

Summerfields School RE Curriculum Overview

Our Ultimate End Goal:

By the end of their time at Summerfields, children will have an understanding of what it means to live with a religious orientation and other ways of life, including those informed by a non-religious perspective. Our Religious Education curriculum is rooted in our core value of belonging. Religious and non-religious values are taught so that children can learn how to make the world more accepting so that people feel they belong in our community. We follow the Hampshire Living Difference IV syllabus which embodies an enquiry approach into concepts that are then applied or informed by different religious and non-religious views. The aim of this is so that children explore what people believe and what difference this makes to how they live, so that pupils can make sense of religion and reflect on their own ideas and ways of living. We encourage and enable children to show a sense of caring for everyone, no matter what their views. Children will learn about Christianity throughout their time at Summerfields and will also have the opportunity to explore the other Abrahamic religions of Islam and Judaism. There are also learning opportunities about the Dharmic Sikhi, Hindu and Buddhist traditions as well as non-religious world views such as Humanism. Religious Education can provide all children with a sense of achievement through learning outcomes such as role-play, oral responses and artistic outcomes to show what they have learnt.

Curriculum Coverage (Living Difference IV)

What are the most basic requirements from the Agreed Syllabus?

Early Years Foundation Stage (EYFS)	Key Stage 1	Key Stage 2
<p>They EYFS sets standards for the learning, development and care of a child from birth to five years old. It is a legal requirement for schools with EYFS children to follow the requirements of the statutory framework for the early years foundation stage.</p> <p>The statutory framework has a specific reference to religious education in the EYFS goal Understanding the World: People, Culture and Communities which states that children should “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.”</p> <p>Each unit of study in a Year R class will be an enquiry into</p>	<p>Children in KS1 will continue to explore and reflect on their own way of life, and feelings about this, and will also continue encountering religious and non-religious ways of living.</p> <p>Teachers will begin a sequence of religious education lessons by recreating an experience of the concept/word for the children to experience. For example. By a shared experience together such as a celebration.</p> <p>Children will therefore have opportunities first to explore and then later to share their own experience of the concepts/words studied. In this way they will begin to be attentive to other</p>	<p>During KS2 it continues to be important for teachers to bring children to be attentive to their experience. Over time children in KS2 children will develop a more mature understanding of different religious traditions. In Year 3, children should be able to identify and make their own responses to some of the issues that arise in their own and others’ experience at the communicate and apply steps of the style of enquiry. Children will encounter and study material at the inquire step and consider examples of this at the contextualise step with regard to living a religious or non-religious life. Children should be</p>

<p>the children’s experience of the concept and link strongly to the EYFS characteristics of learning and include at least one golden thread concept.</p> <p>The year R curriculum must include at least two cycles of an enquiry relating to a Christian context and two units which focus on the religion explored in-depth within KS1 at the school. There will also be opportunities to explore the religions or traditions within the class where appropriate, for example celebrating.</p> <p>The cycle of enquiry offers opportunities for both adult-led and enhanced, child-initiated activities.</p>	<p>people’s experience of concepts/words found in religious and non-religious ways of life.</p> <p>At this stage, the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts/words common to all people where children will engage within their own experience.</p> <p>Golden thread concepts/words will be introduced across the whole key stage alongside others that are also evident in religious ways of life for example, happy, sad, remembering and thanking. Towards the end of the key stage, children should begin to explore concepts/words that are shared across many faith narratives.</p> <p>Children will be introduced to terms specific to religions but the focus for religious education at KS1 will be rooted in their own experience.</p> <p>They should be encouraged to ask questions and recognise that different people may respond in different ways to their questions.</p>	<p>encouraged to develop their ability to ask and pursue more perceptive and complex questions and so come to discern value at the evaluate step.</p> <p>The golden thread concepts/words will continue to be present in some cycles of enquiry across KS2.</p> <p>The KS2 curriculum will continue to include concepts/words that are religion-specific although these enquiries will usually become more complex and sophisticated in terms of engagement with the concept/word from the perspective of a religious or non-religious person outside their experience as the children get older.</p> <p>During the key stage, children should begin to explore concepts/words that are shared across many faith narratives and these will increase as children progress through KS2.</p> <p>As KS2 progresses, children usually have a broader range of experiences to draw on for their enquiries. They will continue to engage with concepts/words shared within as well as outside of religions and religious traditions, as well as investigate concepts/words that are shared across religions and religious traditions,. In year 5 and 6, children may have the opportunity to encounter and study concepts/words that are distinctive to particular religions and religious traditions.</p>
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A note about the pedagogy (if required):

A concept is understood as a term for words that give expression to human experience. Living Difference IV uses three broad and overlapping groups of words or concepts to assist with the organisation of a spiral curriculum. There are concepts and words shared within as well as outside of religious traditions such as *thanking* and *celebration*, concepts shared across religions and religious traditions such as *prayer* and *sacred* and there are concepts distinctive to particular religions such as *Church* or *Gurdwara*. Golden Threads are integral for children building an understanding of the world and discussing themes that can transcend religious or non-religious views. The four Golden Threads are Community, Belonging, Special and Love are studied and revisited throughout the teaching of RE.

Living Difference IV uses an enquiry cycle to foster children thinking about their place in the world. Children are introduced through **Communicate** where they share their experiences and lead on to **Apply** where they become aware of the experiences of others. At the **inquire** step, children are introduced to vocabulary and material to be studied which leads to the **Contextualise** stage where children are taught about the lived experience of the subject. At the **Evaluate** stage, children consider the value of the material to those affected by it and how it might matter in their own lives. When appropriate, children may enter the enquiry cycle at a different stage when a concept requires a more child-centric approach.

Procedural Knowledge – What skills do we want our pupils to have to support RE?
 How will these skills build on what went before and help prepare our children for what is coming next?

Enquiry stage	EYFS	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Communicate		Express creatively their response to their own experiences of the concepts/ words introduced.	Continue to express creatively their response to their own experiences of the concepts/ words introduced.	Express creatively as well as describe their response to their own experiences of the concepts/words introduced.	Respond creatively as well as begin to explain their response to their own experiences of the concepts/ words introduced.
Apply		Recognise their responses relate to events in their own lives.	Recognise how their responses relate to events in their own and sometimes other people's lives.	Recognise and describe how their responses relate to events in their own and sometimes other peoples lives	Explain some examples of how their responses relate to events in their own and other people's lives.
Inquire and Contextualise		Recognise what has been taught about the concept or word and how they are used in the tradition studied.	Simply describe what has been taught about how the concept/ word and how it is used in the tradition studied.	Accurately describe what has been taught about the meanings of concepts/ words Accurately describe some variations in ways in which the concept/ word is shown in lives of people encountered and studied.	Accurately explain meanings of concepts/words in the traditions encountered and studied. Accurately explain the way the concept/ words in the traditions studied impact the lives of those in the traditions with examples.
Evaluate		In simple terms children recognise something of the value of these concepts/words in the lives of those living in the traditions studied. as well as for their own lives	In simple terms children can discern something of the value of these concepts/words in the lives of those living in the traditions as well as for their own lives and communities.	Discern and describe the value of these concepts/ words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. Discern possible value for their own lives and communities.	Discern the value of these concepts/ words in the lives of those living in the traditions studied as well as recognising some of the issues this might raise. Discern possible value in the concept/ words for their own lives and communities.

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		<p>Concept: Celebration Theme: Harvest Religion: Christianity Communicate: Children discuss how many different occasions they celebrate and what other things we celebrate. Apply: children explore what celebrations mean to them and how they are affected. Inquire: children explore what are the features of celebrations. Contextualise: Children explore a harvest festival. Children talk to a local priest about how Christians celebrate Harvest. Evaluate: children discuss why celebrating the harvest is</p>	<p>Concept: Special Theme: Special People Religion: Sikhi Communicate: children discuss which places are special to them. Apply: children compare special places and if they mean different things to different people. Inquire: children create a set of criteria that they can apply to special places. Contextualise: children learn about the Gurdwara as a special place for Sikhs. Evaluate: Children discuss whether or not special places matter.</p>	<p>Concept: Symbol Theme: Trees Religion: Across Religions Communicate: Children explore their own responses to trees in their environment Apply: Children give their own examples of where trees have been used out of their environment Inquire: Children explore the meaning of a symbol and their own understanding of the word Contextualise: children explore what the story of the Garden of Eden could mean to Jews, Christians and Muslims. Evaluate: Children discuss what trees symbolise for</p>	<p>Concept: Neighbour Theme: Community Religion: Christianity Inquire: children discuss and gather ideas about what a neighbour is. Contextualise: Children explore the parable of the good Samaritan and what Jesus was trying to get his followers to understand. Evaluate: Children discover local examples of being a good neighbour. Communicate: children are able to justify if an action is neighbourly or not. Apply: children try and apply the story of the good Samaritan in a context familiar to them.</p>	<p>Concept: Belonging Theme: Shahada and Salat Religion: Islam Communicate: Children express what belonging means to them and how connections are formed between people Apply: children discuss how belonging makes us feel Inquire: children learn about the Shahada and how it enables Muslims to feel they belong to something, together Contextualise: children consider the advantages of praying alone and together and how a sense of belonging can be created Evaluate: Children consider whether participating in</p>	<p>Concept: Peace Theme: Revelation Religion: Islam Inquire: children discuss words and images associated with Peace, creating their own responses to the concept. Contextualise: children learn the story of the revelation of the Qur'an to Mahammad and explore their own feelings about fasting Evaluate: children examine what feeling peace might mean for Muslims. Communicate: children examine what makes them feel peaceful and how it helps them Apply: children consider if people can be at peace all the time and</p>

		important for Christians and for themselves.		themselves and people of faith.		activates associated with Shahada and Salat means that people belong in Islam.	whether it would be a good or bad thing.
Autumn 2	<p>Concept: Celebration</p> <p>Theme: Celebrating Birthdays</p> <p>Religion: Christianity</p> <p>Communicate: talk about their own baby pictures</p> <p>Apply: talk and listen to each other</p> <p>Inquire: identify things needed to celebrate the birth of a baby</p> <p>Contextualise: talk about ways of celebrating Christmas</p> <p>Evaluate: Respond to questions about the importance of celebrating birth.</p>	<p>Concept: Waiting</p> <p>Theme: Advent</p> <p>Religion: Christianity</p> <p>Communicate: children think about and discuss times they have waited</p> <p>Apply: children relate their own feelings about waiting and start to think about how others might feel</p> <p>Inquire: children explore different meanings of waiting</p> <p>Contextualise: children explore in a variety of ways how Christians mark advent and what they are waiting for</p> <p>Evaluate: children consider whether</p>	<p>Concept: Celebration</p> <p>Theme: Around the World</p> <p>Religion: Christianity</p> <p>Communicate: children discuss their own experiences of celebrating</p> <p>Apply: children are able to give some reasons for celebrations to happen</p> <p>Inquire: children create a definition of what a celebration is and why we have them</p> <p>Contextualise: children learn about the different celebrations that happen over the world for Christmas.</p>	<p>Concept: Angels</p> <p>Theme: Angels</p> <p>Religion: Christianity</p> <p>Communicate: Children explore where they have seen angel imagery in their own lives</p> <p>Apply: Children discuss different beliefs about Angels</p> <p>Inquire: children explore different images of angels and discuss any similarities and differences between them.</p> <p>Contextualise: children explore the different stories of angels in the bible and compare them to artist interpretations.</p>	<p>Concept: Symbol</p> <p>Theme: Hanukah</p> <p>Religion: Judaism</p> <p>Enquire: children are introduced to the lighting of the Menorah and what it could represent.</p> <p>Contextualise: Children explore the story of the Maccabees and the significance of the lights. They experience a Hanukah celebration.</p> <p>Evaluate: Children discuss how Jewish people might feel if they were unable to have a menorah.</p> <p>Communicate: Children discuss what symbols could represent their own lives.</p> <p>Apply: Children</p>	<p>Concept: Interpretation</p> <p>Theme: Narratives</p> <p>Religion: Christianity</p> <p>Inquire: Children consider reasons why people might see the same event differently to others</p> <p>Contextualise: Children explore the similarities and differences between the two birth narratives of Jesus and</p> <p>Evaluate: Children consider why the two narratives are different in terms of audience and experience of the author</p> <p>Communicate: Children explore why people might</p>	<p>Concept: Incarnation</p> <p>Theme: An extraordinary baby</p> <p>Religion: Christianity</p> <p>Inquire: children explore the meaning of incarnation and look for examples in literature</p> <p>Contextualise: children learn how the concept of incarnation is expressed in the bible</p> <p>Evaluate: Children consider why God incarnate is important to Christians.</p> <p>Communicate: children explore their own ideas about what god would be like if</p>

		their views on waiting have changed since learning about advent.	Evaluate: children explore the importance of celebrating for Christians.	Evaluate: Children decide whether or not angels play an important part in the Christmas story.	discuss whether symbols are universal or individual and give reasons why.	see things differently and express situations in their own lives where this might be the case Apply: Children consider if it is important to consider both interpretations of an event.	they took on a human form now. Apply: children consider and discuss if ideas about this are static or might they change over time.
Spring 1	<p>Concept: Belonging Theme: Story Telling Religion: Christianity Communicate: discuss their own experiences of storytelling Apply: identify situations where storytelling is significant in their lives Inquire: talk about the characteristics of storytelling Contextualise: recognise that Jesus was a story teller</p>	<p>Concept: Change Theme: People Jesus Met Religion: Christianity Communicate: children discuss where they have noticed changes Apply: children record what changes they would like to make and associate good changes and bad Inquire: children revisit the meaning and different types of change and where they encounter change</p>	<p>Concept: Special Theme: Special Clothes Religion: Sikhi Communicate: children think about their own special clothes and the special clothes that others have such as uniforms Apply: children discuss and think about how their special clothes make them feel Inquire: children speak to people from the local community that need to wear</p>	<p>Concept: Special Theme: Sukkot Religion: Judaism Communicate: children discuss their own routines and any special things they do at special times Apply: children consider things they would like to remember together Inquire: children proposes similarities and differences between routines and rituals Contextualise: children learn</p>	<p>Concept: Freedom Theme: Passover Religion: Judaism Communicate: children describe their own responses and feelings towards the concept of freedom Apply: children describe how freedom can be affected by different circumstances Enquire: children describe the meaning of freedom</p>	<p>Concept: Love Theme: The Golden Rule Religion: Humanism Inquire: children discuss what is meant by 'treat others as you would want to be treated'. Contextualise: children learn that humanists often see the golden rule as applying to situations and consider if we need rules to make us happy Evaluate: children</p>	<p>Concept: Ritual Theme: Wudu and Eid Religion: Islam Inquire: Children explore the difference between rituals and routines and look back on previous learning. Contextualise: Children explore what Wudu is and the different rituals associated with Eid-ul-Fitur Evaluate: Children debate whether ritual more important than prayer.</p>

	<p>Evaluate: talk about the importance of storytelling to Christians.</p>	<p>in their own life Contextualise: children explore stories of change from the bible Evaluate: children consider what might happen if there were no changes either in stories or in their own lives.</p>	<p>special clothes for their jobs. Contextualise: children explore the 5 K's and why each one is special for Sikhs Evaluate: children explore how Sikhs feel about these special clothes.</p>	<p>about and role play the rituals practised by Jews during Sukkot Evaluate: children discuss how Jews might view the rituals of Sukkot.</p>	<p>Contextualise: describe how freedom is expressed in Judaism during Pesach (Passover) Evaluate: Children consider what the value of celebrating freedom is during Passover for Jewish people</p>	<p>explain why it might be important for a Humanist to have their own Golden Rule Communicate: Children explore different religious and non-religious stories to explore the golden rule concept. Apply: Children consider whether or not the Golden rule is applicable in all situations.</p>	<p>Communicate: children consider whether or not rituals define who you are. Apply: children discuss how Muslims might feel if their rituals changed or were not allowed.</p>
Spring 2	<p>Concept: Celebration Theme: Celebrating new life Religion: Christianity Communicate: children discuss eggs hatching and there being new life Apply: compare different eggs and consider the ways we think about eggs</p>	<p>Concept: Welcoming Theme: Palm Sunday Religion: Christianity Inquire: children identify and talk about the meaning of welcoming. Contextualise: recognise that Jesus welcome into Jerusalem is remembered by Christians.</p>	<p>Concept: Love Theme: Sad and Happy Religion: Christianity Communicate: children think about times in their life when they have been sad and how they were able to feel happy again. Apply: children role-play family situations where characters feelings</p>	<p>Concept: Love Theme: Emotions Religion: Christianity Inquire: Children explore their own emotions and how they are expressed Contextualise: children consider what emotions the people in the bible may have had during holy week Evaluate: children consider what</p>	<p>Concept: Ritual Theme: Paschal Candle Religion: Christianity Inquire: Children can explain what people mean by ritual. Contextualise: children can explain how ritual is significant at Easter Evaluate: Children consider what</p>	<p>Concept: Salvation Theme: The Christian Story Religion: Christianity Inquire: Children discuss suffering and being saved to find the meaning of salvation. Contextualise: Children explore what Christians mean by salvation through stories. Evaluate: Children</p>	<p>Concept: Resurrection Theme: The Empty Cross Religion: Christianity Inquire: Children discuss what the term resurrection means. Contextualise: Children explore the story related to the Empty Cross and discuss what the symbol of the</p>

	<p>Inquire: discuss the differences between real and symbolic eggs</p> <p>Contextualise: recognise that Christians believe that Jesus had new life after he died.</p> <p>Evaluate: discuss how Easter decorations help Christians remember Jesus' new life</p>	<p>Evaluate: talk about Christians to think about welcoming Jesus.</p> <p>Communicate: Children show how they are welcomed and how they welcome.</p> <p>Apply: children think about how welcoming makes others feel.</p>	<p>are expressed in terms of happy and sad.</p> <p>Inquire: children ask each other what makes them sad and happy and think of different words for happy or sad.</p> <p>Contextualise: children explore the story of the last supper and learn what Christians might feel about the story.</p> <p>Evaluate: children explore different perspectives of the last supper that Christians may have and find some that align with their own views.</p>	<p>happens when false information informs people's decisions</p> <p>Communicate: Children express how emotions might change as a situation unfolds</p> <p>Apply: children explore whether it is possible to have more than one emotion at the same time.</p>	<p>would happen if parts of the ritual were removed or changed and how it would be significant to Christians</p> <p>Communicate: Children explore their understanding of rituals and create a ritual themselves.</p> <p>Apply: Children discuss if rituals are for everyone and what makes them significant for people.</p>	<p>generate questions that they would want to ask a Christian about salvation.</p> <p>Communicate: Children discuss salvation in terms of the world in which we live and how we might find salvation</p> <p>Apply: Children debate topics around salvation to discover if saving people is always as good thing.</p>	<p>empty cross means to Christians.</p> <p>Evaluate: children explore the idea of the resurrection meaning hope to Christians.</p> <p>Communicate: children explore their own ideas about resurrection and whether or not we can see examples of resurrection.</p> <p>Apply: children debate whether belief in resurrection can affect how people behave.</p>
Summer 1	<p>Concept: Precious Theme: Water Religion: Across Religions</p> <p>Communicate: discuss why people think water is</p>	<p>Concept: Remembering Theme: Holi Religion: Hinduism</p> <p>Inquire: children explore the story of Holika and Prahad</p>	<p>Concept: Story Theme: Special Stories Religion: Across Religions</p> <p>Inquire: Children explore what a</p>	<p>Concept: Sacred Theme: Places of Worship Religion: Christianity and Buddhism</p> <p>Inquire: Children</p>	<p>Concept: Symbol Theme: Stones Religion: Across Religions</p> <p>Inquire: children recap what a symbol is and why</p>	<p>Concept: Wisdom Theme: Sacred Texts Religion: Christianity and Judaism</p> <p>Communicate:</p>	<p>Concept: Enlightenment Theme: Wesak Religion: Buddhism</p> <p>Inquire: Children gather their ideas about</p>

	<p>precious. Apply: discuss how water can be dangerous, fun, useful and precious to us. Inquire: talk about the qualities of water that make it precious. Contextualise: visit a church to find out what happens at a baptism. Explore the importance of the river Ganges to Hindus Evaluate: communicate how water is precious in baptism and that the River Ganges is a special place for Hindus.</p>	<p>and discuss any questions or opinions about the story. Contextualise: children explore different ways Hindus remember Vishnu and experience some ways in which Holi is celebrated. Evaluate: children consider whether different shrines help Hindus remember Vishnu. Communicate: Children explore how they show they remember and are thinking about someone Apply: Children discuss times we remember someone good and what might happen if we them.</p>	<p>story is and compare different types of writing to define. Contextualise: children discuss how stories from Christianity and one other faith are important to believers Evaluate: Children explore why stories are important to people who believe Communicate: Children share their own responses to stories Apply: Children make links between stories and their own experiences</p>	<p>explore what makes a place sacred rather than special Contextualise: Children learn about the features of Buddhist temples and shrines Evaluate: children explore the meaning of sacred and whether or not a separate building is necessary Communicate: Children create their own sacred place and contribute to a shared class shrine Apply: Children come to an understanding of how we can show respect for things that are sacred to others.</p>	<p>they are important. Contextualise: Children describe how stones are used as <i>symbols</i> in religious practice and writings Evaluate: Children discuss why stones are effective symbols to various religions and what they could signify to others. Communicate: children make links between stones used as symbols in their own lives. They discuss the needles and their importance to the Isle of Wight. Apply: children debate the importance of stones as symbols.</p>	<p>children research and share pieces of advice they have gathered from people in their families or communities and come to a shared understanding of why advice and wisdom are linked. Apply: Children discuss how wisdom could be viewed differently. Inquire: Children come to a shared understanding of what wisdom is and what makes someone wise. Contextualise: Children learn about the Torah and how it is treated by Jews. They consider the ten commandments. The children will compare this with the Beatitudes in the bible.</p>	<p>enlightenment and explore the story of Buddha under the Bodhi tree. Contextualise: explore the celebrations of Wesak and discuss what parts help Buddhists focus on enlightenment. Evaluate: Children explore the eight-fold-path and how they can guide the daily lives of Buddhists. Communicate: children debate whether true enlightenment is achievable in today's world. Apply: children consider moments of enlightenment in their own lives and explore how it changed things.</p>
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						Evaluate: Children discuss whether these teachings are relevant today.	
Summer 2	<p>Concept: Remembering</p> <p>Theme: Janmashtami</p> <p>Religion: Hinduism</p> <p>Communicate: children communicate their own response to remembering in their own experience</p> <p>Apply: recognise how they remember different situations</p> <p>Inquire: explore the story of Krishna's birth.</p> <p>Contextualise: recognise that Hindus remember Krishna by telling the story of his birth</p> <p>Evaluate: children discuss their own feelings about the story of Krishna's</p>	<p>Concept: Community</p> <p>Theme: Generosity</p> <p>Religion: Hinduism</p> <p>Communicate: Children explore the meanings of generosity and giving and when they have received something.</p> <p>Apply: children discuss the community and how they give in their communities.</p> <p>Inquire: children ask and answer questions about the reasons why people help their communities.</p> <p>Contextualise: children learn about the story of Karna and how Hindu's see dāna as one of the most important values.</p>	<p>Concept: God</p> <p>Theme: God Talk</p> <p>Religion: Across Religions</p> <p>Communicate: Children share their own understanding of what God is.</p> <p>Apply: Children discuss situations in which people might think about God.</p> <p>Inquire: Children explore whether there can be a shared understanding of what God means.</p> <p>Contextualise: Children compare God from two different religious points of view</p> <p>Evaluate: Children articulate how understanding of God is expressed by religious people.</p>	<p>Concept: Belonging</p> <p>Theme: Mezuzah and Shema</p> <p>Religion: Synagogue</p> <p>Inquire: Children discuss how people show they belong to something bigger</p> <p>Contextualise: Children learn why Jews might have a Mezuzah on their doorstep and what message the Shema has.</p> <p>Evaluate: Children discuss why Jews might place importance on them belonging to the Jewish community</p> <p>Communicate: Children make comparisons between themselves and</p>	<p>Concept: God</p> <p>Theme: God Talk</p> <p>Religion: Across Religions</p> <p>Inquire: Accurately describe what some people mean by the concept <i>God</i></p> <p>Contextualise: children research and discuss how Christians, Jews and Muslims describe god.</p> <p>Evaluate: children consider whether images or descriptions of god are inspiring or inappropriate.</p> <p>Communicate: Children debate the importance of God to humankind.</p> <p>Apply: children decide whether or not there are certain situations where people think</p>	<p>Concept: Community</p> <p>Theme: Hajj and Zakat</p> <p>Religion: Islam</p> <p>Inquire: Children build a sense of community and discuss Umma in the Islamic faith</p> <p>Contextualise: children research and prepare information on Hajj and Zakat</p> <p>Evaluate: children compare how Umma and their own sense of community are similar.</p> <p>Communicate: children think about their own communities and what they give and receive from them.</p> <p>Apply: children discuss how</p>	<p>Concept: Special</p> <p>Theme: River of Life</p> <p>Religion: Humanism</p> <p>Inquire: Children explore the River of Life quote from Bertrand Russel and discuss how it may help a Humanist make sense of the world.</p> <p>Contextualise: Children draw parallels with religious beliefs and that of Humanists.</p> <p>Evaluate: Children create their own river of life and explore whether the concept of a river of life if applicable to them.</p> <p>Communicate: children think about their</p>

	birth	Evaluate: children decide how they can show generosity in their own community.		Jews around how they show their identities Apply: Children discuss scenarios in which it is safe to show identity and when it is not	about god more than other times.	community affects their own and others' lives.	continuing journey in life and how their river of life might look in the future. Apply: Children present their interpretation of the river of life and their own journey.
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What key vocabulary will our theologians? <i>Vocabulary is important because it embodies and communicates concepts.</i>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Christian Jesus Christmas Mary Joseph Bethlehem Story Storyteller Message Important New Life Easter	Celebration Party Feelings Invite Harvest Special Waiting Advent Wreath Calendar Christingle Change	Special Kesh (long hair) Kangha (comb) Kaccha (shorts) Kirpan (knife) Kara (bracelet) Invite Candlemas Roman Catholic Anglican Orthodox Nativity	Symbol Garden of Eden Knowledge Banyan Tree Bhagavad-Gita Mahabharata Vat Purnima Hebrew Scriptures Deuteronomy Torah Tu B'Shevat	Jesus Parables Luke New testament Samaritan Judaea Christians Hanukah Menorah Oil Maccabees Dreidel	Islam Muslim Tawheed Risalah Aakhirah Yawmuddin Jihad Shirk Umma Iman Ibadah Akhlq	Eid-ul-Fitur Wudu Qur'an Niyah (pbuh) Salaam Sawm Christitans Jesus Incarnation Narrative Gabriel

Egg (as a symbol)	Ideas	Guru	Siddhartha Gautama	Nichts	Shahada	Mary
Cross	Bible		Bodhi Tree	Ganz	Salat	Messiah
Decorate	Same		Shrine	Halb	Hajj	Lord
Precious	Different		Buddha	Shtell ein	Zakat	Life
Water	Welcome		Angelic	Holocaust	Sawm	Death
Dangerous	Jerusalem		Angels	Nazi	Ramadan	Resurrection
Useful	Affect		Orders	Moses	Mathew	Symbolism
Fun	Holi		Messiah	Plague	Luke	Narratives
Baptism	Prahlad		Gabriel	Egypt	Believers	Scripture
Remember	Vishnu		Heaven	Seder	Interpretation	Siddhartha Gautama
Krishna	India		Carols	Ritual	Non-religious	Buddha
Hindu	Colour		Glory	Paschal	Commonality	Enlightened
Birth	Shrine		Shepherds	Tomb	Concept	Meditation
	Communities		Messenger	Values	Decisions	Four Noble Truths
	Dana		Sukkot	Beliefs	Creation	Eightfold Path
	Karna		Sukkah	Mosque	Salvation	Wesak
	Generosity		Moses	Synagogue	Suffering	Consequence
			Mitzvoth	Church	Temptation	Immoral
			Citron	Mandir	Banish	Moral
			Palm	Gurdwara	Punish	Golden Rule
			Myrtle	Torah	Hope	Self
			Willow	Hebrew	Psalm	Humanist
			Slavery	Uluru	G-d	Ethical
			Holocaust	Easter island	Commandments	
			Ritual	Stonehenge	Synagogue	
			Routine	Headstone	Bible	
			Easter	God	Testament	
			Jerusalem	Isaiah	Gospels	
			Garden of		Shabbat	
			Gethsemane		Torah	
			Crucifixion			
			Resurrection			
			Stupa			

			Offerings Path of enlightenment Buddhist Shema Israel Mezuzah Identity			
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What experience do we want our students to have had? What opportunities will our students have had to 'make the world a better place' ?						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New life chicks	Harvest festival	Celebration experience	Christingle Church Virtual synagogue tour	Hanukah experience Passover experience Church visit	Mosque/ Imam visit Humanist Visit	Buddhist visit Explore pilgrimage