

Primary Phase Curriculum Map 2020-21



William Hulme's Grammar School
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Subject Area:

Religious Education

The intent of RE is to provide opportunities for pupils to explore big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion, reflecting on their own ideas and ways of living.

Linked to the Manchester Agreed Syllabus for Religious Education, we are always seeking to show the similarities in our religion and cultures and how this unites us. This starts from Early Years and permeates through and teachers should always be making links with religions, not only to embed knowledge, but to explore and question values.

At William Hulme's Grammar School, we follow the Manchester RE guidance and the LCP scheme of work, which is used as a spine to ensure continuity and progression. We also use other videos, PowerPoints, books and artefacts to enhance the topics covered. A key part of our curriculum is to use the local area.

An integral part of our whole school RE curriculum is to use religious festivals as a focus throughout the year and to come together as a school to celebrate together and reflect the values and beliefs of our families and wider community.

Our RE curriculum reflects the British Values document, in that the subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This will then support our children, so that they are able to move beyond attitudes of tolerance, towards increasing respect, so that they can celebrate diversity and take it forward into their adult life.

Our Curriculum starts in the Early Years with the concept of discovery, where the children are beginning to make sense of their world, family customs and values. We then move on to the concept of exploration in Key Stage 1, where the children start to develop their knowledge and understanding of religions and world views, using basic subject-specific vocabulary. They start to explore key questions and express their own views in response to topics presented to them. In Key Stage 2, children move to the connecting phase, extending their knowledge and understanding of religions and world views, linking it to local, national and global contexts. The vocabulary taught should be more subject-specific, reflecting their understanding and maturity. They should be encouraged to be curious and ask increasingly challenging questions about religion, belief, values and human life.

Moving into KS3, it is vital that progression is maintained and the main theme of applying and interpreting begins. Students should extend and deepen their knowledge of religions and world views, developing a deeper level of discernment. William Hulme's Primary Curriculum aims to prepare children for the next stage of their religious study, equipping them well for Key Stage 3, where they will revisit key concepts and religions covered by the Primary Phase.

William Hulme's Curriculum covers the main world religions: Christianity, Islam, Hinduism, Sikhism, Buddhism and Judaism. Also, Humanism is taught to reflect non-religious values of the world.

Our curriculum - The RE Curriculum consists of:

- A Long-Term Plan – This gives teachers an overview of the areas that are going to ensure National Curriculum coverage.
- LCP unit plans - To provide a spine for the teaching
- Active Inspire Flipcharts: This includes the daily plan with objectives and linked questions and resources.
- Knowledge Organisers: These are focused on the key vocabulary and concepts that will be taught.

Vertical Concept	Definition	Units
Myself	This concept enables the children to look at similarities and differences between each other. It looks at rules people live by and basic religious rules that Christians and Muslims follow. In Key Stage 2 it moves to more specific concepts such as birth ceremonies, neighbours culminating in What happens when we die?	Year 1 – Me, My favourite things, Who am I?, How I celebrate, My feelings, This is how I like it Year 2 – Who am I, Shaping Up, Jesus’ Rules, Rules in Islam, Teamwork, Anger management Year 3 – Birth Ceremonies, What babies need, What is sin, Christian Baptism, Muslim Birth Ceremonies, Sikh birth Ceremonies, Making Comparisons. Year 4 – Responsibility/Neighbours -Who is my neighbour?, When I needed a neighbour, Whose Neighbour are you? Year 5 – Life’s big questions; Ultimate questions, Is there a God?, Communication, Stewardship, Rules for life – a Hindu story, Rules for life – a Buddhist story, Answers Year 6 – What happens when we die? Questions and answers, Body and Soul, Reincarnation, Judgement, The Christian Funeral, The adhan, The non-religious response
Celebrations	This concept introduces the beliefs of some of the major religions through festivals they celebrate. Children will learn more about their own families and the beliefs and culture of the wider community and the world. It begins with the very personal celebration of Birthdays, moving on to more specific religious festivals. It culminates in a specific topic on Race and Diversity.	Year 1 – It’s my birthday, Harvest time, Bonfire Night, Guru Nanak’s birthday, Hanukkah, The Nativity Year 2 – Special Times, Poppy Day, Id-ul- Fitr, Sukkot, Diwali, Year 3 – Christianity: Miracles, Parables, Church Visit, Easter, Reflection on Learning. . Year 4 – War and Suffering – Why are there wars, Responses to suffering, Christmas day Truce. Year 5 – Marriage- Relationships, Love, Christian Weddings, Jewish Weddings, Arranged Marriages, Sikh weddings, When relationships go wrong. Year 6 – Race and Diversity: Discrimination, Racism, Rosa Parks, Martin Luther King, Multi faith Centres.
Stories	This concept will give children access to a range of stories: mainly religious but some cultural and it encourages them to draw upon their own personal experiences and reflect and look for meanings. In Key Stage 2 this moves on to more in-depth discussions culminating in a study on Hinduism and the related stories and teachings.	Year 1 – Jewish Stories, Muslim Stories, Christian Stories, Buddhist Stories, Sikh Stories and Secular Stories. Year 2 – That will teach you a lesson, The Widow’s Mite, Baisakhi, The wise Rabbit, Ganesh, Stories with Morals. Year 3 – The Creation Story: What is Creation, Christian Story, Islamic Story, Hindu and Non-Religious Theory. Year 4 – Becoming an Adult: Belonging to a Group, Confirmation and Believer’s Baptism, Bar Mitzvah, Amrit Ceremony, Taking Responsibility, Initiation Ceremonies. Year 5 – Justice: It’s not fair, Forgiveness, Prayers for Justice, Fair Trade, Sheep and Goats Story Year 6 – A Supreme Power, Trimutri, Scriptures, Gods and goddesses, Living things and worship

Vertical Concept	Definition	Units
Special People	This unit begins by encouraging people to look at leaders in their lives, then to explore the values of a good leader. In Key Stage 2 moving on to studying the lives of leaders of major religions.	<p>Year 1 – Special people at home and school, The Queen and Sporting Heroes, Jesus the miracle maker, Jesus the hero and Easter.</p> <p>Year 2 – Leader and teacher: What is a leader, Moses and the Great Escape, The Easter Story, Who was Muhammed (PBUH) Guru Nakur, What do religious leaders have in common.</p> <p>Year 3 – Caring for the Community, How do you feel, How God feels, Small Creatures, Trees and Water</p> <p>Year 4 – Inspirational People, What a hero, Anne Frank, Mahatma Gandhi, Oscar Romero, Mother Teresa, We can Make a difference.</p> <p>Year 5 – Islam The Final Prophet of Islam, The Bilal Mystery, The Five Pillars, Islamic Prayer, the Quran, Good Advice</p> <p>Year 6 – Hinduism: Dharna and Kama, Important Times, Pilgrimage, Diwali, Reflecting on Learning</p>
Belonging	This unit encourages the children to explore the concept of belonging and how this relates to particular religions. In Key Stage 2 it moves on to explore what it is to belong to a certain faith.	<p>Year 1 – Family, School, Local Groups, Where I live, My Country, My World.</p> <p>Year 2 – What does it mean to belong, Belonging to Christianity, Rules in Sikhism, Going to the Mosque, Hindu Worship, Humanism,</p> <p>Year 3 – Christianity: The Birth of Jesus, A Gift from God, Lost in Jerusalem, The Baptism of Jesus, The temptation of Jesus, Jesus’s Disciples.</p> <p>Year 4 – Judaism: Previous knowledge, Moses, Moses leading Jews, Ten Commandments, Main features of a synagogue.</p> <p>Year 5 – Islam : The mosque, Haji, Zakh, Fasting and Feasting, Jihad, Learning from Islam</p> <p>Year 6 – Buddhism: Looking for answers, Four noble truths, Sacred Scriptures, Guidelines for lines,</p>
Beliefs	This topic begins by exploring what the children and their families believe, gradually going into more detail about the major religions and inspirational people, covering a topic on poverty and wealth, culminating in a topic on Moral Mazes which explores dilemma thrown by one’s beliefs.	<p>Year 1 – I believe, (part 1) Christian Belief, Muslim’s Belief, Hindu’s Belief, Sikh’s Belief, I believe (part 2)</p> <p>Year 2 – The Torah, The Bible, Do Hindus believe in one God, The Guru Granth Sahib. The Quran, Religion: we’ve got it sorted.</p> <p>Year 3 – Right and Wrong: Doing the right thing, Making Choices, A good influence, Wrong Choices., David and Goliath and Inner Strength</p> <p>Year 4 – Judaism: Jewish artefacts, Prayer, Customs, Beliefs and Practices, Shabbat, Yom Kippur.</p> <p>Year 5 – Poverty and Wealth: Bible Teachings, Points of View, Money for Charity, An honest wage, Sheep and Goats,</p> <p>Year 6 – Moral Maze: Jonah’s dilemma, Actions and beliefs, Religious Dress, Moral Choices and Solving a dilemma.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Although RE is not statutory for children of Nursery age, at William Hulme's, we see it as an integral part of our Early Years Curriculum. We teach it mainly through the theme of celebrations and ensure that we are reflecting the beliefs and cultures of our community. We have an area in the Continuous Provision which is constantly updated to reflect the key celebration linked to the time of year. For example: Easter or Chinese New Year</p>					
Year 1	<p>Myself</p> <p><u>Me</u> To understand that we can get to know each other and share our thoughts and feelings. <u>My favourite things</u> To know that we are similar but different; that we have specific likes and dislikes. <u>Who am I?</u> To know who they are in relation to others. Family and/or religion. When it comes to celebrating. <u>How I celebrate</u> To know how we celebrate and how religious people celebrate family occasions. <u>My feelings</u> To know that people have feelings about different things. <u>This is how I like it</u> To express themselves in different way.</p>	<p>Celebrations</p> <p><u>It's my birthday!</u> To know how people, celebrate their birthdays. <u>Harvest time</u> To understand why harvest is a religious celebration. To consider why we should be thankful for our food. <u>Bonfire Night</u> To know about a celebration that was originally linked with religion. <u>Guru Nanak's Birthday</u> To know why Guru Nanak is important to Sikh people. <u>Hanukkah- festival of lights</u> To understand the significance to Jews of their festival of lights. <u>The Nativity</u> To know about the Christians' stories about the birth of Jesus.</p>	<p>Stories</p> <p><u>Jewish stories</u> To begin to understand about Jewish beliefs and the way of life. <u>Christian stories</u> To begin to understand about the Christian way of life through two stories. <u>Muslim stories</u> To begin to understand about Islam and the Muslim way of life through two stories about Muhammed (PBUH). <u>Buddhist stories</u> To begin to understand about the Buddhist way of life. <u>Sikh stories</u> To begin to understand about the Sikh way of life through two stories. <u>Secular stories</u> To know what people of no religion, have to say about what is important to them.</p>	<p>Special people</p> <p><u>Special people at home and school</u> To identify the roles special people, play in or lives. <u>The Queen</u> To know something of the Queen's role in our society. <u>Sporting heroes</u> To look at the example sporting heroes gives us. <u>Jesus the miracle maker</u> To look at the life of Jesus and his teachings... <u>Jesus the healer</u> To understand the healing period <u>The story of Easter</u> To understand the time of the death and resurrection.</p>	<p>Belonging</p> <p><u>Family</u> To appreciate what it means to belong to a family. <u>School</u> To explore the responsibility of being part of a school. <u>Local groups</u> To think about being part of a bigger picture. <u>Where I live</u> To identify the groups, we and others belong to and why. <u>My country</u> To consider the even bigger picture and our responsibilities to this group. <u>My world</u> To look at the really big picture and widening our boundaries!</p>	<p>Beliefs</p> <p><u>I believe... (Part 1)</u> To find out and share what we think about God. <u>What do Christians believe?</u> To know more about Christians. To be aware that not all Christians believe the same things. <u>What do Muslims believe?</u> To know more about Muslims beliefs. To be aware that not all Muslims believe the same things. <u>What do Hindus believe?</u> To know more about Hindus beliefs. To be aware that not all Hindus believe the same things. <u>What do Sikhs believe?</u> To know more about Sikhs beliefs. To be aware that not all Sikhs believe the same things. <u>I believe... (Part 2)</u></p>

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						To look again at what we believe and further the discussion.
Year 2	<p>Myself</p> <p><u>Who am I?</u> To recognize the key people in their lives. To recognize their own feeling and those of others.</p> <p><u>Shaping up!</u> To understand positive and negative feelings and that such experiences are part of being human.</p> <p><u>Jesus' rules</u> To learn that Jesus wanted his followers to obey two important rules.</p> <p><u>Rules in Islam</u> To recognize that religious traditions, have special writings which believers respect. To recognize how religious views can be a factor in encouraging a caring attitude.</p> <p><u>Teamwork</u> To learn to listen to the ideas of others.</p> <p><u>Anger management</u></p>	<p>Celebrations</p> <p><u>Special times</u> To know that religions usually involve celebrations. To talk about what is important to them when celebrating</p> <p><u>Poppy Day</u> To learn how and why symbol can express religious meaning. To begin to understand why people want to commemorate Remembrance Day</p> <p><u>Id-ul-Fitr</u> To know that id-ul-Fitr is a Muslim celebration. To understand some of the traditions associated with Id. To describe what is special about celebrations.</p> <p><u>Sukkot</u> To learn the story of sukkot. To know that many Jewish people erect a sukkah in their garden at this time to begin to understand how religious teachings affect what people do.</p> <p><u>Divali</u></p>	<p>Stories</p> <p><u>That will teach you a lesson</u> To understand that some stories have a moral.</p> <p><u>The Widow's mite</u> To know that Jesus told stories about God, about how to behave and how to treat other people.</p> <p><u>Baisakhi</u> To learn the story of Baisakhi and understand the meaning behind it.</p> <p><u>The Wise Rabbit</u> To understand that stories often contain inner meanings or messages. To respond sensitively to the feelings and experiences of others.</p> <p><u>Ganesha</u> To know the story of Ganesha. To understand Ganesha's importance in Hinduism. To understand that worship is important to believers.</p> <p><u>Stories with morals</u></p>	<p>Leaders and Teachers</p> <p><u>What is a leader?</u> To respond to the question 'What is a leader?' To identify leaders, we know.</p> <p><u>Moses and the great escape</u> To learn about Moses as a leader. To hear the story of Moses leading his people to the promised land.</p> <p><u>The Easter Story</u> To understand what happened in the last days of Jesu's life. To know that Easter is the festival that Christians celebrate to mark this event.</p> <p><u>Who was Muhammad (PBUH)?</u> To learn who Muhammad (PBUH) was and his significance in Islam. To understand that Muhammad (PBUH) is a role model.</p> <p><u>Guru Nanakur</u></p>	<p>Belonging</p> <p><u>what does it mean to belong?</u> To learn about ways in which they belong. To find out how belonging is expressed.</p> <p><u>Belonging in Christianity</u> To understand that religious people belong to a faith. To see examples of how Christians, belong to Christianity.</p> <p><u>Rules in Sikhism</u> To identify meanings for religious symbols. To use a range of religious words. To recognize that religious teachings make a difference to individuals.</p> <p><u>Going to the mosque</u> To compare different ways believers, show respect to god and each other. To show awareness that people worship God in</p>	<p>Beliefs</p> <p><u>What is the torah?</u> To know that the Jewish holy book is the Torah. To know how the Torah is treated and what this shows about Jewish beliefs.</p> <p><u>What is the bible</u> To identify ways in which the bible is important to Christians. To reflect on their use of time and money.</p> <p><u>Do Hindus believe in one god?</u> To lean that Hinduism, believe in one god who can be represented in any forms.</p> <p><u>The Guru Granth Sahib</u> To learn that the holy book of the Sikhs is the Guru Granth Sahib. To learn how the Guru Granth Sahib is treated with respect.</p> <p><u>The Qur'an</u> To learn that the Qur'an is the holy book of Islam.</p>

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	To reflect and consider religious and spiritual feelings, experiences and concepts.	To learn the Divali story and understand the meaning behind it. To recognize feelings evoked by the different parts of the story.	To identify a moral in a story.	To learn that a guru is a holy man and spiritual teacher. To learn that Guru Nanak was the first Sikh guru. <u>What do religious leaders have in common?</u> To be able to recount stories about significant religious figures. To understand the term 'role model'	different ways and in special places. <u>Hindu worship</u> To learn that certain objects have a special meaning in worship. To understand how to treat these objects. <u>Humanism</u> To understand that there are people who do not believe in God. To begin to understand the basic ideas of humanism.	To retell the story of Muhammed (PBUH) and the Qur'an. <u>Religion-we've got it sorted!</u> To recognise religious symbols, holy books and place of worship.
Year 3	<p>Birth Ceremonies</p> <p><u>What does a baby need?</u> To understand the different needs of a new-born baby. To understand how people, feel when a baby is born</p> <p><u>What is sin?</u> To understand what sin is and how Christians believe sin should be dealt with.</p> <p><u>Christian baptism</u> To understand the different parts of a baptism service and why it is important to Christians.</p> <p><u>Muslim birth ceremonies</u></p>	<p>Right and Wrong</p> <p><u>Doing the right thing</u> To consider what actions are right and what are wrong.</p> <p><u>Making choices</u> To consider why their actions can be different depending on who is caring for them, even if right and wrong do not change.</p> <p><u>A good influence</u> To consider why their actions can be different depending on who they are with, even if right and wrong do not change.</p> <p><u>Wrong choices</u> To consider personal reactions to seeing others</p>	<p>Creation</p> <p>To know what it feels like to be a 'creator' and experience the positive and negative emotions that go with the role.</p> <p>To know the Christian and Jewish answer to the question 'How did the world come to be?'</p> <p>To know the Islamic answer to the question; 'How did the world come to be?'</p> <p>To know a Hindu creation story and understand that not all creation stories</p>	<p>Caring for the Community</p> <p><u>How do you feel?</u> To appreciate the wonder of the natural world and the negative impact that humans can have on it.</p> <p><u>How God feels</u> To understand how a belief in a created world affects the behaviour of the believer.</p> <p><u>Small creatures.</u> To understand that many believers show their respect for life by their treatment of the smaller creatures.</p> <p><u>Trees</u> To express personal attitudes to plant life in response to the religious beliefs of the bishop people</p>	<p>Christianity</p> <p><u>The birth of Jesus</u> To understand that Christians believe the birth of Jesus was a planned event and changed the world forever.</p> <p><u>A gift from god</u> To know the Christian belief that Jesus was both man and God, and that this was reflected in his life and legacy.</p> <p><u>Lost in Jerusalem</u> To understand that Christians believe Jesus knew he had special work to do from an early age and sought God's help to do it.</p>	<p>Christianity</p> <p><u>Miracles</u> To be aware of some recorded miracles performed by Jesus and to know why they are important to believers.</p> <p><u>Parables</u> To know some of the parables Jesus used to spread the message that God wanted people to return to him.</p> <p><u>Church visit</u> To know the main features of a Christian place of worship, understanding that the focus of such a place is the expression of a belief in Jesus.</p> <p><u>Easter</u></p>

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	<p>To understand how Muslims, show that god cares for a baby.</p> <p><u>Sikh birth ceremonies</u></p> <p>To understand Sikh birth ceremonies</p> <p><u>Making comparisons</u></p> <p>To compare the Christian. Islamic and Sikh birth ceremonies and reflect on their importance to parents</p>	<p>facing the consequences of wrong choices and to think about why these reactions are also a choice between right and wrong.</p> <p><u>David and goliath</u></p> <p>To consider how a belief in God can challenge believers to stand up for what is right, even in difficult circumstances</p> <p><u>Inner strength</u></p> <p>To consider how a believer's faith can help them stand up for what they believe to be right.</p>	<p>attempt to address the question of 'how'</p> <p>To know a non-religious answer to the question of how the world came to be and to understand that not all people answer big questions in terms of a belief in God.</p>	<p>and the Jewish festival of Tu B'shevat.</p> <p><u>Water</u></p> <p>to learn that believers consider natural resources to be God given and worthy of respect.</p>	<p><u>Jesus' baptism</u></p> <p>To learn the Christian story of Jesus' baptism and understand that baptism is an outward sign of an inward decision.</p> <p><u>The temptation of Jesus</u></p> <p>To know the story of Jesus' temptation and understand why this is important to Christians.</p> <p><u>Jesus' disciples</u></p> <p>To understand that Jesus called on his disciples to accompany him in his work and learn from him.</p>	<p>To know the events surrounding the end of Jesus' life and why they are important to Christians.</p> <p><u>Reflecting on Learning</u></p> <p>To demonstrated what people have learned about and learned from their study of Christianity.</p>
Year 4	<p>Responsibility – Neighbours</p> <p><u>Who is my neighbour?</u></p> <p>To consider the question" Who is my neighbour?" and understand that a person's answer will have an impact on their life and actions.</p> <p><u>When I needed a neighbour</u></p> <p>To learn about the way some people have chosen to devote their lives to their 'neighbours'</p> <p><u>Whose neighbour, are you?</u></p>	<p>War and Suffering</p> <p><u>Why are there wars?</u></p> <p>To consider why believers of religions can sometimes believe war is justified.</p> <p><u>Why is there suffering</u></p> <p>To consider why the suffering caused by the war is a matter of concern for religious believers and non-believers.</p> <p><u>Responses to suffering</u></p> <p>To consider the response of both religious and non-religious organisations to suffering and war. In so doing, to consider their own.</p> <p><u>Christmas day truce</u></p>	<p>Becoming an adult</p> <p><u>Belonging to a group</u></p> <p>To consider the groups, they are committed to in their own lives and why they have that commitment.</p> <p><u>Confirmation and believer's baptism</u></p> <p>To understand how and why Christians choose to commit to their religion. To reflect on how there may be aspects of their own lives that they may want to change or improve.</p> <p><u>Bar Mitzvah</u></p>	<p>Judaism</p> <p>To know Jewish artefacts.</p> <p>To know the importance of prayer in Judaism.</p> <p>To understand the Jewish customs of food and reflect on previous learning.</p> <p>To understand the beliefs and practices that accompany Jewish New Year.</p> <p>To understand the Jewish Shabbat.</p>	<p>Judaism</p> <p>To share any previous knowledge about Judaism and learn about how it began.</p> <p>To know about Moses and why he is important to Jews.</p> <p>To know how Moses led the Jews out of Egypt.</p> <p>To understand what the Ten Commandments were.</p> <p>To know the main features of a Synagogue.</p>	<p>Inspirational people</p> <p><u>What a hero!</u></p> <p>To consider the characteristics of an inspiring person and to think about who might provide personal inspiration.</p> <p><u>Anne frank</u></p> <p>To understand how belonging to a religion can help you cope with difficult experiences with dignity. To understand why Anne frank inspires people more than 60 years after her death.</p> <p><u>Mahatma Gandhi</u></p>

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	<p>To consider the questions, 'who is my neighbour?' and understand that their own answer will have an impact on their life and actions.</p>	<p>To consider how the rights and wrongs of war and sometimes made clear in the lives of individuals affected by it.</p>	<p>To understand the importance and impact of the bar and bat mitzvah ceremonies. <u>Amrit ceremony</u> To link the story of the founding of the Khalsa to the vows of the Amrit ceremony. To consider the effect these vows would have on the life of a Sikh. <u>Taking responsibility</u> To begin to understand how humanist decisions are made.to be able to reflect on the age that rights and responsibilities are gained. <u>Initiation ceremonies</u> To recall the initiation ceremonies studied and understand the change that a decision to become a member of a religion has on a believer's life.</p>	<p>To understand the meanings and traditions of Yom Kippur</p>		<p>To learn about the life of Mahatma Gandhi. To consider the things that Mahatma Gandhi thought were important in the world. <u>Oscar Romero</u> To understand what inspired archbishop Oscar Romero to act in the way he did. To consider what Oscar Romero might inspire other people to do. To think about the injustice that can take place in a school, village, town or city and country. <u>Mother Teresa</u> To consider what inspired Mother Teresa to work in the way she did with the destitute and dying in India. To think about how they might be inspired to behave when they see poverty. <u>We can make a difference</u> To learn about one of the ways to work towards changing things that they think are unfair. To describe what inspires and influences them.</p>

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	<p>Life's Big Questions</p> <p><u>Ultimate questions</u> To understand the term 'ultimate question' and consider its importance for everybody, regardless of faith. <u>Is there a God?</u> To consider the question 'is there a God?' and the consequences of the different answers. <u>Communication</u> To consider the question 'how can someone communicate with God?' and the consequences of the different answers. <u>Stewardship</u> To consider the question 'how did the world come to be?' and the consequence of different answers. <u>Rules for life- a Hindu story</u> To consider the question 'how should I live my life?' and the consequences of the different answers. <u>Rules for life- a Buddhist story</u> To consider the question 'how should I live my</p>	<p>Marriage</p> <p><u>Relationships</u> To understand the term 'relationships' and how this applies to them. <u>Love</u> To understand why a couple may choose to get married and undertake the commitment which that entails. <u>Christian wedding</u> To understand why Christians, get married and the public ceremony celebrates this. <u>Jewish wedding</u> To understand why Jewish believers, get married and the public ceremony celebrates this. <u>Arranged marriage</u> To understand why Muslim believers, get married and how this can be 'arranged' within the faith community. <u>Sikh wedding</u> To understand why Sikh believers, get married and the public ceremony celebrates this. <u>When relationships go Wrong</u> To understand that some relationships go wrong and</p>	<p>Justice</p> <p><u>It's not fair!</u> To reflect on personal ideas of fairness and right and wrong. <u>Who can bring justice?</u> To consider what is just and unjust, and to decide who is responsible for providing justice. <u>Forgiveness</u> To understand the effect that a Christian belief can have on a person's attitude to forgiveness. <u>Prayers for justice</u> To understand some religious teaching about justice around the world. <u>Fair trade</u> To understand the teaching from Christianity that supports the justice for people in poverty. <u>Sheep and goats</u> To show what they have learnt about and learnt from their study of justice.</p>	<p>Islam</p> <p><u>The final prophet of Islam</u> To understand the importance of the prophet Muhammad(pbuh) to Muslims. <u>The Bilal mystery</u> To know and understand that the Muslim belief in one god is very important. <u>The five pillars of Islam</u> To know and understand the main beliefs of Islam and to consider the effect these beliefs have on the life of a Muslim. To reflect in what the main beliefs are that support their own life. <u>Islamic prayer</u> To understand the importance of regular prayer in a Muslim life: and to understand the beliefs that teach the importance of regular prayer. To understand that what is truth to one religion, may be considered to be an opinion to another group of people. <u>The Qur'an</u> To understand that the Qur'an is the main source of guidance for Muslims and</p>	<p>Islam</p> <p><u>A mosque</u> To understand the different features of a mosque and their purpose and significance. To compare the mosque to other places of worship. <u>Haji</u> To learn about and understand the different parts of the hajj journey and experience. To choose something to reflect upon if given a special time to think about life and beliefs. <u>What is zakah?</u> To understand the Muslim idea of zalah, how it affects the life of a Muslim and whether the idea is shared by other religions. To consider personal views about charity and think about how those views will affect how they live in the future. <u>Fasting and feasting</u> To learn why Muslims, fast during Ramadan and the main features of the festival of Id-ul-Fitr.</p>	<p>Poverty and Wealth</p> <p><u>Bible teachings</u> To learn about what the bible teaches Christians about the use of money and how those teaching affect the attitude of some Christians to money. To consider what questions these teaching raise about personal attitudes to money. <u>Points of view</u> To learn that people have different view of money and how it should be used and that some views are influenced by religious beliefs. To think and reflect on how money should be used and valued. <u>Money for charity</u> To understand how different Religions, respond to global issued of poverty. To consider why people of faith and non-religious people choose to give their money to support the work of charities <u>An honest wage</u> To understand some of the teaching of Guru Nanak on poverty and wealth.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>life?’ and the consequences of the different answers. <u>Answers</u> To consider personal answers to life’s big questions.</p>	<p>consider the importance of this to those involved.</p>		<p>to explore the part it has in their daily lives. To compare the Qur’an with other sacred texts. <u>Good advice</u> To consider why people, follow the guidance of the Qur’an and how the advice to relevant today. To reflect on the texts, books and advice that have influenced their own lives.</p>	<p>To compare the themes of self-denial in Ramadan and community, charity and celebration in Id-ul-Fitr, with events in their own lives. <u>Should Ahmed go to war?</u> To explore the meaning of the word ‘jihad’ and how this idea might affect the life of a Muslim. To consider what pupils’ own jihad might be. <u>Learning from Islam</u> To construct questions to and answers from a Muslim girl or boy about their beliefs, practices and lifestyle choices. To consider their own ideas about lifestyle and beliefs.</p>	<p>To apply the teachings of Guru Nanak on poverty and wealth to the world today. <u>Sheep and goats</u> To show what they have learnt about and learnt from their study of justice.</p>
	<p>What happens when we die? <u>Questions and answers</u> To think about and reflect on a personal answer to the question: ‘what happens when we die?’ <u>Body and soul</u> To think about and reflect on the concept</p>	<p>Race and diversity <u>Discrimination</u> To understand that many people hold incorrect stereotypes about people who belong to different religious groups To understand and describe how it might feel to be treated badly simply because of their skin color. <u>Racism</u></p>	<p>Hinduism <u>A supreme power</u> To understand how some Hindus, describe and understand their idea of a supreme power. To consider and explain personal ideas of a supreme power. <u>Trimurti</u> To understand and be able to explain the</p>	<p>Hinduism <u>Dharna and karma</u> To understand the concepts of dharma and karma and explain the effect that these concepts might have on Hindu communities. To consider the idea of duty and cause and effect within one’s own life. <u>Important times</u></p>	<p>Buddhism <u>Looking for answers</u> To explain and evaluate why siddattha gotama decided to search for answers to life’s problems. To consider the type of questions that siddattha gotama was looking for answers to.</p>	<p>Moral maze <u>Jonah’s dilemma</u> To understand the influences in Jonah’s life and how those influences affected the way that Jonah solved his dilemma. To understand that we will all face dilemmas in life and consider the influences that will help is make our choices.</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>and nature of the human spirit or soul.</p> <p><u>Reincarnation</u></p> <p>To think about and reflect on the concept and nature of the human spirit or the should being reincarnated at the end of a person's life.</p> <p><u>Judgement</u></p> <p>To think about and reflect on the concept of the human soul being judges at the end of a person's life</p> <p><u>The Christian funeral</u></p> <p>To think about and reflect on the Christian funeral as a way of the end of a believer's life</p> <p><u>The adhan</u></p> <p>To think about and reflect on the practice of Muslims speaking the adhan at their death.</p> <p><u>A non-religious response</u></p> <p>To think about and reflect on the concept of there being no life after death.</p>	<p>To explain how religious sources are used to provide people and answer to the issue of racism.</p> <p>To be able to consider and express personal views on racism.</p> <p><u>Rosa parks</u></p> <p>To describe how the Christian beliefs of Rosa parks might have influenced the way she chose to behave.</p> <p>To describe what inspired and influenced Rosa parks in her fight against racial injustice in America.</p> <p><u>Martin Luther king</u></p> <p>To understand the effect of Martins Luther king's Christian beliefs and how he was treated on the way he led the civil rights movement.</p> <p>To describe personal aspirations and dreams for a more harmonious world.</p> <p><u>A multi-faith centers</u></p> <p>To understand diversity in worship within and between different religions.</p> <p>To consider ways that people of different religious work together despite their different belief structure.</p>	<p>significance of the trimurti in the Hindu religious tradition.</p> <p><u>Scriptures</u></p> <p>To understand the different types of Hindu scripture and how these scriptures help Hindus understand their beliefs and values.</p> <p>To consider the type of question that a Hindu – and they personally – would want to ask a wise person.</p> <p><u>Gods and goddesses</u></p> <p>To understand that some Hindus believe that gods and goddesses take on a human form to teach them about living a good life.</p> <p>To consider the importance of the way in which a gift is given.</p> <p><u>Living things</u></p> <p>To understand the concept of ahimsa and how it affects the lives of some Hindus.</p> <p>To reflect upon personal decisions about the food we eat and the way we treated the world around us.</p> <p><u>Worship</u></p>	<p>To learn about the important rituals that mark the beginning of a child's life and consider why people want to mark these different stages.</p> <p>To reflect upon important movements in their own lives and think about which of those they would like to mark with a ritual or celebration.</p> <p><u>Pilgrimage</u></p> <p>To understand and explain the reasons why Hindus choose to go pilgrimage and the significance of the act of pilgrimage</p> <p>To reflect upon their own significant places and important journeys they would like to make in the future.</p> <p><u>Divali</u></p> <p>To consider the meaning and significance of the different celebration of divali</p> <p>To consider who to rely on personally for help and what sort of support might be needed.</p> <p><u>Reflecting on learning</u></p> <p>to demonstrate what has been learnt from this study of the Hindu religious tradition.</p>	<p>To reflect upon what in life causes themselves and others to be dissatisfied.</p> <p><u>Four noble truths</u></p> <p>To understand and explain the four noble truths of Buddhism.</p> <p>To use the four noble truths of Buddhism to respond to an ultimate question.</p> <p><u>Sacred scriptures</u></p> <p>To understand that all life involves suffering and that learning an accepting this is an important part being a Buddhist.</p> <p>To reflect upon situations in which kindness and understanding have been shown to them and they have shown it to others.</p> <p><u>Guidelines for lines</u></p> <p>To describe and understand the five precepts and the noble eightfold path.</p> <p>To explain the effect of following the five precepts and the noble eightfold path on the way Buddhist chooses to live their lives.</p> <p><u>Devotion</u></p>	<p><u>Actions and beliefs</u></p> <p>To explain how the water carriers' beliefs led him to act as he did despite influence from other people.</p> <p>To learn that standing out for your beliefs and doing what you think is right can be challenging.</p> <p><u>Religious dress</u></p> <p>To understand that people different religions and people without a belief in god can have different views on important subjects</p> <p>To understand that sometimes it is difficult to stick to ones deeply held views.</p> <p><u>Moral choices</u></p> <p>To understand how some of the beliefs held by people of faith will affect how they resolve a moral dilemma.</p> <p>To consider and express personal values when confronted with a moral dilemma.</p> <p><u>Solving a dilemma</u></p> <p>To consider how believers from different religions will come to the resolution of a moral dilemma.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			To be able to explain how Hindus worship in the home and explain any differences or similarities to worship in other religions they have studied.		To understand and explain how Buddhists revere and honor the buddha To describe and explain some similarities and differences between revering the buddha in Buddhism and worship in another faith. To experience concentrated thought and reflect upon the feeling of peace. <u>Reflecting on learning</u> To demonstrate what has been learnt about and learnt from this study of Buddhism.	To describe and discuss a moral dilemma and justify a personal response to it.
KS3	Moving into KS3, it is vital that progression is maintained and the main theme of applying and interpreting begins. Students should extend and deepen their knowledge of religions and world views, developing a deeper level of discernment. William Hulme's Primary Curriculum aims to prepare children for the next stage of their religious study, equipping them well for Key Stage 3, where they will revisit key concepts and religions covered by the Primary Phase.					