



William Penn Curriculum Map – RE

Our Quaker foundation is reflected in the RE Discovery scheme. In addition, Quaker aspects in RE are incorporated in to each topic to reflect school ethos and values. Each religion studied will be compared to each other and Quakerism in terms of similarities and differences wherever possible and useful. As a Rights Committed school the UN Convention Rights of the Child are discussed in more detail in some topics.

At William Penn our RE units start with engagement and lead through to investigation and finish on expression.

Part1 : Engagement (How does this study feel in the child's own concept of..) Part 2: Investigation Part 3: Evaluation Part 4 Expression (back to pupils own experience at the end of the enquiry. What impact has the study had on them).

	Autumn		Spring		Summer	
Cycle A						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Once Upon a Rhyme	Fire, Fire! (Great Fire of London)	From Arctic to Africa	Pop Art	Postcards from the Past (Victorians)	Make, Move and Perform Puppets
Year 3/4	Raging Rivers	Rocks, Soils and Fossils	The Roman Empire	Volcanoes	Vikings (Life and Legend)	Good Vibrations
Year 5/6	We'll Meet Again (WW2)	Light	Heads Will Roll (Tudors)	Counties of the UK	Ancient Mayan Civilization	Rainforests and Sustainability
Cycle B						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Who Lives Here?	Maps, Moats and Mighty Castles	Wacky Weather	Spring has Sprung (Plants)	Back in Time for... (Decades)	Down in the Jungle
Year 3/4	Ancient Ancestors	Changing State	We're Sailing Down the Nile (Ancient Egypt)	Opposites Attract (Magnets)	Titanic	Plants
Year 5/6	Across the Universe (Space)	Frosty Relations (Cold War)	'Toil and Trouble' (Macbeth)	Crime and Punishment	Friends and Heroes (Quakerism And Democracy)	The Final Year

Subject Coverage Overview

	Autumn		Spring		Summer	
Cycle A						
Year R	How to? / Who Lives in Fairy Tales?		Who Made these Footprints? / What's in our Garden?		What Makes a Hero? How Have we Grown this Year?	
	<u>Autumn 1</u> Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Quaker Values: Friendship	<u>Autumn 2</u> Theme: Christmas Key Question: What is Christmas? Religion: Christianity Quaker Values: Friendship, Refection	<u>Spring 1</u> Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism Quaker Values: Friendship,	<u>Spring 2</u> Theme: Easter Key Question: What is Easter? Religion: Christianity Quaker Values: Friendship,	<u>Summer 1</u> Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Quaker Values: Friendship, Integrity	<u>Summer 2</u> Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Quaker Values: Peace, reflection
Year 1/2	Once Upon a Rhyme / Fire! Fire!		From Artic to Africa / Pop Art		Postcards from the Past / Make, Move and Perform Puppets	
	<u>Autumn 1</u> Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity Quaker Values: Reflection, Equality, Friendship	<u>Autumn 2</u> Theme: Christmas - Jesus as gift from God Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity Quaker Values: Reflection	<u>Spring 1</u> Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Quaker Values: Frienship (link to rights and respecting people)	<u>Spring 2</u> Theme: Easter - Resurrection Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity Quaker Values: Reflection	<u>Summer 1</u> Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Quaker Values: Integrity	<u>Summer 2</u> Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Quaker Values: Reflection
Year 3/4	Raging Rivers / Rocks, Soils and Fossils		The Roman Empire / Volcanoes		Vikings (Life and Legend) / Good Vibrations	
	<u>Autumn 1</u> Theme: Divali Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism Quaker Values: Friendship	<u>Autumn 2</u> Theme: Christmas Key Question: Has Christmas lost its true meaning? Religion: Christianity Quaker Values: Peace, Equality	<u>Spring 1</u> Theme: Jesus' Miracles Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity Quaker Values: Simplicity, Equality	<u>Spring 2</u> Theme: Easter - Forgiveness Key Question: What is 'good' about Good Friday? Religion: Christianity Quaker Values:Friendship	<u>Summer 1</u> Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism Quaker Values: Friendship	<u>Summer 2</u> Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism Quaker Values: Simplicity
Year 5/6	We'll Meet Again (WWII) / Light		Heads Will Roll / Counties of the UK		Ancient Mayan Civilization / Rainforests and Sustainability	
	<u>Autumn 1</u> Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism Quaker Values: Simplicity	<u>Autumn 2</u> Theme: Christmas Key Question: Is the Christmas story true? Religion: Christianity Quaker Values:Reflection	<u>Spring 1</u> Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism Quaker Values: Peace, Equality	<u>Spring 2</u> Theme: Easter Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity Quaker Values: Reflection	<u>Summer 1</u> Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism Quaker Values: Reflection	<u>Summer 2</u> Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity Quaker Values: Integrity

Skills/Themes	Christianity	Judaism	Sikhism
	Islam	Buddhism	Hinduism

Cycle B						
Year R	How to? / Who Lives in Fairy Tales?		Who Made these Footprints? / What's in our Garden?		What Makes a Hero? How Have we Grown this Year?	
	<u>Autumn 1</u> Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Quaker Values: Friendship	<u>Autumn 2</u> Theme: Christmas Key Question: What is Christmas? Religion: Christianity Quaker Values: Friendship, Reflection	<u>Spring 1</u> Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism Quaker Values: Friendship,	<u>Spring 2</u> Theme: Easter Key Question: What is Easter? Religion: Christianity Quaker Values: Friendship,	<u>Summer 1</u> Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Quaker Values: Friendship, Integrity	<u>Summer 2</u> Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Quaker Values: Peace, reflection
Year 1/2	Who Lives Here? / Maps, Moats and Mighty Castles		Wacky Weather / Spring Has Sprung		Back in Time for... / Down in the Jungle	
	<u>Autumn 1</u> Theme: Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity Quaker Values: Simplicity (Link to our Rights about environment)	<u>Autumn 2</u> Theme: Christmas Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity Quaker Values: Simplicity	<u>Spring 1</u> Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity Quaker Values: Friendship	<u>Spring 2</u> Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity Quaker Values: Reflection	<u>Summer 1</u> Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism Quaker Values: Reflection	<u>Summer 2</u> Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism Quaker Values: Reflection (link to RP)
Year 3/4	Ancient Ancestors / Changing State		We're Sailing down the Nile / Opposites Attract		Born in the USA / Plants	
	<u>Autumn 1</u> Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism Quaker Values: Reflection, Equality	<u>Autumn 2</u> Theme: Christmas Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity Quaker Values: Reflection	<u>Spring 1</u> Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism Quaker Values: Reflection, Peace, Simplicity (Link to Rights)	<u>Spring 2</u> Theme: Easter Key Question: Is forgiveness always possible for Christians? Religion: Christianity Quaker Values: Reflection (link to RP)	<u>Summer 1</u> Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism Quaker Values: Reflection	<u>Summer 2</u> Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity Quaker Values: Simplicity, Reflection
Year 5/6	Across the Universe / Frosty Relations		Toil and Trouble / Crime and Punishment		Friends And Heroes / The Final Year	
	<u>Autumn 1</u> Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam Quaker Values: Reflection	<u>Autumn 2</u> Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity Quaker Values: Reflection	<u>Spring 1</u> Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity Quaker Values: Simplicity	<u>Spring 2</u> Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity Quaker Values: Simplicity, Reflection	<u>Summer 1 and 2</u> Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term Quaker Values: Equality - How did Quakers stand up for what they believed in?	

Key Stage 1 and 2 Coverage:

Reception EYFS		EYFS Expectations – Understanding the World – People, Culture & Communities – RE overview				
ELG – -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps -Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class -Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps						
RE	Beliefs and teachings (What people believe)	Practices and lifestyles (What people do)	Expression and language (How people express themselves)	Reflecting Identity and experience (Making sense of who we are)	Understanding values (Making sense of right and wrong)	
Reception (EYFS)	• Compare & contrast characters from stories, including figures from the past • Talks about past & present events in their own life & in the lives of family members	• Talk about members of their immediate family & community • Enjoys joining in with family customs & routines	• Understand that some places are special to members of their community	• Know about similarities & differences between themselves & others, & among families, cultures & traditions	• Knows that other children do not always enjoy the same things, & is sensitive to this	
	How to? / Who Lives in Fairy Tales?		Who Made these Footprints? / What’s in our Garden?		What Makes a Hero? How Have we Grown this Year?	
Themes	Autumn 1: Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Autumn 2: Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Spring 1: Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Spring 2: Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Summer 1: Theme: Story Time Key question: What can we learn from stories. Religions: Christianity, Islam, Hinduism, Sikhism	Summer 2: Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Key questions:	By the end of this unit: Pupils will know: • Who is special to you at home? What things do you do with your family that are special to you? • What makes us special? Is it OK to all be special for different reasons?	By the end of this unit: Pupils will know: • Why do we give presents? • Why do Christians think Jesus is special? They believe He is God’s son and that God gave Jesus as a special present to the world. • The Shepherds A	By the end of this unit: Pupils will know: • If you could do ANYTHING, what would it be? • Chinese New Year (A Story from China) • What did you think of the story? Which of those animals did you like the most and	By the end of this unit: Pupils will know: • How is Spring different to Autumn, Winter and Summer? How do the signs of Spring make you feel and why? • Easter – A Christian Celebration	By the end of this unit: Pupils will know: • The Boy Who Cried Wolf (An Aesop Fable) • How did the villagers feel at the beginning? Why did the boy tell lies? How did the boy/villagers feel at the end of the story? • The Crocodile and The	By the end of this unit: Pupils will know: • Homes around the world. • What does a home need? What makes homes special? • Our world – where is a special place for you? • Churches – Have you

	- Who could be your role model and why? - Do you think Jesus is special and why/why not? Why do you think Christians believe Jesus is God's son? - What rules do we follow? What would happen if we had no rules? How do rules help us live together?	Christian story - The Wise Men – A Christian Story - Why do Christians believe Jesus was a special baby? Why did the Wise Men visit Him? Why did they give Him these presents? What would you have given Jesus? Christmas – A Christian celebration.	why? - Holi (A Hindu Festival) - How do you think the people in the photographs are feeling? - Why do Hindus celebrate Holi? What/who do they remember at Holi?	- What do you know about Easter? What makes Easter special? Who is Easter special for? - How is Jesus feeling now? Why do you think Jesus wanted to have a special meal with His friends?	Priest (A Sikh Story) How did the Crocodile feel when the priest treated him that way? Has anyone ever told you that you are not good at something? How did it feel? What was the moral in the story? Bilal and the Beautiful Butterfly (A Muslim Story) What is the moral in the story?	ever been to a church? What was it for? Could Bertie Owl go to church? - Mosques - Why do you think Muslims take their shoes off when entering a mosque and wash themselves before they pray? - Synagogues - Make particular reference to the clothing that Jewish people wear in the synagogue.
Children will be able to: Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Know some similarities and differences between different religious and cultural communities in this country Have knowledge of our school's Quaker Values.						

Year 1/2 Cycle A	Once Upon a Rhyme / Fire! Fire!		From Arctic to Africa / Pop Art		Postcards from the Past / Make, Move and Perform Puppets	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity Quaker Values: Reflection, Equality, Friendship <u>Objective:</u> We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. By the end of this unit: Pupils will know: - What does it mean to be kind? Link to Quaker Values - Is it possible to be kind to everyone all of the time? - What do Christians believe	Theme: Christmas - Jesus as a gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity Quaker Values: Reflection <u>Objective -</u> We are learning to reflect on the Christmas story and the reasons for Jesus' birth. By the end of this unit: Pupils will know: What problem does our world face?	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism Quaker Values: Friendship (link to UN Convention on the Rights of the Child and respecting people) <u>Objective:</u> We are learning to understand how celebrating Passover helps Jews show God they value their special relationship with Him. By the end of this unit: Pupils will know: - What do we know about respect? (link to your rights). - How important is it for Jewish people to do what God asks them to do?	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? Religion: Christianity Quaker Values: Reflection <u>Objective -</u> We are learning to re-tell the Easter story and understand what Jesus' resurrection means for Christians. By the end of this unit: Pupils will know: - How do you cope with sad feelings? If you lose someone close to you. - How important is it to Christians that Jesus came back to life after His crucifixion? - How can we find out if	Theme: The Covenant Key Question: How special is the relationship Jews have with God? Religion: Judaism Quaker Values: Integrity <u>Objective:</u> We are learning to understand the special relationship between Jews and God and the promises they make to each other. . By the end of this unit: Pupils will know: - Who do I believe I am? Does it feel special to belong? (Relate to children's rights and their class charters) - How special is the relationship Jews have with God? - What stories are important to Jews? - What promises do I want to	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism Quaker Values: Reflection <u>Objective -</u> We are learning to understand different ways that Jews show their commitment to God. By the end of this unit: Pupils will know: when are you old enough to decide

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	Jesus taught them? (Relate to Good Samaritan story) - How can you be a better friend? Children will be able to: - Beliefs, teaching and sources - Tell a Christian story and say some things that people believe - Values and commitments - talk about what is important to me and to others with respect for their feelings Essential vocab: Christianity/kind/behaviour	- How do Christians prepare for Christmas? - Why do Christians believe God gave Jesus to the world? - How do I show love to the world? Children will be able to: - Beliefs, teaching and sources - Tell a Christian story and say some things that people believe - Meaning, purpose and truth - Talk about some things in stories that make people ask questions. Essential vocab: Christians/save/rescue/	- What do the ways Jews celebrate Passover tell us about how important it is for them to do as God asks? - What food would you choose when designing a meal for someone you respect? Children will be able to: - Practices and way of life - use the right names for things that are special to Jews. - Values and commitments - talk about what is important to me and to others with respect for their feelings. Essential vocab: Passover/Judaism/Jews/Pesach/	Jesus did come back to life? Share stories of resurrection appearances in Bible e.g. the walk to Emmaus - What do Christians believe happened at Easter? Children will be able to: - Beliefs, teaching and sources - tell a Christian story and say some things that people believe. - Meaning, purpose and truth - talk about some things in stories that make people ask questions. Essential vocab: Christianity/Salvation/Crucifixion	make? Home or school. Children will be able to: - Practices and ways of life - talk about some of the things that are the same for different religious people - Values and commitments - link things that are important to me and other people with the way I think and behave. Essential vocab: Covenant/agreements/Trust/mezuzah	- on your religion? What is the best ways for Jews to show commitment to God? - What is a Bat Mitzvah ceremony? - What are you most committed to in your life? Children will be able to: - Practices and ways of life - use the right names for things that are special to Jews - Values and commitments - talk about what is important to me and to other people. Essential vocab: Rite of passage/commitment/responsibilities
Year 1/2 Cycle B	Who Lives Here? / Maps, Moats and Mighty Castles		Wacky Weather / Spring Has Sprung		Back in Time for... / Down in the Jungle	
Outcomes	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
National Curriculum P of S	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity Quaker Values: Simplicity (Link to our Rights about environment) <u>Objective</u> - We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity Quaker Values: Simplicity, reflection <u>Objective</u>: We are learning to reflect on the Christmas story and decide what gifts would	Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity Quaker Values: Friendship <u>Objective</u>: We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. By the end of this unit: Pupils will know: - Do I need friends? Why?	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity Quaker Values: Reflection <u>Objective</u>: We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. By the end of this unit: Pupils will know: - What makes someone	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism Quaker Values: Reflection <u>Objective</u>: We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. By the end of this unit: Pupils will know: - Which day is the most special/favourite for you and	Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism Quaker Values: Reflection (link to RP) <u>Objective</u>: We are learning to empathise with Jewish children by understanding what Rosh Hashanah and

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	By the end of this unit: Pupils will know: - How does it feel when you create something? - Creation Story – Why did God create these things? - Does the world belong to God? - Should people take care of the world? Link to our Rights of the Child. - How will you treat the world? Children will be able to: - Beliefs, teachings and sources – remember a Christian story and talk about it. - Values and commitments – talk about what is important to me and to other people. Essential vocab: Nature/creation/ Christian/	be meaningful for Jesus. By the end of this unit: Pupils will know: - Can you think of a time when you give or receive gifts? - Why were gifts given to Jesus in the Christmas story? - What presents might Christians want to give Jesus if He was born today? - Are symbols better than words at expressing religious beliefs? - What would I give as a gift? Children will be able to: - Beliefs, teachings and sources – Tell a Christian story and say some things that people believe - Identity, diversity and belonging – talk about things that happen to me Essential vocab: Christmas story/ Christian/	- Is it always easy to show friendship? When might it be difficult/easy? - When might Christians today find it difficult to show friendship and how would they ask God to help them? - What do you value about your friends? Children will be able to: - Beliefs, teachings and sources – Tell a Christian story and say some things that people believe - Identity, diversity and belonging – talk about things that happen to me Essential vocab: Friendship/ Christian/	special? - How was Jesus welcomed, as a king, celebrity, poor man or just another person? How do you know? - How does the Easter story help us to see that Christians thought Jesus was special? Link to resurrection. - Who do you admire and respect? Children will be able to: - Beliefs, teachings and sources – Tell a Christian story and say some things that people believe - Forms of expressing meaning – say what some Christian symbols stand for - Meaning, purpose and truth – talk about what I find interesting or puzzling. Essential vocab: Easter story/resurrection/symbols/ salvation	why? - Are religious celebrations important to people? - How does a Jewish family celebrating Shabbat? - reflect on their experience of Shabbat and talk about if we were going to have a special class meal, what would we have? Children will be able to: - Practices and ways of life – use the right names for things that are special to Jews. - Identity, diversity and belonging – talk about what happens to others with respect for their feelings. Essential vocab: Shabbat/Judaism/celebrate/ empathise/Kippah	Yom Kippur mean to them. By the end of this unit: Pupils will know: - What does forgiveness mean? How do we resolve problems with RP? - What happens at Rosh Hashanah? - Are religious celebrations important to people? - What would you like to achieve this year if you persevere? Children will be able to: - Practices and ways of life – use the right names for things that are special to Jews - Identity, diversity and belonging – talk about what happens to me Essential vocab: Rosh Hashanah and Yom Kippur/forgiveness
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Year 3/4 Cycle A	Raging Rivers / Rocks, Soils and Fossils		The Roman Empire / Volcanoes		Vikings (Life and Legend) / Good Vibrations	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outcomes						
National Curriculum P of S	Theme: Divali Religion: Hinduism Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? <u>Objective:</u> Investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus. Quaker Values: Friendship (Beloning) By the end of this unit: Pupils will know: - What does the word belonging mean to me? - What does the story of Rama and Sita mean to Hindus. - Does participating in worship help people to feel closer to God or their faith community? - How do Hindus celebrate Divali? - How do we belong to fry class and what are our goals for the year? Children will be able to: - Practices and ways of life - Describe some of the things that are the same and different for religious people - Forms of expression - Use religious words to describe some of the different ways in which people show their beliefs. - Identity and belonging - Ask questions about who we are and where we belong. Essential vocab: Belonging/celebrate/Hindus/Divali/	Theme: Christmas Religion: Christianity Key Question: Has Christmas lost its true meaning? <u>Objective:</u> Find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us. Quaker Values: Peace, Equality By the end of this unit: Pupils will know: - What does Christmas mean to me? - What does Christmas mean to Christians? - Do sacred texts have to be 'true' to help people understand their religion? - Has Christmas lost it's true meaning? - What gift would I like to give the world? Children will be able to: - Beliefs, teaching and sources - Make links between the beliefs of a different religious group and show how they are connected to believers' lives. - Meaning, purpose and truth - Ask important questions about life and compare my ideas with those of other peoples. Essential vocab: Christmas/Sacred/	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity <u>Objective:</u> retell Bible stories when miracles have happened and question whether Jesus really did perform miracles Quaker Values: Simplicity, Equality By the end of this unit: Pupils will know: - How can we help ourselves? - What is a miracle? - Who did Jesus heal? A Christian belief. - How can I help others? Children will be able to: - Beliefs, teaching and sources - Describe what a believer might learn from a religious story - Meaning, purpose and truth - Ask important questions about life and compare my ideas with those of others. Essential vocab: Miracle/influence/	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? Religion: Christianity <u>Objective:</u> recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians. Quaker Values: Friendship By the end of this unit: Pupils will know: - How can we help a bad situation get better? - What are the key events in Holy Week? - Why does Jesus' crucifixion symbolise hope for Christians. - What is good about Good Friday? Children will be able to: - Forms of expression - Use religious words to describe some of the different ways in which people show their beliefs. - Express religious beliefs in a range of styles and words used by believers and suggest what they mean. - Meaning, purpose nad truth - Ask important questions about life and compare my ideas with those of other people. Essential vocab: Good Friday/ crucifixion/symbols/Holy	Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism <u>Objective:</u> to understand the Hindu belief that there is one God with many different aspects. Quaker Values: Friendship By the end of this unit: Pupils will know: - What different roles do I play whilst still being me? - How can Brahman be everywhere and in everything? - What is important to me in a God? Link to values . - What do Hindus believe about Brahman? Children will be able to: - Beliefs, teaching and sources - Describe what a believer might learn from a religious story - Make links between the beliefs of a different religious group and show how they are connected to believers' lives. - Values and commitments - Link things that are important to me and other people with the way I think and behave. Essential vocab: Hindu/Brahman/	Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism <u>Objective:</u> understand the significance of the River Ganges both for a Hindu and non-Hindu Quaker Values: Simplicity By the end of this unit: Pupils will know: - Why water is important? (link to Water Aid and UN Convention on the Rights of the Child - A Hindu ritual. What happens at/in the River Ganges? - Why is this important and significant to the Hindus taking part in it? - How it might feel for a non-Hindu to go the River Ganges? Children will be able to: - Forms of expression - Use religious words to describe some of the different ways in which people show their beliefs. - Values and commitments - Link things that are important to me and other people Essential vocab: ritual/pilgrimage/Hindu

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Year 3/4 Cycle B Outcomes National Curriculum P of S	Ancient Ancestors / Changing State		We're Sailing down the Nile / Opposites Attract		Titanic / Plants	
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy? Religion: Buddhism Quaker Values: Reflection, Equality, Friendship <u>Objective:</u> We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy. By the end of this unit: Pupils will know: - Is it possible for everyone to be happy all of the time? - What are the important parts of the Buddha's life story? - How can we live good lives by following the 8-fold path - How does this link to our Quaker Values? Children will be able to: - Practices and ways of life - Describe some of the things that are the same and different for religious people. - Values and commitments - Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference beliefs/values. Essential vocab: 8-fold path/values/Enlightenment	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity Quaker Values: Reflection <u>Objective:</u> We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today By the end of this unit: Pupils will know: - What symbol would I choose to represent me? - What is the most significant part of the Nativity story for Christians today? - What is the meaning of a Christingle for Christians - What does Christmas mean to Christians? - How do Quakers celebrate Christmas? Children will be able to: - Forms of expression - Express religious beliefs in a range of styles and words used by believers and suggest what they mean. - Meaning, purpose and truth - Ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as	Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place? Religion: Buddhism Quaker Values: Reflection, Peace, Simplicity (Link to Rights) <u>Objective:</u> learning about the teachings of the Buddha and exploring what he taught about change. By the end of this unit: Pupils will know: - When does the world seem like a wonderful place to you? - What are the key messages in one of the Buddha's stories - Kisa and the Mustard Seed. - How could Buddha's teaching about right speech make the world a better place? - How can we help our world today? Children will be able to: - Beliefs, teaching and sources - Make links between the beliefs of different religious groups and show how they are connected to believers' lives. - Identity and	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity Quaker Values: Reflection (link to RP) <u>Objective:</u> understand how Jesus' life, death and resurrection teaches Christians about forgiveness. By the end of this unit: Pupils will know: - How easy is it to forgive people? - How do Christian stories show us how they treat each other? - Is forgiveness always possible for Christians? - What does forgiveness mean to you? Children will be able to: - Beliefs, teachings and sources - Make links between the beliefs of different religious groups and show how they are connected to believers' lives. - Identity and belonging - Compare some of the things that influence me with those that influence other people.	Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? Religion: Buddhism Quaker Values: Reflection/Integrity <u>Objective:</u> learning how Buddha's teachings make a difference to how Buddhists choose to live. By the end of this unit: Pupils will know: - How do I make good choices in my life? - How does the 8-fold path help Buddhists lead good lives? - What would the world look like if many people followed Buddha's teaching about causing no harm? - Would some aspects of the 8-fold path be hard for Buddhists to stick to? - What good 'choices' would you want people to live by? How does this link to our Quaker Values? Children will be able to: - Practices and ways of life - Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity Quaker Values: Simplicity, Reflection <u>Objective:</u> understand how important going to church is to show someone is a Christian. By the end of this unit: Pupils will know: - Where is my special place and what does it feel like when I'm there? - Why do Christians choose to go to church? - Do all Christians go to church? - What is Jesus' teaching about worship? - How do Quakers worship? Children will be able to: - Practices and ways of life - Use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups - Identity and belonging - Compare some of the things that influence me with those that influence other people Essential vocab: Worship/prayer/Church

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		members of different religious groups or individuals Essential vocab: Symbol/Nativity Story/Christingle	belonging - Compare some of the things that influence me with those that influence other people. - Values and commitments -Link things that are important to me and other people with the way I think and behave. Essential vocab: 8-fold path/Right Speech/	Essential vocab: Forgiveness/Restorative Practice	- Values and commitments - Ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference beliefs/values. Essential vocab: 8-fold path/consequences	
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Year 5/6 Cycle A	We'll Meet Again (WWII) / Light		Heads Will Roll / Counties of the UK		Ancient Mayan Civilization / Rainforests and Sustainability	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outcomes National Curriculum P of S	Theme: Belief into action Key Question: How far would a Sikh go for his/ her religion? Religion: Sikhism Quaker Values: Equality <u>Objective:</u> We are learning to compare the different ways Sikhs put their religion into practice. By the end of this unit: Pupils will know: - How would you show commitment to an upcoming competitive run? - How do Sikhs show commitment? - How do Sikhs put their religion into practice? - Why do Sikhs put so much effort into their religion? - What might you be prepared to give up/how much effort do you give to your hobby? - Compare the Sikhs belief that all people should be treated equally with our values. Children will be able to: - Practices and ways of life - describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities - Forms of expressing meaning - use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity Quaker Values: Reflection <u>Objective:</u> We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways By the end of this unit: Pupils will know: - Watch a news clip. What does true mean? - Is the Christmas Story true? Evaluate accounts. - Investigate different accounts in the Bible - discuss different types of truth: historic/scientific/personal. Is one of these more important? Which type of truth can be applied to the Christmas story? - Do sacred texts have to be 'true' to help people understand their religion? Children will be able to: - Beliefs, teachings and sources - suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality - Meaning, purpose and truth - ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and	Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism Quaker Values: Peace, Equality <u>Objective:</u> We are learning to understand the relevance of Sikh stories today. By the end of this unit: Pupils will know: - What makes a book special? Is it the book that is important or the story/information in it? - The Sikh Holy book. How are some of these stories and finding out if they are important today to both Sikhs and non-Sikhs? - Are these stories relevant today? - Themes of this story are courage and standing up for what you believe in. How are these themes relevant today to Sikhs/nonSikhs? (Relate to the Quaker way of life) Children will be able to: - Beliefs, teachings and sources - suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality - Forms of expressing meaning - use a wide religious vocabulary in suggesting reasons for the similarities and	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity Quaker Values: Reflection <u>Objective:</u> We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. By the end of this unit: Pupils will know: - What do you have most control of over your life? Do you have to plan for your life? - What do we think was God's plan was for Jesus' life according to Christianity? Jesus' life had a purpose. - Link back to Holy week. Was Jesus aware of God's plan/His purpose? What evidence is there to show He was/wasn't aware of this during Holy Week? - Do Christians believe God intended Jesus to be crucified? Do you have a plan or purpose for your life? What would you like to achieve? Children will be able to: - Beliefs, teachings and sources - suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? Religion: Sikhism Quaker Values: Reflection <u>Objective:</u> We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way By the end of this unit: Pupils will know: - We all make personal choices every day. What influences our choices? (family, culture, religion etc) - Does participating in worship help people to feel closer to God or their faith community? - How do Sikhs show their commitment to God? Evaluate if there is a best way. - Is it easy to show commitment? Children will be able to: - Practices and ways of life - describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities - Values and commitments - ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity Quaker Values: Integrity <u>Objective:</u> We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way. By the end of this unit: Pupils will know: - Is it OK to tell lies? Link to our Quaker values. - Biblical stories - Ten Commandments/Love Thy Neighbour - How do Christians show their commitment to God? - Can Christians still be committed to God if they do not attend church every week? - Can we all take from Christianity some moral guidance on how to treat others and how to behave? Children will be able to: - Practices and ways of life - describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities - Values and commitments - ask questions about things that are important to me and to other people and suggest answers which relate to my own and

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	moral expression found within and between religions Values and commitments - ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives Essential vocab: Sikhs/Langer/sacrifice/	others' lives Essential vocab: Incarnation/true/	differences in forms of religious, spiritual and moral expression found within and between religions Values and commitments - ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives Essential vocab: Moral values/ The Sikh Holy Book - Guru Granth	important questions about life and morality Meaning, purpose and truth - ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives Essential vocab: Salvation/	Essential vocab: Worship/The Sikh Holy Book - Guru Granth Sahib/Gurdwara	others' lives Essential vocab: Commitment/moral values/
Year 5/6 Cycle B	Across the Universe / Frosty Relations		Toil and Trouble / Crime and Punishment		Friends And Heroes / The Final Year	
Outcomes National Curriculum P of S	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam Quaker Values: Reflection <u>Objective:</u> We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. By the end of this unit: Pupils will know: - What does it mean to make a commitment? - How might praying five times each day affect a Muslims' daily life? - Would it always be easy to stop what they are doing in order to pray? - Explain that the third pillar of Islam is Zakah - giving money to charity. Does giving this mean a Muslim is showing their commitment to God? - Explain that the fourth pillar of Islam is 'Sawm'. During the month of Ramadan every year,	Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity Quaker Values: Reflection <u>Objective:</u> We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus. By the end of this unit: Pupils will know: - What are your favourite celebrations and why? - Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? - What are the key messages from the Christmas Story that we can learn from these sources about the significance of Jesus'	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity Quaker Values: Simplicity <u>Objective:</u> We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this. By the end of this unit: Pupils will know: - Does anything last forever? Doesn't everything change all the time? - What does eternity mean? - Should religious people be sad when someone dies? Can everyone go to Heaven? - How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? - Whatever you believe, it is important to lead a good life.	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity Quaker Values: Simplicity, Reflection <u>Objective:</u> We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. By the end of this unit: Pupils will know: - Who are the most important/influential people in your lives? - Do festivals and symbols show that Christianity is still a strong religion? - If Christianity was motivating people to do good in the world, would this show it is still a strong religion? - Is Christianity still a strong religion 2000 years after Jesus was on earth?	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term Quaker Values: Equality - How did Quakers stand up for what they believed in? <u>Objective:</u> We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. <u>Objective:</u> We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven. By the end of this unit: Pupils will know: - Is war ever right? Compare your views and relate to Quakers beliefs. - Does belief in Akhirah (life after death) help Muslims lead good lives? - What does it mean to be a Muslim? Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good - What do you think being 'righteous' means to Muslims? Children will be able to: - Beliefs, teachings and sources - suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality - Identity and belonging - give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what	

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	Muslims do not eat or drink at all during the hours of daylight. Do children think that fasting is necessary for Muslims to show their commitment to God? - What is the best way for a Muslim to show commitment to God? - Are you more committed to some things than others? Children will be able to: - Practices and ways of life - describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities - Values and commitments - ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives Essential vocab: Salat - Muslim prayer/ Fasting during Ramadan/Zakah/Five Pillars of Islam	birth to Christians? - Christian's celebrate the arrival of Jesus as God's Son - The Incarnation. Can you explain this? - Does it matter if people are celebrating or giving gifts to one another without really thinking about the cause? Children will be able to: - Beliefs, teachings and sources - suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality - Meaning, purpose and truth - ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives Essential vocab: Incarnation/	Children will be able to: - Beliefs, teachings and sources - suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality - Meaning, purpose and truth - ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives Essential vocab: Salvation/eternity/agape	- If you were starting a religion now that would help make the world a better place, what would be the Ten Commandments you would ask people to live by? Children will be able to: - Practices and ways of life - describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities - Identity and belonging - give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me - Values and commitments - ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives Essential vocab: Influences/gospel	inspires and influences me - Meaning, purpose and truth - ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives Essential vocab: Stereotype/ Akhirah/Allah
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