



RE Curriculum Map

The Hertfordshire agreed Syllabus for RE and Religion for Today and Tomorrow are used to support the planning and teaching of RE at Cuffley School.

Aims- This Agreed Syllabus for RE aims to ensure that all pupils develop knowledge and understanding of **sources of wisdom and their impact** whilst exploring **personal and critical responses**.

A. Sources of wisdom from religions and worldviews and their impact

All pupils should:

- Know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- Express ideas and insights about the nature of beliefs, values and practices and their impact on the identity of individuals and communities locally, nationally and globally
- Recognise and explore similarities and differences which exist within and between religious and non-religious worldviews

B. Personal and critical responses to religion and worldviews

All pupils should:

- Express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into and responding to spiritual, philosophical, moral and ethical issues
- Engage with the questions and responses offered by religions and worldviews concerning ultimate questions and human responsibility
- Develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

Nursery	<p>Curriculum content (Development Matters): C and L: Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Understand 'why' questions, PSED: Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Begin to understand how others might be feeling. Literacy: Engage in extended conversations about stories, learning new vocabulary. Understanding of the World: Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people. Expressive Arts and Design: Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Curriculum content (Hertfordshire Agreed Syllabus of Religious Education 2023-28) Identity and Belonging: Explore how people know they belong to a family and other groups, including religious groups.</p>
----------------	--



<p>Justice and fairness: Understand what is right and wrong and why. Consider the consequences of their words and actions for themselves and others.</p> <p>Ultimate questions: Experience aspects of the natural world, using their imagination and curiosity about life and develop their appreciation and wonder of the world in which they live. Ask questions that are philosophically challenging and consider answers.</p>					
Autumn 1 Me, me, me!	Autumn 2 Celebration and Colour	Spring 1 Once Upon a Time	Spring 2 Amazing Animals	Summer 1 Growing and Moving	Summer 2 Land Ahoy
<p>Belonging to a family - Sharing photos of their families. Creating a class book.</p> <p>Harvest Festival Exploring different fruit and vegetables.</p> <p>Identity and Belonging - Exploring and talking about our families. Children share a picture of a family celebration</p>	<p>Diwali Discussing how some families will be celebrating Diwali. Explore rangoli and fireworks.</p> <p>The Christmas Story Discussions on Christmas celebrations and developing the children's understanding of diversity. Some families may not celebrate Christmas.</p> <p>The Nativity</p>	<p>The Natural World Explore the changes in the Natural World throughout the Spring. Support children to discuss and share their observations of changes they see.</p> <p>Justice and Fairness - Understand what is right, wrong and why. Consider the consequences of their actions and words on others.</p>	<p>Justice and Fairness - People Who Help us- How do these people ensure justice and fairness?</p> <p>The Easter Story- A look at how Easter is celebrated in our community. Invite children to share their own experiences of celebrations.</p>	<p>The Natural World Caring for the Natural world and asking questions about the world around them. Developing respect for the natural world and celebrating and appreciating its wonders.</p> <p>Eid Discussing and sharing how some families celebrate Eid.</p>	<p>The Natural World Caring for the Natural world and asking questions about the world around them. Developing respect for the natural world and celebrating and appreciating its wonders.</p> <p>The story of Noah's Ark</p>
Assessment:					

Reception	Curriculum content (Development Matters):
-----------	---



Communication and Language: Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

PSED See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspectives of others.

Understanding of the World: Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.

Curriculum content (Early Learning Goals):

PSED- Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.

Understanding of the World- People, Places and Communities: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Expressive Arts and Design- Creating with Materials: Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative:** Invent, adapt and recount narratives and stories with peers and their teacher.

Curriculum content (Hertfordshire Agreed Syllabus of Religious Education 2023-28)

Beliefs and practices: **Share** their own beliefs, ideas and values and listen to and reflect on those of others in the class and beyond

Sources of wisdom: **Listen and respond** to a range of stories that **engage** them, including faith stories, fables, some prayers, reflections and wise sayings

Symbols and actions: **Directly experience** religion, its symbols and actions. **Engage** with artefacts, people and places. **Explore** local places of importance, including at least one place of significance for a religious family. They should **share** their own experiences of places which are important to them

Prayer, worship and reflection: **Learn about** key figures in their own lives and key members of a local religious group. **Listen** and respond to visitors from faith communities. **Talk about** prayer and worship and experience times of quiet and stillness

Human responsibility and values: **Explore** some of the ways in which people express care and concern for each other and the importance of this for relationships. They should **develop** an awareness of their own values and those of others.

Autumn 1 Marvellous Me	Autumn 2 Celebrations	Spring 1 Superhero Powers	Spring 2	Summer 1 Globe Trekkers	Summer 1 Eco- Warriors
----------------------------------	---------------------------------	-------------------------------------	-----------------	-----------------------------------	----------------------------------



			Once Upon a Classic Tale		
<p>Harvest Festival Children will learn about charity and why we collect food for Harvest.</p> <p>Explore the concept of giving food to others as a way we show care and concern. Harvest tables created in each class.</p>	<p>Divali The story of Rama and Sita. Children will experience a visit from a visitor from the Hindu Faith sharing the story of Rama and Sita, and the traditional celebrations, food and dress during Diwali. Learning about prayer in Hinduism and exploring artefacts.</p> <p>Hanukah Learn the story of Hannukah - The Festival of Lights. Learning about Judaism. Explore and talk about Hanukkah.</p> <p>The Nativity Re-enacting the Nativity for the Christmas Assembly</p> <p>Celebrating Christmas</p>	<p>Chinese New Year Children will listen to the story of the Chinese New Year, role play the story and experience writing Chinese characters.</p> <p>Explore stillness as a way to calm our bodies and minds throughout the Spring and Summer Term.</p>	<p>Easter The children will listen to the Easter story and discuss the significance of symbolism in Spring and Easter. Learning about Christianity. Children will share their experiences of Easter and the traditions in their homes. Re-visit Christian artefacts and look closer at icons linking these to Greek Easter.</p>	<p>Eid Muhammad and the Holy Book The children will share their experiences of Eid we will look at places of worship in Islam and Islamic art. Learning about prayer in Islam. The Blue Mosque in Istanbul. Revisit the exploration of artefacts across faiths look again at Hindu, Jewish artefacts and incorporate artefacts from Islam.</p> <p>Symbols in Different Faiths Children will share their experiences of Places of Worship, prayer and cultural traditions in their family. Children will learn that all</p>	<p>Human Responsibility and Values Caring for each other and respecting the faiths and cultures of the school community. What makes a good friend?</p> <p>Sikhism The Golden Temple of Amritsar. Learning about the Sikh faith and the story of The Crying Camel.</p> <p>Buddhism The Sound the Hare heard. Discuss the Buddhist faith.</p>

		The children will share their own experience of how they celebrate Christmas. Explain that not everyone will celebrate and why. Explore artefacts from Christianity.			families and people are unique and learn to respect these differences.	
Assessment:		Explore different ways of living, including beliefs and festivals (B&P)		<p>Understand what is right, wrong and fair (J&F)</p> <p>Use imagination and curiosity to develop their wonder of the world and ask questions about it (UQ)</p>	<p>Communicate through talk or gesture about prayer. Experience periods of stillness and reflection (PWR)</p> <p>Communicate about people, places and religious symbols and artefacts(S&A)</p> <p>Show awareness of things and people that matter to them and link this to learning in RE (I&B)</p>	<p>Explore how people show concern for each other and the world around them (HR&V)</p> <p>Listen and respond to religious stories (SOW)</p>

Key Stage 1	Curriculum content (Hertfordshire Agreed Syllabus of Religious Education 2023-28) Christianity and Sikhism, (Year 1) , Christianity and Islam, (Year 2) are to be studied in depth.
--------------------	---

	<p>Pupils may also learn from other religions and worldviews in thematic units.</p> <p>Beliefs and practices</p> <ul style="list-style-type: none"> • 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 <p>Sources of wisdom</p> <ul style="list-style-type: none"> • 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 <p>Symbols and actions</p> <ul style="list-style-type: none"> • Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities <p>Prayer, worship and reflection</p> <ul style="list-style-type: none"> • Respond to and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious community <p>Identity and belonging to a family</p> <ul style="list-style-type: none"> • 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 lives <p>Ultimate questions</p> <ul style="list-style-type: none"> • Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions <p>Human responsibility and values</p> <ul style="list-style-type: none"> • Respond to stories and real-life examples of how and why people show care and concern for humanity and the world <p>Justice and fairness</p> <ul style="list-style-type: none"> • 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 					
<p>Year 1 Christianity and Sikhism</p>	<p>Autumn 1 Beliefs and Practices/ Ultimate Questions</p>	<p>Autumn 2 Beliefs and Practices/ Ultimate Questions</p>	<p>Spring 1 Sources of Wisdom</p>	<p>Spring 2 Identity and Belonging/ Sources of Wisdom/ Beliefs and Practices</p>	<p>Summer 1 Identity and Belonging</p>	<p>Summer 2 Ultimate Questions</p>
	<p>How and why do Christians follow Christianity?</p>	<p>How do Sikhs celebrate the fruitfulness of the</p>	<p>Why did Jesus tell parables? Explore and tell some</p>	<p>What things are most important to</p>	<p>Why do religious communities need leaders?</p>	<p>Who made the World?- (UC God 1.1)</p>



	<p>Key Christian beliefs.</p> <p>What do Christians believe God is like? (UC God 1.1) Include questions- If we are made in the image of God then why are we all so different? Where is God?</p> <p>How do Christians celebrate the fruitfulness of the earth? (eg Harvest traditions and helping those in need).</p> <p>How and why do Sikhs follow Sikhism? Key Sikh beliefs.</p>	<p>earth- explore the festival of Vaisakhi. Include qu. why do some people thank and praise God?</p> <p>Explore the story of Rama and Sita. How the victory of good over evil is expressed in this story and why is this such an important time for most Sikh families?</p> <p>Explore Diwali- how and why is it celebrated? How is light used in this festival?</p> <p>Why does Christmas matter to Christians? (UC Incarnation 1.3)</p>	<p>parables through drama. Are these still relevant today?</p> <p>Why some books are called holy or sacred? Why is the Bible holy and sacred for Christians?</p> <p>Compare how the Sikh Guru Granth Sahib and the Bible are treated.</p>	<p>you and your family?</p> <p>Make a list of the different groups to which you belong. Why are these important for your wellbeing?</p> <p>What is the good news the Jesus brings? (UC Gospel 1.4)</p> <p>Why does Easter matter to Christians?(UC Salvation 1.5)</p>	<p>Include qu's- What does it mean to be a follower?</p> <p>What is special about how Christians celebrate the birth of a new baby? Explore aspects of baptism through role play</p> <p>What is special about how Sikhs celebrate the birth of a new baby?</p> <p>Using creative media, explore how we can all live together when we are so different.</p>	<p>Does everyone shares the same belief about how the world began? What do you/ non-Christian people believe about how the world was created? What do Christians believe about how the world was created?</p> <p>Explore big questions in 'Why is the Sky Blue?' by Sally Grindley. What are the common themes in Christian stained glass windows- why might this be? Debate some deeper questions, e.g. What might heaven be like? If you met Jesus, how would you describe him? If Jesus came to your town/village,</p>
--	--	---	---	---	--	---



						where would he visit and why?
Assessment:		Give at least one example of belief and practice, such as a festival, worship and/or ritual and share some meanings behind them		Respond to religious and moral stories. Begin to raise questions about some sources of wisdom and their origins	Talk about things and people that matter to them and how people belong to groups including faith groups	Demonstrate their curiosity about the wonder of the world, asking and beginning to respond to a range of questions about it

Year 2 Christianity and Islam	Autumn 1 Symbols and Actions/ Prayer, Worship and Reflection.	Autumn 2 Symbols and Actions/ Prayer, Worship and Reflection.	Spring 1 Symbols and Actions/ Prayer, Worship and Reflection.	Spring 2 Prayer, Worship and Reflection/ Justice and Fairness.	Summer 1 Justice and Fairness.	Summer 2 Human Responsibility and Values
	<p>How and why do Christians practice their religion?</p> <p>How and why do Muslims practice their religion?</p> <p>Identify which religion a variety of photographs/ artefacts belong. Explore examples of religious artefacts from Islam asking questions, finding out their meaning</p>	<p>Explore the importance of water as religious symbols in Christianity. Explore the importance of water as religious symbols in Islam. How and why do some Muslims wash in a daily pattern? (Wudu). Consider similarities with Christianity.</p>	<p>What are the key features of/ symbols in a church? Why are they designed in that way?</p> <p>What are the key features of/ symbols in a Mosque .Why are they designed in that way?</p> <p>How and why do some Muslims wash (recap) and pray in a daily</p>	<p>Why do Christians all over the world pray 'The Lord's Prayer'?</p> <p>Why does Easter matter to Christians? (UC Salvation 1.5)</p> <p>Was it fair that Jesus died on the cross? Debate.</p>	<p>Explore how people of faith have influenced the world by their actions.</p> <p>How might stories and parables that Jesus told influence the behaviour of Christians? Explain how faith stories guide people in their choices of what is right or wrong.</p>	<p>What makes human beings so unique? How we can live together when we are all so different?</p> <p>Pupils share ideas on how we know that people come from different religions. Create a recipe for living together happily.</p> <p>Explore the relationship between humans,</p>

	<p>and use in the context of prayer and worship</p> <p>How do different religions say 'thank you' to God? Why do some people pray to God/ Allah for help?</p>	<p>Why does Christmas matter to Christians? (UC Incarnation 1.3)</p>	<p>pattern. Why does a prayer mat become holy when a Muslim prays on it? In what way do different religious people share actions when praying?</p>		<p>Why do we need rules anyway? Should there be more than one 'Golden Rule'? How do our choices affect our behaviour? Explore through drama. Is it only religions that help us to learn about what is right and wrong?</p> <p>Explore a Christian charity that focuses on Justice and fairness.</p>	<p>their environment and other living things.</p> <p>How do the religious groups in your local community look after people and the world? Include deeper question-'Should everyone in the world take responsibility for looking after each other?' Why is Zakat important to so many religious people?</p>
Assessment:	<p>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 and P).</p>	<p>Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection (P,W and R)</p>	<p>Give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities. (S and A)</p>		<p>Explain the influence of rules. Explore moral stories and consider what is right and wrong just and fair (J and F)</p>	<p>Tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why people do this (H R and V)</p>

Key Stage 2 Curriculum content: (Hertfordshire Agreed Syllabus of Religious Education 2023-28)



	<p>Beliefs and practices</p> <ul style="list-style-type: none"> • Describe, make connections and reflect upon different features of the religions and worldview studied, discovering more about the significance of pilgrimage, worship and the rituals which mark important points in life including the joy of celebrations <p>Sources of wisdom</p> <ul style="list-style-type: none"> • Investigate interpret and respond to a range of stories, sacred writings and sources of wisdom and authority reflecting on the impact of beliefs and teachings as ways of seeing the world in different communities <p>Symbols and actions</p> <ul style="list-style-type: none"> • Explore and describe beliefs, practices and symbols and their deeper meanings, in order to understand different ways of expressing meaning <p>Prayer, worship and reflection</p> <ul style="list-style-type: none"> • Research and explore varied examples of how people of faith communicate their beliefs and receive inspiration through sacred spaces, worship, prayer, reflection, meditation and stillness <p>Identity and belonging to a family</p> <ul style="list-style-type: none"> • Explore and describe the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and consider why belonging to a community may be valuable in their own lives <p>Ultimate questions</p> <ul style="list-style-type: none"> • Discuss and present thoughtfully, through a range of media, their own and others' views and challenging questions about belonging, meaning, purpose and truth <p>Human responsibility and values</p> <ul style="list-style-type: none"> • Consider and apply ideas about ways in which diverse communities can live together for the well-being of all. Respond thoughtfully to ideas about values, respect and human responsibility <p>Justice and fairness</p> <ul style="list-style-type: none"> • Discuss and apply their own and others' ideas about ethical questions reflecting on ideas about what is right and wrong and what is just and fair.
--	---

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--------	----------	----------	----------	----------	----------	----------



Christianity and Islam	Identity and Belonging/ Sources of Wisdom	Identity and Belonging/ Sources of Wisdom/ Ultimate questions	Ultimate Questions	Ultimate Questions/ Sources of Wisdom	Identity and Belonging/ Sources of Wisdom	Justice and Fairness
	<p>Explore key shared beliefs in Christianity and what it means to belong to a faith community.</p> <p>Who was Jesus and what was his life like? Timeline of events in Jesus' life.</p> <p>What are the origins of the Bible and how it should be treated? Include question- can you be a Christian and not read the Bible?</p> <p>What is the Holy Trinity? (UC Incarnation 2a.3)</p>	<p>Explore key shared beliefs in Islam.</p> <p>Story of Muhammad</p> <p>What are the origins of the Quran and how it should be treated?</p> <p>99 names of Allah.</p>	<p>What different ideas do people have about how the world began? What do you believe?</p> <p>The Christian Creation Story.</p> <p>The Islamic Creation Story. Compare the Christian and Islamic creation stories. Use the story structure of Adam and Eve to find the conflict and solution.</p>	<p>Explore why people have different ideas about God and heaven. Debate. Create works of art to express understanding about God/ Creation/ Heaven. Discuss and consider deeper questions such as: Why are there some questions to which no one has the answers? Why don't we know what happens when we die? What might God say to the human race? Why are there good and bad people in the world?</p>	<p>Explore how the Five Pillars of Islam and how these help to guide Muslims in their everyday lives. Including question- Why do some Muslims pray five times a day while others do not?</p> <p>What is Ramadan? What do Muslims do during this time and why?</p> <p>Explore Eid Al Fitr/ Al Adha.</p> <p>What does the parable of the Good Samaritan mean today?</p>	<p>Explore faith stories illustrating justice and fairness and how to treat each other:</p> <p>Zaccheus the Tax Collector</p> <p>The Widow's Mite/ The Sheep and the Goats. Include deeper question- Who decides what is right and wrong? Does fairness mean that everyone gets the same?</p> <p>Learn about the work of religious charities.</p>



				Explore the impact of the Pentecost on Christians, (UC Kingdom of God 2a.6)		
Assessment:	Give two examples of how individuals show that they belong to a faith community. Recognise how some religious people are guided by their religious leaders (I&B).	Raise questions and suggest meanings to three examples of either religious and moral stories, sacred writings or sources of wisdom. Identify the faith traditions from which these come and their impact on followers (S of W).		Through creative media, express an understanding of a range of ultimate questions, reflecting on questions that are difficult to answer (UQ).		Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair (J and F).

Year 4 Christianity and Hinduism	Autumn 1 Beliefs and Practices	Autumn 2 Beliefs and Practices	Spring 1 Prayer, Worship and Reflection	Spring 2 Prayer, Worship and Reflection	Summer 1 Symbols and Actions	Summer 2 Human Responsibilities and Values
	To learn about the key beliefs Hindus follow. To find out about Hindu Pilgrimage, (Kumbh Mela) Include deeper qu- Does a place of pilgrimage need to	What is it like to follow God? (UC People of God 2a.2) To learn about a Christian wedding. To learn about a Hindu wedding.	To learn about the Hindu place of worship and why it plays an important part in the religious community. Include question- Is prayer only	To learn about what Jesus taught about Prayer. (Luke 11:1-4 and Matthew 6:9-13) How does 'The Lord's Prayer' help Christians show commitment to their faith? Include	What importance does the cross have to Christians? Learn about worship, exploring the symbols, beliefs and actions as part of it (incl.	To explore what kind of world Jesus wanted (UC Gospel 2a.4) To explore Jesus' teachings about the value of forgiveness and reflect on what

	<p>have a spiritual connection?</p> <p>To explore the festival of Diwali reflecting on the symbolism of light. Include question- Is Diwali important to Christians?</p> <p>To learn about the key beliefs in Christianity, (UC key concepts).</p>	<p>and reflect on how the same celebratory event, (wedding) is expressed in the two different religions.</p> <p>To explore the festival of Christmas, reflecting on the symbolism of light. Compare with Diwali. Include question- Is Christmas important to Hindus? Combine with.... Explore how Advent and Christmas are celebrated around the world.</p>	<p>possible in a sacred place?</p> <p>To learn about the Christian place of worship and why it plays an important part in the religious community. Include question- Why do some believers go to a place of worship to pray?</p> <p>To learn about a Hindu shrine and what happens in Puja in many Hindu homes. Include question- How do Hindus build their relationship with a specific deity?</p> <p>To explore the words of the Hindu Gayatri Mantra form the Bhagavad Gita.</p>	<p>question-should prayer be silent?</p> <p>EUCCHARIST Why do Christians call the day Jesus died Good Friday? (UC Salvation 2a.5)</p>	<p>bowing down, silence, making music, sharing food, speaking to God). Make connections between religions/ communities.</p> <p>How and why is it important to share food as part of Christian worship? (last supper, holy communion)</p>	<p>Christians might say are the most important attitudes and values he inspired.</p> <p>To learn about ahimsa and describe the impact that Hindu teaching and ahimsa has on what people eat and how they treat animals. (Children to express their own ideas.</p> <p>To apply ideas from different religious codes and world views for living to compile a charter for their own moral values, highlighting respect for all. Include deeper question- How might religion help people to be good?</p>
--	---	---	---	---	--	--



Assessment:		Describe, make connections and reflect on some religious and non-religious worldviews studied, using specific religious vocabulary about how celebrations and key moments in life are marked by different communities		Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections	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	Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility
--------------------	--	---	--	--	---	---

Year 5 Christianity and Judaism	Autumn 1 Sources of Wisdom	Autumn 2 Sources of Wisdom	Spring 1 Identity and Belonging	Spring 2 Identity and Belonging	Summer 1 Prayer, Worship and Reflection	Summer 2 Human Responsibility and Values
	<p>What do we already know about Judaism and Christianity? Key beliefs and practises in the Jewish religion.</p> <p>What are the main sources of wisdom in Christianity and Judaism and why are they important?</p>	<p>To identify the key figures in the Jewish religion and to understand why they regarded as sources of wisdom; Moses.</p> <p>What would Jesus do? (UC Gospel 2b.5)</p>	<p>To explore why and how the Torah is considered a cherished source of wisdom and guidance for living. To interpret what Deuteronomy 6 in the Torah teaches.</p> <p>To describe similarities and differences in the ways two different</p>	<p>What does it mean to observe Shabbat and what are the challenges for modern Jews to follow this ancient law?</p> <p>What does it mean to be Kosher and what are the challenges for modern Jews to</p>	<p>What are the main Christian groups represented in Britain? How do church buildings reflect the similarities and differences in Christian belief?- Include questions- 'Do Christians need to worship in a church to</p>	<p>What do Jews, Humanists and Christians teach about how people can live together for the wellbeing of all.</p> <p>What do Christians believe about the relationship between humans, their environment</p>

	<p>What is the meaning and significance of 'The Lord's Prayer'? How does it enhance worship? Why were all the sacred texts written so long ago and are they still relevant?</p> <p>To identify the key figures in the Jewish religion and to understand why they regarded as sources of wisdom; Abraham.</p>	<p>Was Jesus the Messiah? (UC Incarnation 2b.4)</p> <p>To describe similarities and differences in the ways two different traditions express what 'belonging' means in those traditions; Christmas and Hanukkah.</p>	<p>traditions express what 'belonging' means in those traditions: Bah and Bat Mitzvah.</p> <p>Catholic confirmation.</p>	<p>follow this ancient law?</p> <p>How do Jewish people remember key events from their history? Explore Passover and Seder</p> <p>What did Jesus do to save human beings? (UC Salvation 2b.6)* Rev Chris's visit.</p>	<p>connect with God?' 'Christians don't go to church; Christians are the church.' What does this mean? (Oracy/ debate). How do prayers such as the Shema enhance worship?- Explore how a mezuzah is a declaration of identity and faith. How and why are the tallit, tefillin and kippah used as signs and symbols in Jewish prayer?</p>	<p>and other living creatures? Stewardship To explore the Jewish concept of 'Tikkun Olam' ('repairing the world'). Why might some people think that the world is broken?</p> <p>How can following God bring freedom and justice? (UC People of God 2b.3</p>
<p>Assessment:</p>		<p>Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.</p>		<p>Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present.</p>	<p>Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.</p>	<p>Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.</p>

Year 6 Christianity and Buddhism	Autumn 1 Justice and Fairness	Autumn 2 Creation Stories	Spring 1 Beliefs and Practices	Spring 2 Symbols and Actions	Summer 1 Ultimate Questions	Summer 2
	<p>To explore the concept of freedom.</p> <p>To explore the concept of justice through religious stories.</p> <p>To explore the concept of human rights.</p> <p>To debate which is more important: freedom or justice.</p>	<p>To re-tell the Judeo-Christian and Abrahamic creation stories.</p> <p>To compare the Judeo-Christian and Abrahamic creation stories and discuss why there are different views on creation.</p> <p>To recount the birth story of Jesus.</p> <p>To understand how we know about the birth of Jesus and discuss the importance of stories in Christianity.</p>	<p>To understand the key principles and figures of the Buddhist religion.</p> <p>To identify similar celebrations that are celebrated differently in Christianity and Buddhism.</p> <p>To understand how God can mean different things to different people.</p>	<p>To explore Christianity and Buddhism through music.</p> <p>To explore Christianity and Buddhism through art.</p> <p>To explore the importance of light in Christianity and Buddhism.</p> <p>To understand what crucifixion means to Christians and why it is celebrated.</p>	<p>To debate the question 'Creation and science: contradictory or complementary?'</p> <p>To explore what heaven might look like and how this differs between religions.</p> <p>To explore how natural disasters can create conflict with religious beliefs</p> <p>To explore what is meant by a soul.</p>	
Assessment:	Evaluate and ask challenging questions applying their own and others ideas about responsibility and		Describe, make connections and reflect on some religious and worldviews studied,	Compare how and why a range of beliefs expression and actions communicate	Present a range of views and answers to challenging questions about belonging, meaning and truth	



	what is right and wrong, considering possible effects of different moral choices.		using specific religious vocabulary about how celebrations and key moments in life are marked by different communities.	different meaning to individuals within communities. Identify and describe similarities and differences between and within communities.		
--	---	--	---	---	--	--