

## Year 3 – Topic 1 – Religion in the community

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion</p> <p><b>Understand practices and lifestyles</b> Recognise, name and describe some religious artefacts, places and practices.</p> <p><b>Understand how beliefs are conveyed</b> Name some religious symbols. Explain the meaning of some religious symbols.</p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.</p> <p><b>Understand values</b> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term ‘morals’.</p>	<p><b>Identify</b> Pupils learn to identify what is most important to them in terms of people, places, celebrations and beliefs.</p> <p><b>Explore</b> Pupils learn to ask thoughtful and searching questions about their own views about what is importance to them and why.</p> <p><b>Contextualise</b> Pupils compare their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle’s and attitudes of the religions explored learning.</p> <p><b>Reflect</b> Pupils think about how these different ‘values’ affect their own lives. Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises. Pupils reflect on what they have learned about what people and communities see as of great importance in life.</p> <p><b>Investigate</b> Pupils learn how to inquire into what do religions and traditions hold to be most importance.</p> <p><b>Respond</b> Pupils explain their responses to the beliefs and practises.</p> <p><b>Synthesise</b> Pupils think about what the beliefs show about what is important to human beings.</p> <p><b>Apply</b> Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views.</p>	<p>Children recognise what it is like to be part of a group and what responsibilities people have. They recognise the beliefs that different religions have and describe what it would mean to be a religious believer in the community.</p>	<p>Worship Community Belonging Religion Christian Muslim Hindu Respect Belief Church Mosque Temple</p>

## Year 3 – Topic 2 - Festivals

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion</p> <p><b>Understand practices and lifestyles</b> Recognise, name and describe some religious artefacts, places and practices.</p> <p><b>Understand how beliefs are conveyed</b> Name some religious symbols. Explain the meaning of some religious symbols.</p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.</p> <p><b>Understand values</b> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term ‘morals’.</p>	<p><b>Identify</b> Pupils learn to identify what is most important to them in terms of people, places, celebrations and beliefs.</p> <p><b>Explore</b> Pupils learn to ask thoughtful and searching questions about their own views about what is importance to them and why.</p> <p><b>Contextualise</b> Pupils compare their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle’s and attitudes of the religions explored learning.</p> <p><b>Reflect</b> Pupils think about how these different ‘values’ affect their own lives. Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises. Pupils reflect on what they have learned about what people and communities see as of great importance in life.</p> <p><b>Investigate</b> Pupils learn how to inquire into what do religions and traditions hold to be most importance.</p> <p><b>Respond</b> Pupils explain their responses to the beliefs and practises.</p> <p><b>Synthesise</b> Pupils think about what the beliefs show about what is important to human beings.</p> <p><b>Apply</b> Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views.</p>	<p>Children will understand the meaning of celebrations and recognise what celebrations they celebrate. They explore the different festivals that are celebrated by Christians, Muslims and Hindus and recognise what happens in these celebrations.</p>	<p>Celebrate Festival Easter Christmas Lent Ramadan Eid al-Fitr Eid al-Adha Diwali Holi Navratri Special Belief Traditions</p>

## Year 3 – Topic 3 – Symbolism

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## Year 3 – Topic 4 - Worship

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<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion</p> <p><b>Understand practices and lifestyles</b> Recognise, name and describe some religious artefacts, places and practices.</p> <p><b>Understand how beliefs are conveyed</b> Name some religious symbols. Explain the meaning of some religious symbols.</p> <p><b>Reflect</b> Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.</p> <p><b>Understand values</b> Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term ‘morals’.</p>	<p><b>Identify</b> Pupils learn to identify what is most important to them in terms of people, places, celebrations and beliefs.</p> <p><b>Explore</b> Pupils learn to ask thoughtful and searching questions about their own views about what is importance to them and why.</p> <p><b>Contextualise</b> Pupils compare their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle’s and attitudes of the religions explored learning.</p> <p><b>Reflect</b> Pupils think about how these different ‘values’ affect their own lives. Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises. Pupils reflect on what they have learned about what people and communities see as of great importance in life.</p> <p><b>Investigate</b> Pupils learn how to inquire into what do religions and traditions hold to be most importance.</p> <p><b>Respond</b> Pupils explain their responses to the beliefs and practises.</p> <p><b>Synthesise</b> Pupils think about what the beliefs show about what is important to human beings.</p> <p><b>Apply</b> Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views.</p>	<p>Children will investigate what the word worship means and recognise what different religions do when they worship. They begin to understand how worship influences people’s lives.</p>	<p>Identity Purpose Belonging Commitment Belief Worship Knowledge Celebration Community God Religion Value Respect Loyalty Prayer Pray Lord’s Prayer Music Recite Hymns Qur’an Mantras Sacred Puja Tray Prayer beads Chalice</p>

## Year 3 – Topic 5 – Religious buildings

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## Year 3 – Topic 6 – Sacred texts

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## Year 4 – Topic 1 – Religion in the community

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
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## Year 4 – Topic 2 – Festivals

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Present the key teachings and beliefs of a religion Refer to religious figures and holy books to explain answers</p> <p><b>Understand practices and lifestyles</b> Identify religious artefacts and explain how and why they are used. Describe religious building and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p><b>Understand how beliefs are conveyed</b> Identify religious symbolism in food, literature and the arts.</p> <p><b>Reflect</b> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers</p> <p><b>Understand values</b> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas</p>	<p><b>Identify</b> Pupils learn to identify what is most important to others in terms of people, places, celebrations and beliefs.</p> <p><b>Explore</b> Pupils learn to ask thoughtful and searching questions about other people's views about what is importance to others and why.</p> <p><b>Contextualise</b> Pupils compare and contrast their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle's and attitudes of the religions explored learning to identify differences and similarities between religions.</p> <p><b>Reflect</b> Pupils think about how these different 'values' affect their own and other peoples' lives. Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises and how these compare with their own. Pupils reflect on what they have learned about what people and communities see as of great importance in life and how this has an impact on their lifestyle, attitude and beliefs.</p> <p><b>Investigate</b> Pupils learn how to inquire into what do religions and traditions hold to be most importance and how these are expressed personally and, in the community.</p> <p><b>Respond</b> Pupils explain their responses to the beliefs and practises giving reasons for their views.</p> <p><b>Synthesise</b> Pupils think about what the beliefs and practises show about what is important to human beings.</p> <p><b>Apply</b> Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views, as well as from discussions from others.</p>	<p>Children explore how the festivals in the different religions studied express important beliefs and events. They recognise the similarities and differences between secular and religious celebrations and can describe what makes something worth celebrating.</p>	<p>Secular Religious Celebrations Worthy Community Diversity Unity Influence Commitment Significance Purpose Honour Compare</p>



## Year 4 – Topic 3 – Symbolism

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Present the key teachings and beliefs of a religion Refer to religious figures and holy books to explain answers</p> <p><b>Understand practices and lifestyles</b> Identify religious artefacts and explain how and why they are used. Describe religious building and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p><b>Understand how beliefs are conveyed</b> Identify religious symbolism in food, literature and the arts.</p> <p><b>Reflect</b> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers</p> <p><b>Understand values</b> Explain how beliefs about right and wrong affect people’s behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas</p>	<p><b>Identify</b> Pupils learn to identify what is most important to others in terms of people, places, celebrations and beliefs.</p> <p><b>Explore</b> Pupils learn to ask thoughtful and searching questions about other people’s views about what is importance to others and why.</p> <p><b>Contextualise</b> Pupils compare and contrast their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle’s and attitudes of the religions explored learning to identify differences and similarities between religions.</p> <p><b>Reflect</b> Pupils think about how these different ‘values’ affect their own and other peoples’ lives. Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises and how these compare with their own. Pupils reflect on what they have learned about what people and communities see as of great importance in life and how this has an impact on their lifestyle, attitude and beliefs.</p> <p><b>Investigate</b> Pupils learn how to inquire into what do religions and traditions hold to be most importance and how these are expressed personally and, in the community.</p> <p><b>Respond</b> Pupils explain their responses to the beliefs and practises giving reasons for their views.</p> <p><b>Synthesise</b> Pupils think about what the beliefs and practises show about what is important to human beings.</p> <p><b>Apply</b> Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views, as well as from discussions from others.</p>	<p>Children understand what is important to them and how they express their beliefs. They understand the importance of food, art, language, rituals and symbols in the different religions and how these help the believers to express their beliefs and feelings.</p>	<p>Belief Future Lifestyle Attitude Art Language Ritual Hot cross buns Easter Eggs Simnel cake Baklava Halva Ketupat Dates Bread Wine Ghee Modak Ghevar</p>

## Year 4 – Topic 4 - Worship

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Present the key teachings and beliefs of a religion Refer to religious figures and holy books to explain answers</p> <p><b>Understand practices and lifestyles</b> Identify religious artefacts and explain how and why they are used. Describe religious building and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p><b>Understand how beliefs are conveyed</b> Identify religious symbolism in food, literature and the arts.</p> <p><b>Reflect</b> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers</p> <p><b>Understand values</b> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas</p>	<p><b>Identify</b> Pupils learn to identify what is most important to others in terms of people, places, celebrations and beliefs.</p> <p><b>Explore</b> Pupils learn to ask thoughtful and searching questions about other people's views about what is importance to others and why.</p> <p><b>Contextualise</b> Pupils compare and contrast their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle's and attitudes of the religions explored learning to identify differences and similarities between religions.</p> <p><b>Reflect</b> Pupils think about how these different 'values' affect their own and other peoples' lives. Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises and how these compare with their own. Pupils reflect on what they have learned about what people and communities see as of great importance in life and how this has an impact on their lifestyle, attitude and beliefs.</p> <p><b>Investigate</b> Pupils learn how to inquire into what do religions and traditions hold to be most importance and how these are expressed personally and, in the community.</p> <p><b>Respond</b> Pupils explain their responses to the beliefs and practises giving reasons for their views.</p> <p><b>Synthesise</b> Pupils think about what the beliefs and practises show about what is important to human beings.</p> <p><b>Apply</b> Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views, as well as from discussions from others.</p>	<p>Children will compare how different religions worship and how this influences their lives. Children will explore the beliefs and attitudes that are important in Islam and Hindu religions. They understand the purpose and reasons behind worshipping in a group and on their own and how people begin to show what is important in their lives.</p>	<p>Authority Purpose Significance Devotion Lifestyle Worthy Adoration Honour Reverence Diversity Restricted Unity Compare Influence Attitudes Reward Future Lifestyle Private worship Liturgical worship Non-liturgical Worship Informal worship</p>

## Year 4 – Topic 5 – Religious buildings

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Present the key teachings and beliefs of a religion Refer to religious figures and holy books to explain answers</p> <p><b>Understand practices and lifestyles</b> Identify religious artefacts and explain how and why they are used. Describe religious building and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p><b>Understand how beliefs are conveyed</b> Identify religious symbolism in food, literature and the arts.</p> <p><b>Reflect</b> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers</p> <p><b>Understand values</b> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas</p>	<p><b>Identify</b> Pupils learn to identify what is most important to others in terms of people, places, celebrations and beliefs.</p> <p><b>Explore</b> Pupils learn to ask thoughtful and searching questions about other people's views about what is importance to others and why.</p> <p><b>Contextualise</b> Pupils compare and contrast their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle's and attitudes of the religions explored learning to identify differences and similarities between religions.</p> <p><b>Reflect</b> Pupils think about how these different 'values' affect their own and other peoples' lives. Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises and how these compare with their own. Pupils reflect on what they have learned about what people and communities see as of great importance in life and how this has an impact on their lifestyle, attitude and beliefs.</p> <p><b>Investigate</b> Pupils learn how to inquire into what do religions and traditions hold to be most importance and how these are expressed personally and, in the community.</p> <p><b>Respond</b> Pupils explain their responses to the beliefs and practises giving reasons for their views.</p> <p><b>Synthesise</b> Pupils think about what the beliefs and practises show about what is important to human beings.</p> <p><b>Apply</b> Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views, as well as from discussions from others.</p>	<p>Children will understand the role and purpose of religious buildings in the community. They understand the difference between private and collective worship and the benefits each one has.</p>	<p>Holy Incense Meditate Ablutions Dome Minaret Imam Musallah Compare Similarities Differences Private Collective</p>

## Year 4 – Topic 6 – Sacred texts

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Present the key teachings and beliefs of a religion Refer to religious figures and holy books to explain answers</p> <p><b>Understand practices and lifestyles</b> Identify religious artefacts and explain how and why they are used. Describe religious building and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p><b>Understand how beliefs are conveyed</b> Identify religious symbolism in food, literature and the arts.</p> <p><b>Reflect</b> Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers</p> <p><b>Understand values</b> Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas</p>	<p><b>Identify</b> Pupils learn to identify what is most important to others in terms of people, places, celebrations and beliefs.</p> <p><b>Explore</b> Pupils learn to ask thoughtful and searching questions about other people's views about what is importance to others and why.</p> <p><b>Contextualise</b> Pupils compare and contrast their own views with those of others in the class. Pupils relate religious beliefs to the practises, lifestyle's and attitudes of the religions explored learning to identify differences and similarities between religions.</p> <p><b>Reflect</b> Pupils think about how these different 'values' affect their own and other peoples' lives. Pupils learn to consider what is important to religious people through their exploration of religious beliefs, concepts and practises and how these compare with their own. Pupils reflect on what they have learned about what people and communities see as of great importance in life and how this has an impact on their lifestyle, attitude and beliefs.</p> <p><b>Investigate</b> Pupils learn how to inquire into what do religions and traditions hold to be most importance and how these are expressed personally and, in the community.</p> <p><b>Respond</b> Pupils explain their responses to the beliefs and practises giving reasons for their views.</p> <p><b>Synthesise</b> Pupils think about what the beliefs and practises show about what is important to human beings.</p> <p><b>Apply</b> Pupils consider how their views on what is important in life may have developed through their study of these religions and world-views, as well as from discussions from others.</p>	<p>Children will understand what the sacred texts means to be a person, knowing the rules for living. They will understand that people will interpret the sacred texts differently and how non-religious people will interpret them. Children will explore the question if people need to believe in God to be good.</p>	<p>Ritual Bible Vedas Qur'an Lifestyle Belonging Lifestyle Interpret Commitment Compare Non-religious Interpretation</p>

## Year 5 – Topic 1 – Diversity

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals.</p> <p><b>Understand practices and lifestyles</b> Explain the practices involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups. Show an understanding of the role of a spiritual leader.</p> <p><b>Understand how beliefs are conveyed</b> Explain some of the different ways that individuals show their beliefs.</p> <p><b>Reflect</b> Recognise and express feelings about their own identities and relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p><b>Understand values</b> Explain that different religions may have a different view on right and wrong and how this can affect behaviour and attitude. Show an awareness of morals and right and wrong beyond rules (ie wanting to act in a certain way despite rules) Express their own values.</p>	<p><b>Identify</b> Pupils identify their own responses to some of the big questions that life can throw at us.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions. Pupils consider how the religious beliefs, concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values.</p> <p><b>Investigate</b> . Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts.</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> . Pupils relate to the religious beliefs and practises that they have explored to their own experience, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.</p>	<p>Children explore what a worldview means and where do they get their worldview from. They discuss and understand the worldview from a Christian, Muslim and Hindu perspective.</p>	<p>Worldview Theist Atheist Tolerance Acceptance Teachings Humanists Morality Truth</p>

## Year 5 – Topic 2 – Rites of Passage

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals.</p> <p><b>Understand practices and lifestyles</b> Explain the practices involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups. Show an understanding of the role of a spiritual leader.</p> <p><b>Understand how beliefs are conveyed</b> Explain some of the different ways that individuals show their beliefs.</p> <p><b>Reflect</b> Recognise and express feelings about their own identities and relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p><b>Understand values</b> Explain that different religions may have a different view on right and wrong and how this can affect behaviour and attitude. Show an awareness of morals and right and wrong beyond rules (ie wanting to act in a certain way despite rules) Express their own values.</p>	<p><b>Identify</b> Pupils identify their own responses to some of the big questions that life can throw at us.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions. Pupils consider how the religious beliefs, concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values.</p> <p><b>Investigate</b> . Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts.</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> . Pupils relate to the religious beliefs and practises that they have explored to their own experience, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.</p>	<p>Children understand the key milestones in their life and why they are important. They explore some of the rites of passage that happens in the different religions studied and compare the similarities and differences between the religious and non-religious rites of passage.</p>	<p>Milestone Tradition Journey Secular Aqiqah Ceremony Marriage Birth Baptism Confirmation Vicah Sanakar Blessing Saptapadi The Seven Steps Coming of age Independence Responsibility Funeral</p>

# Year 5 – Topic 3 – Founders and Prophets

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals.</p> <p><b>Understand practices and lifestyles</b> Explain the practices involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups. Show an understanding of the role of a spiritual leader.</p> <p><b>Understand how beliefs are conveyed</b> Explain some of the different ways that individuals show their beliefs.</p> <p><b>Reflect</b> Recognise and express feelings about their own identities and relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p><b>Understand values</b> Explain that different religions may have a different view on right and wrong and how this can affect behaviour and attitude. Show an awareness of morals and right and wrong beyond rules (ie wanting to act in a certain way despite rules) Express their own values.</p>	<p><b>Identify</b> Pupils identify their own responses to some of the big questions that life can throw at us.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions. Pupils consider how the religious beliefs, concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values.</p> <p><b>Investigate</b> . Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts.</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> . Pupils relate to the religious beliefs and practises that they have explored to their own experience, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.</p>	<p>Children discuss what it means to admire someone and what qualities a leader need. They explore the origins of Christianity, Islam and Hinduism and research the founders of these religions.</p>	<p>Leader Leadership Qualities Faith founder Jesus Muhammad Prophet Master Origin Founder Courage Disciple</p>

## Year 5 – Topic 4 – Pilgrimage

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals.</p> <p><b>Understand practices and lifestyles</b> Explain the practices involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups. Show an understanding of the role of a spiritual leader.</p> <p><b>Understand how beliefs are conveyed</b> Explain some of the different ways that individuals show their beliefs.</p> <p><b>Reflect</b> Recognise and express feelings about their own identities and relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p><b>Understand values</b> Explain that different religions may have a different view on right and wrong and how this can affect behaviour and attitude. Show an awareness of morals and right and wrong beyond rules (ie wanting to act in a certain way despite rules) Express their own values.</p>	<p><b>Identify</b> Pupils identify their own responses to some of the big questions that life can throw at us.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions. Pupils consider how the religious beliefs, concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values.</p> <p><b>Investigate</b> . Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts.</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs express a reasonable response to the ultimate questions</p> <p><b>Synthesis</b> . Pupils relate to the religious beliefs and practises that they have explored to their own experience, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.</p>	<p>Children recognise that a pilgrimage is a type of worship. Children learn what a pilgrimage is and why people go on one. They recognise the similarities and differences between the different pilgrimages in religions. Children will recognise religious buildings/places that people visit on a pilgrimage. They understand the importance of these buildings and the influence they have on the pilgrims.</p>	<p>Journey Pilgrimage Holy Land Lourdes Saints Miracles Ganges Yamuna Varanasi Kumbh Mela Hajj Kabbah Mecca Destination</p>



## Year 5 – Topic 5 – Creation and environment

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals.</p> <p><b>Understand practices and lifestyles</b> Explain the practices involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups. Show an understanding of the role of a spiritual leader.</p> <p><b>Understand how beliefs are conveyed</b> Explain some of the different ways that individuals show their beliefs.</p> <p><b>Reflect</b> Recognise and express feelings about their own identities and relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p><b>Understand values</b> Explain that different religions may have a different view on right and wrong and how this can affect behaviour and attitude. Show an awareness of morals and right and wrong beyond rules (ie wanting to act in a certain way despite rules) Express their own values.</p>	<p><b>Identify</b> Pupils identify their own responses to some of the big questions that life can throw at us.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions. Pupils consider how the religious beliefs, concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values.</p> <p><b>Investigate</b> . Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts.</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> . Pupils relate to the religious beliefs and practises that they have explored to their own experience, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.</p>	<p>Children explore their own ideas of what they think caused the universe and if it has a purpose. They explore different religious and non-religious ideas about how the universe came about.</p>	<p>Seven days</p> <p>Earth</p> <p>Heaven</p> <p>Flora</p> <p>Fauna</p> <p>Vishnu</p> <p>Cobra</p> <p>Universe</p> <p>Came about</p> <p>Life</p> <p>Existence</p> <p>Creation</p>

## Year 5 – Topic 6 - Ethics

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals.</p> <p><b>Understand practices and lifestyles</b> Explain the practices involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups. Show an understanding of the role of a spiritual leader.</p> <p><b>Understand how beliefs are conveyed</b> Explain some of the different ways that individuals show their beliefs.</p> <p><b>Reflect</b> Recognise and express feelings about their own identities and relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p><b>Understand values</b> Explain that different religions may have a different view on right and wrong and how this can affect behaviour and attitude. Show an awareness of morals and right and wrong beyond rules (ie wanting to act in a certain way despite rules) Express their own values.</p>	<p><b>Identify</b> Pupils identify their own responses to some of the big questions that life can throw at us.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions. Pupils consider how the religious beliefs, concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values.</p> <p><b>Investigate</b> . Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts.</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs express a reasonable response to the ultimate questions</p> <p><b>Synthesis</b> . Pupils relate to the religious beliefs and practises that they have explored to their own experience, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world may have developed through their exploration of the religions and worldviews.</p>	<p>Children explore what influences their life, their code of conduct and what values they have in their life. They describe the different religious and non-religious teachings about how they should live their lives.</p>	<p>Influence Code of conduct Humanism Teachings Guidance Golden rules Commandments Worldviews Morality Acceptance Karma Shahada Jesus Sacrifice Crucifixion Compassion</p>

# Year 5 – Topic 1 – Diversity

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Compare and contrast the teachings and beliefs between the different religions. Explain how religious and non-religious beliefs can shape the lives (attitudes, lifestyles) of individuals and communities.</p> <p><b>Understand practices and lifestyles</b> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Understand the role and importance of a spiritual leader</p> <p><b>Understand how beliefs are conveyed</b> Understand that the ways individuals show their belief can give people a <b>meaning and purpose to life.</b></p> <p><b>Reflect</b> Relate their own feelings about their identity, lifestyle and attitudes to religious beliefs or teachings. Compare and contrast their ideas with others about answers to ultimate questions.</p> <p><b>Understand values</b> Explain why different religious communities or individuals may have a different view of what is right and wrong. Understand the morals and right and wrong beyond rules in the religions studied and how these have an impact on people's lives. Express their own values and remain respectful of those with different values.</p>	<p><b>Identify</b> Pupils identify other people's responses to some of the big questions that life can throw at us in relation to belief.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own and other people's responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare and contrast their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions and the impact on this on people's lives. Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience.</p> <p><b>Investigate</b> Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts and to explore what they reveal about different responses to ultimate questions</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> Pupils relate to the religious beliefs, concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world (attitudes, lifestyle, belief) may have developed through their exploration of the religions and worldviews and discussions from others.</p>	<p>Children explore the word diversity and what this means in terms of communities. They explore and discuss what they can learn from different beliefs within religions from their worship, prayer and ritual. Children share ideas on differences enhance the life of a community.</p>	<p>World religions Diversity denomination Moral code Ideology Responsibility Learn Enhance Value Purpose</p>

## Year 5 – Topic 2 – Rites of Passage

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Compare and contrast the teachings and beliefs between the different religions. Explain how religious and non-religious beliefs can shape the lives (attitudes, lifestyles) of individuals and communities.</p> <p><b>Understand practices and lifestyles</b> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Understand the role and importance of a spiritual leader</p> <p><b>Understand how beliefs are conveyed</b> Understand that the ways individuals show their belief can give people a <b>meaning and purpose to life.</b></p> <p><b>Reflect</b> Relate their own feelings about their identity, lifestyle and attitudes to religious beliefs or teachings. Compare and contrast their ideas with others about answers to ultimate questions.</p> <p><b>Understand values</b> Explain why different religious communities or individuals may have a different view of what is right and wrong. Understand the morals and right and wrong beyond rules in the religions studied and how these have an impact on people's lives. Express their own values and remain respectful of those with different values.</p>	<p><b>Identify</b> Pupils identify other people's responses to some of the big questions that life can throw at us in relation to belief.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own and other people's responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare and contrast their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions and the impact on this on people's lives. Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience.</p> <p><b>Investigate</b> Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts and to explore what they reveal about different responses to ultimate questions</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> Pupils relate to the religious beliefs, concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world (attitudes, lifestyle, belief) may have developed through their exploration of the religions and worldviews and discussions from others.</p>	<p>Children understand what beliefs about life and commitment are expressed in the rites of passage across the religions studied. They discuss and explore what they can learn about their own values and commitments from the values, commitments and attitudes of others.</p>	<p>Ideology Independence Responsibility Expressed Benefit Challenge Ceremony Transitional Social</p>

## Year 5 – Topic 3 – Founders and prophets

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Compare and contrast the teachings and beliefs between the different religions. Explain how religious and non-religious beliefs can shape the lives (attitudes, lifestyles) of individuals and communities.</p> <p><b>Understand practices and lifestyles</b> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Understand the role and importance of a spiritual leader</p> <p><b>Understand how beliefs are conveyed</b> Understand that the ways individuals show their belief can give people a <b>meaning and purpose to life.</b></p> <p><b>Reflect</b> Relate their own feelings about their identity, lifestyle and attitudes to religious beliefs or teachings. Compare and contrast their ideas with others about answers to ultimate questions.</p> <p><b>Understand values</b> Explain why different religious communities or individuals may have a different view of what is right and wrong. Understand the morals and right and wrong beyond rules in the religions studied and how these have an impact on people's lives. Express their own values and remain respectful of those with different values.</p>	<p><b>Identify</b> Pupils identify other people's responses to some of the big questions that life can throw at us in relation to belief.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own and other people's responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare and contrast their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions and the impact on this on people's lives. Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience.</p> <p><b>Investigate</b> Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts and to explore what they reveal about different responses to ultimate questions</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> Pupils relate to the religious beliefs, concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world (attitudes, lifestyle, belief) may have developed through their exploration of the religions and worldviews and discussions from others.</p>	<p>Children understand the word devotion and explain how people show their devotion to significant figures. Children explore how the lives, teachings and key religious figures influence individuals and faith communities today. Children also explore Humanism and their key ideas. They discuss if these people are key role models for today.</p>	<p>Parable Precious Pharisees Prophets Devotion Devotees Role model Compassion Wisdom</p>

## Year 5 – Topic 4 – Pilgrimage

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Compare and contrast the teachings and beliefs between the different religions. Explain how religious and non-religious beliefs can shape the lives (attitudes, lifestyles) of individuals and communities.</p> <p><b>Understand practices and lifestyles</b> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Understand the role and importance of a spiritual leader</p> <p><b>Understand how beliefs are conveyed</b> Understand that the ways individuals show their belief can give people a <b>meaning and purpose to life.</b></p> <p><b>Reflect</b> Relate their own feelings about their identity, lifestyle and attitudes to religious beliefs or teachings. Compare and contrast their ideas with others about answers to ultimate questions.</p> <p><b>Understand values</b> Explain why different religious communities or individuals may have a different view of what is right and wrong. Understand the morals and right and wrong beyond rules in the religions studied and how these have an impact on people's lives. Express their own values and remain respectful of those with different values.</p>	<p><b>Identify</b> Pupils identify other people's responses to some of the big questions that life can throw at us in relation to belief.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own and other people's responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare and contrast their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions and the impact on this on people's lives. Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience.</p> <p><b>Investigate</b> Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts and to explore what they reveal about different responses to ultimate questions</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> Pupils relate to the religious beliefs, concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world (attitudes, lifestyle, belief) may have developed through their exploration of the religions and worldviews and discussions from others.</p>	<p>Children explore what happens on different pilgrimages and how they influence the pilgrims. They recognise the challenges pilgrims can face and the value that the pilgrimage has on the lives of the believers. Children explore the idea of a 'purpose to life' and what gives our life meaning and purpose. Children understand the importance of the buildings/places that pilgrims visit to people's lifestyle, beliefs and attitudes. They recognise the relevance these buildings have in relation to the pilgrims meaning of life</p>	<p>Moral code Charity Fulfilment Value Strengthen Purpose Holy Paradise Punishment Judgement Sacrifice Temptation Forgiveness Loyalty</p>

# Year 5 – Topic 5– Creation and Environment

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others’ responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others’ views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others’ responses to them</li> <li>•Reflect on sources of inspiration in their own and others’ lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Compare and contrast the teachings and beliefs between the different religions. Explain how religious and non-religious beliefs can shape the lives (attitudes, lifestyles) of individuals and communities.</p> <p><b>Understand practices and lifestyles</b> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Understand the role and importance of a spiritual leader</p> <p><b>Understand how beliefs are conveyed</b> Understand that the ways individuals show their belief can give people a <b>meaning and purpose to life.</b></p> <p><b>Reflect</b> Relate their own feelings about their identity, lifestyle and attitudes to religious beliefs or teachings. Compare and contrast their ideas with others about answers to ultimate questions.</p> <p><b>Understand values</b> Explain why different religious communities or individuals may have a different view of what is right and wrong. Understand the morals and right and wrong beyond rules in the religions studied and how these have an impact on people’s lives. Express their own values and remain respectful of those with different values.</p>	<p><b>Identify</b> Pupils identify other people’s responses to some of the big questions that life can throw at us in relation to belief.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own and other people’s responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare and contrast their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions and the impact on this on people’s lives. Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience.</p> <p><b>Investigate</b> Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts and to explore what they reveal about different responses to ultimate questions</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> Pupils relate to the religious beliefs, concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world (attitudes, lifestyle, belief) may have developed through their exploration of the religions and worldviews and discussions from others.</p>	<p>Children recognise how religious/non-religious beliefs and scientific teachings influence people’s treatment of the world. They explore key questions about how important is human life? Do people have a responsibility to care for the world and how can humanity work together to improve the natural world.</p>	<p>Creation myths Judeo-Christian Abrahamic Old Testament Vishnu Brahma Shiva Trimurti Emergence Responsibility Scientific Chaos</p>

## Year 5 – Topic 5– Ethics

	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary
<p>RE should inspire children to learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. Pupils can learn more about themselves and their place in the world from their study of religion and belief. Therefore RE can be a very personal as well as academic subject. RE does not seek to urge religious beliefs upon pupils, nor compromise their own beliefs.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>•describe the key aspects of religions, including Christianity, Hinduism and Islam, especially the people, stories and traditions that influence the beliefs and values of others</li> <li>•describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings</li> <li>•identify and begin to describe the similarities and differences within and between religions</li> <li>•investigate the significance of religion in the local, national and global communities</li> <li>•consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them</li> <li>•describe and begin to understand religious and other responses to ultimate and ethical questions</li> <li>•reflect on what it means to belong to a faith community, communicating their own and others' responses</li> <li>•respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways</li> <li>•discuss their own and others' views of religious truth and belief, expressing their own ideas</li> <li>•reflect on ideas of right and wrong and their own and others' responses to them</li> <li>•Reflect on sources of inspiration in their own and others' lives</li> </ul>	<p><b>Understand beliefs and teachings</b> Compare and contrast the teachings and beliefs between the different religions. Explain how religious and non-religious beliefs can shape the lives (attitudes, lifestyles) of individuals and communities.</p> <p><b>Understand practices and lifestyles</b> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Understand the role and importance of a spiritual leader</p> <p><b>Understand how beliefs are conveyed</b> Understand that the ways individuals show their belief can give people a <b>meaning and purpose to life.</b></p> <p><b>Reflect</b> Relate their own feelings about their identity, lifestyle and attitudes to religious beliefs or teachings. Compare and contrast their ideas with others about answers to ultimate questions.</p> <p><b>Understand values</b> Explain why different religious communities or individuals may have a different view of what is right and wrong. Understand the morals and right and wrong beyond rules in the religions studied and how these have an impact on people's lives. Express their own values and remain respectful of those with different values.</p>	<p><b>Identify</b> Pupils identify other people's responses to some of the big questions that life can throw at us in relation to belief.</p> <p><b>Explore</b> Pupils ask thoughtful and searching questions about their own and other people's responses to some of the ultimate questions raised through the material studied.</p> <p><b>Contextualise</b> Pupils compare and contrast their own responses with those of others in the class. Pupils relate religious beliefs and concepts to the practises, lifestyles and attitudes of the religions and beliefs explored and the differences and similarities between religions.</p> <p><b>Reflect</b> Pupils consider why there are different responses to ultimate questions and the impact on this on people's lives. Pupils consider how the religious and non-religious beliefs concepts and lifestyles relate to responses to ultimate questions. Pupils reflect on what they have learned and what these might suggest about common human values, responsibilities and experience.</p> <p><b>Investigate</b> Pupils learn how to enquire into the religious and non-religious beliefs, practises ad concepts and to explore what they reveal about different responses to ultimate questions</p> <p><b>Respond</b> Pupils consider the extent to which the religious beliefs and concepts express a reasonable response to the ultimate questions</p> <p><b>Synthesise</b> Pupils relate to the religious beliefs, concepts and practises that they have explored to their own experience and views, and consider their own beliefs, values and way of living in the light of these.</p> <p><b>Apply</b> Pupils consider how their understanding of the world (attitudes, lifestyle, belief) may have developed through their exploration of the religions and worldviews and discussions from others.</p>	<p>Children compare the similarities and difference between the religious and non-religious teachings about how people should live their life. They discuss how religious and non-religious views guide on what is right and wrong. Children explore the big question – how can humans live well together.</p>	<p>Temptation Moral code World religions Non-conformist Religious leaders Role models Social Value Purpose Loyalty Faith</p>