



## Knebworth Primary School RE matrix

High Aspirations

Deep Roots

*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 1	Roots	Autı	umn	Spr	ring	Summer		
		Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Key vocabulary
Y1		To <u>explore</u> the	Charity 🛛	To <b>understand</b> the	Community []	To <u>explore</u> faith	Sacred texts To	Overall: Christianity, Islam,
		notion of charity	To know what	concept of	To know the things	stories and the	know who reads	Judaism, Christian,
Кеу			charity is	community	that are important	importance of	them, when and	Muslim, Jewish
religions	:		and what it means.		to your family and	sacred texts		
Christian	nity,		To know why people		to you.		To know why the	AUTUMN: charity, justice,
Islam &			give charity.				Bible is holy and	fairness, thankful, Sukkot,
📮 Judaism			To understand the				sacred for	Harvest, Diwali, light,
9			motivations of a	To <u>use</u> artefacts to	Naming ceremonies		Christians.	traditions, Christmas
			Christian charity.	explore prayer and	To know how and			
			E.g. Red cross.	worship and	why people have			





8							High Aspirations
RELIGIOUS		To understand what	traditional	special ways of		To know what the	SPRING: community,
CELEBRATIO		justice and fairness	ceremonies	welcoming babies.		good news Jesus	traditional, baptism,
NS:		means		To explore through		brings is.	Easter, Ramadan
<mark>Autumn</mark>		in Christianity, and	To <u>explore</u> a place	role play a baptism.		To know the Torah	
🝯 <mark>Term –</mark>		other religions.	of worship	Invite local Christian		and Qur'an are holy	SUMMER: sacred texts,
Harvest OR				ministers to talk		and sacred for Jews	Bible, Torah, Qur'an, faith
<mark>Diwali</mark>		Thankfulness 🛛		with the class about		and Muslims	stories, God, big
Spring Term	To <u>discuss</u> being	To know some of		what it means for		and how they look	questions, responsibility,
<mark>– Ramadan</mark>	thankful	the ways the key		them to belong to a		after and read their	Zakat, Hajj
<mark>(Islam)</mark>		religious		church or faith		holy and sacred	
🖉 <mark>Summer</mark>		communities				books	
Term – Hajj		express their	To <u>recall</u> the Easter	The Easter story To			
<mark>(Islam)</mark>		thankfulness for our	story and then	know what the		Faith stories To	
		world.	explore this deeper	festival means and		know What faith	
		To know what		how it is celebrated.		stories tell us about	
le la		Sukkot is and how is		Easter I To know		the way people	
		it colobrated		and retell the story		should look after	
		To know in		пісіцані спе кеу		each other and the	
		Christianity we		points and		world.	
1		celebrate the		understand why		To think about	
		harvest festival to		Easter matters to		whether everyone	
		show thankfulness.		Christians		shares the same	
						belief about how the	
		Harvest traditions		Kov groos Identity 9		world began. To explore and tell	
		To know how		Key areas: Identity &			
	To <u>explore</u> traditions and			belonging, <mark>Prayer,</mark> worship &	To ask and answer	some parables	
~	festivals of light	people with different religious		reflection, Beliefs &	To <u>ask</u> and <u>answer</u> big questions about	through drama.	
	To <u>compare</u> how	and world views		Practices	God	<b>God</b> [] To know what	
	different religions	celebrate harvest		FIGULES	Gou	Christians believe	
	celebrate this	Key focus on key				God is like.	
		religions				To know who	
						Christians believe	
		Festivals of				made the world	
-		Light [				(GOD)	
-		To know that Diwali				To explore big	
8		is the festival of light				questions in 'Why is	



High Aspirations	

							High Hspitations
	THIS TERMS					the Sky Blue?' by	
	RELIGIOUS	Christmas 🛛				Sally Grindley To	
	CELEBRATION:	To retell the story			To <u>discuss</u>	explore themes	
	Harvest elsewhere	including the key			responsibility	from the Spirited	
	or a festival of light	points.	THIS TERMS			Arts competition	
		то кном why it	RELIGIOUS				
		matters to	CELEBRATION:			Responsibility To	
		Christians.	Ramadan			know What Zakat is	
						and why this is	
						important to	
		Key areas: <mark>Beliefs &amp;</mark>				Muslims.	
		Practices, Symbols &				To know whose	
		actions, justice &			THIS TERMS	world is it and that	
		fairness,			RELIGIOUS	everyone should	
					CELEBRATION:	take responsibility	
					Најј	for looking after it	
						0	
						Key areas: Sources	
						of Wisdom Human	
						responsibility &	
						values, <mark>Ultimate</mark>	
						Questions	
Y2	To <u>explore</u> religious	Religious meaning	To <b>explore</b> different	Giving thanks 🛛	To <b>show/discuss</b>	Care & concern []	Overall: Christianity, Islam,
	meaning and to		ways of giving	To know how	care and concern	To know how	Judaism, Christian,
	identify groups	religious artefacts	thanks and ways	different religions	and personal	people of faith have	Muslim, Jewish
	religious artefacts	belong to different	religions give thanks	say thank you e.g.		influenced the world	,
Кеу	belong to	religions (Key focus	to God	prayer		by their actions	AUTUMN: artefacts,
religions:	U	Christianity/Islam)		TO KNOW NOW		To know how	similarities, symbols, Rosh
Christianity,		To know similarities		different religions		faith stories guide	Hashanah, prayer,
Islam &		between these		share actions when		people in their	worship, holy, Allah,
Judaism		To know the		praying		choices of what is	festivals, Christmas
		symbols of at least		The Lord's Prayer		right or	
		two religions		To know why		wrong (CC link to	SPRING: thanks, actions,
				Christians all over		English creation	Lord's Prayer, Easter
	To <u>use</u> artefacts to	Prayer, worship &		the world pray 'The		stories)	Shabbat, Passover
	explore prayer,	reflection []		Lord's Prayer'.		To explore a	
	worship, reflection					Christian charity	





							High Hspitations
	and key festivals	To know what		To explore this		that focuses on	SUMMER: care, concern,
	such as Christmas	makes a place holy	To <u>recall</u> and	through images.		justice and fairness.	faith stories, charity,
		e.g Church – holy	explore the Easter	The Easter Story I		To know why we	justice, fairness, rules,
	To <u>compare</u>	water,	story in greater	To retell the story,		need rules	community, creation
RELIGIOUS	different artefacts	Muslim Prayer 🛛 To	depth	picking out key parts		(Explore the rules of	stories, Eid
CELEBRATIO	and religious objects	know why people		TO KNOW What the		an	
NS:		pray to Allah for		good news Jesus		individual/organisati	
a <mark>Autumn</mark>		help.		brings is (digging		on might need and	
Term – Rosh		To know Muslims		deeper)		why.)	
lan <mark>Hashanah</mark>		wash and pray in a		To know which		To know how we	
<mark>(Jewish)</mark>		daily pattern.		events Christians are		know how and when	
Spring Term		To know about		remembering and		to be good	
– Passover		prayer mats and		believing when they	To <b>recall, discuss</b>	_	
🖉 <mark>(Jewish)</mark>		why they are holy		celebrate	and <u>explore</u> the	Community 🛛	
Summer	To <u>visit</u> a place of	when prayed upon.		To know why Easter	community – KQ	To know what a	
Term – Eid	worship to explore			matters to Christians	Whose community?	community is.	
<mark>(Islam)</mark>	the Christmas story	Festivals	То	(digging deeper)	Summer – What	To understand the	
		To know why	explore/experience		is the good news	importance of a	
		Christmas matters	a place of worship	Shabbat & Passover	Jesus	religious community	
		to Christians	or listening and		brings?(digging	To know how the	
		(digging deeper)	learning from a faith	To know what	deeper) What do	religious groups in	
1		To know how	visitor	Shabbat is and why	Christians believe	your local	
N1.0		festivals bring		it is celebrated	God is like? Who	community look	
		people together		To know why	made the world?	after people and the	
		(focus on Christmas)		Shabbat has a	(digging deeper)	world – i.e. local	
		To know the key		special place for	To ask and answer	Church/mosque	
-		ingredients of a		Jewish families.	big questions linking	To know what is	
		festival		To know how and	to the creation of	carried out locally	
				why they celebrate	the world	for the benefit of	
				Passover and holy		the whole	
				times		community	
		Key areas: Beliefs &		Key areas: Identity &		To know how we	
		Practices, Symbols &		belonging, Prayer,		can live together	
Paula.		actions, Prayer,		worship &		even with	
-		worship & reflection		reflection, Beliefs &		differences	
		norship ereneetion				uniciclices	





				Hign Aspirations
	Practices Sources of		To know	
	Wisdom		that people come	
			from different	
			religions.	
			To explore the	
			relationship	
			between humans,	
			their environment	
			and other living	
			things	
		To <b>explore</b> creation		
		stories	Creation stories &	
			hig questions []	
			To know what many	
			Christians, Muslims	
1			and Jews believe	
			about how the	
			world was made	
			e.g.	
			7 days of creation	
i i i i i i i i i i i i i i i i i i i			(Christianity)	
			Islam creation story	
20 A A A A A A A A A A A A A A A A A A A			Islam creation story	
			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	

Deep Roots





							from the Spirited	
2							Arts competition)	
							. ,	
1998 - C								
the second							Key areas: <mark>Human</mark>	
							responsibility &	
14 a							values, <mark>Ultimate</mark>	
							Questions justice &	
100							fairness	
14	Y3	To <u>mark</u> festivals,	Festivals 🛛	To <u>discuss</u> belonging	Belonging []	To <u>explore</u> and	Sacred texts -	Overall: Christianity, Islam,
1	15	traditions and key	To know ways and	to a family,	To know what it	enquire about	stories, guidance &	Christian, Muslim
1			•	• •			_	Christian, Muslim
-		events in life	traditions of	community	means to belong to	sacred texts using	impact 🛛	
	Кеу		celebrating festivals	🛛 То	a faith community	resources and the	To know what	AUTUMN: festival, Eid,
1.00	religions:		(e.g. Eid-ul-Adha, Eid	<u>compare</u>	(study of a key	stories	wisdom is from the	traditions, Milad un Nabi,
	Christianity		Al Fitr,	this in	religion/local		Christian and Islamic	Baptism, Shahada,
	& Islam		Easter, Christmas)	different	community)	To <u>discuss</u> and	traditions (e.g. The	Christmas, symbolic,
5			To know traditions	religions	To know there are	explore this	Good	worship, humility, Advent,
			of marking	religions	five pillars of Islam	guidance and the	Samaritan, story of	
			important events in	To <b>communicate</b>	TO KNOW THE TIVE	impact of it	Muhammad)	SPRING: belonging,
			life (birth welcoming	and <u>explore</u> this use	pillars of Islam		To know the impact	community, five pillars,
Ť I			ceremonies and	of sacred spaces &	To know how these		of these on religious	leader, Jesus, Muhammed,
-1			traditions, e.g.		guide Muslims in		followers.	Ramadan, Lent, Holy
1	RELIGIOUS			prayer	0		To know what a	
100			Christian Baptism		their everyday life			Week, salvation, creation
	CELEBRATIO		and Muslim		To know why		sacred text is, be efs	story, sacred space, key
Sec. and	NS:				Muslims pray 5		about its origin and	prayers, Eucharist
	<mark>Autumn</mark>		To know different		times a day whilst		how it should be	
-	<mark>Term –</mark>		ways of marking the	To <u>explore</u>	some don't		treated (e.g. The	SUMMER: Sacred, the
1	<mark>Milad un</mark>		same event	challenges and	(comparison)		Qur'an and The	Good Samaritan, Story of
	Nabi ( <i>The</i>		(Christmas in	religious leadership	To know about the		Bible).	Muhammed, The Qu-ran,
	Prophet's		different places,		roles and duties of		The Tripity I	Bible, Trinity, Pentecost,
	birthday)		Christmas across		historical religious		To know who Jesus	Eid, responsibility, respect,
-	(Islam)		different branches		leadership (e.g.		was	right & wrong, just & fair
100	Spring Term		of Christianity,		Jesus, Muhammad,		lo know what the	0 · · · · · · · · · · · · · · · · · · ·
-	– Ramadan		ceremonies of		Imam, Vicar) on		Trinity is and the	
	(Islam)				followers and		inity is and the	
	(ISIdIII)		belonging)		Tonowers and			





			in their own lives.		impact of Pentecost	
	To know what is it	To <u>explore f</u> urther			on Christians.	
	like for a Christian to	key Christian			To know when Jesus	
	follow God	celebrations			left what the impact	
	Symbolic expression		To know what Lent		of Pentecost was	
To <u>explore</u> symbolic	in prayer and		is	To <u>discuss</u> and <u>take</u>		
expression in prayer	worship 🛛		and why christians	responsibility for	Taking	
and worship	To know how		take part in it	living together,	responsibility for	
	symbolic actions in		(abstain from	values and respect	living together,	
	worship can		something)		values & respect	
	communicate and		To know why Easter		To know some	
	express meaning		is such an important		religious and	
	beyond					
	words.		To know why		responses (e.g. what	
	To know the idea of		Christians call the		kind of world did	
	humility in prayer		day Jesus died Good		Jesus wanted)	
	(e.g. genuflection,					
	-					
	_		term salvation		•	
	,	To <u>explore</u> shared	means.		-	
	To know the power	beliefs and develop		To <u>compile</u> a moral		
	•	imaginative and	Ideas about God	values charter.		
	•	•	<b>—</b> ·		0	
					•	
	_		-			
	-				charter.	
	Christingle)	To <u>discuss</u>	•	To <u>explore</u> faith		
		•	we don't have the			
			answers			
		-		that are important.		
		-				
	this is important.		name and describe			
		-	the	•		
To <u>explore</u> advent	-	questions		and what is wrong.	-	
and Christmas	traditions 🛛		(e.g. 99 names of		-	
					their local religious	
	expression in prayer and worship	To explore symbolic expression in prayer and worshiplike for a Christian to 	To explore symbolic expression in prayer and worshiplike for a Christian to follow God Symbolic expression in prayer and worship II 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 Christians share food in Christian worship and why this is important.To explore expression imaginative and creative ways of expressing their own faith or belief commitmentsTo explore adventAdvent/ChristmasTo discuss and truth, considering different ideas about God and pose some deeper questions	To explore symbolic expression in prayer and worshipTo know what is it like for a Christian to follow GodTo explore further key Christian celebrationsLent, Holy week and salvation IITo explore symbolic expression in prayer and worshipTo know how symbolic actions in worship can communicate and express meaning beyondTo know what Lent is mod winy christians take part in it (abstain from something)To know what Lent is mod winy christians take part in it (abstain from something)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 Christians share foid in Christian foid in Christian this is important.To explore shared beliefs and develop imaginative and creative ways of faith or belief commitments challenging questions about meaning, purpose and truth, considering different ideas about God and pods, creation and ultimate questions about meaning, purpose and truth, considering different ideas about God and corcelive answersTo explore adventAdvent/Christmas questions about meaning, purpose and truth, considering different ideas about God and pose some deeperTo know some of the ways religior's name and escribe the	To explore symbolic expression in prayer and worshipTo know what is it like for a Christian of follow God Symbolic expression in prayer and worship ID To know how symbolic actions in worship can communicate and express meaning beyond to know the idea of express meaning beyond to know the idea of to know the idea of submission to Allah to know the idea of in prayer (e.g. genuficction, wudu, foot washing, silence and submission to Allah to fight across ef light for Consumitate and express meaning beyond words.To explore submission to Allah to explore shared beliefs and develop in fight across ef light for ConstintelsTo explore shared to fight across expressing their own faith or belief commitmentsLent, Holy week and salvation ID take part in it (abstain from to know why Easter is such an important.To discuss and take responsibility for living together, values and respectTo know the idea of in prayer (e.g. genuficction, words.To explore shared beliefs and develop of light across ef light for ConstingleTo explore shared faith or belief commitmentsTo know what the term salvation means.To compile a moral values charter.To know why (e.g. Diwali being a ford in Christian share of light for ConstingleTo discuss add develop faith or belief constinglight add dight, use challengingTo know what the term salvation maginative and expressing their own add ultimate questions about and ultimate are some questions about life to which answers about life to which answers about life to which answers aname and descried the ways religion's name	To explore symbolic expression in prayer and worship 1To explore symbolic expression in prayer and word worship 2To explore symbolic expression in prayer and word worship 2To explore symbolic expression in worship 2To explore symbolic explore symbolic explore symbolic explore





1			1				High Aş
	traditions around	To know what		Allah and the		charity group)	
	the world	advent is		Trinity).		To know about at	
6		TO KHOW HOW		To know different		least two faith	
-		Christians mark the		stories about how		stories that illustrate	
- TE		tradition of Advent		the world began		justice and fairness	
10		To know how long		(Christianity and		(e.g. Zaccheus the	
10		advent lasts for		Islam),		Tax Collector and	
				expressing creatively		Widow's Mite).	
				theirs and others			
-				ideas on creation,			
10		Key areas: Beliefs &		God and heaven			
		Practices, Symbols &		though creative			
		actions,		media.		Key areas: Sources	
				To know what		of Wisdom Human	
1				Christians learn		responsibility &	
				from the Creation		values, justice &	
<b>K</b>			To <u>examine</u> how	Story		fairness	
			architecture and	,			
1			design contributes	Communicating			
			to a worshippers	through sacred			
÷ 4			experience	spaces/praver			
			enpeneree	To know the role			
12				and special space for			
11				worship in a mosque			
				and a church			
-0.5					-		
				meaning and			
				significance for			
-				followers.			
				To know key prayers			
				(e.g. the first			
				Surah in the Qu'ran			
10				and The Lord's			
				Prayer) and how			
				they might inspire a			
-				believer's			
				commitment.			
				communent.			



High Aspirations

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			To <u>explore</u> Easter through visiting a local church or listening to a practising Christian.	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 Key areas: Identity & belonging, Prayer, worship & reflection, Beliefs & Practices Ultimate Questions			
Y4 Key religions: Christianity, Hinduism & Sikhism RELIGIOUS CELEBRATIO NS:	To <u>mark</u> festivals, traditions, pilgrimage and key events in life IN to <u>explore</u> and <u>compare</u> two contrasting religions (Hinduism/ Sikhism & Christianity )	Festivals, pilgrimage, traditions & key life events [] 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	To <u>discuss</u> and <u>explore</u> belonging to a community, individual commitment and religious leadership To <u>explore</u> community through visiting a place of worship or inviting a religious leader in	Community I 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	To <u>explore</u> sacred texts and stories using sources To <u>discuss</u> and <u>compare</u> their guidance and impact To <u>investigate</u> using psalms, poems, hymns and stories	Sacred texts I To know what wisdom is, where it comes from and who decides what is wise To know there are a range of faith stories To know how faith stories (e.g. Bhadavad Gita, Ramayna and stories from the Sikh tradition) help to guide followers in daily life	Overall: Christianity, Hinduism, Sikhism, Christian, Hindu, Sikh AUTUMN: Diwali, festival, birth traditions, pilgrimage, Diwali, symbolic, commitment, 5k's, Kanda, Sewa, deities, architecture, the Trinity, Christmas SPRING: Community, belonging, identity, challenges, Holi, festivals, express, creation, God/Gods, creation



High Aspirations
onflict, solution,

Autumn Term – Diwali (Hindu) Spring Term – Holi (Hindu/Sikh) Summer Term - Rath Yatra (Hindu)

							Thyn Ispitutions
		To know why there		together to		To know how	stories, conflict, solution,
		are different ways of		expresses its shared		psalms, poems,	sacred space, architecture,
		marking the same		commitment (e.g.		hymns and stories	Good Friday, resurrection
		event		Easter, Diwali, Bandi		are interpreted in	
n		(e.g. Christmas,		Chor Divas)		different	SUMMER: sacred texts,
		Eucharist, Advent				communities	wisdom, faith, guide,
h)		and Diwali) around				To know why they	psalms, hymns, Golden
		the world.	To <u>ask. answer</u> and	God/Gods and		affect followers in	rules, responsibility,
h		To know why some	explore different	encetion 🛛		different ways.	respect, worldview,
		people make	ideas about	To know why there		To know what is	Humanist, right & wrong,
		pilgrimage	God/Gods , creation	are different ideas		golden	just & fair, ethical, peace,
			and ultimate	about God/gods		about the golden	Rath Yatra
		for Hindus, Golden	questions	(e.g. Hindu Trimurti)		rules of faith and	
		Temple at		To know why we	To <u>take</u> and <u>explore</u>	belief.	
		Amristar for Sikhs,	To <u>make</u>	don't know what	responsibility for		
		Hajj for Muslims)	comparisons	happens when we	living together,		
			between these	die	values and respect	<b>Responsibility and</b>	
	To <u>explore</u> and	Symbolic expression	different	To expand on	To <u>express</u> ideas on	respect 🛛	
	<u>explain</u> symbolic	in prayer and	ideas(God/Gods)	previous knowledge	the treatment of	To know their	
	expression in prayer	worship		to know about	animals, compiling	responsibility for the	
	and worship	To know how		different response	a moral values	world and for each	
		actions of worship		to the creation story	charter applying	other	
		are		questioning the	different religious	To know some	
		symbolic and can		conflict for	codes and	religious and	
		communicate a faith		Christians and	worldviews	worldview	
		commitment		suggesting solutions.		responses (e.g. How	
		beyond words (e.g.		To know what		Humanists show	
		food and music).		Christians learn		care and	
		To know about the		from the Creation		responsibility for	
		5K's and the religion		Story		others).	
		they belong to.				To know why there	
		To know the Kanda				might be different	
		and the importance	To <u>investigate</u> the	Sacred Spaces		ideas about what is	
		of Sewa for Sikhs.	role and meaning of	To know why they		important and what	
		To know about	places of worship	play a significant	To <u>explore</u> the	is valued (e.g. Hindu	
		Hindu relationships		part in a religious	concepts of right	teaching, ahimsa -	
		with their deities			and wrong and just	harmlessness)	





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To <u>explore</u> the Trinity at Christmas and the idea of incarnation through sources	and the power of religious symbols including art, architecture and icons. Exploring the Trinity at Christmas – To know what the Trinity is To know what incarnation means To know how this is present in different religions Key areas: Beliefs & Practices, Symbols & actions, Sources of Wisdom	To <u>explore</u> and <u>recall</u> Good Friday – the importance of Jesus' death & resurrection	community or in the home (e.g. puja). To know ways in which architecture expresses how a community communicates through prayer, worship and reflection To know different forms of worship including the Akhand Path for Sikhs. Good Friday – idea To know what resurrection is To know what resurrection is To know what resurrection for Christians To know why Christians call the day Jesus died Good Friday	and fair, drawing comparisons between these ideas To <b>explore</b> ethical questions (e.g. does fairness mean everyone gets the same?)	Right & wrong, just & fair [] 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). 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) Key areas: Sources of Wisdom Human responsibility & values, justice &	High
			day Jesus died Good		of Wisdom Human responsibility &	





1								They have a second
					Practices Ultimate Questions			
- A - A - A - A - A - A - A - A - A - A	Y5	To <u>explore</u> celebrations, key events in life and pilgrimage	Celebrations, key events & pilgrimage I To know what it means to live as a	To <u>discuss</u> belonging to a community, individual commitment and	Belonging to a community, individual commitment &	To <u>explore</u> , investigate and interpret a range of sacred texts	Sacred texts and stories, their guidance & impact ITo know what	Overall: Christianity, Judaism, Christian, Jewish AUTUMN: celebration,
	Key religions: Christianity & Judaism	To <u>reflect</u> on spiritural ways of celebrating festivals To <u>compare</u> how these are different or similar in	Christian/Jew in Britain today, considering internal diversity. To know spiritual ways of celebrating the same and	religious leadership To <u>explore</u> and	religious leadership To know what belonging and faith means in Christianity and Judaism. To know what it	To <u>compare</u> To <u>discuss</u> their guidance and impact	makes a source of wisdom To know a range of stories, sacred writing, people and artefacts from different traditions	pilgrimage, diversity, spiritual, incarnation, practices, symbolic, artefacts, Hanukkah, Messiah SPRING: community,
司法して	RELIGIOUS CELEBRATIO NS: Autumn Term –	different religions	different festivals (e.g. Advent /Christmas). To know about diverse responses to sacred rituals (e.g. Shabbat) and rites of passage	<u>compare</u> the lives of key leaders from contemporary life. To <u>express</u> insight into the modern day challenges of ancient laws for	means to be a religious leader and how leadership impacts the lives of followers. To know who Moses and Jesus are		and communities. (Texts might include The Lord's Prayer, the Gospels, the Torah, Psalms, the Vedas, Bhagavad-gita) To know what	commitment, leadership, belonging, faith, Moses, Jesus, Passover, Easter, creation, response SUMMER: source of wisdom, sacred, Torah, Psalms, communicate, key
S I I MA	Hanukkah (Jewish) Spring Term – Passover Summer Summer Term – Pentecost		and rites of passage in different traditions. To know key Christian concepts (e.g. incarnation) To know the life of	ancient laws for Jews (e.g. keeping Shabbat and keeping Kosher).	events of Moses and Jesus, pupils explore key events from history. To know about the common themes		To know what sources of wisdom communicate to followers and their impact upon groups of faith To know key	Psalms, communicate, key figures, Jesus, responsibility, values, respect, wellbeing, ethics, Ten commandments, justice,
1 33	<mark>(Jewish)</mark>		Jesus and practices in the Church year. To know the		and symbolism of Passover and Easter and how these are connected.		religious figures in different traditions	



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The second secon		importance of		To know the main		and their actions	
2		pilgrimage for		Christian and		(e.g. What did Jesus	
	To <u>explore</u> symbolic	believers.		Jewish groups		do to	
-	ways of expressing			represented in	To <b>explore</b>	save human	
1	meaning		To <u>discuss</u> , <u>ask</u> and	Britain today.	responsibility in	beings?).	
Sec.	To compare how	Symbolic ways of	answer ideas about		regards to living		
the set	artefacts are used in	expressing meaning	God/Gods, creation	Ideas about	together, the world,	Taking	
	prayer	To know how	and ultimate	God/gods, creation	values (school) and	responsibility for	
Sec. 1	. ,	religious and	questions	& ultimate	respect	living together,	
		symbolic artefacts	(Through creative	questions 🛛		values and respect	
- in		are used in prayer to	media begin to ask	To know reasons		To know how	
1		express meaning.	and answer their	why there are		people can live	
		To know why and	own questions. This	different responses		together for the	
- 10		how artefacts are	could be introduced	and ideas about the		wellbeing of all	
		used in Jewish	through	divine (e.g. whether		To know why	
1		prayer to enrich	participation in a	God is real).		they should care,	
		experience.	practical, expressive	To start to think		what is important	
		To know how	project such as	about life after		and what may	
		religious faith is	NATRE Spirited Art	death and what		influence a	
		communicated and	www.natre.org.uk)	heaven might look	To <u>discover</u> and	community/	
		expressed through	www.nucre.org.ukj	like, considering	respond to religious	individual's choices	
	To <b>explore</b> and	the creative arts		both Christian and	and moral codes of	To know golden	
	discuss the idea of	the creative arts		Jewish perspectives.	conduct from the	rules and if and how	
	incarnation through	Incarnation in the		To know different	Christian, Jewish	the world needs	
100	the Christmas story	Christmas story [] To		accounts on how the	and Humanist	repairing (e.g. the	
1	the christinas story	know what		world began	traditions	Jewish concept of	
		incarnation is		0	(considering social/	Tikkun Olam).	
200	1			and question how	environmental	To know	
		To know Jesus was		they all can be true.	responsibilities)		
		the Messiah		To know the role of		values of fairness	
-		Key and Dallate		God and the	To reflect, discuss	and equality, love,	
						caring and sharing.	
in the second				-		<b>F</b> (1) <b>1 1 1 0</b>	
10est							
and the		belonging,	-			0/ 3	
				and loving			
					-		
			communicating			Commandments	
Deep Roots		Key areas: Beliefs & Practices, Symbols & actions, Identity & belonging,	To <u>explore</u> through enquiry/experience communicating	responsibility of humanity. To know what it means if God is holy and loving	To <u>reflect, discuss</u> and <u>debate</u> ethics – right and wrong, just and fair To <u>express</u> ideas about right and wrong in the light of their learning	caring and sharing. Ethics, right & To know the guidance of the Ten Commandments	









				& actions Prayer, worship & reflection, Ultimate Questions		Key areas: Sources of Wisdom Human responsibility & values, justice & fairness	
Y6 Key	To <u>explore</u> celebrations, key events in life and comparing between key religions and with others from	Celebrations & key events in life [] To know what it means to live as a Christian or Buddhist in Britain	To <u>discuss</u> belonging to a community, individual commitment and religious leadership To <u>express</u> and	Community, individual commitment & religious leadership I To know some contemporary key	To further <u>explore</u> and <u>compare</u> sacred texts To <u>interpret</u> and <u>respond</u> to a range of stories	Sacred texts & stories, their guidance & impact I To know how they guide and what they communicate to	Overall: Christianity, Buddhism, Christian, Buddhist AUTUMN: celebrations, diversity, annunciation,
religions: Christianity & Buddhism	prior knowledge To <u>develop</u> an understanding of key Christian	today considering internal diversity To know the terms	<u>compare</u> what belonging and faith means in two different traditions	leaders in religion and the qualities of leadershin To know the	To <u>discuss</u> and <u>debate</u> their guidance and impact	followers (e.g. What can stories and images tell us about the inspiration for	incarnation, temptation, resurrection, salvation, ascension, valued, symbolic, communicate,
RELIGIOUS	Concepts	annunciation, incarnation, temptation, resurrection,	To <u>express</u> insight into modern day challenges of faith (e.g. Can someone be	challenges, commitments and guidance identifying the impact of faith		Buddhist beliefs?). To know key inspirational figures (e.g.Dalai Lama) as	Mudras, 3 jewels, wheel, lotus flower, Christmas, secular, sacred
CELEBRATIO NS: Autumn Term –	To <u>reflect</u> upon spiritual and internal diversity	salvation and ascension To know how God can be different	a practising Buddhism and still lead a privileged life?)	on how followers live (e.g. considering the Eightfold Path, how		sources of wisdom and their contemporary relevance.	SPRING: community, commitment, contemporary, leadershi guidance, Humanist,
Pavarana OR Kathina OR Bodhi Day Spring Term	To <u>compare</u> ways of celebrating the same and different	things to different people. To know festivals and events		do Buddhists try to follow the Buddha's example?). To know what might		To know the impact of key sources of wisdom on individuals and	prayer, reflection, meditation, multi-faith, salvation, Jesus
– Buddhist New Year (Buddhism) Summer	festivals/events around the world (e.g. sacred or secular Christmas)	are valued by some and not others.		be the most difficult aspects of being Buddhist, Christian and or Humanist in	To <u>explore</u> their own responsibility in	different communities. Responsibility for	SUMMER: sacred, inspiration, responsibility values, respect, census, moral code, Golden Rule
Term – Vesak (Buddhism)	To <u>explore</u> symbolic		To <u>explore</u> communicating	Britain today Communicating beyond prayer and	regards to living together, the world, values (school) and	<pre>living together, values &amp; respect [] To know what Jews,</pre>	creation, holy, ethics, Holocaust, moral choice: humanitarian, compassio
	ways of expressing meaning in key		beyond prayer and sacred spaces	sacred spaces [] To	respect	Humanists, Christians and	





religions and comparing these expressing measing To know different religions and worldvews express theirSymbolic ways of expressing measing religions and worldvews express theirknow the role and prayer, reflection, meditation and multifation and sundiverse their impact on meditation and multifation prayer responsibility and screation and drama, to know how responsibility and screation and drama, to know how responsibility and screation and drama, to know how responsibility and screation and the screation and the screation and the screation and the multifation an							High Hspitations
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Image: space s	comparing these	expressing meaning		interpretations of	national census	about how people	
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Image: balled		religions and		meditation and	an understanding of	respectfully to	
beliefs through tearts (e.g. poetry, song, fiin, stained glass and drama).Individuals (key religions).diversity of their locality and of and ifain.To know how religious and moral codes are acted upon.To know how artefacts and symbolic actions communicate different meaning to individuals.Individuals (key religious and multi-faith prayer sace might lookdiversity of their locality and of religious and moral codes are acted upon.To know how artefacts and symbolic actions (gestures) of the Buddha, the Three Jewels (Buddha, the Rediction (e.g. sangh) and the shring their through secularTo know what a social justice and social justice and through secularTo know whothe social justice and social justice and social justice and social justice and through secularTo know whothe social justice and social justice and social justice and through secularTo exemine why to sangha) and the sing their through teace and wheel and lotus flower in the light of buddhist main teachings and teachings and teachings and teachings and teachings and teachings and teachings and teaching and teach		worldviews express		stillness and the	the religious make	create a perfect	
Image: space s		their		impact on	up and	world.	
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Image: space might lowTo develop an space might lowmoral codes are and drama). To know how howartefacts and symbolic actions communicate different meaning to individuals.multi-faith prayer space might lowTo develop an understanding of responsibility and social justice and question why and how we should care.moral codes are acted upon.To know how how artefacts and symbolic actions communicate different meaning to individuals.moral codes are acted upon.moral codes are acted upon.To know how the mudras (gestures) of the Buddha, the Three Jewels (kuddha, the Dharma and the barma and the actions are actionsmoral codes are acted upon.moral codes are acted upon.To experience Jewels (kuddha, the Dharma and the sangha) and the actions are to know the four experience/sights and to string their thoughts and reflectionsTo develop an understanding of responsibility and to know why meditation/stilling/s thoughts and reflectionsTo develop an understanding of ro develop and social justice and understanding of ro know what Jesus did to save human teachings and thoughts and reflectionsTo discuss and explore different ideas about God/Gods, creation aduets of the same thing in of the story of subdist aduranta gode story of subdist community useTo develop their use the invarience frequence the invarience store in the invarience store in the same thing in of the story of subdist adurantaTo develop their use the invarience store in the invarience store in different sprayer (less and gestores on the ugestore of the the		through the arts		religions).	locality and of	To know how	
Image: space s		(e.g. poetry, song,		To know what a	Britain.	religious and	
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 Three Jewels (Buddha the Three Sangha) and the wheel and lotus for worship, shring their the capting and the capting and the upgets and string their the capting and the same thing in the story of siddhartha Gautama Supper, Laptism, Supper, L		film, stained glass		multi-faith prayer	To <b>develop</b> an	moral codes are	
Image: space and spa		and drama).		space might look	understanding of	acted upon.	
NoSymbolic actions comunicator individuals.Symbolic actions comunicator individuals.the formal physical sarced space and construct of prayer and reflection (e.g. through secular music) sa form of svarcesionquestion why and how we should care.interpreted in the Humanist tradition And if following God can bring freedom and justice. To know the mudras (gestures) of the Buddh, the Three Jeweis (Buddhat the Sangha) and the sharing their through secular ilence and meditation/stillings/ ilence and freeding of sharing their thoughts and through secular meditation and the through secular meditation and the sharing their thoughts and through secular meditation and the through secular meditation and the sharing their thoughts and through secular ilence and form of worship, sharing their thoughts and thoughts and through secular ilence and form of worship, sharing their thoughts and thoughts and the firp rayer (se.g. the firp rayer wheels). To favelop their understanding of thir prayer wheels). To favelop their understanding of the rayer sectives and the spreictives and thoughts and the rayer wheels). To favelop their understanding of the rayer sectives and the relation and the perspectives and the rayer sectives and the relation and the perspectives and the rayer sectives and the relation and the perspectives and the rel		To know how		like	responsibility and	To know how the	
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Buddha, the Three Jewels (Buddha, the Dharma and the Sangha) and the wheel and lotus flower in the light of teachings and teachings and to know now the teaching annunciation in a sacred and secularTo experience teaching annunciation in a sacred and secularTo averegion to mover and teaching annunciat		To know the mudras		through secular		freedom and justice.	
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Image: bit is			To <b>experience</b>	evpression		did to save human	
Sangha) and the wheel and lotus flower in the light of Buddhist teachings and explores an		Jewels (Buddha, the	meditation/stilling/s	To know why		beings	
wheel and lotus flower in the light of Buddhist teachings and ations.form of worship, sharing their thoughts and reflectionscompassion and mindfulness are central to Buddhismexplore different ideas about God/Gods, creation assing 'ultimate' questionsabout God/gods, creation and ultimate questionsTo examine why Christians celebrate the same thing in different symbolic supper, baptism).To know the four experiences/sights of the story of Siddhartha Gautamaform of worship, sharing their thoughts and reflectionscompassion and mindfulness are central to Buddhism or know now tne Buddhist community use nature to transmit their prayers (e.g. prayer wheels).To develop their understanding of their understanding of to know how a different beginnings of life on Earth,about God/gods, creation and ultimate questionsTo explore and compareExploring annunciation in a scred and secularForm of worship, sharing their thoughts and reflectionsTo develop their understanding of prayer wheels).To develop their understanding of perspectives about for and life afterInterelationsnip/ conflict between creation and		Dharma and the	ilence and	meditation and the			
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Supper, baptism).       Exploring       To know how a       different       Earth,         To explore and compare       annunciation in a       Buddhist mantra       beliefs and       the relationship/         compare       sacred and secular       of the compare       compare       compare       compare	•	-					
To explore and secular beliefs and secular bel		Siddhartha Gautama			-		
To explore and compare       annunciation in a sacred and secular       enhances worship       perspectives about       conflict between         compare       sacred and secular       control of the secular       control of the secular       control of the secular       control of the secular	Supper, baptism).						
compare         sacred and secular         God and life after         creation and	<b>T</b> 1					-	
				ennances worship			
Christmas L death in religious science.	<u>compare</u>						
					death in religious	science.	





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sacred/secular	To know what	To <u>explore</u> and	The significance of	and non-religious	To know what it	
Christmases	annunciation means	<u>compare</u> between	Soluction 1	settings (e.g.	means that God is	
	To know the	religions the	To know what	what is meant by a	holy and loving	
	meaning of sacred	significance of	salvation is	'soul'),		
	and secular	Salvation	TO KHOW WHAT JESUS			
	TO KNOW THE		did to save human	To <b>reflect, discuss</b>		
	difference between		beings	and <u>debate</u> ethics –	Reflecting on ethics,	
	sacred and secular			right and wrong, just	right & wrong, just	
			Key areas: Identity &	and fair	8. fair 🛛	1
			belonging, Prayer,		To know how people	
			worship &	To <u>develop</u> their	decide what is right	
			reflection <mark>,</mark> Sources	thinking about why	and what is wrong	
			<mark>of Wisdom</mark>	and	то кном ном тнеу	
	Key areas: Beliefs &			how some people	may choose to live.	
	Practices <mark>, Symbols &amp;</mark>			(from a religious or	To know the lives of	
	actions, Identity &			non-religious	children in pre-	
	belonging,			background) try to	Holocaust	
				help others (e.g.	Europe, and the	
				victims of	challenging moral	
				poverty, prejudice,	choices made and	
				crime and those	the British	
				affected by war).	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.	
					Key areas: Sources	
					of Wisdom Human	
					responsibility &	
					values, justice &	





				They provide the second
			fairness <mark>Ultimate</mark> Questions	

Deep Roote 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.