



RE CYCLE B

AUTUMN

SPRING

SUMMER

EYFS

Believing: to know that different people have different faiths; to know that some stories come from different holy books and to express ideas in response to those stories.

Living: to know that different people have different times of celebration; to understand that different people have different ways of celebrating major events; to know that people of all faiths can and do live well alongside each other; to enjoy joining in with family customs and routines; to be able to express some of their own families' customs and traditions.

Expressing: to know that different people have a range of different ways of showing their beliefs, including prayers and worship; to know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions.

- Can you recall one fact about Diwali?
- Can you explain why we celebrate Harvest?
- Can you create a clay diva lamp?
- Can you recall who came to celebrate the birth of Jesus?
- Can you recall some of the items used to celebrate Hanukkah?
- Can you make a Christmas card for your family?

- Can you name some of the things that you might see during Chinese New Year customs?
- Can you remember one way the Hindu festival of colours is celebrated?
- Can you recall why we celebrate pancake day?
- Can you create a card for Mothering Sunday?
- Can you make an Easter card which moves?

- Can you talk about the role of a Mosque in a community?

YEAR
1/2

HANNUKAH AND CHRISTMAS

BIG QUESTION: How are the festivals of Christmas and Hannukah similar and different?

PRIOR LEARNING: EYFS role play of the Nativity; recalling who came to celebrate the birth of Jesus

NEXT STEPS: LKS2 Hindu celebrations

CHURCHES, SYNAGOGUES AND MOSQUES

BIG QUESTION: How do religious buildings show signs of their faith?

PRIOR LEARNING: EYFS Mothering Sunday crafts; Easter crafts and symbols

NEXT STEPS: LKS2 Hindu temples

EXPLORING COMMUNITY VALUES AND MORALS

BIG QUESTION: What rules do different people follow and why?

PRIOR LEARNING: recall of different religious beliefs

NEXT STEPS: LKS2 Hindu rules

	<p>VOCABULARY: Hanukah, Christmas, symbols, same, different, celebrations, festivals, practices, sensitive, experiences, feelings</p> <p>ENQUIRY QUESTIONS: Understand that when Jesus was alive, many people followed Judaism (beliefs and practises).</p> <ol style="list-style-type: none"> 1. Can you retell and suggest meanings for religious stories, actions, and symbols? (Hannukah) 2. Can you retell and suggest meanings for religious stories, actions, and symbols? (Christmas) 3. Can you compare the key practices/feelings of Hannukah and Christmas? 4. Can you begin to show awareness of similarities in religions e.g. light as a symbol of goodness? 5. What other celebrations are important to Christians and Jewish people? 6. Using everything you have learnt in this topic; can you answer the Big Question: How are the festivals of Christmas and Hannukah similar and different? 	<p>VOCABULARY: synagogue, mosque, church, Passover, Easter, symbols, Lent, Judaism, Christianity, Islam, Muhammed</p> <p>ENQUIRY QUESTIONS: Understand that Islam reveres Jesus as a prophet but believes that Muhammad (PBUH), born 570 AD, was the final prophet.</p> <ol style="list-style-type: none"> 1. What differences/similarities can you find outside and in the architecture of places of worship? Compare a typical Jewish synagogue, Islamic Mosque, and Christian Church. 2. How do Christians/ Jews/Muslims express their beliefs inside the place of worship? E.g., prayer mats, compass in mosques. <p>CHURCH VISIT</p> <ol style="list-style-type: none"> 3. Can you retell and suggest meanings for religious stories and actions? (Jewish Passover) 4. Can you retell and suggest meanings for religious stories and actions? (Christian Lent) 5. Can you retell and suggest meanings for religious stories and actions? (Christian Easter) 6. Using everything you have learnt in this topic; can you answer the Big Question: How do religious buildings show signs of their faith? 	<p>VOCABULARY: community, values, Ten Commandments, Five Pillars, traditions, Eid Ramadan</p> <p>ENQUIRY QUESTIONS: Understand that Jews, Muslims, and Christians all believe the Old Testament stories.</p> <ol style="list-style-type: none"> 1. What does it mean to be human and part of a community? (school motto, houses, other clubs, sports, religions) 2. What is right and wrong? Can you recognise and respect your own values (family, class rules) and those of others and what are the Ten Commandments that Jews, Christians, and Muslims share? 3. What are the five pillars of Islam? 4. What do Christians/Jews/Muslims do to express their beliefs? (Especially traditions around birth and belonging) 5. Why are the Eid festivals important to Muslims? (Ramadan night of power, Eid-ul-Fitr and Eid -ul-Adha and make links to Passover, Lent and Easter) 6. Using everything you have learnt in this topic; can you answer the Big Question: What rules do different people follow and why?
<p>YEAR 3/4</p>	<p>HINDU/CHRISTIAN PILGRIMAGES</p> <p>BIG QUESTION: Why do people make religious pilgrimages?</p>	<p>HINDU AND CHRISTIAN SIGNS AND SYMBOLS</p> <p>BIG QUESTION: What do Hindu and Christian symbols show?</p>	<p>HINDU AND CHRISTIAN CREATION STORIES</p> <p>BIG QUESTION: How might the world have been created?</p>

	<p>PRIOR LEARNING: KS1 Christmas journeys</p> <p>NEXT STEPS: UKS2 missionary work</p>	<p>PRIOR LEARNING: KS1 Jewish/Christian/Muslim symbols</p> <p>NEXT STEPS: UKS2 Buddhist/Islamic symbols</p>	<p>PRIOR LEARNING: KS1 Christian creation story shared by Christians, Jews and Muslims.</p> <p>NEXT STEPS: UKS2 Philosophical questions</p>
	<p>VOCABULARY: journey, pilgrimage, sacred places, River Ganges, Varanasi, Dharma, samskaras , Karma, Samsara and Moksha</p> <p>British Values - tolerance of different beliefs/individual liberty/mutual respect. CPS where appropriate.</p>	<p>VOCABULARY: shrine, mandir, temple, Om, swastika, lotus flower, puja tray, satsang, symbols, baptism, confirmation</p> <p>British Values - tolerance of different beliefs/individual liberty/mutual respect. CPS where appropriate.</p>	<p>VOCABULARY: sources, authorities, creation, Brahman, Psalms, hymns, the Lord’s prayer, Humanism</p> <p>British Values - tolerance of different beliefs/individual liberty/mutual respect. CPS where appropriate.</p>
	<p>ENQUIRY QUESTIONS:</p> <p>Christian/Hindu and other spiritual journeys</p> <ol style="list-style-type: none"> 1. What is the difference between tourism and pilgrimages? Does anyone have personal experience? 2. Where are sacred places and pilgrimages for Hindus? (River Ganges, Varanasi) 3. What places are sacred pilgrimages for Christians to visit and why? (Jerusalem and explain significance to Jews/Muslims as well) 4. Why do missionaries travel and what charity work do they do? (CPS) 5. What is the significance of journeys in the Christmas story? (Link to Eastern Europe topic and explore the story of Babushka) (CPS) 6. Using everything I have learnt in this topic; can I answer the Big Question: Why do people make religious pilgrimages? 	<p>ENQUIRY QUESTIONS:</p> <p>Signs and symbols in a Christian church/Hindu mandir.</p> <ol style="list-style-type: none"> 1. What are signs and symbols and how do they make people feel? (Religious/non-religious signs) (CPS) 2. How do symbols in the bible and church help people to relate to God? 3. How do Christian people show they belong and build a sense of community through symbolic acts? 4. How does Hindu worship build a sense of community/ belonging? What is the purpose of symbols in the Mandir and Puja? 5. What do signs and symbols used at Easter mean? 6. Using everything I have learnt in this topic; can I answer the Big Question: What do Hindu and Christian symbols show? 	<p>ENQUIRY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What is the Christian/Jewish/Muslim creation story and how does it try to make sense of the world? 2. What is the Hindu creation story and how does it try to make sense of the world? 3. What other stories/ideas are there about how the world began? (Religious/non-religious) (CPS) 4. How do Hindus show devotion to Brahman the creator and try to look after the world? 5. How does language within worship express Christian belief about the creator? 6. Using everything I have learnt in this topic; can I answer the Big Question: How might the world have been created?

YEAR 5/6	CHRISTIANITY	BUDDHISM	KEY PHILOSOPHICAL QUESTIONS
	BIG QUESTION: How do Christians try to live out their beliefs about God? PRIOR LEARNING: LKS2 Christian rules NEXT STEPS: KS3 RE	BIG QUESTION: What are Buddhist beliefs and lifestyles? PRIOR LEARNING: LKS2 Hindu beliefs and lifestyles NEXT STEPS: KS3 RE	BIG QUESTION: Using religious and non-religious viewpoints, what are some key philosophical questions? PRIOR LEARNING: LKS2 Hindu/Christian beliefs NEXT STEPS: KS3 RE
	VOCABULARY: diversity, sources, authoritative, community, persecution, current affairs	VOCABULARY: sources, ethics, humanism and atheist, Buddhism, Dalai Lama	VOCABULARY: philosophy, diversity, morals, respect, tolerance
	ENQUIRY QUESTIONS: 1. How should I live? 2. Who is my neighbour? 3. How do Christians serve their neighbours? 4. What does Jesus mean by 'treating others as you would want to be treated yourself'? 5. How is forgiveness shown in the parable of The Prodigal Son? 6. Can I use what I have learnt in this topic to answer the Big Question: How do Christians try to live out their beliefs about God?	ENQUIRY QUESTIONS: Buddhist beliefs and lifestyles-compare with Islam and Christianity and explore children's own views. 1. How did Buddha reach enlightenment? 2. What are the five precepts of Buddhist's teaching? What are your views on them? 3. What are the four noble truths? 4. What is the eightfold path and the middle way? What are your views on them? How do Buddhist teachings compare to Islam/Christianity? 5. How do Buddhist monks and the Buddhist community help others? Who is the Dalai Lama? 6. Review learning and answer the Big Question: What are Buddhist beliefs and lifestyles?	ENQUIRY QUESTIONS: Key philosophical questions. Explore why and why not answers in relation to all religions studied and non-religious/ humanist views e.g., Stephen Fry Religions taught are Christianity, Judaism, Islam, Hinduism and Buddhism. 1. How and why do some people pray to God? 2. How and why do some people fast/give up things? 3. Why and where do some people visit special religious places? 4. What do different religious symbols mean to some people? 5. Does God exist? What is a good life? Does believing in heaven alter our behaviour on Earth? 6. Review learning and answer the Big Question: Can you explore philosophical questions?

