



The Big Ideas For Religious Education

Key Concepts

K.C 1 Belief systems

AT1 - Make connections between different beliefs and practices of all religions.

AT2 - Recognise those with no faith also have a belief system.

K.C 2 Special places/places of worship

AT1 - To understand and evaluate the diversity of belief in different religions, nationally and globally.

K.C 3 Festivals, celebrations, rituals

AT1 - Make links and compare stories, beliefs and practices from different religions, including differences and similarities

K.C 4 Special books

AT1 - Make links and compare stories, beliefs and practices from different religions, including differences and similarities

AT2 - Respond thoughtfully to a range of sacred writings, stories and provide good reason for differences and similarities in different texts.

K.C 5 Prayer and reflection

AT2 - To reflect and respond to the significance of meaning behind different beliefs and practices.

K.C 6 Pilgrimage

AT1 - Make connections between different belief and practices of all religions.

K.C 7 Families

AT2 - Express views creatively as to why belonging to a faith community may be valuable both to different faith members and to their own lives.

K.C 8 Special people

AT1 - Make links and compare stories, beliefs and practices from different religions, including differences and similarities

K.C 9 Uniqueness

AT1 - Articulate and apply the different responses to ethical questions from a range of different religions.

EYFS: How am I special ? What happens at a festival ? Divali Christmas	
Development Matters Objectives	Key Knowledge and vocabulary
<p>UTW (PC)•Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends.</p> <p>•Enjoys joining in with family customs and routines.</p> <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Links to CL- speaking, understanding ,listening and attention EUMM- EAD,EUM and AT1 and At2 of RE syllabus throughout each topic with cross curricular learning https://request.org.uk/restart/2014/12/30/inside-a-church/ (getting ready for christmas)</p>	<p><u>Big Ideas</u> festivals, special people and uniqueness</p> <p><u>New Learning and Vocabulary</u> who am I how am I unique what makes me special? what happens in the christmas (nativity) story How important is light to different cultures and religions? divali diva rama sita bindhi pattern festival rangoli sari ganesh hanuman danja sticks (dancing) christmas advent calender nativity bethlehem joseph mary angel Jesus stable donkey kings wise men god</p> <p><u>Learning through play</u> making diva clay pots and rangoli patterns, cards, visitor in dancing, singing retelling divali story, dressing up , music advent calenders, retelling nativity story with props, ordering the nativity story, dressing up, making christmas cards and calenders , carols and songs, sorting and describing objects.</p>

EYFS: Special people- Who and what is special to me? family and friends, and places and things (birthdays and stories, eg dogger story) chinese new year- How do people celebrate? Chinese New year, Mothering Sunday, Easter	
Development Matters Objectives	Key Knowledge and vocabulary
<p>UTW-(PC)•Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends.</p> <p>•Enjoys joining in with family customs and routines.</p> <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know</p>	<p><u>Big Ideas</u> special people, families and festivals</p> <p><u>New Learning and Vocabulary</u> celebrate, pinata, invitation, gift chopsticks china temple lanterns dragon celebrate zodiac mandarin fortune cookie, prawn crackers, noodles.</p>

<p>that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>videos of celebrations and dances listen to the animal story about the animals making up the zodiac of the 12 years. cards, stories, pictures Easter story and symbols, cbeebies watch- Christian church at Easter.</p> <p><u>Learning through play</u> Drawing their special place or thing/ making. Listening to Dogger story-feelings when lost/lose something.. Making birthday party invitations,cakes, thank you cards and birthday cards. Making and discussing homes and families, play people from around the world, pictures and paintings, chinese writing, using chopsticks and tasting foods, concertina dragons and money wallets, zodiac story, dragon dancing. Copying chinese writing. talk circles cards, flowers in water- mum is special because... Easter story, crafts, cards, gardens, songs</p>
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<p>EYFS: weddings- What happens at a wedding? stories from different cultures - what can I learn from stories?</p>	
<p>Development Matters Objectives</p> <p>UTW- PC-The world •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Enjoys joining in with family customs and routines. Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know</p>	<p>Key Knowledge and vocabulary</p> <p><u>Big Ideas</u> celebrations, special people, places of worship</p> <p><u>New Learning and Vocabulary</u> wedding veil bride groom bouquet church temple promise bible vow vicar/priest Hindu, sari, headscarf, garland.mandir chair fire What happens at a wedding?</p>

that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

AT1 and 2 recognise a wedding is a special occasion and how Christians celebrate it. Recognise features of religious practice, talk about own experiences and celebrations.

Talk about a wedding that I have been to.

Learning through play

role play weddings, building churches and places of worship, writing labels , acting out and telling stories. Making cards and model cakes. own books. Designing my own clothes and making flowers and pretend wedding gifts. Link to princess fairy stories

cbeebies my first wedding. scarecrows wedding story

topmarks- the christian wedding service ngfl

you tube- Hindu wedding highlights

<p>Year 1 Autumn Term - Who celebrates Harvest and why? Places in Christianity - What makes a church a special place for Christian people?</p>	
<p>These objectives were met before in year EYFS - Celebrations and festivals</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Christianity KS1 Festivals - find out about how Christians celebrate Harvest. Special places-church-visit a local church and meet the people who lead churches. Visit a church, find out main features, what happens there and why.</p>	<p><u>Big Ideas</u> - festivals, special places- church</p> <p><u>Revision-</u> 1 FS what is a celebration/ festival</p> <p><u>New Learning and Vocabulary</u> What is a harvest ? How do christians celebrate the harvest festival? How do people celebrate harvest around the world? What are the main features in a church? (Visit) What events happen in a church? (Sunday school, prayer, Christmas, singing, wedding, christenings etc) What do people do in a church? (interview the vicar)</p> <p>vocabulary- harvest, god , church , bible , festival, crops church font altar lectern pulpit pews, cross, vicar , minister</p>

<p>Year 1 Spring Term - Why is it important to recognise the birth of a new baby? What are the special books for Christians and Muslims?</p>
<p>These objectives were met before in year - EYFS - special times</p>

Agreed Syllabus Objectives for Religious Education Peterborough	Key Knowledge and vocabulary
<p>Christianity KS1 Christian life and muslim life-explore special times for christians and muslims- including baptism</p> <p>Christian Life - Festivals - find out about how Christians celebrate birthdays Jesus- Know some stories about Jesus (baptism of Jesus)</p> <p>Islam KS1 Muslim Life - Special times for Muslims (e.g. welcoming new babies)</p> <p><u>Birth</u> -How do Christians celebrate the birth of a new baby? -How do Muslims celebrate the birth of a new baby? -What are the similarities and differences between a Christian and a Muslim birth ceremony? NTE- What is the same and different about the two ceremonies? <u>Special books</u> -Can you share a book that is special to you? -How do Muslim people show respect for the Qur'an? How do people look after the Qur'an? -What is the Christian special book and why is it important? What is the Christian special book?</p>	<p><u>Big Ideas</u> special places celebrations</p> <p><u>Revision-</u> special places, times and things</p> <p><u>New Learning and Vocabulary</u> What are the key parts of the infant baptism service? Why is baptism significant to Christians? What happens during a Muslim birth ceremony? why do muslim parents whisper into a babies ear? What happens at a naming ceremony? what are muslim babies named after? How are birth ceremonies different? <u>vocabulary-</u> gown font candle water baptise cross godparents vicar adhan , aqiqah, call to prayer Islam prophet (pbuh) founder charity</p>

Year 1 Summer Term - **Living in our world - How can we keep our world a special place?**
The family in Islam - What is important to Muslim families?

These objectives were met before in year 1 Spring term - muslim birth ceremonies	
Agreed Syllabus Objectives for Religious Education Peterborough	Key Knowledge and vocabulary
<p>Christianity KS1 Chirstian Life - Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g. being thankful, saying sorry, forgiveness Bible - Know that the Bible is a special book for Christians because of its message about God and Jesus</p> <p>Humanism KS1 Humanist ethics- taking care of other living creatures and the natural world</p> <p>Islam KS1 Muslim Life - Explore likely feature of a Muslim Family (Mosque, Qur'an , daily prayers). Festival - Special times for Muslims - Getting ready for Ramadan- what can you give up?, Eid, birth of a baby. Holy Qur'an- know that the Qur'an is a special book for Muslims.</p>	<p><u>Big Ideas</u> Families , belief systems ,uniqueness, belief systems special places/ places of worship</p> <p><u>Revision-</u> <u>NA</u> what do they remember about muslim birth ceremonies?</p> <p><u>New Learning and Vocabulary</u> <u>What is a special place ?</u> How and why do we care for the world? What does it mean to be respectful? What are the creation stories of different religions ? (Hindu , Christian) How should a special place be treated? Vocabulary - creation brahma reincarnation vishnu respect mandir mandir, church</p> <p>What happens in the mosque? What do people who follow Islam believe in? <u>How does being muslim make a difference to a persons' life and their family?</u> What is important to muslim families?</p> <p>Vocabulary -Qur'an, Mosque, Ramadan, iftar, Eid, Allah, Islam, Prophet (pbuh), fasting, Eid al fitr, hajj, Qur'an, forgiveness, respect, charity, zakkat. prayer mat, mibrah, wudu, arabic, salat, mecca, kaabah</p>

<p>Year 2 Autumn Term - Who do we need to thank for the bread we eat? Why is Christmas so important?</p>	
<p>These objectives were met before in year EYFS and Year 1- Christmas and Harvest</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Christianity KS1- find out how christians celebrate the festivals of harvest and Christmas. know the story connected to christmas and the importance of this for christians. Judaism KS1- Know that Jesus was a 1st century Jew. (Christianty -Jesus) Jewish Life - Know that the Jewish calendar starts in Autumn and how festivals are celebrated.</p>	<p><u>Big Ideas</u> Festivals special people and books <u>Revision-</u> Year 1- Who celebrates Harvest and why? what happens at a festival? from y1/EYFS <u>New Learning and Vocabulary</u> New learning What is the Jewish harvest festival? Why do Jews share Challah bread every sabbath? Why do christians and Jews celebrate the harvest festival and who do they need to thank? How do Christians get ready for Christmas? What happened in the Christmas story? Is Christmas important to everyone? - what do Christians do at Christmas - what does everyone else do? Go to church etc, chn share experiences about the christmas break - non christians too Time to spend with family and friends Vocabulary- harvest, congregation, shabbat, challah, sukkot, jewish advent christmas sabbath Jew religion christian nativity Jesus , kings, 3 gifts and meanings</p>

<p>Year 2 Spring Term - Should we look after our world? What is important for Hindus ? Holi Festival</p>	
<p>These objectives were met before in year 1 Summer 1</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Christianity KS1- Bible - Hear some stories from the bible, know that reading the bible helps christians think about their behaviour.eg thankful, creation story.</p> <p>Judaism KS1 Shabbat- -Know that Shabbat is the most important Festival and that it starts on Friday evening and finishes on Saturday evening. Know it is celebrated in memory of God’s resting day during the creation of the world. (creation story).</p> <p>Hinduism KS1 Living a Hindu life - explore Hindu festivals, its meaning and customs.Stories about Hindu families, going to a wedding etc Places of Worship - Learn how Hindus worship in their home shrines and rituals that are used (prasad- blessed food).</p>	<p><u>Big Ideas</u> - festivals, special places, belief systems, rituals, special people and uniqueness</p> <p><u>Revision-</u> Creation stories from year 1</p> <p><u>New learning and vocabulary</u></p> <p>What is God like in the creation story? How do Jewish and Christian people look after the world? Know what shabbat is and why it is celebrated. How should we all look after the world?</p> <p>What is important to Hindu’s ? What are the rituals and customs in a Hindu wedding ceremony? Why do Hindu’s celebrate Holi and how is it similar to Easter?</p> <p>Vocabulary - biodegradable, organic (x ref science)</p>

<p><u>Big Questions: Care for the world:</u> Why is Earth precious to Christians? Why is Earth precious to Hindus? What can we learn from different religions about looking after the world?</p> <p><u>Big Questions: Hinduism:</u> What is important for Hindus? - Holi and Diwali What are the rituals and customs in a Hindu marriage ceremony? What is a Hindu marriage ceremony like? Why do Hindus celebrate Holi and how is it similar to Easter?</p>	<p>creation, faith, miracle, disciple, ritual, moses, creation, ritual kippar, torah scrolls , yad, synagogue, Jewish, shabbat, Tzedekah, sukkot gods and goddesses, mandir, offering, puja, prasad, deity</p>
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<p>Year 2 Summer Term - What happens in Places of worship? - Compare Mandir and Church Books and Stories- How are holy books treated? (Qur'an ,GGS, Bible) What messages can we learn from religious stories?</p>	
<p>These objectives were met before in year __Yr 1 Autumn</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>virtual or real visits Christianity KS1 Church - Visit and become familiar with the main features of the building and find out what happens there (worship, choir, sunday school). Christian Life - Explore practice you would expect to find in a Christian Family (going to church) Hinduism Ks1 Mandir- Visit and become familiar with the main features of the building and find out what happens there (deities, bells, songs)</p>	<p><u>Big Ideas</u> Special places/ places of worship- virtual visit- prayer and reflection special books <u>Revision-</u> Yr 1 Autumn term - visit a church - What makes a church a special place for Christian people? <u>New Learning and Vocabulary</u></p>

<p>Hindu life-explore practices in a Hindu family (puja)</p> <p>Islam KS1 Mosque- Become familiar with main features, find out what happens in the mosque (prayers, reading Q) Holy Qur'an- know that the Qur'an is a special book for Muslims and how it is treated. Qur'an tells Muslims what to do and is therefore a guide for them.</p> <p>Sikhism KS1 Knowledge and belief - Know that the Guru Granth Sahib is respected as the Living Guru Holy GGS-Know that the Guru granth sahib is a special book for sikhs and how it is used.(sharing story)</p> <p>Christianity KS1- Bible- know that a Bible is a special book with messages about Jesus and God. Hear stories from the bible, Know that reading the Bible helps Christians think about their behaviour (thankful, sorry, forgiveness). Know that it comes in two parts (testaments) and that one part is also special to Jews. Jesus - Know that stories about him can be found in the Bible</p>	<p>bbc bitesize- The Gurdwara (pt2/2), bbc bitesize Friday prayer and The mosque clips- show brief treatment of holy books.</p> <p>What are the similarities and differences inside the church and Mandir? How are the Qur'an and GGS treated ?</p> <p>What message does this story give us? Bible miracle story and GGS story. How should we act towards others?</p> <p>vocabulary- Mandir, deity, om, shrine, puja, reincarnation, creation, ganesh, shrine,vedas altar, aisle, pulpit, lectern, priest, old and new testament, miracle, Bible, minister, cross,font parable, levit, Jew, samaritan, parable Qur'an ,arabic, Allah, stand/ shelf Guru Granth Sahib, chauri. takht (throne), langar</p>
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<p>Year 3 Autumn Term - Why are clothes important in different religions? How do we remember?</p>	
<p>These objectives were met before in year 1 Autumn , Year 2 Autumn</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Special Clothes LKS2 Learn: about the celebration of Eid and its significance for Muslims about some of the 5 Ks that mark Sikh identity about the celebration of Baisakhi in the Sikh community</p>	<p><u>Big Ideas</u> Celebrations and rituals Prayer and reflection <u>Revision-</u> Yr 1 Summer - What is important to Muslim families?</p>

<p>Christian Life- Festivals - at appropriate times, Remembrance Sunday</p>	<p><u>New Learning and Vocabulary</u></p> <p>What do we remember? Why do we remember? How do we remember?</p> <p>Vocabulary Ramadan, Eid Ul Fitr, fasting, Qu’ran, celebration, aid, Sikh, Kara, Kesh, Khanga, turban, sign, Baisakhi, Gurdwara, Kara prasad, Langhar, saris, Nishan Sahib, new beginnings, procession</p> <p>Celebrate, remember, Christmas, Eid, Ramadan, Diwali, Hanukkah, Easter Relect, reflection, special, events parade, poppy, Remembrance Day, cenotaph, Armistice Day, Last post, medal, veteran, war, fighting, soldier, wreath</p>
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<p>Year 3 Spring Term - What is it like to be a Sikh in Peterborough? Is Easter a festival of new life or sacrifice?</p>	
<p>These objectives were met before in year 2 Summer term, (every year group- Easter)</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Sikhism KS2 Meaning and purpose (belonging) - What are the key features of the Gudwara? Celebrations and ceremonies -How is the Guru Granth Sahib respected in the Gurdwara? The Sikh way of life - How do the Five K’s assist a Sikh to practice their purpose in life ?- ie to connect with the Creator</p> <p>Big Question: What is the significance of Guru Nanak in the Sikh Community? Why is Guru Nanak important?</p>	<p><u>Big Ideas</u> - festivals belief systems special places/ places of worship special people and special books</p> <p><u>Revision-</u> Year 1 Spring 2 (G Nanaks birthday) ?? Yr 2 Summer term - Holy books Easter-every year group</p> <p><u>New Learning and Vocabulary</u></p>

<p>What are the key features of a Sikh Gudwara? What does a Sikh Gudwara look like?</p> <p>Where do Sikhs worship?</p> <p>Christianity LKS2 Church - Know the cycle of the Christian Year, the meanings of the major festivals and how they are celebrated including the use of the symbolic colours and special hymns. Jesus- Know an outline of the ministry of Jesus, with some significant events. Bible - Know how to find a reference in a Bible using chapters and verse. Christian life - Festivals - find out how the Christians celebrate some festivals, such as Easter</p> <p>Big Questions: How is Lent connected to Easter? How is Lent similar to Easter?</p> <p>Why is Easter important to Christians?</p> <p>Does Springtime have any special meaning for you? Is Springtime important to you?</p>	<p>What is the significance of Guru Nanak in the sikh community? Why are the 5 ks important to sikhs? Where do Sikhs worship? How is Lent connected to Easter? Why is Easter important to Christians? Does Easter have a special meaning to you? <u>Vocabulary-</u> Five K's, Gurdwara, Guru Nanak, Kesh (uncut hair), Kara (a steel bracelet), Kanga (a wooden comb), Kaccha - also spelt, Kachh, Kachera (cotton underwear), Kirpan (steel sword), Guru Granth Sahib (Holy book), chaur (fan), langar (kitchen), community centre, worship, Guru (teacher)</p> <p>Easter, faith, ash wednesday, palm sunday, tomb , crucifix, lent, Passover, palm fronds, betray, disciples, crucified, tomb, sabbath, anoint, Pray, Lent, fasting, death, sacrifice, symbol, resurrection, symbol</p>
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<p>Year 3 Summer Term - Why pray? Why is prayer important for Muslims and not for some people? Why do people go on pilgrimages?</p>	
<p>These objectives were met before in year 1 and 2</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Islam KS2 - Muslim life - Know that Muslims have a duty to pray at regular times. They prepare themselves for prayers.</p>	<p><u>Big Ideas</u> Festivals belief systems</p>

<p>Prayer - Why and how people pray. Understand some of the actions that form a prayer. Prayers can be offered at the mosque or at home or wherever the Muslim is. How does prayer help a Muslim? Make own prayer mat. Mosque - Understand the significance of Makkah, also the place of pilgrimage, the place where the Prophet was born and also the direction towards which Muslims face when praying.</p> <p>Christianity LKS2 Christian life - Investigate why and how people pray. Hear and talk about some famous prayers. Hear stories of people who have tried to follow Jesus (e.g. St Francis, local saints)</p>	<p>prayer and reflection <u>Revision-</u> Yr 1 Spring and Summer Yr 2 Summer</p> <p><u>New Learning and Vocabulary</u> What is prayer, is prayer helpful ? What happens in Islamic prayer? Why do some people pray everyday, but others not at all?</p> <p>What is a pilgrimage? How is it different from a holiday? Where do Christians choose to go on a pilgrimage? Where and why do Muslims go on a pilgrimage?</p> <p>vocabulary- prayer mat , mosque, hafiz hajj , ka'bah, Allah, minaret, dome Pilgrimage, journey, prayer, pray, enlightenment, peace</p>
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<p>Year 4 Autumn Term - How and why do Jews celebrate Sukkot? Is Christmas a festival of light or love?</p>	
<p>These objectives were met before in year 2 Autumn</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Judaism KS2 Jewish life - Know the Jewish calendar and some festivals related to particular seasons.</p>	<p><u>Big Ideas</u> Festivals belief systems</p>

<p>Synagogue - Find out about Jewish Communities constructing special booths for the festival of Sukkot in memory of wandering in the desert after leaving Egypt.</p> <p>Christianity KS2- Christian life - Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as Advent, Christmas Church - Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns. Jesus - Know the outline of the ministry of Jesus, with some significant events</p>	<p>celebrations</p> <p><u>Revision-</u> Yr 2 Autumn Yr 3 Autumn</p> <p><u>New Learning and Vocabulary</u> How do other religions give thanks at harvest time? Why do Jewish people celebrate Sukkot? What is a sukkah?</p> <p>Why is Advent important to Christians? Why is light so important as a Christian symbol? What does light represent in the Christmas story? Why do Christians think of Jesus as the light of the world?</p> <p>vocabulary- etrog, avarot, Sukkot, lulav, God Jewish, Israel, Egypt Advent, halo, holy, spirit, incarnation, belief, tradition, celebration</p>
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<p>Year 4 Spring Term - How does the Torah influence the lives of Jewish people? How do we celebrate new life?</p>	
<p>These objectives were met before in year 3 Spring</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Judaism KS2- Torah and ten commandments - Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know</p>	<p><u>Big Ideas</u> Festivals, celebrations belief systems, special books,</p>

<p>that there are 613 commandments in the Torah for Jewish people to follow.</p> <p>Know that apart from the 5 Books of Moses (in the Torah Scrolls) there are more books in the Jewish Bible (24 altogether) and that the majority of them are shared with Christians, for example Book of Psalms.</p> <p>Know that in Jewish tradition there exists the Written Torah (24 books) and the Oral Torah (interpretations and traditions passed down from generation to generation) and that through the Oral Torah Jewish people are given guidance on the meaning of the words of the Written Torah.</p> <p>Christianity LKS2</p> <p>Christian Life - Festivals – at the appropriate times, find out how the Christians celebrate some festivals such as, Easter, Ascension Day Pentecost.</p> <p>Know the cycle of the Christian year, the meanings of the major festivals and how they are celebrated including the use of symbolic colours and special hymns.</p>	<p><u>Revision-</u></p> <p>Yr 4 Autumn unit on sukkot</p> <p>Yr 3 Spring - Is Easter a festival of new life or sacrifice?</p> <p><u>New Learning and Vocabulary</u></p> <p>What is the Torah?</p> <p>How many commandments are there in the Torah?</p> <p>What does the Torah teach Jewish people?</p> <p>What is the Easter story ?</p> <p>Why do we have easter eggs?</p> <p>What is the real meaning of Easter to Christians? See Yr 3 Spring</p> <p>vocabulary-</p> <p>ark, famine, joseph, yad, holy, sacred, synagogues, moses, old testament, plagues, 10 commandments</p> <p>lent, Easter, tomb, disciples, resurrection, crucifixion, temptation</p>
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<p>Year 4 Summer Term - How do people show that they believe?</p> <p>What do religions teach about caring for our world?</p>	
<p>These objectives were met before in year Yr 3 Summer</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Christianity LKS2</p> <p>Church - Have an opportunity to talk with believers from different churches.</p> <p>Christianity UK2</p>	<p><u>Big Ideas</u></p> <p>- belief systems, rituals, prayer</p> <p><u>Revision-</u></p> <p>Yr 2 Spring - Should we look after our world?</p>

Church - Explore the origin and meaning of the Lord's prayer and how it is used in worship today.

Bible - Investigate the Biblical Creation stories alongside scientific theories about the origins of the universe.

Jesus - Know major aspects of teaching of Jesus; the "Two Great Commandments", some parables and sayings, Kingdom of God.

Bible - Understand that the different books all teach something about God and His relationship with humankind.

Judaism KS2

Torah and Commandments - Know that there are 613 commandments in the Torah for Jewish people to follow.

Know that the first book starts with a description of the creation of the world..

Yr 3 Summer - Why pray?

The Torah/Judaism- Aut and Spring term

other religions covered in yr 2 and 3 - Islam and Hinduism

New Learning and Vocabulary

What is belief?

How do prayers show how or what we believe?

How do personal beliefs affect our attitude to others?

How are creation stories similar or different? (Compare the Torah and the Bible but also talk about other religions e.g. Islam, Hindu)

What do holy books say about respect for the world?

How do humans treat the world now and how can we better care for Our World?

vocabulary-

The Torah scrolls, 613 commandments, belief, Ten commandments, prayer, worship, creation,

Year 5 Autumn Term - **What my world has given to me and what should people share?**

How can we make peace and happiness in our world? (Humanism)

These objectives were met before in year _____

Agreed Syllabus Objectives for Religious Education
Peterborough

Key Knowledge and vocabulary

Humanism KS2

Humanist ethics - Our ability to improve or quality of life and make the world a better place for everyone.

Following the Golden Rule as a naturally evolved ethical principle, present in many cultures

Meaning and Purpose (Happiness) - Happiness is a worthwhile goal; living a flourishing and fulfilling life; Diverse ways of finding happiness; respecting different people's ways of finding happiness as long as they cause no harm to others. The absence of the need for religion or belief in a god or gods to be happy. The absence of any belief in an afterlife means 'the time to be happy is now' while we are alive.

Big Ideas

Belief systems, families, special places

Revision-

New Learning and Vocabulary

Would there be enough for everyone if we shared resources fairly?

Is it right to borrow?

Is it right that some people have more than others?

What is the meaning of Humanism?

What is the symbol of Humanism?

What is the Golden Rule?

vocabulary-

Compassion, Curiosity, Evolution, Happy Human, Human rights, Humanism, Humanist, Respect,

Year 5 Spring Term - **Stories of faith , What can we learn from stories shared by Christians, Jews and Muslims?**
When and why do people worship?

These objectives were met before in year 3, 4

Agreed Syllabus Objectives for Religious Education
 Peterborough

Key Knowledge and vocabulary

Christianity UKS2

Bible- Understand that the Bible is the most translated book in the world. Explore the New Testament teachings on living a Christian life e.g. “The Fruits of the Spirit” and Galatians 5 and in Corinthians 13 on love, and consider their relevance for today’s world.

Jesus - Explore stories told during Christmas, Holy Week, Easter, Ascension and Pentecost. Understand how these relate to Christians’ beliefs about God, Jesus Christ and the Holy Spirit (Trinity)

Church- Find out how the Holy Communion/Mass/Lord’s Supper are celebrated in Church and why it is important to many Christians.

Christian life - Explore what Christians mean by/experience as the Holy Spirit in their lives.

Judaism KS2

Torah and commandments-Know that Torah scrolls consist of the 5 books of Moses which can also be read as a printed book. Know that there are 613 commandments in the Torah for Jewish people to follow. Know that the first book starts with a description of the creation of the world and the last one finishes with the death of Moses. There are more books in the Jewish Bible (24) and that the majority are shared with Christians.

Jewish life - Bar Mitzvah sermon - reflection on Torah stories - what do these stories mean to a boy/girl in XXI century Britain?

Synagogue - Know that there are different groups of Jewish people - differences between traditional and progressive Judaism

Islam KS2

Big Ideas

Special books , special worship, rituals and belief system, special places, places of worships, festivals, prayer and reflection, pilgrimage, special people, uniqueness

Revision-

Yr 1 Autumn Places in Christianity - What makes a church a special place for Christian people?

Yr 2 Summer Places of worship - Compare Mandir and Church
 Books and Stories- How are holy books treated?

Yr 4 Spring Term - How does the Torah influence the lives of Jewish people?

New Learning and Vocabulary

Why are some books special?

What is a sacred text?

What can we learn from the story of the Ten Commandments?

Why do people worship?

Where do people worship?

What is the same and what is different?

vocabulary- various from glossary of religious vocabulary

mihrab, Qiblah, mimbar

Ark, Torah Scrolls, yad, Bar Mitzvah/Mat Mitzvah, Egypt, 24 Books of the written Torah, 613 Commandments, 5Books of Moses (Chumash)

<p>Mosque- Know about the main features of a mosque and understand the use of it. What is their significance? Understand the significance of Makkah - the direction towards which Muslims face when praying. Prophet Muhammad (pbuh) - Link stories - Prophet and the woman who used to throw rubbish. Qur'an - Know that the Qur'an is a 'divine' book. It was revealed to the Prophet on the Night of Power. Know that it is written in Arabic. Most Muslims have to learn in order to read it in its original text. Understand why Muslims show respect for the Qur'an and its significance as a guide today in their lives.</p> <p><u>Big Questions</u> Why are some books special? What is a sacred text? What can we learn from the story of the Ten Commandments? How could you apply what you have learnt from the Ten Commandments in your own life? What are your own Ten Commandments? (NTE)</p>	
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<p>Year 5 Summer Term - How and why do Hindus worship at home and at the Mandir in Peterborough? What is it like to be a Christian in Peterborough and compare to the Diocese of Vellore (South India)?</p>	
<p>These objectives were met before in year</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Hinduism KS2- Places of worship - If possible visit a Hindu Mandir/temple and see photographs of other mandirs in India and elsewhere. Know the main features of a mandir, including one or more sacred areas dedicated to particular deities. Understand that it is not compulsory for Hindus to worship at a mandir, although many choose to do so, especially during festival times. Explore how there are particular times of the day when puja or arti may be offered, but mandir are usually open for most of the day for</p>	<p><u>Big Ideas</u> belief systems, special places, places of worship, prayer and reflection, families</p> <p><u>Revision-</u> Yr 2 Summer Places of worship - Compare Mandir and Church</p> <p><u>New Learning and Vocabulary</u></p>

<p>individual devotion. Find out what worshippers do when they enter the mandir (including removal of shoes, ringing a bell, circumambulating the shrine, making an offering, singing bhajans and the Arti ceremony ending with the blessings and sharing prashad. Discovery how a mandir also acts as a community centre. Living a Hindu life- if possible , have an opportunity to talk to Hindu believers.</p> <p>Christianity UKS2 - Church - Explore Christian Life and practice in another country (for Cambridgeshire, this will be the link Diocese of Vellore in the Church of South India).</p>	<p>What do Hindus do in the home to worship? What happens in the Mandir? What do Hindu stories tell us about deities?</p> <p>Where is the Diocese of Vellore and what is it like? What is it like to be part of a Christian family in Vellore Diocese? Who first brought the “Good News” (Gospel) to Vellore?</p> <p>vocabulary- deities, mandir, brahman, muritis, puja, Wannakam (a greeting) Diocese, Church of South India, Pastor, Evangelist, Bible Women</p>
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Year 6

<p>Year 6 Autumn Term - What can we learn about ourselves at harvest time? What does it mean to be a Buddhist? Can we all be enlightened?</p>	
<p>These objectives were met before in year 4</p>	
<p>Agreed Syllabus Objectives for Religious Education Peterborough</p>	<p>Key Knowledge and vocabulary</p>
<p>Christianity UKS2 Christian Life - Explore Jesus’ teaching as a foundation for Christian living - Public life - individuals and churches active in charities e.g. Christian Aid, food banks, Fair Trade etc</p> <p>Hinduism KS2 Living a Hindu life - Explore the Hindu Harvest festival of Pongal (which is celebrated in mid January) Deities and Scriptures - Explore the symbolism of selected murtis and the stories associated with them; (e.g. Ganesha, Brahma, Vishnu, Shiva etc -) and what these tell about the nature of God.</p> <p>Buddhism KS2</p>	<p><u>Big Ideas</u> Festivals/celebrations Belief systems Prayer and reflections</p> <p><u>Revision</u> YR 2, 4 Harvest</p> <p><u>New Learning and Vocabulary</u> How does Harvest inspire people to show gratitude and help others? How does Harvest inspire people to help each other? - link to food banks, sharing/communities How do different countries celebrate Harvest? What do countries do during Harvest? - Intro Pongal</p>

<p>Deity and Key figure - Buddha means 'one who is fully awake to the truth' or Enlightened.</p> <p>Place of worship - Temple, Buddhist community (sangha)- made up of lay people and ordained.</p> <p>Buddhist way of life- Buddhists follow the noble eight-fold path and try to show the qualities of the Buddha in their own lives.</p> <p>Four Noble Truths:</p> <ul style="list-style-type: none"> -Being greedy and wanting things can't make you happy; -You can be content without having everything you want; -Yo have to learn this through practice; and -Peace of mind comes when you are content with having just enough - not too much, not too little. <p>Sacred place of pilgrimage Bodhi tree at Bodh Gaya where the Buddha became enlightened.</p>	<p>How do people work together during Pongal? Why is Pongal important?</p> <p><u>Understanding Pongal</u></p> <p><u>Assessment lesson - Compare harvest and Pongal</u></p> <p>What are the origins of Buddhism?</p> <p>What is the Bddhist way of life?</p> <p>What does it mean to be enlightened?</p> <p>vocabulary-</p> <p>give thanks, help the poor, gratitude, Pongal, Shiva, Thanksgiving, Grace,</p>
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Year 6 Spring Term - Why is Jesus an inspirational leader? Easter	
These objectives were met before in year 4	
Agreed Syllabus Objectives for Religious Education Peterborough	Key Knowledge and vocabulary
<p>Christianity UKS2</p> <p>Jesus - Read some of Jesus' miracle stories and find out what is a miracle. Asy why these miracle stories are important.</p> <p>Explore how Jesus is portrayed in art from different ages and cultures and how this can send a message about different beliefs relating to him.</p> <p>Christian Life - Explore Jesus' teachings as a foundation for Christian living: making moral decisions and lifestyle choices.</p> <p><u>Big Questions:</u></p> <p>Why do Christians think Jesus is inspirational?</p> <p>Why is Jesus important to Christians?</p> <p>What is the significance of Easter for Christians?</p> <p>Why is Easter important for Christians?</p>	<p><u>Big Ideas</u></p> <p>Belief Systems, special people</p> <p>Prayer and reflection</p> <p>Festivals</p> <p><u>Revision-</u></p> <p>Yr 3 Spring - Is Easter a festival of new life or sacrifice?</p> <p>Yr 4 Spring - How does the Torah influence the lives of Jewish people?</p> <p><u>New Learning and Vocabulary</u></p> <p>Why do Christians think Jesus is inspirational?</p> <p>What is the significance of Easter for Christians? <i>Why did Jesus have to die/ That Christianity started after Jesus died, Jesus was a Jew.</i></p> <p>Vocabulary: empathy, compassion, Crucifixion, incarnation, resurrection, miracle</p>

Block 2 - Art in Religion - Why are symbols and icons and statues important gestures in religious worship? In what ways can art be used within worship or as an aid to prayer?

These objectives were met before in

Agreed Syllabus Objectives for Religious Education Peterborough

Key Knowledge and vocabulary

Big Questions:

In what ways can art be used within worship or as an aid to prayer? **How can art help people worship?**

Why are symbols, icons and statues important gestures in religious worship? **Why are symbols important in religion?**

What role does music play in different religions? **How does music help people worship?**

Big Ideas
Belief systems

Revision

New Learning and Vocabulary

Vocabulary:

Year 6 Summer Term - How can we build a more respectful Community in Peterborough? (compare Christianity and Islam)

These objectives were met before in year 1, 2, 3, 5

Agreed Syllabus Objectives for Religious Education Peterborough

Key Knowledge and vocabulary

Christianity UKS2

Church - Find out about some of the different ministries in the Church e.g. bishop, priest, elder, organist, teacher, cleaner etc.

Bible - Explore how the belief of God the creator influences Christian views on environment and climate justice.

Islam KS2

Prophet Muhammad(pbuh) - Learn about the life of Prophet Muhammad. Muslims try to follow his example in everything they do. Know the major aspects of Prophet Muhammad; kindness, compassion, truthful, showing humanity and honesty.

Big Ideas

Belief Systems, Special people, special places/places of worship

Revision-

yr 1 Autumn, Yr 2 Summer, Yr 3 Summer, Yr 5 Spring, Summer,

New Learning and Vocabulary

What are the religions in Peterborough?/ What places of worship are here? How are two religions so different but still have some important similarities?

What can people learn from visiting each others' places of worship? What makes people more respectful?

vocabulary-
respect, tolerance, diversity, community, acceptance, sensitivity,
understanding