



**Curriculum Overview for Religious Education**

|                                    | <b>Autumn 1</b>                          | <b>Autumn 2</b>                     | <b>Spring 1</b>                              | <b>Spring 2</b>                        | <b>Summer 1</b>                         | <b>Summer 2</b>                    |
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| <b>Nursery<br/>(non statutory)</b> | Celebrations and Harvest                 | Diwali and Christmas                | Stillness and Reflection<br>Chinese New Year | Family and community<br>Easter         | Care and reflection                     | Religious stories                  |
| <b>Reception</b>                   | Festivals, people and community          | The best gift                       | Weddings                                     | New life                               | Prayers and reflections                 | Religious stories                  |
| <b>Year 1</b>                      | Introducing Christian Beliefs            | Exploring the Lord's Prayer         | Bible Stories                                | Exploring Christian practices & Easter | Introducing Judaism                     | Living together happily            |
| <b>Year 2</b>                      | Looking after the earth and thankfulness | Christian leaders<br>Christmas      | Bad choices put right                        | Beliefs about death<br>Easter          | Introducing Islam                       | Islamic practices and celebrations |
| <b>Year 3</b>                      | Life as a Muslim                         | Leaders and festivals               | Justice and fairness                         | Why Easter is important                | Introducing Sikhism                     | Sewa                               |
| <b>Year 4</b>                      | Deeper understanding of Christianity     | Marking events in life<br>Christmas | Good and evil                                | Jesus<br>Easter                        | Introducing Hinduism                    | Life as a Hindu                    |
| <b>Year 5</b>                      | Life within Judaism                      | Pilgrimage<br>Christmas             | Beliefs about God                            | Exploring Jesus's life<br>Easter       | Responsibility and caring for the world | Humanism                           |
| <b>Year 6</b>                      | Introducing Buddhism                     | Beliefs about Prayer<br>Christmas   | Beliefs about Worship                        | Suffering<br>Easter                    | Looking after the world                 | Religion and worldviews            |

**Early Years**

**Educational Programmes (Statutory)**

**Personal, Social and emotional development**

*Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.*

**Understanding the world**

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.*

**Expressive arts and design**

*Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity*

**Characteristics of Effective Learning**

**Playing and Exploring**

children investigate and experience things, and 'have a go'

**Active Learning**

children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and Thinking Critically**

children have and develop their own ideas, make links between ideas, and develop strategies for doing things

**Nursery (Non-statutory Development Matters)**

**3-4 year olds will be learning to:**

- Use a wider range of vocabulary
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Start a conversation with an adult or a friend and continue it for many turn.
- Develop their sense of responsibility and membership of a community.
- Start taking part in some group activities which they make up for themselves or in teams.
- Engage in extended conversations about stories.
- Begin to describe a sequence of events, using words such as 'first', 'then...'
- Talk about what they see, using a wide vocabulary
- Begin to understand the need to respect and care for the natural environment and all living things.
- Continue developing positive attitudes about the differences between people.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment.

**Knowledge and Skills**

**Celebrating joyous occasions, harvest**

How and why do we prepare for and celebrate a joyous occasion?

How and why do Christians celebrate Harvest?

How do we know that it's Harvest time?

Talk about, prepare and participate in tasting foods for celebrations.

**Exploring artefacts, dress and food**

Talk about lifestyle, religious and cultural places and practices, dress, food and music

**Celebrating Christmas**

Why do Christians perform nativity plays at Christmas?

**Celebrating belonging to a family and community**

Develop curiosity and begin to ask questions about their own and other people's home and community life How do people, including those from religious groups, celebrate belonging?

**Exploring places of prayer, worship and reflection**

Experience through the senses, candles, incense, flowers, water, foods and religious artefacts used in sacred spaces. Where do you go to be silent/still/pray/reflect?

**How do we show care and concern for each other?**

Who cares for us and who do we care for? Explore how and why religious people in the local community help others through their work Listen to stories about religious characters including leaders helping others.

**How can we help others when they need it?**

Share stories that encourage the children to think about what type of person the prophet Muhammad was through his actions towards the care of animals.

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|   | <p>Hear religious stories<br/>Share the Christmas story using puppets, small world or Lego figures, retell stories from holy books</p> <p><b>Symbols and actions</b><br/>Explore some religious artefacts through the senses showing respect for beliefs.</p>   | <p>Create a reflective area, with the children, inside or out where they can participate in periods of stillness and reflection<br/>Listen to sounds, music, voices and instruments and listen in silence to their own thoughts</p> <p><b>Exploring the Easter story - Sources of wisdom</b><br/>Read an account of the Easter events from a children's bible<br/>Why do Christians put a cross in an Easter garden?</p> | <p><b>What makes the world so wonderful? - Ultimate questions</b><br/>Share a range of stories from different faith traditions about the beginning of the world</p> <p><b>Human responsibility and values</b><br/>Share works of art and listen to religious stories, poetry and music, which express awe and wonder at the natural world.<br/>Why is the word 'God' so important to Christians? Explore themes from the Spirited Arts competition</p> |
| <p><b>Herts RE Syllabus</b> (non Statutory)</p>                 | <p><b>Autumn</b><br/>Celebrating joyous occasions, harvest Exploring artefacts, dress and food Celebrating Christmas</p>  | <p><b>Spring</b><br/>Celebrating belonging to a family and community Exploring places of prayer, worship and reflection<br/>Exploring the Easter story</p>   | <p><b>Summer</b><br/>How do we show care and concern for each other?<br/>What makes the world so wonderful?</p>  |
| <p><b>Reception</b><br/>(Non-statutory Development Matters)</p> | <p><b>Reception children will be learning to:</b><br/>Learn new vocabulary.<br/>Use new vocabulary through the day.<br/>Ask questions to find out more and to check they understand what has been said to them<br/>Describe events in some detail.<br/>Listen to and talk about stories to build familiarity and understanding.<br/>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br/>Use new vocabulary in different contexts.<br/>Engage in non-fiction books.<br/>See themselves as a valuable individual.<br/>Build constructive and respectful relationships.<br/>Express their feelings and consider the feelings of others.<br/>Think about the perspectives of others.<br/>Talk about members of their immediate family and community.<br/>Name and describe people who are familiar to them.<br/>Understand that some places are special to members of their community.<br/>Recognise that people have different beliefs and celebrate special times in different ways.</p> |  |  |
|   | <p><b>Knowledge and Skills</b></p>  |  |  |
|   | <p><b>Festivals, people and communities</b><br/>How and why do we prepare for and celebrate a joyous occasion?<br/>What are the similarities and differences between people's joyous times?<br/><b>Symbols and actions</b><br/>Which place do you know that is important to you? Why is it important?</p>   | <p><b>Exploring wedding ceremonies</b><br/>Explore what happens at a wedding and what is important about the ceremony.<br/>Explore similarities between weddings in a variety of cultures and religious traditions</p> <p><b>Creation, awe and wonder of the natural world</b><br/>What is happening in the natural world this term? Notice and express through art, music,</p>  | <p><b>Sacred spaces, simple prayers and time to reflect</b><br/>Why is it important to experience times of quiet?<br/>Share a stilling exercise in which children can experience quiet reflection and silence<br/>Which places are important to the pupils, people in the community and a religious family?</p>  |

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|   | <p>Which religious symbols can you see in the local place of worship?<br/> <b>Jesus' birthday story</b><br/> How do Christians celebrate the birth of Jesus?<br/> What is the best gift we can give?</p>  | <p>poetry and dance the feelings of awe and wonder that come from the natural world<br/> What happens at Easter time to make life new again?<br/> <b>Remembering Jesus at Easter</b><br/> Which symbols are associated with Easter?<br/> What do Christians do at Easter to remind them of the story?<br/> <b>Symbols and actions</b><br/> Which symbols are associated with Easter?<br/> What do Christians do at Easter to remind them of the story?</p>   | <p>Create a reflective area, with the children, inside or out where they can participate in periods of stillness and reflection<br/> <b>Treating the world fairly - taking responsibility</b><br/> How do we know what is right/ wrong/ fair?<br/> Listen to stories about religious characters including leaders helping others.<br/> What are the kind and unkind ways of treating each other and the world?<br/> <b>God and other big questions - Ultimate questions</b> How did God make the world?<br/> What makes the world so wonderful? Who is God?<br/> Further explore themes from the Spirited Arts competition</p> |
| <p><b>Early Learning Goals (ELG) - END of Reception</b></p> |   |  |  |
|   | <p style="text-align: center;"><b><u>Communication &amp; Language</u></b></p> <p><b>Listening, Attention and Understanding</b><br/> -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p><b>Speaking</b><br/> -Participate in small group, class and on-to-one discussions, offering their own ideas, using recently introduced vocabulary<br/> - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate<br/> - Express their ideas and feelings about their experiences using full sentences, including use of the past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p style="text-align: center;"><b><u>Understanding the World</u></b></p> <p><b>Past and present</b><br/> -Talk about the lives of the people around them and their roles in society</p> <p><b>People, Culture and Communities</b><br/> -Know some similarities and differences between different religious and cultural communities in their county, drawing on their experiences and what has been read in class</p> | <p style="text-align: center;"><b><u>Personal, Social and Emotional Development</u></b></p> <p><b>Self-regulation</b><br/> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly<br/> - Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b><br/> - Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p><b>Building relationships</b><br/> -Form positive attachments to adults and friendships with peers<br/> -Show sensitivity to their own and to others' needs.</p> <p style="text-align: center;"><b><u>Literacy</u></b></p> <p><b>Comprehension</b><br/> -Demonstrate understanding of that has been read to them by retelling stories and narratives using their own words and recently introduces vocabulary.<br/> -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> |  |
| <p><b>Herts RE Syllabus</b></p>                             | <p><b>Autumn</b><br/> Let me tell you a story<br/> Exploring places, dress, food and music<br/> Jesus' birthday story</p>   | <p><b>Spring</b><br/> Exploring wedding ceremonies<br/> Creation, awe and wonder of the natural world<br/> Remembering Jesus at Easter</p>   | <p><b>Summer</b><br/> Sacred spaces, simple prayers and time to reflect<br/> Treating the world fairly – taking responsibility<br/> God and other big questions</p>  |
| <p><b>Vocabulary</b></p>                                    | <p>Religion Special books Special places Special stories Prayer, Christmas Easter Bible Church Jesus, Moses Passover Torah Synagogue Star of David, Allah, Prophet Muhammad, Qur'an, Mosque, Hindu, mandir, divali, Aum, Sikh, Guru Nanak, Gurdwara, Guru Granth Sahib, Buddha, shrine, temple (vihara), Non-religious</p>  |  |  |

|   | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
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| <b>Year 1</b><br><b>Herts Agreed Syllabus</b> | <b>Ultimate questions</b> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media<br><b>Prayer, worship and reflection</b> Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community<br><b>Beliefs and practices</b> Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them<br><b>Human responsibility and values</b> Respond to stories and real life examples of how and why people show care and concern for humanity and the world |  | <b>Sources of wisdom</b> Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come<br><b>Justice and fairness</b> Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others | <b>Beliefs and practices</b> Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them<br><b>Identify and belonging</b> Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their life. | <b>Prayer, worship and reflection</b> Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community<br><b>Sources of wisdom</b> Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come | <b>Human responsibility and values</b> Respond to stories and real life examples of how and why people show care and concern for humanity and the world<br><b>Symbols and actions</b> Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities   |
| <b>Destination questions</b>                  | <b>Recap:</b> Can you remember talking about the different beliefs that our friends have in reception?<br><br>Which groups do we belong to?<br>What do I believe?<br>Who do Christians believe in?<br>What do many Christians believe about how the world was made?<br>Why is the Bible holy and sacred for Christians?  | <b>Recap:</b> Can you remember talking about Jesus's birthday story in Reception?<br><br>Which prayer did Jesus teach his friends?<br>What are the messages in the Lord's prayer?<br>What does the Lord's prayer teach Christians to do?<br>Who visited Jesus and what did they bring?<br><i>Interfaith week 2022:</i><br>Can you create a recipe for living together happily? | <b>Recap:</b> Can you remember thinking about the difference between right and wrong in Reception?<br><br>What happens in the story of The Lost Sheep?<br>What did Jesus say to Zacchaeus?<br>Which values are in story of Noah?<br>What does 'The house on the rock' tell Christians to do?<br>Which rules do Christians have to follow?  | <b>Recap:</b> Can you remember visiting All Saints church in Reception?<br><br>How do Christians worship in our local community?<br>How do Christians celebrate babies in church?<br>Which symbols are important for Christians?<br>What is the story of Easter?<br>Why does Easter matter to Christians?   | <b>Recap:</b> Can you remember some of the things that Christians believe from the Autumn Term?<br><br>How do we remember what is important?<br>Which objects are important to Jewish believers and why?<br>Why is the Torah read with a yad?<br>What is the mezuzah?<br>Which stories are important to Jewish people?<br>What is it like in a synagogue?   | <b>Recap:</b> Can you remember talking about our different beliefs at the start of the year?<br><br>Why is the menorah special for Jewish people?<br>What do Jewish people celebrate on Shabbat?<br>What is similar about Christianity and Judaism?<br>Why is it good to keep promises?<br>How do Jewish people help others?<br>How can we help others? |

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|   | <i><b>Next Step:</b>You will be learning about the important prayer that Christians say.</i>  | <i>Can you spend time reflecting?</i><br><br><i><b>Next Step:</b>You will be learning about the stories that Jesus told his friends when he grew up.</i>   | <i><b>Next Step:</b>You will find out more about what happens when Christians visit a church.</i>   | <i><b>Next Step:</b>You will learn more about why light is important to Christians in Year 2. Can you remember when Christians use light?</i>  | <i><b>Next Step:</b>Can you remember how Christians use light? We are going to think about how Jewish people use light.</i>  | <i><b>Next Step:</b>In year 2 you will think more about how to look after others and the earth. Can you remember how the tzedakah box helps Jewish people to look after others?</i> |
| <b>Vocabulary</b>                             | altar, <b>belief</b> , believe, belong, <b>bible</b> , Buddhism, <b>Christian</b> , Christianity, <b>church</b> , <b>creation story</b> , creation, Creator, faith, family, <b>God</b> , Hallowed father, <b>Holy Spirit</b> , Humanism, important, Islam, <b>Jesus</b> , Judaism, <b>Lord's prayer</b> , religion, sacred, Sikhism, <b>symbols</b> , teacher, trinity. | (Including the words from the previous sequence)<br><br><b>Angel, celebrate</b> , celebration, <b>Christmas, festival, Harvest, Joseph, Mary, nativity</b> , shepherds, stable, <b>thankful</b> , wise men,  | (Including the words from the previous sequences)<br><br><b>Belonging, commandments</b> , co-operation, gospel, holiness, honour, message, moral, obey, <b>parable, rules for living, trust, worship.</b> | (Including the words from the previous sequences)<br><br>All Saints Church, <b>baptism</b> , baptized, candles, <b>Christening</b> , church, <b>cross, died, doves, Easter, font, heaven, light</b> , local community, rainbow, symbol, tomb, <b>water</b>   | Ark, bimah, <b>Jewish</b> , Joseph, Judaism, <b>Mezuzah, Moses, Passover, Star of David, Synagogue, Torah, yad</b>   | (Including the words from the previous sequences)<br><br><b>Accept, Express, Hanukkah, Peace, Respect, Shabbat, Tolerance, Tzedakah</b>   |
| <b>Year 2</b><br><b>Herts Agreed Syllabus</b> | <b>Human responsibility and values</b> Explore how people show concern for each other and the world around them<br><b>Identify and belonging</b> Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their life.               | <b>Beliefs and practices</b> Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them.<br><b>Prayer, worship and reflection</b> Communicate through talk or gesture about prayer. Experience periods of stillness and reflection | <b>Justice and fairness</b> Understand what is right, wrong and fair  | <b>Ultimate questions</b> Use imagination and curiosity to develop their wonder of the world and ask questions about it.<br><b>Beliefs and practices</b> Give at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them. | <b>Prayer, worship and reflection</b> Communicate through talk or gesture about prayer. Experience periods of stillness and reflection<br><b>Sources of wisdom</b> Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come | <b>Symbols and actions</b> Communicate about people, places and religious symbols and artefacts<br><b>Justice and fairness</b> Understand what is right, wrong and fair             |

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| <b>Destination questions</b>        | <p><b>Recap:</b> Can you remember how Jewish people use a tzedakah box to look after others? ) How do some charities look after people who are in need? How might the creation story help Christians and Jewish people to look after Earth? How should we treat the earth? How do Christians celebrate the fruitfulness of the earth? What is Sukkot and how is it celebrated?</p> <p><b>Next Step:</b>We will be thinking more about how Christians make choices about how to behave in the Spring term.</p> | <p><b>Recap:</b> Can you remember the creation story according to Christians and Jewish people? Can you think of <i>how</i> and <i>why</i> questions you can ask a vicar? What does a vicar do and why? What did the angels tell the shepherds? Why does Christmas matter to Christians?</p> <p><i>Interfaith week: How we can live together when we are all so different? How does a period of reflection make you feel?</i></p> <p><b>Next Step:</b>You think about how Advent is celebrated around the world in Year 3.</p> | <p><b>Recap:</b> Can you remember any of the stories from the bible that we read last year? How can our beliefs affect how we behave? What are good and bad actions? How did Jacob put things right with Esau? What does the story of Jacob and Esau teach Christians and Jewish people? How does the parable of the Two Sons teach Christians to behave?</p> <p><b>Next Step:</b>In the summer term you will listen to stories that teach Muslims how to behave.</p> | <p><b>Recap:</b> Can you remember the events of the Easter story? What happens to people after they die? Can you ask a range of questions about the Easter story? How and why do Christians celebrate Easter? What shape are many churches and why?</p> <p><b>Next Step:</b>Next year we will think about why Christians call the day Jesus died 'Good Friday'.</p> | <p><b>Recap:</b> Do you remember learning what Christians and Jewish people believe about God? What do Muslims call God? What do Muslims believe about Allah? What might the 99 names of Allah teach Muslims? What do Islamic stories teach Muslims? What is it like inside a mosque?</p> <p><b>Next Step:</b>We will think about how Muslims pray and celebrate Eid.</p> | <p><b>Recap:</b> Can you remember the important prayer for Christians? How often to Muslims pray? What do Muslims use to help them pray? What do Muslims do during Ramadan? What might Muslims say to each other during Eid-ul-Fitr? What might the most important part of Eid-ul-Fitr be for Muslims?</p> <p><b>Next Step:</b>You will learn about the 5 pillars of Islam which help to guide Muslims.</p> |
| <b>Vocabulary</b>                   | <p>Christian, God, <b>Creator</b>, Christmas, Jesus, church, altar, Bible, Holy Spirit, Religion, faith, belief, sacred. <b>Creation story</b>, period of reflection, <b>stillness, reflect, prayer</b>, pray, Lord's prayer, amen <b>Celebration, thankful, festival, Sukkah, Sukkot</b></p>   | <p><b>symbol, represent, values, pride, ambition, respect, kindness</b></p>  | <p>rules for living, <b>co-operation, belonging, worship, holiness, gospel, responsibility, concern, local community, charity, justice, fairness</b></p>  | <p><b>Baptism, Christening, Easter, font, symbol, rose from the dead, crucified.</b></p>  | <p><b>Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Prophet Muhammad</b></p>   | <p><b>Wudu, mosque, Eid-al-Fitr, symbol, Salah, honour, creator, moral</b></p>  |
| <b>Year 3 Herts Agreed Syllabus</b> | <p><b>Sources of wisdom</b><br/>Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems,</p>  | <p><b>Identity and belonging</b><br/>Show an understanding of some of the challenges individuals face when belonging to a</p>  | <p><b>Human responsibility and values</b> Illustrate how diverse communities can live together respectfully</p>   | <p><b>Beliefs and practices</b><br/>Describe, make connections and reflect on some religious beliefs and practices studied,</p>   | <p><b>Symbols and actions</b><br/>Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal)</p>   | <p><b>Beliefs and practices</b><br/>Describe, make connections and reflect on some religious beliefs and practices studied,</p>   |

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|                                     | <p>hymns, prayers and artefacts. Develop an understanding of the impact on individual believers.</p> <p><b>Identity and belonging</b></p> <p>Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders</p>                                 | <p>faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders</p> <p><b>Beliefs and practices</b></p> <p>Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked</p>  | <p>sharing the same important values and sense of responsibility</p> <p><b>Justice and fairness</b></p> <p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong</p>  | <p>including how celebrations and key moments in life are marked</p> <p><b>Symbols and actions</b></p> <p>Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities</p>  | <p>can communicate meaning to individual followers. Describe some similarities between communities</p> <p><b>Prayer, worship and reflection</b></p> <p>Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections</p>  | <p>including how celebrations and key moments in life are marked</p> <p><b>Ultimate questions</b></p> <p>Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections</p>  |
| <p><b>Destination questions</b></p> | <p><b>Recap:</b> Can you remember why Muslims use a prayer mat?</p> <p>What does Ibadah mean for Muslims?</p> <p>What helps Muslims live a life dedicated to the worship of Allah?</p> <p>How do the Five Pillars help Muslims express their faith?</p> <p>What makes the Qur'an priceless?</p> <p>Can you ask questions about the Qur'an?</p> <p>How should people treat the Muslim Qur'an?</p> | <p><b>Recap:</b> Can you remember who the leaders are in a church, synagogue and a mosque?</p> <p>How does a vicar guide their congregation?</p> <p>What is the role of a Rabbi?</p> <p>How might an Imam support his local community?</p> <p>How do believers celebrate different festivals in spiritual ways?</p> <p>How are Advent and Christmas, celebrated around the world? (Netherlands, Germany, Japan)</p> <p><i>Interfaith week 2022 - How can religious architecture express meaning beyond words?</i></p> | <p><b>Recap:</b> Can you remember any of the parables that you have learnt about in RE? How do they help Christians?</p> <p>Why might there be different ideas about what is important and what is valued?</p> <p>Does fairness mean everyone gets the same?</p> <p>What can believers learn from the religious stories: The Parable of the Sheep and Goats or The Widow's Mite?</p> <p>Why are there good and bad people in the world?</p> <p>How might religion help people to be good?</p> | <p><b>Recap:</b> Can you remember how and why Christians celebrate Easter?</p> <p>How is Lent and Easter celebrated around the world?</p> <p>What do Christians do during Lent?</p> <p>What were the events of Holy week?</p> <p>Why do Christians call the day Jesus died Good Friday?</p> <p>Why is the cross important to Christians? (assessment activity)</p> | <p><b>Recap:</b> What are some of the key things that are important to people with faith?</p> <p>Can you ask big questions?</p> <p>What do stories of the Gurus encourage Sikhs to do?</p> <p>Where do Sikhs worship?</p> <p>Why is the Guru Granth Sahib treated with respect?</p> <p>Why did Guru Nanak set up the town of Kartapur?</p> <p>What can you find out from meeting a Sikh?</p> | <p><b>Recap:</b> What would you say is the core value of Sikhism? (kindness or equality)</p> <p>What is sewa?</p> <p>How do tan, man and dhan encourage Sikhs to live?</p> <p>How are people treated in the langar?</p> <p>How does sewa help Sikhs to be God centred?</p> <p>Why is sewa important to Sikhs?</p> <p>How can we encourage equality?</p> |



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|                                     | <i><b>Next Step:</b>We are going to learn about an inspirational Islamic leader.</i>  | <i><b>Next Step:</b>In the summer term you will learn about how Gurus guide Sikhs, are there any similarities among the leaders you have studied this half term?</i>                  | <i><b>Next Step:</b>In the summer term you will be learning about what a Sikh would say is fair – what helps promote fairness?</i>   | <i>Next steps: Next year you will be thinking about the events that followed Easter. What do you think happened next in Jesus’s story?</i>  | <i>Next steps: You will find out about how the teachings of the Guru shape Sikh behaviour. Can you remember how the story of Jacob and Esau encourages Christians and Jewish people to behave?</i>  | <i>Next steps: In year 4 you will learn about a pilgrimages and one of these will be important for Sikhs.</i>   |
| <b>Vocabulary</b>                   | <b>Adhan, Allah, aqiqah, Islam, moon and star, mosque, Muslim, paradise, Prophet, Qur’an, tahneek</b>   | <b>Christian, Christmas, church, Creator, God, Gospel, Holy Spirit, Jesus, Heaven, Trinity</b>  | <b>Charity, fairness, illustrate, important, Justice, right, parable, wrong</b>  | <b>Almsgiving, Easter Fasting, Festival, Harvest, liturgy, Mardi Gras, Messiah, Pentecost, sacrifice</b>  | <b>Gurdwara, Guru Granth Sahib, Guru Nanak, The 10 Gurus, Kaur, The 5 Ks, the Khalsa, Langar, , Sikh, Sikhi, Singh, Vaisakhi</b>  | (Including the words from the previous sequence) <b>action, charter, choice, commitment, decision, impact, Khalsa, Morals, right, Sewa, values, wrong</b> |
| <b>Year 4 Herts Agreed Syllabus</b> | <b>Sources of wisdom</b><br>Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers<br><b>Ultimate questions</b><br>Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections | <b>Beliefs and practices</b><br>Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked | <b>Identity and belonging</b><br>Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders<br><b>Human responsibility and values</b> Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility | <b>Sources of wisdom</b><br>Show awareness, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an understanding of the impact on individual believers | <b>Justice and fairness</b><br>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong<br><b>Symbols and actions</b><br>Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities | <b>Ultimate questions</b><br>Respond to a range of challenging ‘if’ and ‘why’ questions about making sense of the world, expressing personal reflections  |
| <b>Destination questions</b>        | <i><b>Recap:</b> What might help a Christian through their life?</i><br><br>What is the holy trinity?   | <i><b>Recap:</b> Can you remember how some people welcome new babies?</i>   | <i><b>Recap:</b> What is the one thing you think people can do to live happily alongside others?</i>   | <i><b>Recap:</b> Can you recall a fact about Jesus?</i><br><br>Who was Jesus and what did he do?  | <i><b>Recap:</b> Which religions have you learn about so far? What might be important to a Hindu?</i>   | <i><b>Recap:</b> What were the key parts of the Ramayana?</i>   |

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|                                     | <p>Which commandments guide Christians?<br/>What did Jesus say about how Christians should live?<br/>How might a Christian family decide to live?<br/>Is it sometimes difficult for believers to follow their guidance?</p> <p><i>Next steps: Our learning about the trinity will also be relevant when we learn about Brahma. What is the key message about the holy trinity?</i></p>   | <p>Why do people have parties?<br/>If you went to a bat mitzvah, what would you see and hear?<br/>What do British Hindus say about life after death?<br/>What is significant about myrrh in the events of Christmas and Easter?<br/>How are Advent and Christmas, celebrated around the world? (Denmark, Mexico or Italy)</p> <p>Interfaith week 2022: <i>How can religious architecture express meaning beyond words?</i></p> <p><i>Next Steps: In the spring term we will be thinking about the importance of Christmas and Easter for Christians. Why are these festivals important?</i></p> | <p>Is it always easy to be good?<br/>How do you decide what is good?<br/>What is evil?<br/>What do religious and non-religious worldviews say about good and evil?<br/>If there is a crisis, how might a community come together?</p> <p><i>Next steps: We will continue to think about rules for living in year 5. Think of one rule you could try to live life by.</i></p> | <p>What might Christians say are the most important attitudes and values that Jesus inspired?<br/>What can we find out about the Eucharist?<br/>Which is more important for Christians: Christmas or Easter?<br/>When Jesus left what was the impact of Pentecost?</p> <p><i>Next Steps: Why was Jesus so important to Christians? We will be answering deeper questions about Easter next year.</i></p> | <p>Who is Brahma?<br/>What is important to a Hindu?<br/>Why do Hindus use a shrine?<br/>What happens during Diwali?<br/>How is the Aum symbol used and what does it mean?<br/>How does a Hindu priest guide his followers?</p> <p><i>Next Steps :we are going to think about the message of the Ramayana for Hindus.</i></p> | <p>What can Hindus learn from the story of the Ramayana?<br/>Can you explain the importance of part of the Ramayana for Hindus?<br/>What are the four Purusharthas?<br/>How does moksha affect the life of a Hindu?<br/>Are the ashramas a helpful guide?<br/>What might a day in the life of a Hindu look like?</p> <p><i>Next Steps: You will need to use your knowledge of Hinduism to answer some harder questions in year 5. What are the top 5 things you are going to remember to help you?</i></p> |
| <b>Vocabulary</b>                   | <b>Holy Spirit God the Creator, Trinity, Heaven, sacred, worship, ultimate</b>   | <b>Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual</b>   | <b>Symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model</b>  | <b>Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus,</b>   | <b>Brahma, Brahman, Vishnu, Shiva, Hindu, mandir, Diwali, Aum Murtis, gods, goddesses, puja, home shrine, devotion, holi, Dharma</b>   | <b>Rama, Sita, Ramanyana, respect, golden rule, ashramas</b>   |
| <b>Year 5 Herts Agreed Syllabus</b> | <p><b>Beliefs and practices</b> Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p> <p><b>Sources of wisdom</b> Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</p> <p><b>Symbols and actions</b> Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</p> <p><b>Prayer, worship and reflection</b> Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces</p> <p><b>Identity and belonging</b> Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives</p> |   |  |  |  |  |

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|                                     | <p><b>Ultimate questions</b> Present a range of views and answers to challenging questions about belonging, meaning and truth</p> <p><b>Human responsibility and values</b> Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p> <p><b>Justice and fairness</b> Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p> |   |  |   |   |  |
| <p><b>Destination questions</b></p> | <p><b>Recap:</b> Can you remember learning about what is important to Jewish people in Year 1?</p> <p>Who was Moses and how did he lead his people?<br/>How do different members of the Jewish community use the Torah?<br/>How does Tikkun Olam, impact the lives of some Jews?<br/>What are the challenges for modern Jews to keep Shabbat and to be kosher?</p> <p><b>Next Step:</b> In the spring term you will think more about Jewish beliefs.</p>   | <p><b>Recap:</b> What does the Christmas story say the journey from Bethlehem to Nazareth was like for Mary and Joseph?</p> <p>Why and how are Saints remembered?<br/>What are the challenges and rewards of Hajj?<br/>How might a pilgrimage make a Sikh feel?<br/>What connections can we make between religious pilgrimages?<br/>What is the difference between the sacred and secular Christmas?</p> <p><i>Interfaith week 22 - How do you feel when you reflect?<br/>What can we find out about prayer, reflection, meditation and stillness in different religions and worldviews?</i></p> <p><b>Next steps:</b> Next term we will finding out more about non-religious worldviews.</p> | <p><b>Recap:</b> What are some of the key beliefs about God that you can remember according to the religions and worldviews you have studied?</p> <p>If you had an important message, how would you send it?<br/>Are there similarities between different views about God?<br/>How might ideas about God affect people's lives?<br/>How do you believe we can live a good life?</p> <p><b>Next steps:</b> Can you think of some key similarities of beliefs across the religions and worldviews that you have studied?</p> | <p><b>Recap:</b> Which parables can you remember and what were their messages?</p> <p>What do the parables of the kingdom teach Christians?<br/>If Christians are in God's kingdom, how should they live?<br/>How do Jews celebrate Passover?<br/>Was Jesus the messiah?<br/>If God sent another messenger to earth, what would they say?</p> <p><b>Next steps:</b> Next year you will learn about the Christian Easter story in greater depth and will investigate beliefs about the resurrection.</p> | <p><b>Recap:</b> What can you recall from your prior learning about how religions and worldviews encourage people to treat others and the world?</p> <p>What is special about the world around you?<br/>How do people put their beliefs about the world into action?<br/>What do religions teach about caring for the environment?<br/>If we lived in a perfect world, what would it look like?<br/>What is the difference between prejudice and discrimination?<br/>Is it possible to live in a truly peaceful world?</p> <p><b>Next steps:</b> Is there any knowledge that you have gained in this unit you could use to be a more tolerant person?</p> | <p><b>Recap:</b> Which non-religious views about good and evil can you recall?</p> <p>Why don't some people believe in God?<br/>What is a Humanist approach to life?<br/>Which values are important to Humanists?<br/>Where do Humanist find meaning in life?<br/>What can we learn about life from non-religious stories?</p> <p><b>Next Steps:</b> We will continue to use our knowledge of non religious views when learning in RE – what 5 key facts will you remember about Humanism to help you?</p> |

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| <b>Vocabulary</b> | Jewish, <b>Judaism</b> , Abraham and Sarah, Moses, Exodus, Law-giver, Ten Commandments, <b>Passover</b> / Pesach, Day of Atonement. Judaism, Jewish, <b>Torah, Shabbat, Pesach, Hanukkah, Ten Commandments</b> , persecution, prejudice, Shalom, remembrance, patriarch, King David, King Solomon, Purim, Prophet, Isaiah, Daniel. Tenakh, Havdalah, Chuppah, Kabbalah, Messiah, Noachide Laws, Yom Hashoah, Yom Kippur, Zionism, <b>liberal, reform, Orthodox</b> , Shema, shofar, <b>wisdom</b> | <b>Pilgrimage, saints, Lourdes, Hajj, Golden Temple, personal journey, sacred, secular</b> | <b>Non-religious, Humanist</b> , Golden Rule, <b>worldview</b> , spiritual but not religious, <b>atheist</b> , ethics, agnostic, <b>secular</b> , rationalist. | Christian, Jesus, Bible, Creation and Fall, Gospel, Letters of Saint Paul, <b>Trinity, Incarnation, Holy Spirit, resurrection</b> , Christmas, Holy Week, Easter, <b>Pentecost, Eucharist, agape</b> , advent, disciple, | <b>Harmony, respect, justice</b> , faith, interfaith, tolerance, moral values, religious <b>plurality, moral codes</b> , holiness, spiritual, inspiration, vision, symbol, <b>community</b> , commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion. | God, deity, <b>supreme being, avatar</b> , atheist, <b>agnostic</b> , Trinity, Trimurti, <b>monotheist</b> , Bhagavad Gita, Bible |
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**Year 6 Herts Agreed Syllabus**

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| <b>Year 6 Herts Agreed Syllabus</b> | <p><b>Beliefs and practices</b> Describe, make connections and reflect on some religious and worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities</p> <p><b>Sources of wisdom</b> Show awareness, respond to and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact within different communities and on individual believers</p> <p><b>Symbols and actions</b> Compare how and why a range of beliefs expression and actions communicate different meaning to individuals within communities. Identify and describe similarities and differences between and within communities</p> <p><b>Prayer, worship and reflection</b> Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces</p> <p><b>Identity and belonging</b> Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives</p> <p><b>Ultimate questions</b> Present a range of views and answers to challenging questions about belonging, meaning and truth</p> <p><b>Human responsibility and values</b> Explain how diverse communities can live together identifying common values, justice, respect and shared human responsibility. Use personal and critical responses to challenge how individual and collective responsibility is shaped by faith and belief</p> <p><b>Justice and fairness</b> Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices</p> |  |  |  |  |  |
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| <b>Destination questions</b> | <i>Recap: Can you remember Hindu beliefs about karma?</i><br><br>How did Siddhartha Gautama become a religious teacher? | <i>Recap: What have you learnt about prayer?</i><br><br>How many people pray? What are the similarities and differences between organised community | <i>Recap: What can you recall about Muslim prayer?</i><br><br>Worship within religions: what is the same, what is different? | <i>Recap: Can you recall your learning about good and evil? What was evil described as?</i><br><br>If there is a god, why is there evil and suffering? | <i>Recap: What can you recall about creation stories?</i><br><br>What can we learn from theology about how to look after the world? | <i>Recap: Which religions and belief have you learnt about in RE at The Lea?</i><br><br>What is a worldview? What is a religion? |
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|                          | <p>What are Buddhists taught about suffering? Considering the eightfold path, how do Buddhists try to follow the Buddha's example? Why is karma important to Buddhists? How can light bring a community together?</p> <p><i>Next steps: In the summer you will reflect on religions and world views. Is Buddhism a religion or a worldview?</i></p> | <p>prayer and personal prayer?<br/>Do people of different religious traditions think about prayer in the same way?<br/>Are there similarities and differences in prayer in different traditions?</p> <p><i>Interfaith week 22 - How is religious faith expressed in poetry, film, stained glass and drama?</i></p> <p><i>Next steps: You will be thinking about similarities and differences within worship practices. Do all Christians pray and worship in the same way?</i></p> | <p>Who believes in transubstantiation?<br/>How is worship different in orthodox and reform synagogues?<br/>Why do Muslims pray 5 times a day?<br/>What have you learnt about worship?</p> <p><i>Next Steps: How did you learn about the different worship practices? How could you find out the answer to questions and religions and worldviews moving forward?</i></p> | <p>How would a Christian defend God in the face of suffering?<br/>What are the similarities and differences between Easter celebrations?</p> <p><i>Next steps: Which key vocabulary about Easter do you think will be key in in your lessons at secondary school?</i></p> | <p>How do environmental scientists determine how our actions affect the environment?<br/>Why might using both theology and environmental science together be helpful to being good stewards when making decisions about actions that affect the natural world?</p> <p><i>Next steps: In your final unit of RE you are going to think deeply about your personal views, what are your views on how to look after the environment?</i></p> | <p>What influences a belief or idea?<br/>Can you ascertain another persons world views?<br/>What is your world view?</p> <p><i>Next Steps: How will knowing about your own world view benefit your learning in your RE lessons at secondary school?</i></p> |
| <p><b>Vocabulary</b></p> | <p><b>Buddha, shrine, temple</b> (vihara), <b>Dharma</b>, Sangha, Wesak, <b>Siddhartha Gautama, Meditation</b>, , the Four Sights, <b>Enlightenment</b>, Kathina, <b>The Four Noble Truths</b>, Boddhisatva,</p>  | <p><b>Praise, confession, intercession, petition, psychology, religious studies</b></p>  | <p><b>Adhan, Amidah, Communion, Orthodox, Protestant, Reform, Roman Catholic, Shema, Shi'a, Sunni, tallith, turbah, transubstantiation</b></p>   | <p>God, <b>philosophy, theology, argument, omnipotent, benevolent free will</b></p>   | <p><b>Theology, environmental science, natural science, hypothesis, experiment, khalifah, Hadith, steward, Guru Granth Sahib, daya, guru</b></p>   | <p><b>Worldviews, religion, influence, connections, religious dimensions, tolerance, respect, critical</b></p>  |