical texts using technical terms accurately. Know and explain connections between Biblical texts and Christian ideas of God using theological terms. Know that Christians believe that God is omnipotent, omniscient and eternal and that this means God is worth worshipping. Know that Christians believe that God is both holy and loving and Christians have balance the ideas of God being angered by sin and injustice but also loving, forgiving and full of grace. Know that not all Christians agree about what God is like but try to follow his path as they see it in the Bible or through church teaching. Know that Christians believe getting to know God is like getting</p>	<p>Know that being ‘good’ can be interpreted in different ways. Know that Buddhism started in India over 2,500 years ago. Buddhists follow the teachings of a man called Siddhartha Gautama. He became known as the Buddha, which means ‘enlightened’. Know that Buddhism is a faith that is not based on a belief in God. Siddhartha Gautama’s story and understanding of life focuses on the escape from the cycle of birth, death and rebirth. The Eightfold Path and Five Precepts act as moral guidance to help Buddhists to achieve this. Know that Humanists do not believe in a god. Know that they believe it is possible to live a good and fulfilling life without following a traditional religion. Know that they do not follow a holy book either. Instead, Humanists value traits like reason and rely on science to explain the way things are. Know that Humanists believe that people have one life to live – there is no afterlife.</p>	<p>Know and outline the importance of Creation on the timeline of the ‘Big Story’ of the Bible. Know and identify what type of text some Christians say Genesis 1 is, and its purpose. Know how to take account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. <b>Know how to identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their response.</b> <b>Know how to weigh up how far the Genesis 1 narrative is in conflict or is complementary with a scientific account.</b> <b>Know there is much debate and some controversy around the relationship between the account</b></p>	<p>- Know that there are many scientists throughout history and now who are Christians. Know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.</p>	<p>Know that Hindus believe it is important to fulfil your dharma (duty). -Know that there are rites of passage (samskaras) that mark the journey of a human life and that carrying out these samskaras is part of fulfilling your dharma. - Know that there are samskaras associated with birth, initiation, marriage and death. -Know some of the key practices associated with these samskaras.</p>	<p>-Know that Muslims believe that it is important to belong to the global community of Muslims (<b>ummah</b>) because this is one way of being in <b>harmony</b>. -Know that part of belonging to this <b>ummah</b> is to take part in certain rites of passage. -Know that there are rites of passage associated with birth, initiation, marriage and death. -Know some of the key practices associated with these rites of passage Know that the choice of name given to a baby at birth is influenced by the qualities of people associated with certain names. Know about the role of madrasahs, e.g. training to become Hafez</p>



	<p>to know a person rather than learning information.</p> <p>Know and weigh up how Biblical ideas and teachings about God as holy and loving might make a difference in the world today developing insights of their own.</p> <p>Know how to make clear connections between Bible texts studied and what Christians believe about God e.g. through how churches are designed.</p> <p>Know how Christians put their beliefs into practice in worship.</p>	<p>As a result, they focus on being happy and making the most of their life. They also believe they have a duty to support others.</p>	<p>of creation in Genesis and contemporary scientific accounts.</p> <p>Know that these debates and controversies relate to the purpose and interpretation of the text.</p> <p>Know that there are many scientists throughout history who are now Christians.</p> <p>Know that the discoveries of science make Christians believe even more about the power and majesty of the Creator.</p> <p>Know how to make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Know and understand why many Christians find that science and faith go together.</p>			
<b>Vocab</b>	<p>Christians, God, omnipotent, omniscient, eternal, worship, holy, loving, original sin, injustice, forgiving, Bible, Incarnation, Salvation, benevolent, reconciliation, confession, psalm, gospels, prophet.</p>	<p>Humanism, Buddhism, Atheist, Theist, Humanist, Buddhist, Agnostic, Ethical</p>	<p>Christianity, God, Jesus, Trinity, Creation, Creator, sustainer, Genesis, controversy, conflict, power, majesty, cosmology, evolution, stewardship, scientists, engineering.</p>	<p>Hinduism, Hindus, Brahman, Atman, Samsara, Dharma and karma, samskaras, Rites of Passage, namkarna (birth – naming ceremony) jatakarma, karnavedah, mundane, upananyana, vivaha (marriage), antyeshti (death)</p>	<p>Muslims, Islam, ummah, harmony, adhaan, aqiqah, zakat, mahr, Madrasahs, Makkah, hafez</p>	
<b>Suggested support for children with additional needs</b>	<p>Bank of vocabulary and definitions for memory and consolidation.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson- knowledge organiser</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p> <p>Differentiated texts.</p> <p>Adult scribe for a written outcome.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. new</p>	<p>Bank of vocabulary and definitions for memory and consolidation.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson- knowledge organiser</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p> <p>Differentiated texts.</p> <p>Adult scribe for a written outcome.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. new</p>	<p>Bank of vocabulary and definitions for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create and revisit mind maps of core concepts at the start of each lesson- knowledge organiser</p> <p>Adults to read texts aloud and support text analysis through individual or group discussions.</p> <p>Differentiated texts.</p> <p>Adult scribe for a written outcome.</p> <p>Use I Pad to record/evidence outcomes in creative ways, e.g. news broadcasts, stop motion animation, etc.</p> <p>A4 images of the Big Story of Christianity for individual use.</p> <p>Use of drama and roleplay to explore theories</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create mind map of core concepts and revisit.</p> <p>Adults to support text analysis through individual or group discussions.</p> <p>Access to differentiated texts.</p> <p>High quality labelled artefacts.</p> <p>Use of pictures as an aid memoir when learning about key features of rites of passage.</p> <p>Adults to scribe for a written</p>	<p>Bank of vocabulary for memory and consolidation.</p> <p>IPads to access RE definition app to access key vocabulary and meaning.</p> <p>Create mind map of core concepts and revisit.</p> <p>Adults to support text analysis through individual or group discussions.</p> <p>Access to differentiated texts.</p> <p>Use of drama/role play/pictures as an aid memoir when learning about key features of rites of passage, ceremonies, etc.</p>	



	<p>broadcasts. A4 images of the Big Story of Christianity for individual use. Use of Ropsley Church</p>	<p>broadcasts. Access to iPads to listen to different world view</p>	<p>of creation. Access to iPads to listen to responses about creation from Christians and Scientists.</p>	<p>outcome. Access to videos watched as part of direct teaching, e.g. Hindu weddings Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.</p>	<p>Adults to scribe written outcomes. Access to videos watch as part of direct teaching, e.g. Islamic weddings Use I Pad to record/evidence outcomes in creative ways, e.g. new broadcasts.</p>
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