



Religion and Worldviews Curriculum

At Wembley Primary school, our Religion and Worldviews curriculum is centred around enquiry. We aim to equip children with the knowledge and skills required to understand different perspectives on some of life's Big Questions, but also to reflect on their personal views. We aspire for pupils to develop the necessary disciplinary and substantive knowledge to participate in discussions around different concepts within worldviews - enabling them to develop their cultural capital. Our lessons are framed as key questions to facilitate an enquiry approach to learning.

Aims

The Brent SACRE curriculum aims to ensure that all pupils:

- value and understand themselves, as well as their place and contribution to their local community and the wider society
 - develop a sense of being responsible citizens of the future
 - share an understanding of life through experiences and dialogue with others
 - develop their spiritual, moral, social and cultural understanding
- experience and understand the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination
 - engage in meaningful enquiry questions and discussions about their own and others' religions and belief systems
 - share their own beliefs and values, build their knowledge and gain a deeper understanding of belief-systems
- compare their own experiences and make meaningful reflections to create a more informed view of the world and their place in it.

Intent: Wembley Primary School

Our Religion and World Views curriculum is designed to ensure that children can:

- value and understand themselves
- understand and contribute to their community
- have respect and understanding of the main religions of Great Britain, plus the range of religions and world views/beliefs
 - make sense of the past and prepare themselves for the future
 - understand the complexity of the world and the diversity of society
- conduct discussions based on belief systems through personal or guided enquiry

Intent: SACRE

It supports the principle aim of the Brent Agreed Syllabus to: 'help pupils value and understand themselves, as well as their place and contribution to their local community' by reflecting the key religions represented in the Borough, which, according to the 2011 Census, has a large representation of Christianity, Islam and Hinduism. It also supports the fact that the religious traditions of Great Britain, are in the main, Christian, whilst also including the teaching of the other principal religions and worldviews (including non-religious worldviews, such as Humanism) represented in Great Britain. These include Christianity and Buddhism, Hinduism, Islam, Judaism and Sikhism.

Implementation

Lessons begin with retrieval practice (revisiting prior learning). This enables children to consolidate learning and make connections across different religions and worldviews. Teachers are encouraged to plan for opportunities for children to enquire, from which misconceptions can be identified and addressed.

Key vocabulary and concepts are taught explicitly. All units of learning are sequential to enable children to build on prior learning and acquire depth of knowledge. Knowledge organisers are used to pre-teach vocabulary and support accurate use of key vocabulary. End of topic quizzes are given to assess children's understanding of the topic.

Impact

We aspire to develop a culture of understanding and respect of differences. Our aim is that through enquiry, children will be able to nurture their curiosity and develop the skills required to deepen their understanding of a range of belief systems by asking purposeful questions, examining a range of material or evidence and considering the different perspectives they encounter in the real world.

Our Key Concepts

We have 7 concepts threaded through the Religion and Worldviews Curriculum that are developed and transferable:

Creation
Worship
Identity
Morality
Commitment
Celebration
Belief

How these concepts map out across the curriculum:

1. Creation 1A, 1B, 2B, 3A, 3C, 6A, 1C,
2. Morality EYFS, 3C, 4B, 5A, 6A, 6B
3. Worship EYFS, 2A, 3A, 3B, 4A, 4C, 5B, 5C
4. Identity EYFS, 1C, 2A, 2B, 2C, 3C, 4A, 4B, 4C,5A, 5B, 5C, 6B
5. Commitment 2A, 2C, 3A, 3B, 4A, 5A, 5B
6. Celebration EYFS, 1B, 2B, 2C, 5A,5B, 6B, 1A
7. Belief 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4A,4B, 4C, 5A, 5B, 5C 6A, 6B

EYFS

Reception

Personal, Social and Emotional
Development

1. See themselves as a valuable individual.
2. Think about the perspectives of others.

	sacred places and learn about traditions through stories. (1B)		
Key Questions			
Year 1	1a. Who do we thank?	1b. How do we know they are special?	1c. How did we get here?
	<p>Why should we be thankful for our world? Belief</p> <p>What is harvest and how do some Christians celebrate it? Celebration & Belief</p> <p>Why do some Jewish people celebrate harvest? Celebration & Belief</p> <p>How do some Hindus say thank you? Celebration & Belief</p>	<p>What makes a person special? Identity</p> <p>How can we show that a person is special through pictures? Identity</p> <p>Who was Jesus? Identity</p> <p>How can we tell from the Nativity story that Christians believe Jesus is special? Celebration and belief</p> <p>What makes Muhammad special to Muslims? Belief</p>	<p>What are big questions? Belief</p> <p>What do Jewish/Christian people believe is the creation story? Belief</p> <p>What do Hindus believe is the creation story? Creation & Belief</p> <p>What do Muslims believe is the creation story? Creation & Belief</p>

	Article 2 and 14	Why do Jews believe Moses is special? Belief Article 2 and 14	What do others believe about where the world came from? Belief & Creation Article 2 and 14
Year 2	2a. How do people show their beliefs and values	2b. Why is Jesus important to Christians?	2c. Why do people celebrate births?
	<p>How can we show our identity through symbols? Identity</p> <p>Why are symbols important in religion? Identity Belief Worship</p> <p>What do Jewish people wear to show their beliefs about God? Worship Belief Identity</p> <p>How do Sikhs show their beliefs and values? Identity Belief Commitment</p>	<p>Who am I? Identity</p> <p>When am I? Creation Identity</p> <p>Who is Jesus? Identity Belief</p> <p>What is the Easter story? Belief</p> <p>Why is Easter important to Christians? Belief</p> <p>Article 2 and 14</p>	<p>What is a birth-rite? Belief Identity</p> <p>Who has the most important job at an infant baptism? Belief Identity</p> <p>What is most important about baptism for Christians? Belief</p> <p>How are adult baptisms different to infant baptisms? Commitment Celebration</p> <p>How do Hindus celebrate a new life? Celebration</p> <p>How might Muslims show commitment to God during their birth ceremonies?</p>

	<p>How do some Muslims dress to show they belong to their community? Identity Belief</p> <p>Why must we always show respect to others for what they choose to wear? Identity Belief</p> <p>Article 2 and 14</p>		<p>Commitment</p> <p>Why is a name so important? Identity</p> <p>Article 2 and 14</p>
Year 3	3a. What makes a building sacred?	3b. Can anywhere be sacred?	3c. What happens if we do wrong?
	<p>Why do different communities need a special place? Worship Belief</p> <p>How does the church help Christians connect with God? Worship Belief</p> <p>How does the church help Christians connect with each other? Commitment</p> <p>How are the pillars of Islam shown in a mosque? Worship</p>	<p>Where can Muslims pray? Worship Belief</p> <p>How might Hindus show their commitment to God in their homes? Worship Belief</p> <p>How might Jews show their commitment to God in their home? Worship Belief</p> <p>Can anywhere be sacred? Belief</p>	<p>What is meant by the soul? Belief</p> <p>What do Hindus believe happens when they die? Belief</p> <p>What do Muslims believe happens when they die? Belief</p> <p>What do Christians believe happens when they die? Belief</p>

	<p>Belief</p> <p>How do the features of a Gurdwara support the Sikh belief in equality? Belief</p> <p>How are key Jewish beliefs shown in a synagogue? Belief</p> <p>How do Hindus worship in the Mandir? Worship Belief</p> <p>Article 2 and 14</p>	<p>Article 2 and 14</p>	<p>What is the importance of heaven and hell in Christianity? Belief Morality</p> <p>What is the importance of heaven and hell in Islam? Belief Morality</p> <p>Article 2 and 14</p>
	<p>4A How do we know what is right or wrong?</p>	<p>4B What do some worldviews believe about sin?</p>	<p>4C Is there evidence of God? Belief</p>
<p>Year 4</p>	<p>What does the Torah tell us about Jewish people? Belief, Identity and Worship</p> <p>Do the laws mean the same to all Jewish people? Belief, Identity</p> <p>Was Jesus teaching something new? Belief</p>	<p>Where do some people believe sin came from? Morality</p> <p>Who is to blame for temptation? Morality and Identity</p> <p>Why are we tempted to do bad? Morality</p>	<p>How can nature be evidence for God? Belief</p> <p>What was Jesus like? Identity</p> <p>Why is Jesus special to three different religions Belief, Worship</p>

	<p>Does Islam expect the same values and behaviour as the people of the book? Belief, Identity, Commitment and Worship</p> <p>What values are important to Sikhs? Belief and Identity</p> <p>Article 2 and 14</p>	<p>What is a humanist? Identity Belief</p> <p>Where do humanists believe good and bad comes from? Morality, Belief</p> <p>What would life be like without evil? Morality</p> <p>Article 2 and 14</p>	<p>What is special about Jerusalem? Belief and Identity</p> <p>Where else do Muslims go to be closer to Allah? Belief, Worship and Identity</p> <p>Can miracles be true? Belief</p> <p>Article 2 and 14</p>
Year 5	5a. How do we show commitment to our beliefs?	5b. Is commitment the same as sacrifice?	5c. Why do Christians worship in different ways?
	<p>What does coming-of-age mean in Judaism? Belief, Morality and Celebration</p> <p>Why is baptism important to Christians? Belief and Commitment</p> <p>How do Jewish people atone for their sins? Belief, Morality and Commitment</p> <p>Why is confession important for forgiveness? Belief and Morality</p>	<p>Is a sacrifice a tough decision? Belief and Commitment</p> <p>Who benefits from a sacrifice? Belief, Worship and Commitment</p> <p>How does Ramadan show commitment to Allah? Belief, Worship, Identity and Commitment</p> <p>How does shabbat show commitment to G-d? Commitment</p>	<p>Why are there so many Christians in the world? Belief and Identity</p> <p>Are all Christians churches the same? Belief and Identity</p> <p>Why are not all Christians Catholic? Belief and Identity</p> <p>What are some of the differences between Christians? Belief</p> <p>Do all Christians have the same beliefs and values? Belief and Worship</p>

	<p>How does charity show our commitment to others? Morality</p> <p>What consequences does free will have? Belief</p> <p>Article 2 and 14</p>	<p>How does martyrdom compare to religious sacrifice? Belief, Identity and Commitment</p> <p>Is a person who does not attend a place of worship committed? Belief and Commitment</p> <p>Do you have to commit to religious teachings to be good? Belief and Commitment</p> <p>Article 2 and 14</p>	<p>Can religious teachings be valuable to everyone? Belief and Worship</p> <p>Article 2 and 14</p>
Year 6	6a. How do we deal with affliction?	6b. Why don't we all get on?	6b. Why don't we all get on?
	<p>What is the Design Argument? Belief, creation</p> <p>How do Humanists believe the world began? Belief, creation</p> <p>What is suffering? Belief, morality</p> <p>How do Buddhists explain suffering? Belief</p>	<p>What is the Exodus story? Belief and Identity</p> <p>How do Jews remember the Exodus story? Celebration, Belief and Identity</p> <p>Did we always have British values about respecting and protecting each other's beliefs? Identity, worship and Belief</p> <p>What is persecution? Morality, identity and belief</p>	<p>What is the Exodus story? Belief and Identity</p> <p>How do Jews remember the Exodus story? Celebration, Belief and Identity</p> <p>Did we always have British values about respecting and protecting each other's beliefs? Identity, worship and Belief</p> <p>What is persecution? Morality, identity and belief</p>

	<p>How do Buddhists handle suffering? Belief</p> <p>Could we live without suffering? Belief, morality</p> <p>Article 2 and 14</p>	<p>What can religion teach us about forgiveness? Belief and morality</p> <p>Article 2 and 14</p>	<p>What can religion teach us about forgiveness? Belief and morality</p> <p>Article 2 and 14</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------

Year 1	
<p style="text-align: center;">Religion and Worldviews Aims</p> <p>The Brent SACRE curriculum aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • value and understand themselves, as well as their place and contribution to their local community and the wider society • develop a sense of responsible citizens of the future • share an understanding through experiences and dialogue with others • develops the spiritual, moral, social and cultural understanding • experience and understand the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination • engage in meaningful enquiry questions and discussions about their own and others’ religions and belief systems • share their own beliefs and values, build their knowledge and gain a deeper understanding • compare their own experiences and make meaningful reflections to create a more informed view of the world and their place in it. 	<p style="text-align: center;">Religion & Worldviews Skills</p> <p><u>Investigate</u></p> <ul style="list-style-type: none"> • Gather information from a variety of sources. • Ask relevant questions. (L1 Unit1A) • Know what may be appropriate information. <p><u>Interpret</u></p> <ul style="list-style-type: none"> • Draw meaning from artefacts, symbols, stories, works of art and poetry. • Interpret religious language. • Suggest meanings of religious texts. <p><u>Reflect</u></p> <ul style="list-style-type: none"> • Ponder on feelings, relationships, experience ultimate questions, beliefs and practises. • Think and speak carefully about religious and spiritual topics <p><u>Empathise</u></p> <ul style="list-style-type: none"> • Consider the thoughts, feelings, experiences, beliefs and values of others. • See the world through someone else’s eyes. • Develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy <p><u>Analyse</u></p> <ul style="list-style-type: none"> • Draw out essential ideas, distinguish between opinion, belief and fact. • Distinguish between key features of different faiths.

	<ul style="list-style-type: none"> Recognise similarities and differences. <p>Synthesise</p> <ul style="list-style-type: none"> Link significant features of religion together in a coherent pattern. Make links between religion and human experience. <p>Express</p> <ul style="list-style-type: none"> Explain concepts, rituals and practises. Identify and express matters of deep concern, by a variety of means, not only words. Respond to religious issues through a variety of media <p>Apply</p> <ul style="list-style-type: none"> Apply what has been learnt from a religion to a new situation. <p>Evaluate</p> <ul style="list-style-type: none"> Draw conclusions by reference to different views and using reason to support ideas. Debate issues of religious significance with reference to experience, evidence and argument.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key Themes:

- Creation
- Worship
- Identity
- Morality
- Commitment
- Celebration
- Belief

1a. Who do we thank?		
Knowledge end points What knowledge do children need to remember?	Assessment Impact	Vocabulary
<p>1. What should we be thankful for our world?</p> <ul style="list-style-type: none"> Understand what is special about our world: natural resources, people, structures (manmade), natural phenomenon, food 	<p>Lesson 1</p> <ul style="list-style-type: none"> Understand what is special about our world: natural resources, people, structures (manmade), natural phenomenon, food 	<p>Lesson 1</p> <p>Natural, manmade</p>

<ul style="list-style-type: none"> • Understand the difference between manmade and natural. • Children show appreciation for something the world has created – giving valid, supported reasons. <p>2. What is harvest and how do some christians celebrate it?</p> <ul style="list-style-type: none"> • Understand differences in the availability of food • Understand meanings of harvest for different people and places in the world. Harvest is when food is collected by farmers. • Christians show gratitude to God during harvest. • Understand the meaning of a donation and its significance. <p>3. Why do some Jewish people celebrate harvest?</p> <ul style="list-style-type: none"> • The Exodus story and its significance. • Jews celebrate harvest with the Sukkot festival. • They eat meals in a Sukkah or hut for a week to remember their time wandering in the desert when freed from slavery. <p>4. How do some Hindus say thank you?</p> <ul style="list-style-type: none"> • Explain what a ritual means • Understand what an offering/ sacrifice is. • Know some items are on Puja tray: • Hindus make offerings to say thank you to God during a Puja ritual 	<ul style="list-style-type: none"> - Understand the difference between manmade and natural. - Children show appreciation for something the world has created – giving valid, supported reasons. <p>Lesson 2</p> <ul style="list-style-type: none"> - Pupils state the differences in the availability of food and its importance for survival - Pupils explain the meanings of harvest for different people and places in the world. - Pupils know Christians show gratitude to God during harvest. - Pupils use the language of appreciation <p>Lesson 3 Children know:</p> <ul style="list-style-type: none"> - The Exodus story and its significance. - That Jews celebrate harvest with the Sukkot festival. - They eat meals in a Sukkah or hut for a week to remember their time wandering in the desert when freed from slavery. <p>Lesson 4</p> <ul style="list-style-type: none"> - Children understand the meaning of ritual/offering/sacrifice - Children know the items used in the ritual - Children explain the purpose of each item <ul style="list-style-type: none"> - Hindus make offerings to say thank you to God during a Puja ritual 	<p>Lesson 2</p> <p>Harvest, gratitude</p> <p>Lesson 3</p> <p>Sukkot</p> <p>Sukkah</p> <p>Exodus</p> <p>Lesson 4</p> <p>Offerings, Puja, ritual, Brahman</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1b. How do we know they are special?

<p>1. What makes a person special?</p> <ul style="list-style-type: none"> • Being special means that everyone is unique in their own way. <p>2. How can we show that a person is special through pictures?</p> <ul style="list-style-type: none"> • Being special means that everyone is unique in their own way. • Qualities are a particular characteristic of a person. <p>3. Who was Jesus?</p> <ul style="list-style-type: none"> • Qualities are a particular characteristic of a person. <p>4. How can we tell from the nativity story that Christians believe Jesus is special?</p> <ul style="list-style-type: none"> • Christian believe that Jesus is the incarnation of a part of God and had special powers to make miracles. <p>5. What makes Muhammad special to Muslims?</p> <ul style="list-style-type: none"> • Muslim believe about Muhammad being a prophet (messenger) of Allah (God). <p>6. Why do Jews believe Moses is special?</p> <ul style="list-style-type: none"> • Led the Israelites out of Egypt. 	<p>Lesson 1</p> <ul style="list-style-type: none"> - Understand what is meant by the word special: focus on qualities of people such as leadership, dedication, compassion, kindness, respect, determination (key for future learning) - Identify special people in their lives and to the community: parents, the Queen (years in service), volunteers (food banks), talented people (local to Brent) - Know some qualities of important religious figures. <p>Lesson 2</p> <ul style="list-style-type: none"> - Retrieve qualities of people that make them special - Link qualities to religious figures - Understand what a halo represents. - Understand the significance of halos on religious figures. <p>Lesson 3</p> <ul style="list-style-type: none"> - Name some key Christian beliefs about Jesus. <p>Lesson 4</p> <ul style="list-style-type: none"> - Name some key events and people from the Nativity story. - Know what happened at Jesus's birth <p>Lesson 5</p> <ul style="list-style-type: none"> - Name some events of Muhammad's birth story that show he is special to Muslims. <p>Lesson 6</p> <ul style="list-style-type: none"> - Explain how Moses helped the Israelites. 	<p>Lesson 1</p> <p>Qualities, special</p> <p>Lesson 2</p> <p>Symbolism, halo</p> <p>Lesson 3</p> <p>Incarnation, miracle</p> <p>Lesson 4</p> <p>Nativity, stable</p> <p>Lesson 5</p> <p>Prophet, Allah</p> <p>Lesson 6</p> <p>Israelite</p>
1c. How did we get here?		
<p>1. What are big questions?</p> <ul style="list-style-type: none"> • Big questions are questions that can be difficult to answer. • They have many different answers. • Answers are not simple 	<p>Lesson 1</p> <ul style="list-style-type: none"> - Big questions have difficult answers - Religious and non-religious worldviews try to answer Big Questions. - Questions help us gain knowledge and help us understand things. - Sometimes questions can't be answered. 	<p>Lesson 1</p> <p>Question, Big Question</p> <p>Lesson 2</p>

<p>2. What do Jewish/ Christian people believe is the creation story?</p> <ul style="list-style-type: none"> • The Genesis story says God created the world in 6 days and rested on the 7th day. • The genesis story shows that God is seen as a creator in Judaism, Islam and Christianity. <p>3. What do Hindus believe is the creation story?</p> <ul style="list-style-type: none"> • Brahma is the creator of the world and all its creatures. • Vishnu commanded Brahma to create the world. • Brahma created the world by splitting a Lotus flower into three: The heavens, earth and the sky. • Atman is the soul. Hindus believe it is made of part of Brahman. • Brahman is the one ultimate God in Hinduism. <p>4. What do Muslims believe is the creation story?</p> <ul style="list-style-type: none"> • Allah created the world • Allah has unlimited power • It took Allah 6 days to create the universe <p>5. What do others believe about where the world came from?</p> <ul style="list-style-type: none"> • The Big Bang theory believes the universe and everything that exists was created by a big bang. 	<p>Lesson 2</p> <ul style="list-style-type: none"> - God created the world in 6 days and rested on the 7th. - Christians believe God created the world. - Christians believe God created the world in a specific order. - Understand the difference between creation, a creator and God. <p>Lesson 3</p> <ul style="list-style-type: none"> - Brahma is the creator of the world and all its creatures. - Vishnu is a God who commanded Brahma to create the world. - Brahma created the world by splitting a Lotus flower into three: The heavens, earth and the sky. - Understand the significance of the Lotus flower: Split into 3 – Heavens, Earth and Sky. - Brahman is the one ultimate God in Hinduism. - Atma is the soul. Hindus believe it is made of part of Brahma. - What is the significance of Atma (soul) <p>Lesson 4</p> <ul style="list-style-type: none"> -Allah created the universe - Allah has unlimited power - It took Allah 6 days to create the universe <p>Lesson 5</p> <ul style="list-style-type: none"> - This was a natural creation not made by a creator. - Understand the Big Bang was a massive explosion. - Know the order of events - Was it an accident? (Enquiry question). - What do you think about where the world came from? 	<p>Creation, Creator, God</p> <p>Lesson 3</p> <p>Shabbat</p> <p>Lesson 4</p> <p>Brahma, Atman</p> <p>Lesson 5</p> <p>Big Bang</p> <p>Explosion</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Religion and Worldviews Aims

The Brent SACRE curriculum aims to ensure that all pupils:

- value and understand themselves, as well as their place and contribution to their local community and the wider society
 - develop a sense of responsible citizens of the future
- share an understanding through experiences and dialogue with others
- develops the spiritual, moral, social and cultural understanding
- experience and understand the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination
- engage in meaningful enquiry questions and discussions about their own and others' religions and belief systems
- share their own beliefs and values, build their knowledge and gain a deeper understanding
- compare their own experiences and make meaningful reflections to create a more informed view of the world and their place in it.

Religion & Worldviews Skills

Investigate

- Gather information from a variety of sources.
- Ask relevant questions.
- Know what may be appropriate information.

Interpret

- Draw meaning from artefacts, symbols, stories, works of art and poetry. (L1 – Unit 2A)
- Interpret religious language.
- Suggest meanings of religious texts.

Reflect

- Ponder o feelings, relationships, experience ultimate questions, beliefs and practises.
- Think and speak carefully about religious and spiritual topics

Empathise

- Consider the thoughts, feelings, experiences, beliefs and values of others.
- See the world through someone else's eyes.
- Develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy

Analyse

- Draw out essential ideas, distinguish between opinion, belief and fact.
- Distinguish between key features of different faiths.
- Recognise similarities and differences.

Synthesise

- Link significant features of religion together in a coherent pattern.
- Make links between religion and human experience.

Express

	<ul style="list-style-type: none"> • Explain concepts, rituals and practises. • Identify and express matters of deep concern, by a variety of means, not only words. • Respond to religious issues through a variety of media <p>Apply</p> <ul style="list-style-type: none"> • Apply what has been learnt from a religion to a new situation. <p>Evaluate</p> <ul style="list-style-type: none"> • Draw conclusions by reference to different views and using reason to support ideas. • Debate issues of religious significance with reference to experience, evidence and argument.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Key Themes:

- Creation
- Worship
- Identity
- Morality
- Commitment
- Celebration
- Belief

Knowledge end points What knowledge do children need to remember	Assessment • Impact	Vocabulary
2a. How do people show their beliefs and values		
<ul style="list-style-type: none"> • How can we show our identity through symbols? • Symbols are used to communicate something instead of words. • Understand the term identity • Understand features we use to identify someone • Know symbols can show a person's identity • Why are symbols important in religion? • Symbols are used to communicate something instead of words 	<p>Lesson 1</p> <ul style="list-style-type: none"> - The difference between a belief and a value - Know what a symbol is and what it can represent - Christians believe God sent his son Jesus as a special gift. - Christians believe it was a miracle when Jesus came back from the dead – resurrected. - Christians believe Jesus died on a crucifix to save them from their sins. <p>Lesson 2</p> <ul style="list-style-type: none"> - Make links to creation story 	<p>Lesson 1: symbol, community, crucifix, nativity, cross, miracle, sacrifice, uniforms, artefacts</p> <p>Lesson 2: Jewish, Creator, Genesis, Shabbat, tzitzit, mitzvot, Kippah</p> <p>Lesson 3: values, 5 K's: Kara, Kachera, Kirpan, Kanga, Kesh</p> <p>Lesson 4: pillars of Islam, Allah, equal Ummah, community</p>

<ul style="list-style-type: none"> • Understand religion is a part of someone's identity • Symbols associated with the main religions • Understand the purpose of each religious symbol <ul style="list-style-type: none"> • What do Jewish people wear to show their beliefs about God? • Beliefs are something that is believed to be true • Values something we consider important to us • Jewish people wear clothes to symbolise their beliefs • Kippah – sign of respect to God • Tallith – a shawl with fringes (tzitzit) to remind Jews of the Torah laws • Tefellin – boxes that signify God must be served with thoughts and with the heart <ul style="list-style-type: none"> • How do Sikh symbols show what is important to them? • Sikhs believe in one God and everyone is equal. • Sikhs believe God is everlasting. • Sikhs wear 5 items called the 5Ks • Each K holds a value for Sikh <ul style="list-style-type: none"> • How do some Muslims dress to show they belong to their community? • Muslims live in accordance with the 5 pillars • Clothing worn to show everyone is equal • The Hijab is worn by some Muslim women. • The Taqiyah is worn by some Muslim men to identify themselves as Muslim. It is worn to emulate the Prophet Muhammad and be more like him. <p>Why must we always show respect to others for what they wear?</p> <ul style="list-style-type: none"> • Each religion or worldview must be respected. 	<ul style="list-style-type: none"> - Difference between creation/creator/god Jewish people remember the creations story by wearing a tzitzit. - Blue lines on tzitzit represent the sea and sky. - Knots and strings symbolise the 10 commandments - Tallit – prayer shawl – representation. How does it help with prayer? <p>Lesson 3</p> <ul style="list-style-type: none"> - Know Guru Nanak is the founder of Sikhism - State the physical symbols worn by Sikhs - Explain the purpose of each symbol - Know the symbols show a sign of commitment <p>Lesson 4</p> <ul style="list-style-type: none"> - Know the different clothing worn by some Muslims - Understand it is a choice 	<p>Lesson 5: N/A</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------

<ul style="list-style-type: none"> • Beliefs are something that is believed to be true • Values something we consider important to us • Know there is a person's choice for what they wear. • Understand the need for respect for religious clothing. 		
2b. Why is Jesus important to Christians?		
<ol style="list-style-type: none"> 1. Who am I? <ul style="list-style-type: none"> • What is an interest, characteristic, community? • The idea of identity – why is this important to a person? • Your identity is what makes you who you are. • Everyone has unique identity. • What parts of our identity do we keep, what changes? 2. When am I? <ul style="list-style-type: none"> • Annica is a Buddhist teaching that says nothing stays the same. • Make links to a life cycle • How might a person change over time? Focus on: appearance, personality, beliefs. • What is their opinion of Annica? (Enquiry question) 3. Who is Jesus? <ul style="list-style-type: none"> • Christians believe Jesus is the son of God • Christians believe Jesus is the saviour of the world • Christians believe Jesus is a perfect person 4. What is the Easter story? <ul style="list-style-type: none"> • Easter celebrates the resurrection of Jesus 	<p><u>Lesson 1</u> Apply – chn represent themselves with symbols</p> <p><u>Lesson 2</u> Evaluate – chn use understanding of Annica to explain whether they agree or disagree with the teachings</p> <p><u>Lesson 3</u> Reflect – chn can identify qualities of Jesus that make him important to Christians</p> <p><u>Lesson 4</u> Interpret – chn sequence story and explain each stage</p> <p><u>Lesson 5</u> Interpret – chn explain importance of easter</p>	<p>Lesson 1 Identity</p> <p>Lesson 2 Annica</p> <p>Lesson 3 saviour, Jesus</p> <p>Lesson 4 Messiah, resurrected, crucifixion, sin</p> <p>Lesson 5 Saviour, sacrifice, salvation</p>

<ul style="list-style-type: none"> • Jesus died on the cross to save Christians from their sins – Good Friday. • When Jesus was put on the cross it was called the crucifixion. • Know key events of the Easter story • Christians believe Jesus was resurrected on the 3rd day after his death <p>5. Why is Easter important to Christians?</p> <ul style="list-style-type: none"> • Christians celebrate Easter to remember how Jesus died and came back to life – resurrection • Easter is the holiest day of the year for Christians • Jesus was the founder of Christianity • Jesus died on the cross to pay for people's sins. 		
2c. Why do people celebrate births?		
<ol style="list-style-type: none"> 1. What is a birth-rite? <ul style="list-style-type: none"> • A rite someone is given at birth 2. Who has the most important job at an infant baptism? <ul style="list-style-type: none"> • A godparent is a person chosen by parents who promises to help raise a child. • A priest leads the service • A commitment involves doing what needs to be done regardless of your mood. 3. What is most important about baptism for a Christian? 	<p><u>Lesson 1</u> Reflect – chn explain significance of godparents and role played in child's life.</p> <p><u>Lesson 2</u> Reflect – chn explain significant aspects of baptism</p> <p><u>Lesson 3</u> Investigate – chn explain purpose of baptism and make comparisons between adult and infant baptisms</p> <p><u>Lesson 4</u></p>	<p>Lesson 1 Priest, Baptism, Godparents, birth rite</p> <p>Lesson 2 Sins, symbolism, commitment</p> <p>Lesson 3 Baptism, infant</p> <p>Lesson 4 Jatakarma, birth rite</p> <p>Lesson 5 Adhan, charity,</p>

<ul style="list-style-type: none"> • Purpose of a baptism: sign of commitment. • Know the process (ritual) of a baptism • When baptised a person enters a new Christian life. The importance for Christian belief. • Water symbolises a fresh beginning, cleansing sins. • Express representation of other symbols: candle, light, godparents <p>4. How are adult baptisms different to infant baptisms?</p> <ul style="list-style-type: none"> • Purpose of a baptism: sign of commitment. • Compare this ritual to other religions to show commitment • In adult baptisms they can choose to be baptised. • In infant baptisms the infants do not choose to be baptised. • The significance of godparents in infant baptism • Explain baptism is a way for purification of the soul, especially at adult level • How would this be different to a child's need to purify the soul? (Enquiry question) <p>5. How do Hindus celebrate a new life?</p> <ul style="list-style-type: none"> • Jatakarma is a birth rite ceremony that welcomes a child into the family. • Hair is removed to remove impurities. • Honey spooned into mouth • Compare to the ritual of baptism <p>6. How might Muslims show commitment to God during their birth ceremonies?</p>	<p>Investigate – chn compare ritual of baptism to hindu birth rite ceremony</p> <p><u>Lesson 5</u> Investigate – chn explain links between practices of birth ceremonies and birth rite</p> <p><u>Lesson 6</u> Reflect – chn explain significance of names</p>	<p>Lesson 6 Identity</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------

<ul style="list-style-type: none"> • Adhan is read to show that the child is the servant of Allah. • Cutting of the hair and giving to charity • Recall how these fits into the 5 pillars • Compare to the ritual of Jatakarma <p>7. Why is a name so important?</p> <ul style="list-style-type: none"> • Know the importance of names (identity) • Know what an identity is and why this is important to an individual • Does your name mean anything? • Link identities to fact: everyone is equal • Some people don't need a meaning behind their name. • Some religions use names that have particular meanings – link to Islam and use of a prophet's name 		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Year 3	
Religion and Worldviews Aims	Religion & Worldviews Skills
<p>The Brent SACRE curriculum aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • value and understand themselves, as well as their place and contribution to their local community and the wider society • develop a sense of responsible citizens of the future • share an understanding through experiences and dialogue with others • develops the spiritual, moral, social and cultural understanding 	<p><u>Investigate</u></p> <ul style="list-style-type: none"> • Gather information from a variety of sources. • Ask relevant questions. • Know what may be appropriate information. <p><u>Interpret</u></p> <ul style="list-style-type: none"> • Draw meaning from artefacts , symbols, stories, works of art and poetry. • Interpret religious language. • Suggest meanings of religious texts.

- experience and understand the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination
- engage in meaningful enquiry questions and discussions about their own and others' religions and belief systems
- share their own beliefs and values, build their knowledge and gain a deeper understanding
- compare their own experiences and make meaningful reflections to create a more informed view of the world and their place in it.

Reflect

- Ponder o feelings, relationships, experience ultimate questions, beliefs and practises.
- Think and speak carefully about religious and spiritual topics

Empathise

- Consider the thoughts, feelings, experiences, beliefs and values of others.
- See the world through someone else's eyes.
- Develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy

Analyse

- Draw out essential ideas, distinguish between opinion, belief and fact.
- Distinguish between key features of different faiths.
- Recognise similarities and differences.

Synthesise

- Link significant features of religion together in a coherent pattern.
- Make links between religion and human experience.

Express

- Explain concepts, rituals and practises.
- Identify and express matters of deep concern, by a variety of means, not only words.
- Respond to religious issues through a variety of media

Apply

- Apply what has been learnt from a religion to a new situation.

Evaluate

- Draw conclusions by reference to different views and using reason to support ideas.
- Debate issues of religious significance with reference to experience, evidence and argument.

<p>Key Themes: Creation Worship Identity Morality Commitment Celebration Belief</p>		
<p>Knowledge end points What knowledge do children need to remember</p>	<p>Assessment Impact</p>	<p>Vocabulary</p>
<p>3a. What makes a building sacred?</p>		
<p>1) Why do different communities need a special place?</p> <ul style="list-style-type: none"> • Communities can be religious, or they might be to do with shared interests. • A community is a group where the members have something in common. • Different religions meet at their sacred building to worship and pray to their God. • Religious communities are gatherings of people who have common religious beliefs, practices and habits. • Name/identify places of worship in local area (on a map?) 	<p>Lesson 1 1) Analyse – Children match religious buildings to the religious community. Write sentence explaining significance.</p> <p>Lesson 2 1) Analyse – Children match features of church to images and explain how each helps Christians feel closer to God.</p> <p>Lesson 3 1) Investigate – Children watch videos and read real life accounts of celebrations that help christians connect and explain the ways they make connections.</p> <p>Lesson 4 1) Analyse – children match images of parts of mosque to pillar represented/describe</p>	<p>Lesson 1 Community</p> <p>Lesson 2 Altar, Pulpit, Sacrament of Communion, crucifix, worship, congregation</p> <p>Lesson 3 Church, baptism, soup kitchen, connection</p> <p>Lesson 4 Shahada, Salat, Zakat, Hajj, Mosque, pillar, Mosque</p> <p>Lesson 5 Gurdwara, Equality, Guru, Langar, congregation</p> <p>Lesson 6 Synagogue, Torah, Hebrew, Ark, Rabbi, scrolls, Yad</p>

<p>2) How does the church help Christians connect with God?</p> <ul style="list-style-type: none"> • An altar is a holy table in a church. It is for sacrament or communion. • Altar is for sacrament or communion, where the bread and wine is blessed. • Font is used for baptism and entering the Christian community. • Candle symbolises Jesus as the light of the world. • The pulpit is a raised platform where the priest delivers sermons or leads prayers. • The crucifix is a cross that reminds Christians of Jesus' crucifixion – sacrifice. • Stained glass decorates some churches with Christian stories. • The bible is a holy book of Christians. <p>3) How does the church help Christians connect with each other?</p> <ul style="list-style-type: none"> • Church can mean the building, but also the community of Christians. • Be able to Identify other activities held in the church (e.g. lessons, fund raising, charity work, collection plate, soup kitchen, as well as hosting celebrations – weddings, baptisms, funerals- and festivals). 	<p>different features of mosque and explain links to 5 pillars of Islam.</p> <p>Lesson 5</p> <p>1) Investigate – Children watch video about features of Gurdwara and write sentences under pictures explaining how features represent equality.</p> <p>Lesson 6</p> <p>1) Investigate – Pupils explain how key features of synagogue showcase Jewish beliefs.</p> <p>Lesson 7</p> <p>Investigate – Pupils explain how Hindus used items to aid worship.</p>	<p>Lesson 7</p> <p>Mandir, Murtis, Brahman, Deity, Darshan</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------

<p>4) How are the pillars of Islam shown in a mosque?</p> <ul style="list-style-type: none">• The 5 pillars of Islam are: Shahada (faith), Salah (prayer), Zakat (Almsgiving), Sawm (Fasting) and Hajj (pilgrimage).• The 5 pillars of Islam are 5 key practices Muslims must fulfil in their life.• The practices are called pillars because they are the foundation of Muslim life.• Qiblah is a prayer wall that shows the direction of Mecca and the ka'bah for Salat prayers.• No chairs allow movements during prayer.• Minbar is an elevated platform from where an Imam can deliver the sermon.• Minaret is a tall tower in a mosque where the call to prayer is performed.• Dome represents the universe and Allah's power as creator of all. It is located over the prayer hall. <p>5) How do the features of a Gurdwara support the Sikh belief in equality?</p> <ul style="list-style-type: none">• The Guru Granth Sahib is placed on the Manji Sahib, a small platform.• Gurdwara is the Sikh place of worship. Literally translated to 'doorway to the Guru'.		
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

- Gurdwara can be entered through four doors reflecting belief that everyone is welcome.
- All members of the Sikh community are seen as equal.
- A langar is the kitchen and place where food is eaten in a Gurdwara. Everyone sits and eats together.
- Food served at the langar is simple to prevent wealthy congregations showing off.
- Everyone sits on the floor and this gives everyone equal status.

6) How are key Jewish beliefs shown in a synagogue?

- The synagogue is the Jewish place of worship
- The Torah is the first part of the Jewish Bible.
- The Aron Hakadesh(ark) is where the Torah scrolls are kept.
- The bimah is the raised platform where the Torah is read and some services are delivered.
- A yad is a pointer used to minimise touching of the Torah, protecting the scroll.
- Ner tamid means eternal light and is at the front of the synagogue above the ark. It is kept on continuously to symbolise eternal light.

<ul style="list-style-type: none"> • Men and women are seated separately traditionally (to avoid distraction). In reform Jewish synagogues men and women are allowed to sit together. <p>7) How do Hindus worship in the Mandir?</p> <ul style="list-style-type: none"> • A Hindu temple is called a Mandir. It is a scared place for Hindu worship. • Brahman is the Hindu name for the universal spirit that is everywhere. • A Murti is a statue of a God or Goddess which has been made holy through a special ceremony. • Hindus remove their shoes as a sign of respect for the Deities. • A bell is rung at the shrine of the shrine of one of the Gods or Goddesses to awaken them and help focus the worshipper’s mind. • A shrine is a tomb or monument to a saint or other holy person. • Offerings are given to the deities (such as fruit, milk or honey). • The purpose of worship is to have Darshan (see the Deity and have them see you and receive a blessing). 		
3b. Can anywhere be sacred?		
<p>1) Where can Muslims pray? (2 lessons)</p> <ul style="list-style-type: none"> • Tasbih beads are used during prayer in Islam • Worship is about showing devotion to Allah 	<p><u>Lesson 1</u></p> <p>1) Investigate – children explain what a Muslim would need for prayer outside the mosque.</p>	<p><u>Lesson 1 and 2</u> Mecca, Allah, Mosque, sacred</p> <p><u>Lesson 2</u></p>

<ul style="list-style-type: none"> • A clean space is needed to show respect to Allah. • Know the key features of Salah, Muslim worship (5 pillars, 5x daily), describe items (carpet, compass, tasbi beads, head cover) revision of practices (Wudu, rak'ahs) in individual Muslim worship, explaining meaning behind/ purpose for each consider challenges and commitment of meeting requirements of worship. • The Qu'ran teaches that the whole world is a mosque, so Muslims can pray anywhere – they do not need to go to the Mosque to pray. • Sacred means connected God or dedicated to a religious purpose. • The Muslim prayer ritual is performed five times a day, always facing Mecca. <p>2) How might Hindus show their commitment to God in their home? (2 lessons)</p> <ul style="list-style-type: none"> • Some Hindus worship at home and often have a special room with a shrine to particular Gods. • The shrine is usually kept in the cleanest room in the house as a sign of respect to Brahman. • Hindus believe God is everywhere and can be worshipped anywhere. • The shrine contains important objects used for worship. • The Puja ceremony is the most important type of worship. • The objects on a puja tray are: A bell, food offerings, Murti, Incense and Kum Kum powder. 	<p><u>Lesson 2</u> 1) Investigate – children explain significance of puja ceremony and shrine.</p> <p><u>Lesson 3</u> 1) Investigate – children explain impact of prayer and sacred items on commitment</p> <p><u>Lesson 4</u> 1) Investigate – children explain significance of kosher food for Jews</p>	<p>Puja Tray, Murti, Avatar, Shrine</p> <p><u>Lesson 3</u> Crucifix, Tasbi, Rosary Beads, Icons</p> <p><u>Lesson 4</u> Kosher, Kasherut, diet</p> <p><u>Lesson 5</u> Sacred, worship</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none">• An aarti lamp is lit at home and circled around the front of the God as light represents love and devotion. <p>3) How might Christians show their commitment to God in their home? (2 lessons)</p> <ul style="list-style-type: none">• Christians can pray anywhere to help them feel closer to God.• In the home, Christians may have home altars.• Home Altars often contain a cross/crucifix, bible, icon of Jesus/Mary, prayer beads.• Not all homes have altars, but they may have crosses, a bible, sacred pictures, icons, statues – Mary/Jesus• Christians may say grace(blessing) over food before it is eaten to show gratitude.• Rosary beads can be used to count prayers. <p>4) How might Jews show their commitment to God in their home?</p> <ul style="list-style-type: none">• Kosher food is eaten by some Jews• Kashrut laws are dietary laws from the Torah that some Jews follow• Kashrut laws explain which foods can be eaten and how they should be prepared. <p>5) Can anywhere be sacred?</p> <ul style="list-style-type: none">• Sacred means dedicated to the service or worship of a deity• Worship is showing God how much you love him		
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

3c. What happens if we do wrong?		
<p>1) What is meant by the soul? (2 lessons)</p> <ul style="list-style-type: none"> The soul is the spiritual part of a human or animal. It is believed to be the essence of who you are. The soul is located inside of the body and is separate from the physical body. Some religions believe the soul lives on after the physical body dies. In the Genesis story, God breathed into Adam and Eve giving them a soul. Christians and Muslims share beliefs about the soul being eternal and coming from God/Allah. <p>2) What do Hindus believe happens when they die?</p> <ul style="list-style-type: none"> Atman is the name for the soul or real self in Hinduism. Hindus generally believe all living beings have an Atman, which may be reborn into another life form after the death of the body. Reincarnation is the belief that living beings start a new life in a different physical body after death. Many believe a soul can be reborn into another human or animal after their life ends. 	<p><u>Lesson 1</u> Investigate – explain what the soul is and its purpose in some religions.</p> <p>chn can annotate outline to identify parts that represent the soul and the physical body.</p> <p><u>Lesson 2</u> Investigate – chn explain reincarnation and samsara.</p> <p>Chn explain karma</p> <p><u>Lesson 3</u> Investigate – explain what Muslims believe happens after death.</p> <p><u>Lesson 4</u> Investigate – explain what Christians believe happens after death.</p> <p><u>Lesson 5</u> Synthesise – chn explain how ideas of heaven and hell in Christianity are linked to how believers behave</p> <p><u>Lesson 6</u></p>	<p><u>Lesson 1</u> Soul, eternal, spiritual</p> <p><u>Lesson 2</u> Atman, reincarnation, samsara, soul, Moksha, Karma</p> <p><u>Lesson 3</u> Judgement, Akirah, Soul, Barzakh</p> <p><u>Lesson 4</u> Judgement, soul, afterlife</p> <p><u>Lesson 5</u> Heaven, hell, soul</p> <p><u>Lesson 6</u> Jannah, heaven, hell</p>

<ul style="list-style-type: none"> • Samsara is the cycle of birth, death and rebirth. • Moksha is freedom from the continuous cycle of birth, death and rebirth. • Hindus believe we are all reborn in a continuous cycle. When true knowledge of the way things are is obtained we are released from the cycle (moksha). The soul is then reunited with Brahman. • Karma is the law of cause and effect. Hindus believe everything has a consequence and try to live in a way that benefits everyone. <p>3) What do Muslims believe happens when they die?</p> <ul style="list-style-type: none"> • After death most Muslims believe their soul will enter Barzakh – waiting to be judged on the day of judgement. • Akirah is the word Muslims use for life after death. • The soul is taken by angel of death and questioned. If answered correctly, the soul sleeps, if not it is tormented. <p>4) What do Christians believe happens when they die?</p> <ul style="list-style-type: none"> • After death christians will be judged by God for what they have done in their lifetime. • Final judgment will come at the end of time. Everyone’s souls and body will 	<p>Synthesise – chn explain how ideas of heaven and hell in Islam are linked to how believers behave</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	--

come together and Christ will judge them.

- Many Christians believe at the end of time there will be a day of judgement when all souls are judged by God. Those judged as acceptable go to heaven, those not go to hell.
- Death of the physical body is not the end. Souls will have eternal life in the afterlife.

5) What is the importance of heaven and hell in Christianity?

- In heaven Christians will be happy and surrounded by their favourite things and come to know God on a more personal level.
- In the Bible hell is shown as a terrible place where Christians will not know the presence of God.
- Heaven is the aim for all Christians – where their souls can be reunited with God.

6) What is the importance of heaven and hell in Islam?

- Heaven is described as a garden of paradise known as Jannah in Islam
- People who enter Jannah are rewarded for the good things they did in life.

<ul style="list-style-type: none"> • Muslims get to Jannah by living religiously, doing good things and asking Allah for forgiveness • Belief in heaven and hell give Muslims the motivation to follow the Quran's teachings • They give hope to those suffering that there is better to come in the future. 		
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Year 4	
Religion and Worldviews Aims	Religion & Worldviews Skills
<p>The Brent SACRE curriculum aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • value and understand themselves, as well as their place and contribution to their local community and the wider society • develop a sense of responsible citizens of the future • share an understanding through experiences and dialogue with others • develops the spiritual, moral, social and cultural understanding • experience and understand the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination • engage in meaningful enquiry questions and discussions about their own and others' religions and belief systems • share their own beliefs and values, build their knowledge and gain a deeper understanding 	<p><u>Investigate</u></p> <ul style="list-style-type: none"> • Gather information from a variety of sources. • Ask relevant questions. • Know what may be appropriate information. <p><u>Interpret</u></p> <ul style="list-style-type: none"> • Draw meaning from artefacts, symbols, stories, works of art and poetry. • Interpret religious language. • Suggest meanings of religious texts. <p><u>Reflect</u></p> <ul style="list-style-type: none"> • Ponder o feelings, relationships, experience ultimate questions, beliefs and practises. • Think and speak carefully about religious and spiritual topics

- compare their own experiences and make meaningful reflections to create a more informed view of the world and their place in it.

Empathise

- Consider the thoughts, feelings, experiences, beliefs and values of others.
- See the world through someone else's eyes.
- Develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy

Analyse

- Draw out essential ideas, distinguish between opinion, belief and fact.
- Distinguish between key features of different faiths.
- Recognise similarities and differences.

Synthesise

- Link significant features of religion together in a coherent pattern.
- Make links between religion and human experience.

Express

- Explain concepts, rituals and practises.
- Identify and express matters of deep concern, by a variety of means, not only words.
- Respond to religious issues through a variety of media

Apply

- Apply what has been learnt from a religion to a new situation.

Evaluate

- Draw conclusions by reference to different views and using reason to support ideas.
- Debate issues of religious significance with reference to experience, evidence and argument.

Key Themes:

**Creation
Worship
Identity**

**Morality
Commitment
Celebration
Belief**

**Knowledge end points
What knowledge do children need to remember**

**Assessment
Impact**

Vocabulary

4a. How do we know what is right and wrong?

1. What does the Torah tell us about Jewish people?
 - Clarify what is right and wrong and how this can be determined
 - Know the 10 commandments – beliefs in God
 - Jews believe the 10 commandments were revealed to Moses by G-d when he made a 40 day and night journey to Mount Sinai.
 - Jews believe the Torah is God’s word through Moses
 - Jews believe the Torah is sacred and they use a pointer called a yad to touch it. This shows reverence.
 - Rules for living are given in the 613 Mitzvot (commandments or laws in Judaism).
 - The 10 commandments contain important guidance on how to have a good relationship with G-d and how to create a peaceful society with others.

Lesson 1
Interpret – chn use religious text to make inference about Jews

Lesson 2
Reflect – chn explain differences in interpretations' of Jewish laws.

Lesson 3
Interpret – chn summarise teachings from quotes and scripture.

Lesson 4
Analyse – chn identify similarities and differences between Judaism teaching and Islam

Lesson 5
Analyse – chn identify similarities and differences between Sikhism teaching and Christianity.

Lesson 1
Mitzvah, Torah, Moses, commandments

Lesson 2
Orthodox Jew , Sabbath, Kosher, Reform Jew

Lesson 3
New Testament, **Messiah**

Lesson 4
Hadith, revelation, commandments, Qur'an

Lesson 5
Avatar, **Guru**, commandments, **Sikhi**

2. Do the laws mean the same to all Jewish people?

- Know that the Torah is sacred – refer to its treatment
- Torah includes 613 mitzvahs and 10 commandments
- Understand the meaning of a mitzvah – a law underwritten for Jewish faith
- The Sabbath (from sunset of Friday to sunset on Saturday) is the Jewish holy day and reminds Jews of their belief God created the world.
- There are different types of Jewish people. Some Jews (Orthodox Jews) follow the laws of the Torah strictly, whilst Liberal or Reform Jews adapt them to fit modern life – do not work on Sabbath.
- Kosher food is what Jewish people are allowed to eat. Kosher means fit or proper. There are a few rules for Kosher foods found in the Torah

3. Was Jesus teaching something new?
(over 2 lessons)

- Jesus was Jewish and followed Torah laws
- Christians believe Jesus is the Messiah (saviour) promised to Jewish people if they followed the Torah laws
- 100 years later to Jesus' coming, new religion formed: Christianity
- Reference to the differences in calendars for the religions

<ul style="list-style-type: none">• The reasons the Bible has an Old and New Testament and how this links to the Torah laws• Know some of the values that come through the teachings of Jesus – link to 10 commandments <p>4. Does Islam expect the same values and behaviour as the people of the book?</p> <ul style="list-style-type: none">• Understand Muslim’s reference to ‘people of the book’. How are the religions connected here?• Revelation of Qur’an to Muhammad and how this compares to Jewish revelation story.• Qur’an is written in Arabic – as in the first version• Explain why the Qur’an is holy for Muslims• Connections between 5 pillars and 10 commandments• Muhammad’s life story was recorded in the Hadith and is part of the Sharia Law which tells Muslims how to behave. <p>5. What values are important to Sikhs?</p> <ul style="list-style-type: none">• Know the importance of the Guru Granth Sahib and how it is treated – contains teachings from previous gurus• Sikhism was founded by the Guru Nanak• Sikhs believe everyone is equal before God.• Guru means teacher• Worship one God• Wear the 5 articles of faith		
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<ul style="list-style-type: none"> Follow the 4 commandments Consider how do these reflect the beliefs and teachings of other religions 		
4b. What do some worldviews believe about sin?		
<p>1. Where do some people believe sin came from?</p> <ul style="list-style-type: none"> Understand the term 'free will' – freedom/ right to choose between good or bad (listening to your conscience) Recap creation stories: Jewish/Christian/ Muslim Understand what is meant by temptation, ignorance and blame. How do these words differ? Christians believe 'Original Sin' is the result of Adam and Eve disobeying God. Christians believe everyone inherited original sin from Adam and Eve. Compare the theory of sin with ignorance – is this still a sin? <p>2) Who is to blame for temptation?</p> <ul style="list-style-type: none"> Jesus went into the desert to pray for 40 days and 40 nights Satan came to visit him and try to tempt him in 3 different ways Satan was originally an angel who thought he should take the place of God and was therefore thrown out of heaven. Jesus resisted temptation Why do people get tempted to do certain things that they know are wrong? <p>3) Why are we tempted to do bad?</p>	<p>Lesson 1 Investigate – explain how sin was create by examining the fall story.</p> <p>Lesson 2 Investigate – chn explain how temptation is shown in Christianity by analysing stories</p> <p>Lesson 3 Empathise– chn explain how temptation is shown in Islam by retelling story of temptation.</p> <p>Lesson 4 Investigate – chn explain what the 3 poisons are and can identify things they have done that match the three poisons.</p> <p>Lesson 5 Empathise – summarise the story of Krishna's coin. Explain the link between greed and temptation</p> <p>Lesson 6 Investigate – chn explain what free will is and apply it to personal choice scenario e,g new years resolution.</p>	<p>Lesson 1 Ignorance, temptation, descended, original sin, free will, sin</p> <p>Lesson 2 Satan, Jesus, temptation</p> <p>Lesson 3 Catalyst, prostrate, prophet, Iblis, Jinn, Jannah, Hawwa, shaitan</p> <p>Lesson 4 Realm, noble truths, greed, ignorance, enlightenment</p> <p>Lesson 5 Greed, Krishna, Alms, Lure, Brahman</p> <p>Lesson 6 Free-will, humanism, humanist,</p>

<ul style="list-style-type: none"> • Introduction to Buddhist religion (link) – focus on 4 Noble Truths to achieve enlightenment • Originated in India by Siddhattha Gotama becoming the Buddha – what enlightened him: old man, ill man and dead person on his travels – recognition of suffering in the world. • Understand the 6 realms of Buddhist teachings – dharma meaning ‘truth’ • Know Buddhists believe suffering comes from 3 poisons: greed, ignorance and hatred. <p>5. What is a humanist?</p> <ul style="list-style-type: none"> • Free-will is having a choice on how to behave. • Humanism is mainly based on science and deciding what is right and wrong. • Humanists DO NOT believe in a God. • Humanists believe it is possible to live a good and fulfilling life without following a traditional religion. <p>6. Where do Humanists believe good and bad comes from?</p> <ul style="list-style-type: none"> • Understanding of good and bad comes from within – moral compass 		
4c. Is there evidence of God?		
<p>1. How can nature be evidence for God?</p> <ul style="list-style-type: none"> • Natural cycles happen in nature 	<p><u>Lesson 1</u> Investigate – chn use patterns in nature to explain potential evidence for God.</p>	<p><u>Lesson 1</u> Cycle, nature, God</p> <p><u>Lesson 2</u></p>

<p>2. What was Jesus like?</p> <ul style="list-style-type: none"> • Christians believe Jesus was the incarnation of God. This meant that God was on Earth in human form. • Jews believe that the promised messiah has not come yet. • Christians believe that Jesus is the Messiah <p>3. Why is Jesus special to three different religions?</p> <ul style="list-style-type: none"> • Understand the promise made to Abraham by God. • Understand that Abraham is important to Christianity, Judaism and Islam as his descendants would be God's people. • Muslims believe Abraham, Jesus and Muhammad were all prophets saying the same messages about God/Allah, but Muhammad was the final prophet. <p>4. What is special about Jerusalem?</p> <ul style="list-style-type: none"> • Jerusalem is one of the oldest cities in the world. • It is a place for key events in Jesus' life. 	<p><u>Lesson 2</u></p> <p>Investigate – chn use scripture from bible to find out about Jesus.</p> <p><u>Lesson 3</u></p> <p>Synthesise – chn identify similarities between Abrahamic religions and explain reasons for these</p> <p><u>Lesson 4</u></p> <p>Investigate – chn use religious stories to understand and explain miracles.</p> <p>Children can explain what a miracle is.</p> <p><u>Lesson 5</u></p> <p>Investigate – chn use religious stories to understand and explain miracles.</p> <p><u>Lesson 6</u></p> <p>Investigate – chn use explain humanist beliefs about God</p>	<p>Incarnation, Messiah</p> <p><u>Lesson 3</u> Descendant, prophet, Abraham, Muhammad, Jesus</p> <p><u>Lesson 4</u> Jerusalem</p> <p><u>Lesson 5</u> Hajj, Kabbah</p> <p><u>Lesson 6</u> Miracle</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

5. Where do Muslims go to be closer to Allah?

- Muslims aim to take Hajj pilgrimage at least once in their life.
- The Kabbah is the holiest site in Islam

6. Can miracles be true?

- A miracle is an extraordinary event believed to have been caused by God or supernatural forces.
- Know some miracles performed by Jesus: healing the sick, feeding 5,000 people with 5 loaves of bread and 2 fish, turning water into wine.
- Jesus had the power to perform miracles as the son of God.

Year 5

Religion and Worldviews Aims

The Brent SACRE curriculum aims to ensure that all pupils:

- value and understand themselves, as well as their place and contribution to their local community and the wider society
- develop a sense of responsible citizens of the future
- share an understanding through experiences and dialogue with others
- develops the spiritual, moral, social and cultural understanding
- experience and understand the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination
- engage in meaningful enquiry questions and discussions about their own and others' religions and belief systems
- share their own beliefs and values, build their knowledge and gain a deeper understanding
- compare their own experiences and make meaningful reflections to create a more informed view of the world and their place in it.

Religion & Worldviews Skills

Investigate

- Gather information from a variety of sources.
- Ask relevant questions.
- Know what may be appropriate information.

Interpret

- Draw meaning from artefacts , symbols, stories, works of art and poetry.
- Interpret religious language.
- Suggest meanings of religious texts.

Reflect

- Ponder o feelings, relationships, experience ultimate questions, beliefs and practises.
- Think and speak carefully about religious and spiritual topics

Empathise

- Consider the thoughts, feelings, experiences, beliefs and values of others.
- See the world through someone else's eyes.
- Develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy

Analyse

- Draw out essential ideas, distinguish between opinion, belief and fact.
- Distinguish between key features of different faiths.
- Recognise similarities and differences.

Synthesise

- Link significant features of religion together in a coherent pattern.
- Make links between religion and human experience.

Express

	<ul style="list-style-type: none"> • Explain concepts, rituals and practises. • Identify and express matters of deep concern, by a variety of means, not only words. • Respond to religious issues through a variety of media <p>Apply</p> <ul style="list-style-type: none"> • Apply what has been learnt from a religion to a new situation. <p>Evaluate</p> <ul style="list-style-type: none"> • Draw conclusions by reference to different views and using reason to support ideas. • Debate issues of religious significance with reference to experience, evidence and argument. 	
<p>Key Themes: Creation Worship Identity Morality Commitment Celebration Belief</p>		
<p>Knowledge end points What knowledge do children need to remember</p>	<p>Assessment Impact</p>	<p>Vocabulary</p>
<p>5a. How do we show commitment to our beliefs?</p>		
<p>1. What does coming of age mean in Judaism?</p> <ul style="list-style-type: none"> • Bar Mitzvah is a Jewish coming of age ceremony for boys. • Bat Mitzvah is a Jewish coming of age ceremony for girls. • When a Jewish girl is 12 years old she becomes responsible for her religious duties and is considered an adult in religious ceremonies. • When a Jewish boy is 13 years old he is responsible for his own religious duties and is considered an adult in religious ceremonies. 	<p>Lesson 1</p> <ul style="list-style-type: none"> - Pupils explain: <ul style="list-style-type: none"> a) ceremony of Bar/Bat Mitzvah and its importance to the Jewish faith. (Commitment, responsibility) b) why it is considered a celebration. - Pupils demonstrate their understanding of responsibility and commitment to the religion. - Pupils apply the relevant vocabulary to their explanations. <p>Lesson 2</p> <ul style="list-style-type: none"> - Pupils use their knowledge of baptism ceremony to explain commitment to Christianity 	<p><u>Lesson 1</u></p> <p>Bar Mitzvah Bat Mitzvah ceremony responsibility commitment scriptures - Torah law</p> <p><u>Lesson 2</u></p> <p>baptism trinity</p>

<p>2. Why is baptism important to Christians?</p> <ul style="list-style-type: none"> • Explain the ceremony of a baptism • Understand baptism is committing to Christianity • Some Christians believe baptism should happen when a person is an adult, as they have freewill. This is called believers baptism. • Believers’ baptism is done with full immersion. <p>3. How do Jewish people atone for their sins?</p> <ul style="list-style-type: none"> • Yom Kippur means day of atonement. • It is the most sacred day in the Jewish Calendar • Yom Kippur is a day to reflect on the past year and ask God’s forgiveness for any sins. • Understand the actions Jewish people do on Yom Kippur. <p>4. Why is confession important for forgiveness?</p> <ul style="list-style-type: none"> • Confession is a Christian sacrament. • Confession is a way of asking for forgiveness and repentance. • It is important to ask for forgiveness to show you are sorry for what you have done wrong. <p>5. How does charity show our commitment to others?</p> <ul style="list-style-type: none"> • The difference between an act of kindness and an act of charity. • Following a charity is a belief in an organisation doing good for people in need. • People value the work charities do in making a difference to communities. <p>6. What consequences does free will have?</p> <ul style="list-style-type: none"> • Atoning for sins has changed over the years (catholic indulgences) • An understanding of moral purpose and free will 	<ul style="list-style-type: none"> - Pupils explain the difference between believer’s baptism and infant - Pupils begin to understand the term ‘free will’ <p>Lesson 3</p> <ul style="list-style-type: none"> - Pupils know Yom Kippur is part of the Jewish faith and is a way to show commitment and atonement of sins - Pupils explain the actions performed during the day - Pupils understand the difference between confession and atonement <p>Lesson 4</p> <ul style="list-style-type: none"> - Pupils use the knowledge to compare confession to Yom Kippur. - Pupils demonstrate their understanding of sin and how this would be forgiven (through penance) - Pupils demonstrate their understanding of the level of penance linked to the sin <p>Lesson 5</p> <ul style="list-style-type: none"> - Pupils demonstrate their understanding of charitable acts and belief/religion it is linked to. - Pupils explain the difference between kindness and charity - Pupils provide life examples <p>Lesson 6</p> <ul style="list-style-type: none"> - Pupils explain a moral purpose and free will - Demonstrate their understanding that free will results in a consequence - Pupils make links to personal experience and reflect on how they would act differently 	<p>immersion purity</p> <p><u>Lesson 3</u> atonement – to make amends for sins repent fast shafar</p> <p><u>Lesson 4</u> confession sacrament confession atonement repent forgiveness</p> <p><u>Lesson 5</u> indulgence purgatory empathise charity</p> <p><u>Lesson 6</u> free Will fate heaven hell purgatory choice consequences</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> • Show an understanding of how catholic indulgences were not free will. • Free will results in a positive or negative consequence 		
5b. Is commitment the same as sacrifice?		
<p>1. Is sacrifice a tough decision?</p> <ul style="list-style-type: none"> • Sacrifice is to give something up or allow something to be taken from you for a belief or importance to you. • Abraham was asked to sacrifice his son for God. • Rosh Hashanah link to Abraham’s sacrifice <p>2. Who benefits from a sacrifice?</p> <ul style="list-style-type: none"> • Communion means togetherness and is a Christian ritual to remember Jesus’ sacrifice • Sacrifice is to give something up or allow something to be taken from you for a belief or importance to you. • Jesus was a sacrifice by God for Christians to receive eternal life in heaven • Christians believe Jesus died on the cross to give them salvation. • God sacrificed his son (Jesus) so the world could be freed from their sins. <p>3. How does Ramadan show commitment to Allah?</p> <ul style="list-style-type: none"> • The 5 pillars of Islam are ways for Muslims to show commitment. • 5 pillars of Islam are: Shahada, Salat, Zakah, Sawm and Hajj. • Ramadan remembers the month the Qur’an was revealed to Muhamad. • Fulfilling Ramadan shows obedience to Allah. • Islam means submission to Allah, so observing Ramadan shows commitment. 	<p>Lesson 1</p> <ul style="list-style-type: none"> - Pupils explain the term commitment and provide personal example - Explain how Abraham showed commitment to his belief - Pupils make links with Abraham’s sacrifice and how it is symbolised during Rosh Hashanah - Pupils apply relevant vocabulary to answers <p>Lesson 2</p> <ul style="list-style-type: none"> - Pupils define the term sacrifice using key vocabulary - Pupils explain how Jesus was a sacrifice for people - Pupils explain how the sacrament of communion is a way to remember Jesus’ sacrifice <p>Lesson 3</p> <ul style="list-style-type: none"> - Pupils know the features of the Amrit ceremony listed in order - Pupils use topic vocabulary - Pupils refer to a Sikh dedicating to the faith through the amrit ceremony - Pupils know through they amrit ceremony they become part of the Khalsa (community) - Pupils explain how the ceremony shows intended sacrifice and commitment <p>Lesson 4</p> <p>Assessment questions</p> <p>1. How do Muslims show commitment to their faith during Ramadan?</p> <p>2. What sacrifice do they make?</p>	<p><u>Lesson 1</u></p> <p>commitment – retrieval atone - retrieval covenant – promise sacrifice quality Rosh Hashanah – Jewish New Year Shofar - horn</p> <p><u>Lesson 2</u></p> <p>sacrifice belief everlasting perish communion crucifixion</p> <p><u>Lesson 3</u></p> <p>Ramadan Hajj</p> <p><u>Lesson 4</u></p> <p>shabbat</p> <p><u>Lesson 5</u></p> <p>Martyr Martyrdom</p>

<ul style="list-style-type: none"> • Muslims fast from sunrise to sunset during Ramadan. It teaches self-discipline and reminds them of the suffering of the poor. <p>4. How does shabbat show commitment to G-d?</p> <ul style="list-style-type: none"> • Shabbat (Sabbath) – The Jewish day of rest. It is equal to the other commandments. • Shabbat starts on Friday at sunset, ending the next evening after nightfall. <p>5. How does martyrdom compare to religious sacrifice?</p> <ul style="list-style-type: none"> • Martyr: A person who is killed because of their religious or other beliefs. • Martyrdom: The death or suffering of a martyr. <p>6. Is a person who does not attend a place of worship committed?</p> <ul style="list-style-type: none"> • Muslims believe worshipping together strengthens community. • Qur'an teaches the world is a mosque, people can pray anywhere. Keeping Allah in thoughts through Salah is most important. <p>7. Do you have to commit to religious teachings to be good?</p>	<ul style="list-style-type: none"> - Pupils show their understanding of commitment to the Islamic faith. - Pupils know about Ramadan and why Muslims devote to this. - Pupils demonstrate their understanding of the difference between commitment and sacrifice <p>Lesson 5 Assessment questions: 1. How do Christians show commitment to their faith? (Baptism and Communion) 2. How do they show sacrifice? (through giving up certain foods for Lent).</p> <ul style="list-style-type: none"> - Pupils show their understanding of commitment to the Christian faith. - Pupils know about Lent and how Christians show sacrifice during this period. 	
5c. Why do Christians worship in different ways?		
<p>1. Why are there so many Christians in the world?</p> <ul style="list-style-type: none"> • Christian Church began in 30AD. • 4TH Century - Christianity becomes the state religion of the Roman Empire • 11th century (1054 CE) – Great Schism happens. Christianity splits into Roman Catholic Church and Eastern Orthodox • Roman Catholic and Eastern Orthodox are two largest Christian denominations 	<p>Lesson 1</p> <ul style="list-style-type: none"> - Pupils understand why the Christian church split - Pupils use knowledge to compare two forms of Christianity – Catholicism and Anglican - Pupils explain why there are different churches within the Christian faith - Pupils make links to Jesus and the Jewish faith <p>Lesson 2</p> <ul style="list-style-type: none"> - Pupils know the different features of the church - Pupils explain the purpose of each feature 	<p><u>Lesson 1</u> Great Schism reformation denomination Protestant Catholic</p> <p><u>Lesson 2</u> Catholic Anglican</p>

<ul style="list-style-type: none"> • 16th Century (1517) Reformation begins. German Monk called Martin Luther protests Catholic Church. His followers called Protestants. • 33,000 Christian denominations worldwide. • Jesus was a Jew <p>2. Are all Christians churches the same?</p> <ul style="list-style-type: none"> • There are 33,000 Christian denominations worldwide. • The three main Christian Denominations are: Roman Catholic Church, Orthodox Church and Protestant Church. • Christians worship in different ways • Features of churches • Features of a Catholic, Baptist and Anglican church – comparison linked to core beliefs <p>3. Why are not all Christians Catholic?</p> <ul style="list-style-type: none"> • Catholics follow the lead of the Pope • The pope is the leader of the Roman Catholic Church. • The monarch is the leader of the church of England <p>4. What are some of the differences between Christians?</p> <ul style="list-style-type: none"> • Christianity was split in England due to King Henry VIII. Protestant church formed. • One of the reasons King Henry VIII split from the Catholic church was because the Pope refused his request for divorce. • Henry VIII broke away from the Vatican and made divorce legal. 	<ul style="list-style-type: none"> - Pupils compare similar and differing features across the Christian churches <p>Lesson 3</p> <ul style="list-style-type: none"> - Pupils state the 5 aspects of worship - Pupils explain how each aspect helps Christians to worship - Pupils provide effective comparisons - Pupils use the relevant vocabulary in their explanations <p>Lesson 4</p> <ul style="list-style-type: none"> - Pupils understand how the protestant denomination split from Catholicism (links to History Y6 – Tudors) - Pupils compare beliefs of the catholic and protestant denominations - Pupils explain the differences between the denominations. <p>Lesson 5</p> <ul style="list-style-type: none"> - Pupils understand religions have similar aspects - Pupils know Jerusalem is the Holy City for all 3 religions – some make links as to why this has potential problems - Pupils demonstrate the similarities of the religions - Pupils demonstrate the differences 	<p>font sanctuary stoup genuflection Stations of the cross tabernacle lecturn</p> <p><u>Lesson 3</u> Denomination monarch</p> <p><u>Lesson 4</u> denomination communion protestant</p> <p><u>Lesson 5</u> Denomination purgatory</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> • Archbishop granted Henry divorce and he became head of the Church of England. • Differences between catholic and protestant denominations <p>5. Do all Christians have the same beliefs and values?</p> <ul style="list-style-type: none"> • There are many denominations in Christianity • A denomination is a branch of any religion. • Purgatory is a place for souls of sinners expiating sins before going to heaven. • Catholics and protestants had different beliefs about the bible and the role of the Pope. <p>6. Can religious teachings be valuable to everyone?</p>		
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Year 6	
<p style="text-align: center;">Religion and Worldviews Aims</p> <p>The Brent SACRE curriculum aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • value and understand themselves, as well as their place and contribution to their local community and the wider society <ul style="list-style-type: none"> • develop a sense of responsible citizens of the future • share an understanding through experiences and dialogue with others • develops the spiritual, moral, social and cultural understanding • experience and understand the British Values of interfaith harmony and cooperation and the combatting of prejudice and discrimination • engage in meaningful enquiry questions and discussions about their own and others' religions and belief systems 	<p style="text-align: center;">Religion and Worldviews Skills</p> <p><u>Investigate</u></p> <ul style="list-style-type: none"> • Gather information from a variety of sources. • Ask relevant questions. • Know what may be appropriate information. <p><u>Interpret</u></p> <ul style="list-style-type: none"> • Draw meaning from artefacts , symbols, stories, works of art and poetry. • Interpret religious language. • Suggest meanings of religious texts. <p><u>Reflect</u></p>

- share their own beliefs and values, build their knowledge and gain a deeper understanding
- compare their own experiences and make meaningful reflections to create a more informed view of the world and their place in it.

- Ponder o feelings, relationships, experience ultimate questions, beliefs and practises.
- Think and speak carefully about religious and spiritual topics

Empathise

- Consider the thoughts, feelings, experiences, beliefs and values of others.
- See the world through someone else’s eyes.
- Develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy

Analyse

- Draw out essential ideas, distinguish between opinion, belief and fact.
- Distinguish between key features of different faiths.
- Recognise similarities and differences.

Synthesise

- Link significant features of religion together in a coherent pattern.
- Make links between religion and human experience.

Express

- Explain concepts, rituals and practises.
- Identify and express matters of deep concern, by a variety of means, not only words.
- Respond to religious issues through a variety of media

Apply

- Apply what has been learnt from a religion to a new situation.

Evaluate

- Draw conclusions by reference to different views and using reason to support ideas.
- Debate issues of religious significance with reference to experience, evidence and argument.

Key Themes:

Creation
Worship
Identity
Morality
Commitment
Celebration
Belief

Knowledge end points What knowledge do children need to remember	Assessment Impact	Vocabulary
Autumn 1 - How do we deal with affliction?		
<p>1. What is the Design argument?</p> <ul style="list-style-type: none"> The Design Argument argues that the world was created in a specific way, not accidentally and that everything has a purpose. The Design argument believes the world was created by a creator. <p>2. How do Humanists believe the world began?</p> <ul style="list-style-type: none"> The Big Bang Theory states that the universe was created by a big bang. Scientists believe the universe was created around 14 billion years ago. The Big Bang started with an explosion and the universe began expanding. <p>3. What is suffering?</p> <ul style="list-style-type: none"> Suffering is the state of undergoing pain, distress or hardship. Suffering can be caused by many things such as human actions and natural disasters. Christians believe suffering was not part of God's original plan. He created the world without evil, suffering and pain. He gave humans free will and 	<p>Lesson 1</p> <p>1) Reflect and evaluate – Children summarise the Design Argument and give personal response indicating their beliefs in relation to the theory.</p> <p>Lesson 2</p> <p>1) Investigate – Pupils gather information about theory from story and annotate and sequence main events of The Big Bang Theory.</p> <p>Lesson 3</p> <p>1) Investigate – Children watch video of the 'Fall Story' and explain how Christians believe suffering came into existence.</p> <p>Lesson 4</p> <p>1) Empathise – Children match images of affliction with noble truths and explain how a Buddhist would explain how images show elements of noble truths.</p> <p>Lesson 5</p>	<p>Lesson 1 Theory, belief, Genesis, Omniscent, Omnipotent, creator.</p> <p>Lesson 2 Theory, Big bang Theory, Humanist, Humanism, belief</p> <p>Lesson 3 Suffering, affliction, sin, temptation, free-will, original sin, The Fall</p> <p>Lesson 4 Noble Truths, Dukkha, Samudaya, Nirodha, Magga Buddha, Enlightenment</p> <p>Lesson 5 Eightfold Path, Buddhist, suffering, Dharma wheel</p> <p>Lesson 6 Dualism, Cosmic Dualism, Moral Dualism, Ahura Mazda, Angra Mainyu, Free-will, morality</p>

<p>their choice to disobey allowed evil and suffering into the world.</p> <ul style="list-style-type: none"> • Christians believe Adam and Eve brought original sin into the world when they disobeyed God. • Christians believe Adam and Eve were the first humans. <p>4. How do Buddhists explain suffering?</p> <ul style="list-style-type: none"> • Buddha is the founder of Buddhism. • Buddha believed most suffering comes from a tendency to crave or desire things. • The 4 Noble Truths are: Dukkha, Samudaya, Magga and Nirodhya • Dukkha is about the truth of suffering • Samudaya is about the origin of suffering • Nirodhya is about the truth of the end of suffering • Magga is the truth about the path to ending suffering. <p>5. How do Buddhists handle suffering?</p> <ul style="list-style-type: none"> • Buddhists believe the Eightfold Path is the path to end suffering. • The eightfold path has 8 elements: Right mindfulness, Right concentration, Right Effort, Right Livelihood, Right action, Right speech, Right intention and Right view. • The path provides a guide that suggests the way to end suffering and ultimately achieve enlightenment. <p>6. Could we live without suffering?</p> <ul style="list-style-type: none"> • Zoroastrians believe the world is involved in a struggle between good and evil. • Angra Mainyu is an evil, destructive spirit responsible for all suffering. • Ahura Mazda is the God in Zoroastrianism • Dualism means something is split into two parts. 	<p>1) Express – Children draw illustrations for each element of eight-fold path and explain what each means.</p> <p>Lesson 6</p> <p>1) Reflect – Children answer questions about suffering</p> <p>2) Empathise – children listen to story of happy prince and explain qualities he developed through experiences.</p>	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<ul style="list-style-type: none"> • Cosmic Dualism between Ahura Mazda (good) and Angra Mainyu (evil) in the universe. • Moral dualism is the battle between good and evil in the mind. • Morality is knowing the difference between right and wrong and good and bad behaviour. 		
Spring 1 – Why don't we all get on?		
<ol style="list-style-type: none"> 1. What is the Exodus Story? <ul style="list-style-type: none"> • Exodus is the story of God freeing the Israelites from slavery in Egypt. • Understand the main events of the Exodus story. • God sent Moses to free the Israelites. • Israelites are members of the ancient Hebrew nation. • Moses led the Israelites out of slavery in Egypt and led them to the holy land that God promised them. • Moses is an important prophet in Judaism. 2. How do Jews remember the Exodus Story? <ul style="list-style-type: none"> • Passover is a major Jewish holiday that celebrates the Exodus story - Israelites escape from slavery in Egypt. • Seder is the traditional Passover meal which includes reading, drinking and eating special meals. • Special foods are eaten during Passover and each item on a Seder plate symbolises an aspect of the Exodus story. 3. Did we always have British values about respecting and protecting each others beliefs? <ul style="list-style-type: none"> • Disagreements in opinions (worship or practices etc) led to the Early church splitting. • Tolerance is the acceptance of others who are different in their race, culture, values and beliefs. 	<p><u>Lesson 1</u> 1) Pupils annotate and sequence events of exodus story.</p> <p><u>Lesson 2</u> 1) Interpret - Pupils explain the symbolism of items on Seder plate. 2) Pupils explain how items help Jews commemorate events of Exodus story.</p> <p><u>Lesson 3</u> 1) Investigate – children use Anti-Jewish laws sources to understand impact of persecution on Jews. 2) Empathise- children explain impact of persecution and anti-Jewish laws on Jews.</p> <p><u>Lesson 4</u> 1) Investigate – children use sources on religious practices and impact of persecution to compare impact of British values on modern expression of religion.</p> <p><u>Lesson 5</u> 1) Analyse and interpret – children annotate religious scripture about forgiveness, drawing out meaning.</p>	<p>Lesson 1 Plague, Israelite, Exodus, Persecution, Diaspora, Prophet</p> <p>Lesson 2 Passover, Pesach, Seder Plate, Seder, Matzah</p> <p>Lesson 3 Tolerance, Individual liberty, Indulgences, persecuted</p> <p>Lesson 4 Persecution, Genocide, Holocaust, Antisemitic.</p> <p>Lesson 5 Condemn, forgiveness, parable</p>

<ul style="list-style-type: none"> • Many groups were persecuted due to differences in beliefs. Protestant were murdered because of their beliefs. • Catholics believed sins could be forgiven through indulgences whereas protestants believed only God could forgive sins. • Martin Luther wrote 95 theses that challenged the catholic teachings. This created a branch of Christianity called 'protestants' and caused Protestantism to spread across Europe. • Know that British values of respect and tolerance and individual liberty did not always exist for religious expression. <p>4. What is persecution?</p> <ul style="list-style-type: none"> • Persecution is when a group are treated unfairly or cruelly because of their religion, race or beliefs. • Holocaust was the persecution and murder of six million Jews by the Nazi German regime. • Nazis were antisemitic and believed they were the superior race and Jews were the inferior race. They viewed Jews as a dangerous threat. • Anti-Jewish laws existed that stripped Jews of freedom and rights. <p>5. What can religion teach us about forgiveness?</p> <ul style="list-style-type: none"> • The parable of the unmerciful servant teaches us to show the same kindness and forgiveness to others that we expect to receive ourselves. • Christianity teaches that forgiveness is not a on-time action. • Christianity teaches that people must forgive the sins of others in order for God to forgive them their sins. <p>-</p>		
Summer 1 – Why don't we all get on?		

<p>6. What is the Exodus Story?</p> <ul style="list-style-type: none"> Exodus is the story of God freeing the Israelites from slavery in Egypt. Understand the main events of the Exodus story. God sent Moses to free the Israelites. Israelites are members of the ancient Hebrew nation. Moses led the Israelites out of slavery in Egypt and led them to the holy land that God promised them. Moses is an important prophet in Judaism. <p>7. How do Jews remember the Exodus Story?</p> <ul style="list-style-type: none"> Passover is a major Jewish holiday that celebrates the Exodus story - Israelites escape from slavery in Egypt. Seder is the traditional Passover meal which includes reading, drinking and eating special meals. Special foods are eaten during Passover and each item on a Seder plate symbolises an aspect of the Exodus story. <p>8. Did we always have British values about respecting and protecting each others beliefs?</p> <ul style="list-style-type: none"> Disagreements in opinions (worship or practices etc) led to the Early church splitting. Tolerance is the acceptance of others who are different in their race, culture, values and beliefs. Many groups were persecuted due to differences in beliefs. Protestant were murdered because of their beliefs. Catholics believed sins could be forgiven through indulgences whereas protestants believed only God could forgive sins. Martin Luther wrote 95 theses that challenged the catholic teachings. This created a branch of Christianity called 'protestants' and caused Protestantism to spread across Europe. 	<p>Lesson 1</p> <p>2) Pupils annotate and sequence events of exodus story.</p> <p>Lesson 2</p> <p>3) Interpret - Pupils explain the symbolism of items on Seder plate.</p> <p>4) Pupils explain how items help Jews commemorate events of Exodus story.</p> <p>Lesson 3</p> <p>2) Investigate – children use sources on religious practices and impact of persecution to compare impact of British values on modern expression of religion.</p> <p>Lesson 4</p> <p>3) Investigate – children use Anti-Jewish laws sources to understand impact of persecution on Jews.</p> <p>4) Empathise- children explain impact of persecution and anti-Jewish laws on Jews.</p> <p>Lesson 5</p> <p>2) Analyse and interpret – children annotate religious scripture about forgiveness, drawing out meaning</p>	<p>Lesson 1 Plague, Israelite, Exodus, Persecution, Diaspora, Prophet</p> <p>Lesson 2 Passover, Pesach, Seder Plate, Seder, Matzah</p> <p>Lesson 3 Tolerance, Individual liberty, Indulgences, persecuted</p> <p>Lesson 4 Persecution, Genocide, Holocaust, Antisemitic.</p> <p>Lesson 5 Condemn, forgiveness, parable</p>

<ul style="list-style-type: none">• Know that British values of respect and tolerance and individual liberty did not always exist for religious expression. <p>9. What is persecution?</p> <ul style="list-style-type: none">• Persecution is when a group are treated unfairly or cruelly because of their religion, race or beliefs.• Holocaust was the persecution and murder of six million Jews by the Nazi German regime.• Nazis were antisemitic and believed they were the superior race and Jews were the inferior race. They viewed Jews as a dangerous threat.• Anti-Jewish laws existed that stripped Jews of freedom and rights. <p>10. What can religion teach us about forgiveness?</p> <ul style="list-style-type: none">• The parable of the unmerciful servant teaches us to show the same kindness and forgiveness to others that we expect to receive ourselves.• Christianity teaches that forgiveness is not a one-time action.• Christianity teaches that people must forgive the sins of others in order for God to forgive them their sins.		
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--