

Knebworth Primary School RE matrix



Children will be open-minded and respectful citizens of the world, who will learn to understand, appreciate and celebrate diversity in all its forms.

RE is meaningful in any society where beliefs and values are important: it's about getting pupil to engage with the big questions of life.

Rosemary Rivett

8 Key areas are explored throughout each year group and split across the 3 terms, following the Hertfordshire Agreed Syllabus of Religious Education 2017-2022. There is a clear focus throughout on learning about a concept one year and then 'digging deeper' the following year. This can be seen through the key questions. Each year group has 2 key religions but can focus on others for other cultural celebrations/festivals. For the celebrations, festivals for the other key religion have been selected to focus on.

Deep Roots	Autumn		Spring		Summer		Key vocabulary
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	
Y1 Key religions: Christianity, Islam & Judaism	To explore the notion of charity	Charity □ To know what charity is and what it means. To know why people give charity. To understand the motivations of a Christian charity. E.g. Red cross.	To understand the concept of community To use artefacts to explore prayer and worship and	Community □ To know the things that are important to your family and to you. Naming ceremonies □ To know how and why people have	To explore faith stories and the importance of sacred texts	Sacred texts To know who reads them, when and why. To know why the Bible is holy and sacred for Christians.	Overall: Christianity, Islam, Judaism, Christian, Muslim, Jewish AUTUMN: charity, justice, fairness, thankful, Sukkot, Harvest, Diwali, light, traditions, Christmas

	<p>THIS TERMS RELIGIOUS CELEBRATION: Harvest elsewhere or a festival of light</p>	<p>Christmas □ To retell the story including the key points. To know why it matters to Christians.</p> <p>Key areas: Beliefs & Practices, Symbols & actions, justice & fairness.</p>	<p>THIS TERMS RELIGIOUS CELEBRATION: Ramadan</p>		<p>To discuss responsibility</p> <p>THIS TERMS RELIGIOUS CELEBRATION: Hajj</p>	<p>the Sky Blue?’ by Sally Grindley To explore themes from the Spirited Arts competition</p> <p>Responsibility To know What Zakat is and why this is important to Muslims. To know whose world is it and that everyone should take responsibility for looking after it</p> <p>Key areas: Sources of Wisdom, Human responsibility & values, Ultimate Questions</p>	
<p>Y2</p> <p>Key religions: Christianity, Islam & Judaism</p>	<p>To explore religious meaning and to identify groups religious artefacts belong to</p> <p>To use artefacts to explore prayer, worship, reflection</p>	<p>Religious meaning □ To know which religious artefacts belong to different religions (Key focus Christianity/Islam) To know similarities between these To know the symbols of at least two religions</p> <p>Prayer, worship & reflection □</p>	<p>To explore different ways of giving thanks and ways religions give thanks to God</p>	<p>Giving thanks □ To know how different religions say thank you e.g. prayer To know how different religions share actions when praying The Lord’s Prayer □ To know why Christians all over the world pray ‘The Lord’s Prayer’.</p>	<p>To show/discuss care and concern and personal</p>	<p>Care & concern □ To know how people of faith have influenced the world by their actions To know how faith stories guide people in their choices of what is right or wrong (CC link to English creation stories) To explore a Christian charity</p>	<p>Overall: Christianity, Islam, Judaism, Christian, Muslim, Jewish</p> <p>AUTUMN: artefacts, similarities, symbols, Rosh Hashanah, prayer, worship, holy, Allah, festivals, Christmas</p> <p>SPRING: thanks, actions, Lord’s Prayer, Easter Shabbat, Passover</p>



<p>RELIGIOUS CELEBRATIONS:</p> <p>Autumn Term – Rosh Hashanah (Jewish)</p> <p>Spring Term – Passover (Jewish)</p> <p>Summer Term – Eid (Islam)</p>	<p>and key festivals such as Christmas</p> <p>To compare different artefacts and religious objects</p> <p>To visit a place of worship to explore the Christmas story</p>	<p>To know what makes a place holy e.g Church – holy water, Muslim Prayer □ To know why people pray to Allah for help.</p> <p>To know Muslims wash and pray in a daily pattern.</p> <p>To know about prayer mats and why they are holy when prayed upon.</p> <p>Festivals □</p> <p>To know why Christmas matters to Christians (digging deeper)</p> <p>To know how festivals bring people together (focus on Christmas)</p> <p>To know the key ingredients of a festival</p> <p>Key areas: Beliefs & Practices, Symbols & actions, Prayer, worship & reflection</p>	<p>To recall and explore the Easter story in greater depth</p> <p>To explore/experience a place of worship or listening and learning from a faith visitor</p>	<p>To explore this through images. The Easter Story □</p> <p>To retell the story, picking out key parts</p> <p>To know what the good news Jesus brings is (digging deeper)</p> <p>To know which events Christians are remembering and believing when they celebrate</p> <p>To know why Easter matters to Christians (digging deeper)</p> <p>Shabbat & Passover □</p> <p>To know what Shabbat is and why it is celebrated</p> <p>To know why Shabbat has a special place for Jewish families.</p> <p>To know how and why they celebrate Passover and holy times</p> <p>Key areas: Identity & belonging, Prayer, worship & reflection, Beliefs &</p>	<p>To recall, discuss and explore the community – KQ Whose community? Summer – What is the good news Jesus brings?(digging deeper) What do Christians believe God is like? Who made the world? (digging deeper) To ask and answer big questions linking to the creation of the world</p>	<p>that focuses on justice and fairness.</p> <p>To know why we need rules (Explore the rules of an individual/organisation might need and why.) To know how we know how and when to be good</p> <p>Community □</p> <p>To know what a community is. To understand the importance of a religious community To know how the religious groups in your local community look after people and the world – i.e. local Church/mosque To know what is carried out locally for the benefit of the whole community</p> <p>To know how we can live together even with differences</p>	<p>SUMMER: care, concern, faith stories, charity, justice, fairness, rules, community, creation stories, Eid</p>
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				<p>Practices Sources of Wisdom</p>	<p>To explore creation stories</p>	<p>To know that people come from different religions. To explore the relationship between humans, their environment and other living things</p> <p>Creation stories & big questions □</p> <p>To know what many Christians, Muslims and Jews believe about how the world was made</p> <p>e.g. 7 days of creation (Christianity) Islam creation story</p> <p>Biq Questions □ To know how the victory of good over evil is expressed in a range of religions Eg. the story of Diwali, Purim, Bilal To know what heaven might be like to Christians (Explore themes</p>	
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						from the Spirited Arts competition)	
						Key areas: Human responsibility & values, Ultimate Questions justice & fairness	
Y3	To mark festivals, traditions and key events in life	Festivals □ To know ways and traditions of celebrating festivals (e.g. Eid-ul-Adha, Eid Al Fitr, Easter, Christmas) To know traditions of marking important events in life (birth welcoming ceremonies and traditions, e.g. Christian Baptism and Muslim Shabada)	To discuss belonging to a family, community ☒ To compare this in different religions To communicate and explore this use of sacred spaces & prayer	Belonging □ To know what it means to belong to a faith community (study of a key religion/local community) To know there are five pillars of Islam To know the five pillars of Islam To know how these guide Muslims in their everyday life To know why Muslims pray 5 times a day whilst some don't (comparison) To know about the roles and duties of historical religious leadership (e.g. Jesus, Muhammad, Imam, Vicar) on followers and	To explore and enquire about sacred texts using resources and the stories To discuss and explore this guidance and the impact of it	Sacred texts - stories, guidance & impact □ To know what wisdom is from the Christian and Islamic traditions (e.g. The Good Samaritan, story of Muhammad) To know the impact of these on religious followers. To know what a sacred text is, beliefs about its origin and how it should be treated (e.g. The Qur'an and The Bible). The Trinity □ To know who Jesus was To know what the Trinity is and the	Overall: Christianity, Islam, Christian, Muslim AUTUMN: festival, Eid, traditions, Milad un Nabi, Baptism, Shahada, Christmas, symbolic, worship, humility, Advent, SPRING: belonging, community, five pillars, leader, Jesus, Muhammed, Ramadan, Lent, Holy Week, salvation, creation story, sacred space, key prayers, Eucharist SUMMER: Sacred, the Good Samaritan, Story of Muhammed, The Qu-ran, Bible, Trinity, Pentecost, Eid, responsibility, respect, right & wrong, just & fair
RELIGIOUS CELEBRATIONS:	Autumn Term – Milad un Nabi (<i>The Prophet's birthday</i>) (Islam) Spring Term – Ramadan (Islam)	To know different ways of marking the same event (Christmas in different places, Christmas across different branches of Christianity, ceremonies of belonging)	To explore challenges and religious leadership			To know what a sacred text is, beliefs about its origin and how it should be treated (e.g. The Qur'an and The Bible). The Trinity □ To know who Jesus was To know what the Trinity is and the	

<p>Summer Term – Eid (Islam)</p>	<p>To explore symbolic expression in prayer and worship</p> <p>To explore advent and Christmas</p>	<p>To know what is it like for a Christian to follow God Symbolic expression in prayer and worship □ To know how symbolic actions in worship can communicate and express meaning beyond words. To know the idea of humility in prayer (e.g. genuflection, wudu, foot washing, silence and submission to Allah) To know the power of light across religions (e.g. Diwali being a festival of light, use of light for Christingle)</p> <p>To know why Christians share food in Christian worship and why this is important.</p> <p>Advent/Christmas traditions □</p>	<p>To explore further key Christian celebrations</p> <p>To explore shared beliefs and develop imaginative and creative ways of expressing their own faith or belief commitments To discuss challenging questions about meaning, purpose and truth, considering different ideas about God and pose some deeper questions</p>	<p>in their own lives.</p> <p>Lent, Holy week and salvation □ To know what Lent is and why Christians take part in it (abstain from something) To know why Easter is such an important time for Christians. To know why Christians call the day Jesus died Good Friday To know what the term salvation means.</p> <p>Ideas about God and gods, creation and ultimate questions □ To know why there are some questions about life to which we don't have the answers To know some of the ways religion's name and describe the attributes of God (e.g. 99 names of</p>	<p>To discuss and take responsibility for living together, values and respect</p> <p>To compile a moral values charter.</p> <p>To explore faith stories and apply their own ideas on matters that are important.</p> <p>To reflect on who decides what is right and what is wrong.</p>	<p>impact of Pentecost on Christians. To know when Jesus left what the impact of Pentecost was</p> <p>Taking responsibility for living together, values & respect □ To know some religious and worldview responses (e.g. what kind of world did Jesus wanted) To know different communities follow rules about caring for the world/each other. To know what these religions value and compile a moral values charter.</p> <p>Right & wrong, just & fair □ To know about fairness through the work of development charities (e.g. Christian Aid, Islamic Relief, Oxfam or their local religious</p>	
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			<p>To explore Easter through visiting a local church or listening to a practising Christian.</p>	<p>Easter Story □ To know about the Eucharist To know what Christians learn from the Creation story. To know why Christians call the day Jesus died Good Friday</p> <p>Key areas: Identity & belonging, Prayer, worship & reflection, Beliefs & Practices, Ultimate Questions</p>			
<p>Y4</p> <p>Key religions: Christianity, Hinduism & Sikhism</p> <p>RELIGIOUS CELEBRATIONS:</p>	<p>To mark festivals, traditions, pilgrimage and key events in life</p> <p>☒ to explore and compare two contrasting religions (Hinduism/ Sikhism & Christianity)</p>	<p>Festivals, pilgrimage, traditions & key life events □</p> <p>To know different ways and traditions of celebrating festivals (e.g. Vaisakhi, Diwali) and marking important events in life. To know the inner meaning behind the key practices including Sikh and Hindu birth traditions</p>	<p>To discuss and explore belonging to a community, individual commitment and religious leadership</p> <p>To explore community through visiting a place of worship or inviting a religious leader in</p>	<p>Community □</p> <p>To know where we may belong To know how some people identify and define themselves, what belonging means and how it shapes their lives. To know some of the challenges individuals and communities face (e.g. Sikh Khalsa), To know how some religious festivals bring a community</p>	<p>To explore sacred texts and stories using sources</p> <p>To discuss and compare their guidance and impact</p> <p>To investigate using psalms, poems, hymns and stories</p>	<p>Sacred texts □</p> <p>To know what wisdom is, where it comes from and who decides what is wise</p> <p>To know there are a range of faith stories</p> <p>To know how faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) help to guide followers in daily life</p>	<p>Overall: Christianity, Hinduism, Sikhism, Christian, Hindu, Sikh</p> <p>AUTUMN: Diwali, festival, birth traditions, pilgrimage, Diwali, symbolic, commitment, 5k's, Kanda, Sewa, deities, architecture, the Trinity, Christmas</p> <p>SPRING: Community, belonging, identity, challenges, Holi, festivals, express, creation, God/Gods, creation</p>


<p>Autumn Term – Diwali (Hindu) Spring Term – Holi (Hindu/Sikh) Summer Term - Rath Yatra (Hindu)</p>	<p>To explore and explain symbolic expression in prayer and worship</p>	<p>To know why there are different ways of marking the same event (e.g. Christmas, Eucharist, Advent and Diwali) around the world.</p> <p>To know why some people make pilgrimage (e.g. Kumbha Mela for Hindus, Golden Temple at Amristar for Sikhs, Hajj for Muslims)</p> <p>Symbolic expression in prayer and worship</p> <p>To know how actions of worship are symbolic and can communicate a faith commitment beyond words (e.g. food and music).</p> <p>To know about the 5K's and the religion they belong to.</p> <p>To know the Kanda and the importance of Sewa for Sikhs. To know about Hindu relationships with their deities</p>	<p>To ask, answer and explore different ideas about God/Gods , creation and ultimate questions</p> <p>To make comparisons between these different ideas(God/Gods)</p> <p>To investigate the role and meaning of places of worship</p>	<p>together to expresses its shared commitment (e.g. Easter, Diwali, Bandi Chor Divas)</p> <p>God/Gods and creation □</p> <p>To know why there are different ideas about God/gods (e.g. Hindu Trimurti)</p> <p>To know why we don't know what happens when we die</p> <p>To expand on previous knowledge to know about different response to the creation story questioning the conflict for Christians and suggesting solutions.</p> <p>To know what Christians learn from the Creation Story</p> <p>Sacred Spaces □</p> <p>To know why they play a significant part in a religious</p>	<p>To take and explore responsibility for living together, values and respect</p> <p>To express ideas on the treatment of animals, compiling a moral values charter applying different religious codes and worldviews</p> <p>To explore the concepts of right and wrong and just</p>	<p>To know how psalms, poems, hymns and stories are interpreted in different communities</p> <p>To know why they affect followers in different ways.</p> <p>To know what is golden about the golden rules of faith and belief.</p> <p>Responsibility and respect □</p> <p>To know their responsibility for the world and for each other</p> <p>To know some religious and worldview responses (e.g. How Humanists show care and responsibility for others).</p> <p>To know why there might be different ideas about what is important and what is valued (e.g. Hindu teaching, ahimsa - harmless)</p>	<p>stories, conflict, solution, sacred space, architecture, Good Friday, resurrection</p> <p>SUMMER: sacred texts, wisdom, faith, guide, psalms, hymns, Golden rules, responsibility, respect, worldview, Humanist, right & wrong, just & fair, ethical, peace, Rath Yatra</p>
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	<p>To explore the Trinity at Christmas and the idea of incarnation through sources</p>	<p>and the power of religious symbols including art, architecture and icons.</p> <p>Exploring the Trinity at Christmas – Incarnation □</p> <p>To know what the Trinity is</p> <p>To know what incarnation means</p> <p>To know how this is present in different religions</p> <p>Key areas: Beliefs & Practices, Symbols & actions, Sources of Wisdom</p>	<p>To explore and recall Good Friday – the importance of Jesus’ death & resurrection</p>	<p>community or in the home (e.g. puja). To know ways in which architecture expresses how a community communicates through prayer, worship and reflection</p> <p>To know different forms of worship including the Akhand Path for Sikhs.</p> <p>Good Friday – idea of resurrection □</p> <p>To know what resurrection is</p> <p>To know the importance of Jesus’s death and then resurrection for Christians</p> <p>To know why Christians call the day Jesus died Good Friday</p> <p>Key areas: Identity & belonging, Prayer, worship & reflection, Beliefs &</p>	<p>and fair, drawing comparisons between these ideas</p> <p>To explore ethical questions (e.g. does fairness mean everyone gets the same?)</p>	<p>Right & wrong, just & fair □</p> <p>To know their own ideas about justice and fairness through the work of development charities (e.g. Tear Fund, Red Nose Day, Khalsa Aid or local religious charity groups).</p> <p>To know the importance of fairness, peace and justice in the light of faith stories (e.g. The Milk and the Jasmine Flower, How Ganesh got the Elephant Head, The Emperor and the Langar)</p> <p>Key areas: Sources of Wisdom, Human responsibility & values, justice & fairness</p>	
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				Practices Ultimate Questions			
Y5 Key religions: Christianity & Judaism RELIGIOUS CELEBRATIONS: Autumn Term – Hanukkah (Jewish) Spring Term – Passover Summer Term – Pentecost (Jewish)	To explore celebrations, key events in life and pilgrimage To reflect on spiritual ways of celebrating festivals To compare how these are different or similar in different religions	Celebrations, key events & pilgrimage □ To know what it means to live as a Christian/Jew in Britain today, considering internal diversity. To know spiritual ways of celebrating the same and different festivals (e.g. Advent /Christmas). To know about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage in different traditions. To know key Christian concepts (e.g. incarnation) To know the life of Jesus and practices in the Church year. To know the	To discuss belonging to a community, individual commitment and religious leadership To explore and compare the lives of key leaders from contemporary life. To express insight into the modern day challenges of ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher).	Belonging to a community, individual commitment & religious leadership □ To know what belonging and faith means in Christianity and Judaism. To know what it means to be a religious leader and how leadership impacts the lives of followers. To know who Moses and Jesus are To know the key events of Moses and Jesus, pupils explore key events from history. To know about the common themes and symbolism of Passover and Easter and how these are connected.	To explore , investigate and interpret a range of sacred texts To compare To discuss their guidance and impact	Sacred texts and stories, their guidance & impact □ To know what makes a source of wisdom To know a range of stories, sacred writing, people and artefacts from different traditions and communities. (Texts might include The Lord’s Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita) To know what sources of wisdom communicate to followers and their impact upon groups of faith To know key religious figures in different traditions	Overall: Christianity, Judaism, Christian, Jewish AUTUMN: celebration, pilgrimage, diversity, spiritual, incarnation, practices, symbolic, artefacts, Hanukkah, Messiah SPRING: community, commitment, leadership, belonging, faith, Moses, Jesus, Passover, Easter, creation, response SUMMER: source of wisdom, sacred, Torah, Psalms, communicate, key figures, Jesus, responsibility, values, respect, wellbeing, ethics, Ten commandments, justice,

	<p>To explore symbolic ways of expressing meaning To compare how artefacts are used in prayer</p> <p>To explore and discuss the idea of incarnation through the Christmas story</p>	<p>importance of pilgrimage for believers.</p> <p>Symbolic ways of expressing meaning To know how religious and symbolic artefacts are used in prayer to express meaning. To know why and how artefacts are used in Jewish prayer to enrich experience. To know how religious faith is communicated and expressed through the creative arts</p> <p>Incarnation in the Christmas story □ To know what incarnation is To know Jesus was the Messiah</p> <p>Key areas: Beliefs & Practices, Symbols & actions, Identity & belonging,</p>	<p>To discuss, ask and answer ideas about God/Gods, creation and ultimate questions <i>(Through creative media begin to ask and answer their own questions. This could be introduced through participation in a practical, expressive project such as NATRE Spirited Art www.natre.org.uk)</i></p> <p>To explore through enquiry/experience communicating</p>	<p>To know the main Christian and Jewish groups represented in Britain today.</p> <p>Ideas about God/gods, creation & ultimate questions □ To know reasons why there are different responses and ideas about the divine (e.g. whether God is real). To start to think about life after death and what heaven might look like, considering both Christian and Jewish perspectives. To know different accounts on how the world began and question how they all can be true. To know the role of God and the responsibility of humanity. To know what it means if God is holy and loving</p>	<p>To explore responsibility in regards to living together, the world, values (school) and respect</p> <p>To discover and respond to religious and moral codes of conduct from the Christian, Jewish and Humanist traditions (considering social/environmental responsibilities)</p> <p>To reflect, discuss and debate ethics – right and wrong, just and fair To express ideas about right and wrong in the light of their learning</p>	<p>and their actions (e.g. What did Jesus do to save human beings?).</p> <p>Taking responsibility for living together, values and respect □ To know how people can live together for the wellbeing of all To know why they should care, what is important and what may influence a community/individual's choices To know golden rules and if and how the world needs repairing (e.g. the Jewish concept of Tikkun Olam). To know values of fairness and equality, love, caring and sharing.</p> <p>Ethics, right & wrong, just & fair □ To know the guidance of the Ten Commandments</p>	
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			<p>beyond prayer and sacred spaces</p> <p>To question and analyse the use of prayer spaces and whether they are needed to connect to God</p> <p>To experience the importance of collective and private space/stillness/silence/yoga as a form of worship</p> <p>To explore the Last Supper</p>	<p>Communicating beyond prayer and sacred spaces □</p> <p>To know the role of prayer, reflection, meditation and stillness in different religions and worldviews.</p> <p>To know some believers communicate through the physical space of a church/synagogue/temple</p> <p>To know how prayers (e.g. The Lord's Prayer, the Shema), might enhance worship.</p> <p>The last supper themes and ideas □</p> <p>To know what the last supper was and why it happened</p> <p>To know who was involved</p> <p>Key areas: Identity & belonging, Symbols</p>	<p>To evaluate different religious responses to justice and fairness.</p>	<p>To know reasons why some people (from religious or non-religious background) try to help others in need (e.g. victims of natural disasters, those with disabilities).</p> <p>To know about the practise of justice through the work of different Christian aid agencies</p> <p>To know how it links with the life and teachings of Jesus</p> <p>To know how in Judaism they explore fairness through the commandment of giving charity (Tzedekah)</p> <p>To know the importance of supporting communal projects.</p> <p>To know how following God can bring freedom and justice</p>	
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				& actions Prayer, worship & reflection, Ultimate Questions		Key areas: Sources of Wisdom Human responsibility & values, justice & fairness	
Y6 Key religions: Christianity & Buddhism RELIGIOUS CELEBRATIONS: Autumn Term – Pavarana OR Kathina OR Bodhi Day Spring Term – Buddhist New Year (Buddhism) Summer Term – Vesak (Buddhism)	<p>To explore celebrations, key events in life and comparing between key religions and with others from prior knowledge</p> <p>To develop an understanding of key Christian Concepts</p> <p>To reflect upon spiritual and internal diversity</p> <p>To compare ways of celebrating the same and different festivals/events around the world (e.g. sacred or secular Christmas)</p> <p>To explore symbolic ways of expressing meaning in key</p>	<p>Celebrations & key events in life □</p> <p>To know what it means to live as a Christian or Buddhist in Britain today</p> <p>considering internal diversity</p> <p>To know the terms annunciation, incarnation, temptation, resurrection, salvation and ascension</p> <p>To know how God can be different things to different people.</p> <p>To know festivals and events are valued by some and not others.</p>	<p>To discuss belonging to a community, individual commitment and religious leadership</p> <p>To express and compare what belonging and faith means in two different traditions</p> <p>To express insight into modern day challenges of faith (e.g. Can someone be a practising Buddhism and still lead a privileged life?)</p> <p>To explore communicating beyond prayer and sacred spaces</p>	<p>Community, individual commitment & religious leadership</p> <p>□ To know some contemporary key leaders in religion and the qualities of leadership</p> <p>To know the challenges, commitments and guidance identifying the impact of faith on how followers live (e.g. considering the Eightfold Path, how do Buddhists try to follow the Buddha's example?).</p> <p>To know what might be the most difficult aspects of being Buddhist, Christian and or Humanist in Britain today</p> <p>Communicating beyond prayer and sacred spaces □ To</p>	<p>To further explore and compare sacred texts</p> <p>To interpret and respond to a range of stories</p> <p>To discuss and debate their guidance and impact</p> <p>To explore their own responsibility in regards to living together, the world, values (school) and respect</p>	<p>Sacred texts & stories, their guidance & impact □</p> <p>To know how they guide and what they communicate to followers (e.g. What can stories and images tell us about the inspiration for Buddhist beliefs?).</p> <p>To know key inspirational figures (e.g. Dalai Lama) as sources of wisdom and their contemporary relevance.</p> <p>To know the impact of key sources of wisdom on individuals and different communities.</p> <p>Responsibility for living together, values & respect □</p> <p>To know what Jews, Humanists, Christians and</p>	<p>Overall: Christianity, Buddhism, Christian, Buddhist</p> <p>AUTUMN: celebrations, diversity, annunciation, incarnation, temptation, resurrection, salvation, ascension, valued, symbolic, communicate, Mudras, 3 jewels, wheel, lotus flower, Christmas, secular, sacred</p> <p>SPRING: community, commitment, contemporary, leadership, guidance, Humanist, prayer, reflection, meditation, multi-faith, salvation, Jesus</p> <p>SUMMER: sacred, inspiration, responsibility, values, respect, census, moral code, Golden Rule, creation, holy, ethics, Holocaust, moral choices, humanitarian, compassion</p>

	<p>religions and comparing these</p> <p>To examine why Christians celebrate the same thing in different symbolic ways (e.g. The Last Supper, baptism).</p> <p>To explore and compare</p>	<p>Symbolic ways of expressing meaning To know different religions and worldviews express their beliefs through the arts (e.g. poetry, song, film, stained glass and drama). To know how artefacts and symbolic actions communicate different meaning to individuals. To know the mudras (gestures) of the Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of Buddhist teachings and actions.</p> <p>To know the four experiences/sights of the story of Siddhartha Gautama</p> <p>Exploring annunciation in a sacred and secular Christmas □</p>	<p>To experience meditation/stilling/silence and mindfulness as a form of worship, sharing their thoughts and reflections</p>	<p>know the role and interpretations of prayer, reflection, meditation and stillness and the impact on Individuals (key religions). To know what a multi-faith prayer space might look like and to look beyond the formal physical sacred space and construct of prayer and reflection (e.g. through secular music) as a form of expression</p> <p>To know why meditation and the teaching of compassion and mindfulness are central to Buddhism</p> <p>To know how the Buddhist community use nature to transmit their prayers (e.g. prayer wheels). To know how a Buddhist mantra enhances worship</p>	<p>To use local and national census statistics to develop an understanding of the religious make up and diversity of their locality and of Britain. To develop an understanding of responsibility and social justice and question why and how we should care.</p> <p>To discuss and explore different ideas about God/Gods, creation & asking 'ultimate' questions</p> <p>To develop their understanding of different beliefs and perspectives about God and life after death in religious</p>	<p>Buddhists teach about how people can live together respectfully to create a perfect world.</p> <p>To know how religious and moral codes are acted upon. To know how the 'Golden Rule' is interpreted in the Humanist tradition And if following God can bring freedom and justice. To know what Jesus did to save human beings</p> <p>Different ideas about God/gods, creation and ultimate questions</p> <p>□ To know about different perspectives on the questions of creation and the beginnings of life on Earth, the relationship/conflict between creation and science.</p>	
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	<p>sacred/secular Christmases</p>	<p>To know what annunciation means To know the meaning of sacred and secular To know the difference between sacred and secular</p> <p>Key areas: Beliefs & Practices, Symbols & actions, Identity & belonging,</p>	<p>To explore and compare between religions the significance of Salvation</p>	<p>The significance of Salvation □ To know what salvation is To know what Jesus did to save human beings</p> <p>Key areas: Identity & belonging, Prayer, worship & reflection, Sources of Wisdom</p>	<p>and non-religious settings (e.g. what is meant by a 'soul'),</p> <p>To reflect, discuss and debate ethics – right and wrong, just and fair</p> <p>To develop their thinking about why and how some people (from a religious or non-religious background) try to help others (e.g. victims of poverty, prejudice, crime and those affected by war).</p>	<p>To know what it means that God is holy and loving</p> <p>Reflecting on ethics, right & wrong, just & fair □ To know how people decide what is right and what is wrong</p> <p>To know how they may choose to live. To know the lives of children in pre-Holocaust Europe, and the challenging moral choices made and the British humanitarian actions of the Kinder transport (children's rescue operation). To know how the Buddhist concepts of desire, suffering and compassion affect the choices of followers.</p> <p>Key areas: Sources of Wisdom, Human responsibility & values, justice &</p>	
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Deep Roots We have identified the most crucial knowledge that we want to ensure all children know in each year group. These are called our 'Golden Nuggets'. These are identified by a golden box around the statement.



Deep Roots
Deep Roots

Deep Roots