



Brooklands
Primary School

Brooklands Primary School Curriculum Overview

RE

“Differences were meant not to divide but to enrich.” – JH Oldham

Year Group	Themes	Enquiry Questions	Key knowledge linked to themes	Vocabulary	Progression	Skills
EYFS	Believing Nursery	Who are my family?	<ul style="list-style-type: none"> - All about me - Family members - Different families 	Me, myself, family, mummy, daddy, brother, sister, grandparents	<p>This leads on from birth to 3 years - learning single words in context, making connections between the features of their family and other families.</p> <p>This links to learning in Reception about who is special.</p>	I can talk about who is in my family.
	Expressing Nursery	What is Christmas?	<ul style="list-style-type: none"> - What is Christmas? - The Christmas story - What do we do at Christmas? 	Christmas, Christian, Jesus, nativity, stable, Joseph, Mary, lights, Christmas tree, decorations, presents	<p>This leads on from birth to 3 years - listening to simple stories, looking at pictures, noticing and asking questions about differences between people. This links to Reception learning about special times.</p>	I can talk about what happens at Christmas.
		What is Diwali?	<ul style="list-style-type: none"> - What is Diwali? - How we celebrate Diwali 	Festival of lights, candles, diva lamp, clothes, food, Hindu		I can talk about what happens at Diwali.

		<p>What is Eid?</p> <ul style="list-style-type: none"> - What is Eid? - How we celebrate Eid 	<p>Eid, Eid Mubarak, moon, Muslim, clothes, presents, Ramadan</p>		<p>I can talk about what happens at Eid.</p>
		<p>What is Easter?</p> <ul style="list-style-type: none"> - What is Easter? - How we celebrate Easter 	<p>Easter, The Easter story, Jesus, church, Easter eggs, new life.</p>		<p>I can talk about what happens at Easter.</p>
	Believing Reception	<p>Which stories are special and why?</p> <ul style="list-style-type: none"> - Favourite stories - Looking at different bibles - David and Goliath - Special stories in Islam - Islamic holy book 	<p>Favourite, special, religion, pray, Bible, Christian, Jesus, sacred, holy, Muslim, Qur'an, crucifix</p>	<p>This leads on from learning in Nursery about Christian festivals. This links to future learning in Year 1 about Christian beliefs.</p>	<p>I can talk about stories from the Bible I can talk about stories from the Qu'ran I can recognize some religious words I can identify some sacred texts</p>
		<p>Which people are special and why?</p> <ul style="list-style-type: none"> - Who is special to you? - Why are some people special? - Guru Nanak story - Jesus and his disciples - Jesus as a friend 	<p>Friend, Sikh, Guru Nanak, qualities, miracles, disciples, Jesus.</p>	<p>This leads on from learning in Nursery about Jesus. This links to future learning in Year 1 about Jesus and his teachings.</p>	<p>I can talk about people who are special to me I can recall a special person in Sikhism I can talk about a story of Jesus being a good friend I can talk about what makes a good friend</p>
	Expressing Reception	<p>What places are special and why?</p> <ul style="list-style-type: none"> - Special places to me - Special places for Christians - Special places for Muslims - How are holy buildings similar/different 	<p>Church, mosque, places, religious, christening, wedding, font, cross, altar, stained glass window, dome, tower, muezzin, minaret, prayer, wudu.</p>	<p>This leads on from learning in Nursery about Christian and Muslim festivals. This links to future learning in Year 1 about sacred places for Christians and Muslims.</p>	<p>I can talk about somewhere that is special to me I know that churches have special meanings for Christians I know that mosques have special meanings for Muslims I can identify the features of a church/mosque</p>

	<p>Living Reception</p>	<p>What times are special and why?</p>	<p>Special times I have had</p> <ul style="list-style-type: none"> - What happens at Sukkot - What happens at Diwali - What happens at Christmas 	<p>Sukkot, Diwali, rangoli, murti, Rama and Sita, nativity, advent, Jewish, Hindu, sukkah, carol</p>	<p>This leads on from learning in Nursery about festivals. This links to future learning in Year 1 about special festivals including Easter.</p>	<p>I can say why Sukkot is a special time for Jewish people I can say why Diwali is a special time for Hindu people I can say why Christmas is a special time for Christian people I can recall simple stories about festivals</p>
		<p>Being special: where do I belong?</p>	<ul style="list-style-type: none"> - What makes us feel special - What makes Christians feel special to God - What groups do we belong to? 	<p>Family, badge, logo, belonging, baptism, christening</p>	<p>This leads on from Nursery learning about Christian festivals. This links to future learning in Year 1 about belonging in Christianity.</p>	<p>I can share occasions that make me feel special I can retell the story of Jesus blessing the children I can recall what happens at a Christian baptism I can recall what happens when a Muslim baby is born</p>
		<p>What is special about our world?</p>	<ul style="list-style-type: none"> - Favourite things in nature - Why is the world special? - Christian ideas about the world's creation - Muslim ideas about the world's creation - Is our world 'very good'? 	<p>Create, nature, creator, Creation, Genesis,</p>	<p>This leads on from learning in Nursery about Christian and Muslim festivals. This links to future learning in Year 1 about belonging.</p>	<p>I can talk about things I find interesting or wonderful in nature I can retell the Genesis story I can talk about Muhammad's stories about the world I can talk about how people mess up/look after the world.</p>

Year	Themes	Enquiry Questions	Key knowledge linked to themes	Vocabulary	Progression	Skills (Expected see RE medium term plans for Exceeding)
Y1	Believing	Who is a Christian and what do they believe?	<ul style="list-style-type: none"> - Christian belief and prayer - God and Jesus, parables and miracles - Bible stories, Jonah and the Whale and The Lost Sock (OT) - The Lost Sheep, The Good Samaritan, The feeding of the 5000, The ten lepers (NT) 	Christianity, Christians, God, Jesus, Bible, Old Testament, New Testament, Parable, Miracle	<p>This builds on EYFS by building on discussions about family life and rituals.</p> <p>This leads to Y2 where children explore other world beliefs – Islam and Judaism.</p>	<p>I can describe some Christian beliefs about God and Jesus.</p> <p>I can retell stories that show what Christians believe about God and Jesus.</p> <p>I can ask questions about believing in God and explain my own ideas about God.</p>
	Expressing	What makes some places sacred?	<ul style="list-style-type: none"> - Sacred spaces - Places of worship – church - Places of worship – mosque - Places of worship – synagogue - Reasons for visiting places of worship - Similarities and differences between places of worship 	Church, Mosque, Holy, Synagogue, Sacred, religious, believer, artefact, altar, crucifix, cross, candle, bread, wine, chalice, priest/vicar, synagogue, Jewish, ark, Torah, scroll, Tallit, teffilin, Kippah (skull cap), channukiah (menorah), Muslim, Islam, mosque, prayer mat, prayer beads, wudu, calligraphy, minbar, mihrab, minaret, muezzin	<p>This builds on EYFS by building on discussions about which places are special and why.</p> <p>This leads to Y2 where children explore other world beliefs – Islam and Judaism.</p>	<p>I can say why places of worship are important to the local community.</p> <p>I can identify objects in a church, mosque and synagogue.</p> <p>I can talk about an object that is used in worship, say how it is used and how it shows what people believe</p> <p>I can ask appropriate and respectful questions of believers.</p>

		<p>How and why do we celebrate special and sacred times?</p>	<ul style="list-style-type: none"> - Special times and celebrations - The Easter story, Holy week - How Christians celebrate Easter 	<p>Easter, crucifixion, palm Sunday, cross, last supper, disciple, resurrection, bread and wine, tomb, Maundy Thursday, Good Friday, Easter Sunday, palm cross, Easter egg, hot cross bun</p>	<p>This builds on EYFS discussions about which times are special and why. This leads to Y2 where children explore special times in Judaism and Islam.</p>	<p>I can describe how a festival is celebrated and give reasons why some people like to celebrate important events. I can identify ways Christians celebrate Easter. I can retell stories connected with Easter and say why these are important to Christians. I can make links between Easter artefacts and the story and celebration of Easter events. I can identify similarities and differences in the way Easter is celebrated by different people.</p>
Living		<p>What does it mean to belong to a faith community?</p>	<ul style="list-style-type: none"> - The meaning of belonging to different groups/communities - Belonging in Christianity (The Lost Coin) - Belonging in Islam (The Boy Who Threw stones at trees) - Belonging in Judaism - Welcoming babies – baptism (Christian) and naming ceremonies (Islam). - Wedding (Christian and Jewish) 	<p>symbols, cross, crucifix, fish, identity, Muhammad, Allah, Medina, ka'aba, Kiddush cup, challah bread, Shabbat, baptism, naming ceremony, chuppah, rabbi.</p>	<p>This builds on EYFS by building on discussions about where we belong. This leads to Y2 where children explore what it means to be a Muslim and a Jew.</p>	<p>I can talk about belonging to different groups. I can recognise symbols of belonging for Christians, Jews and Muslims. I can explain what happens at a traditional Christian infant baptism /dedication and what the actions and symbols mean. I can identify ways people show they belong to each other when they get married.</p>

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Y2	Believing	What can we learn from sacred books?	<ul style="list-style-type: none"> - What is a Holy book (The Bible) - Parables (The Lost Coin) - The Sermon on the Mount - How Holy books are treated - Story of Moses (Judaism) - Story of Muhammad and the black stone - The story of Jonah (in all 3 faiths) 	Holy, Bible, parables, rules, Qu’ran stand, respect, Arabic, Torah, scroll, Hebrew, yad, scribe	<p>This builds on Year1 learning about Christians and their beliefs.</p> <p>This leads to Y3 where children explore why the Bible is important to Christians.</p>	<p>I can recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>I can re-tell stories from the Christian Bible and from other faiths, talking about meaning.</p> <p>I can ask and suggest answers to questions arising from stories Jesus told and stories from other religions.</p> <p>I can talk about issues of good and bad, right and wrong.</p>
		Who is Jewish and what do they believe?	<ul style="list-style-type: none"> - Special objects in Jewish homes - Mezuzah and its significance - Shabbat - Chanukah 	Mezuzah, Star of David, seder plate, challah bread, Kosher, dreidel, channukiah (menorah)	<p>This builds on Year1 learning about Christians and their beliefs. This leads to Y3 learning about what different people believe about God.</p>	<p>I can talk about Jewish artefacts and their meaning.</p> <p>I can explain why Shabbat is a special day.</p> <p>I can re-tell the story of Chanukah and say how it is celebrated.</p>

		Who is Muslim and what do they believe?	<ul style="list-style-type: none"> - Allah - Prophet Muhammad - Stories (Muhammad and the ants, Muhammad and the camel) - Mosques and prayer - Qu'ran and its revelation - The 99 names of Allah - What happens at Ramadan and Eid-ul-Fitr 	Allah, Shahadah, Prophet Muhammad, mosque, prayer mat, prayerbeads, wudu, calligraphy, minbar, mihrab, minaret, muezzin, Makkah, Imam, prayers, worship, Qu'ran, fasting, Ramadan, Eid	This builds on Year1 learning about Christians and their beliefs. This leads to Y3 learning about what different people believe about God.	<p>I can talk about objects used by Muslims and their importance.</p> <p>I can re-tell stories about the life of the Prophet Muhammad.</p> <p>I can talk about ways Muslims mark Ramadan and celebrate Eid-ul-Fitr.</p>
	Expressing	How and why do we celebrate special and sacred times?	<ul style="list-style-type: none"> - What happens at Ramadan and Eid - Pesach (Passover) - Comparison of Easter, Eid and Passover 	Qu'ran, fasting, Ramadan, Eid,	This builds upon Year 1 learning about Christians, their beliefs and Easter. This leads to Year 3 learning about why festivals are important to religious communities.	<p>I can describe how a festival is celebrated and give reasons why some people like to celebrate important events.</p> <p>I can describe what happens during Ramadan and how Muslims celebrate Eid.</p> <p>I can make links between Pesach (Passover) artefacts and the story and celebration of Pesach.</p> <p>I can identify similarities and differences between the festivals of Easter, Eid and Passover.</p>
	Living	How should we care for others and the world, and why does it matter?	<ul style="list-style-type: none"> - People are important and unique - Christian beliefs about caring (The Good Samaritan) - Jewish beliefs about Tzedakah (charitable giving to those in need) - The festival of Sukkot 	Unique, Genesis, charitable, creation, Tzedakah, Sukkot, Etrog (citron fruit), Lulav (leaves)	This builds upon previously learning in Year1 about belonging to a faith community. This leads to learning in Year 3 about what it means to be a Christian in Britain today.	<p>I can re-tell Bible stories about caring for others and the world.</p> <p>I can give a reason why Jesus told the story of the Good Samaritan.</p> <p>I can talk about the Jewish practice of Tzedakah and the festival of Sukkot.</p>

			<ul style="list-style-type: none"> - The Golden Rules in religions - Stories of inspiring people <p>The Creation Story (Christianity/Judaism)</p>			<p>I can talk about the Golden Rules in religions.</p> <p>I can express my ideas about the Creation Story.</p> <p>I can identify some people who are inspiring.</p>
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Y3	Believing	What do different people believe about God?	<ul style="list-style-type: none"> - Personal belief - Christian belief - Moses and burning bush - Islamic belief - Revelation of Qur'an - Hindu belief - Story of Durga - Humanist belief - Comparison 	<p>Christian - God as love, light, creator (Genesis)</p> <p>Trinity – Father, Son, Holy Spirit.</p> <p>Muslim – Shahadah, Allah (99 names), Subha beads, Angel Jibril.</p> <p>Hindu – Trimurti, Brahma (creator), Shiva (destroyer), Vishnu (preserver), murti, Brahman.</p> <p>Humanist</p>	<p>This builds on Year 2 learning about Muslims, Jews and their beliefs. This leads to Y4 learning about what it means to be a Hindu in Britain today.</p>	<p>I can present my own opinion about God.</p> <p>I can compare the ways Christians, Hindus and Muslims describe God.</p> <p>I can explain about Humanist beliefs.</p>
		Why is the Bible so important for Christians today?	<ul style="list-style-type: none"> - Bible as a guide - Structure of the Bible - Creation, Fall, Incarnation, Salvation - Stories of lost and found - How Christians use the Bible 	<p>Bible, sacred, holy, Old Testament, New Testament, books (66), chapters (1189), verses (31,000), Gospel, Hebrew</p>	<p>This builds on Year 2 learning about sacred books. This leads to Y4 learning about stories from the Bible told by Jesus.</p>	<p>I can describe how the Bible is divided up.</p> <p>I can explain how and why Christians use the Bible.</p> <p>I can re-tell stories about the Creation, Fall and Salvation</p>

	Expressing	<p>Why do people pray?</p> <p>Why are festivals important to religious communities?</p>	<ul style="list-style-type: none"> - What is prayer? - Islamic prayer - Christian prayer - Hindu prayer - Comparison - Personal perspectives - Types of celebration - Personal celebrations - Christian celebration of Easter and symbols - The Last Supper - Crucifixion - Easter Sunday - Hindu celebration of Diwali - Muslim celebration of Eid-ul-Fitr after Ramadan - Jewish celebration of Pesach (Passover) 	<p>Islam – Wudu (washing), Makkah (Mecca), First Surah of Qur’an</p> <p>Christian – Lord’s Prayer</p> <p>Hindu – puja tray, shrine, murtis, mandir (temple), Gayatri Mantra</p> <p>Religious, non-religious</p> <p>Christian - Easter, Holy Week, crucifixion, Palm Sunday, Maundy Thursday, Good Friday, cross, Last Supper, disciple, resurrection, bread and wine, tomb, Easter Sunday</p> <p>Hindu – Rama, Sita, Ravana, temptation, evil, Lakshmi - prosperity</p> <p>Islam – discipline, fasting, charity</p> <p>Jewish – Passover, Pesach, Pharoah, Moses, plagues</p>	<p>This builds on Year 2 learning about Muslims, Jews and their beliefs. This leads to Y4 learning about what it means to be a Hindu in Britain today.</p> <p>This builds on Year 2 learning about celebrating special and sacred times. This leads to Y4 learning about how religious and non-religious people celebrate key festivals.</p>	<p>I can describe how Muslims, Hindus and Christians pray. I can identify similarities and differences about how different faiths pray.</p> <p>I can identify different types of celebrations (religious and non-religious). I can explain how different communities celebrate festivals.</p>
	Living	<p>What does it mean to be a Christian in Britain today?</p>	<ul style="list-style-type: none"> - What Christians do at church - Music in worship - Holy communion - Making a difference in the local community - Famous Christians (eg Queen Elizabeth, Bear Grylls, Tyson Fury, Mary Berry, Stormzy, including Rosa Parks) 	<p>Faith, congregation, service, worship, communion, Last Supper, bread, wine, body, blood, chalice</p>	<p>This builds on Year 2 learning about Muslims, Jews and their beliefs. This leads to Y4 learning about what it means to be a Hindu in Britain today.</p>	<p>I can describe how Christians show their faith. I can make links between the actions of Christians to help others and other faiths.</p>

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Y4	Believing	Why is Jesus inspiring to some people?	<ul style="list-style-type: none"> - Who is inspiring? - Jesus' life story and inspiring actions - Feeding 5000, Parable of two builders - Jesus' importance to Christians - Good Friday and resurrection - Jesus' importance today - Images of Jesus 	Saviour, Good Friday, resurrection, symbols – light bread of life, good shepherd, the way, the truth, Gospel, incarnation, salvation	This builds on Year 3 learning about Jesus, the Bible and Christianity. This leads to Y5 learning on living by the values of Jesus in the twenty-first century.	I can talk about how Jesus' teachings influence how Christians live today. I can identify the events of Easter and their importance for Christians.
	Expressing	How do people from religious and non-religious communities celebrate key festivals?	<ul style="list-style-type: none"> - How people celebrate Christmas from religious and sociological perspective - Other festivals including Easter, Chanukah, Sukkot, Diwali - Role of festivals in Britain today 	Religious, non-religious, secular, orthodox, liberal, sociology, festival	This builds on Year 3 learning about why festivals are important to religious communities. This leads to Y5 considering if places of worship are the only place to worship.	I can identify differences in the way people celebrate festivals dependent on their belief or non-belief.
		Why do some people think that life is a journey and what significant experiences mark this?	<ul style="list-style-type: none"> - Significance of baptism for Christians - Jewish transition to adulthood - Hindu life journey - Why people get married (different religions) - Comparison 	Promises, water, cleansing, dying to sin, Bar Mitzvah, Bat Mitzvah, Mitzvot (commandments), milestone, ritual, ceremonies, Dharma (duty), reincarnation, Moksha (spiritual freedom)	This builds on Year 3 learning about why people pray. This leads to Y5 learning about what it means to be a Muslim in Britain today.	I can describe what happen in Christian, Jewish and Hindu ceremonies of commitment. I can identify similarities and differences between the ceremonies of commitment.

	Living	<p>What does it mean to be a Hindu in Britain today?</p> <p>What can we learn from religions about deciding what is right and wrong?</p>	<ul style="list-style-type: none"> - How Hindus show their faith - What is important - Mahatma Ghandi - Why Hindus settled in Britain <ul style="list-style-type: none"> - Rules and their importance - Ten Commandments and their messages for Jewish people - Christianity and how to live a good life - Non-religious people making decisions about what is right and wrong - Religious stories about temptation (Adam and Eve, Jesus) 	<p>Deity, Hanuman, Ganesh, puja, aarti, bhajans, Dharma (duty), Karma, migration</p> <p>Golden Rule, neighbour, 10 Commandments, Beatitudes, Humanism, conscience, temptation</p>	<p>This builds on Year 3 learning about Christians, and their beliefs. This leads to Y5 learning about what it means to be a Muslim in Britain today.</p> <p>This builds on Year 3 learning about different beliefs. This leads to Y5 learning about what matters most to Christians and Humanists.</p>	<p>I can describe how Hindus show their faith. I can make links between the actions of Hindus to help others and other faiths.</p> <p>I can give examples of rules from different religions. I can discuss different ideas, including my own, about right and wrong.</p>
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Y5	Believing	Why do some people believe God exists?	<ul style="list-style-type: none"> - Statistics about religions - Belief and non-belief in God - Christian belief about creation (Genesis) 	Atheist, agnostic, theist, interpretation, creation	This builds on Year 4 learning about Jesus. This leads to Y6 learning on what religions say when life gets hard.	I can suggest answers to some of the Big Questions about the existence of God. I can consider reasons why people might or might not believe in God.
		What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	<ul style="list-style-type: none"> - Values – love, forgiveness - Justice and fairness (Mother Teresa) - Values – generosity, greed - Living by Jesus’ values in the modern world 	Values, parables, fellowship, temptation	This builds on Year 4 learning about why Jesus is inspiring to some people. This leads to Y6 learning on what religions say when life gets hard.	I can give examples of Jesus’ teaching. I can consider what Jesus might do in a modern day dilemma.
	Expressing	If God is everywhere, why go to a place of worship?	<ul style="list-style-type: none"> - Purposes of places of worship (Christian, Hindu, Jewish) - Worship in the home 	Church, Baptist, Anglican, lectern, font, baptistery, Holy Communion, priest, mandir (temple), shrine, shikara, puja, murti, pilgrimage, synagogue (schul) Orthodox, Reform	This builds on Year 4 learning about Hindu places of worship. This leads to Y6 learning about expressing beliefs through art and architecture.	I can describe the most important functions of a place of worship to a community. I can explain how some people see the place of worship as being more about the people than the building.

	Living	<p>What does it mean to be a Muslim in Britain today?</p>	<ul style="list-style-type: none"> - Muslim journey of life (5 pillars) - Shahadah (Belief) - Prayer (Salah) - Charity (Zakah) - Fasting (Sawm) - Pilgrimage (Hajj) - Qur'an (guide) - Place of worship 	Ibadah (worship and belief in action), Mecca, rak'ahs (prayer positions), Eid-ul-Adha, Eid-ul-Fitr	This builds on Year 4 learning about what it means to be a Hindu in Britain today. This leads to Y6 learning about beliefs Ummah, grace and ahimsa.	I can describe the significance of the Five Pillars to Muslims. I can talk about the significance of the Qur'an to Muslims. I can discuss the importance of the mosque for Muslims.
		<p>What matters most to Christians and Humanists?</p>	<ul style="list-style-type: none"> - Religious and non-religious rules and codes for living - Humanism - Values - Peace - Personal code for living 	Jealousy, hatred, greed, fairness, justice, forgiveness, freedom, morals	This builds on Year 4 learning about what we learn from religions about right and wrong. This leads to Y6 learning about what matters to Jewish people.	I can describe what a Humanist believes. I can describe Humanist and Christian values. I can give my opinion about what matters in life, from a personal perspective.
		<p>Green religion? How and why should religious communities do more to care for the Earth?</p>	<ul style="list-style-type: none"> - Who does the Earth belong to - God or humanity? - Christian, Hindu, Muslim and Jewish belief about caring for the Earth 	Pagan, mother goddess, pollution, climate change, corruption, Green Christians, Eco Churches, Bhumi, ahimsa, Tu B'Shevat (Jewish new year for trees)	This builds on Year 4 learning about what we learn from religions about right and wrong. This leads to Y6 learning about beliefs Ummah, grace and ahimsa.	I can discuss the challenges facing the planet and the responses from different religions

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Y6	Believing	What do religions say to us when life gets hard?	<ul style="list-style-type: none"> - Questions about death - What is reincarnation? - Heaven - Christian beliefs about death - Non-religious beliefs about death 	Body, soul, spirit, salvation, heaven, reincarnation, afterlife, judgement, karma, paradise	<p>This builds on Year 5 learning about living by the values of Jesus in the 21st century.</p> <p>This leads to KS3 asking questions about if death is the end and if it matters.</p>	<p>I can give reasons why some people may be comforted by their beliefs when someone dies.</p> <p>I can identify similarities and differences between life after death and the beliefs of Hindus, Christians, Muslims and non-religious people.</p>
	Expressing	Is it better to express your beliefs in arts and architecture or in charity and generosity?	<ul style="list-style-type: none"> - Sacred places - Mosques – expression of beliefs and values - Muslim calligraphy, painting and poetry - Christian use of art in worship - Muslim charities - Comparison 	Charity, generosity, scriptures, symbolism, Zakat, wealth, poverty	<p>This builds on Year 5 learning about places of worship.</p> <p>This leads to KS3 discussing how people can express the spiritual through the arts.</p>	<p>I can explain why some buildings are sacred.</p> <p>I can discuss examples of religious creativity (buildings and art).</p> <p>I can suggest reasons for differences in opinion about generosity and charity being more important than buildings and art.</p>
		What can be done to reduce racism? Can religion help?	<ul style="list-style-type: none"> - Racism and fairness - St Peter - The Golden Rule/Silver Rule - People who challenged racism from different religions 	Racism, fairness, democracy, equality	<p>This builds on Year 5 learning about living by the values of Jesus in the 21st century.</p> <p>This leads to KS3 discussing if religion is a power for peace or a cause of conflict in the world today.</p>	<p>I can discuss the challenges racism brings to communities.</p> <p>I can describe links between religious teaching and practice, in the challenge to reduce racism.</p> <p>I can express ideas for reducing racism and prejudice.</p>

	Living	<p>How do family life and festivals show what matters to Jewish people?</p> <p>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p>	<ul style="list-style-type: none"> - Weekly celebrations (Shabbat) - Rosh Hashanah and Yom Kippur - Pesach - Commandments and Blessings <ul style="list-style-type: none"> - Key beliefs for Hindus, Muslims and Christians - Ummah (community) - Ahimsa (harmlessness) - Grace and forgiveness - The Last Supper - People inspired by Jesus - Comparison 	<p>Celebration, menorah, Shofar, seder plate, Exodus, Torah</p> <p>Grace, generosity, commitment, community, Gandhi, Sewa (charity)</p>	<p>This builds on Year 5 learning about what it means to be a Muslim in Britain today. This leads to KS3 discussing what difference it makes to believe in....(different religions)</p> <p>This builds on Year 5 learning about what matters most to Christians and Humanists. This leads to KS3 discussing if religion helps people to be good.</p>	<p>I can describe how Jewish people show their beliefs through worship in festivals, both at home and in the wider community.</p> <p>I can describe the impact beliefs and religious commitments can have and the difference they can make, to the lives of believers.</p> <p>I can make connections between belief in ahimsa, grace and Ummah; teachings and sources of wisdom.</p>
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