



Intent

At Fairfield Spencer Academy, we believe that RE should be both a window and a mirror: a window in which children see others who are different from them and a mirror in which they see themselves. We believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education (RE) in our school is to help children to acquire and develop knowledge and understanding of Christianity as well as the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. It plays an important role, along with all other curriculum areas, particularly RSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.

Our curriculum follows the Nottinghamshire RE or All Agreed Syllabus (2021-2026); it provokes challenging questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Learning equips pupils with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identity. Pupils can participate positively in our society which is diverse in relation to religions and worldviews. Pupils learn how to study religions and worldviews systematically, making progress by reflecting on the impact of religions and worldviews on contemporary life locally, nationally and globally. Pupils gain and deploy the skills needed to interpret and evaluate evidence, texts and sources of wisdom or authority. Pupils learn to articulate clear and coherent accounts of their personal beliefs, ideas, values and experiences while respecting the right of others to have different views, values and ways of life.

As part of our RE offer, children are supported to make connections and deepen their thinking and understanding of differing religions and world views. All pupils have opportunities to visit places of worship within the local region and participate in weekly 'Belonging Assemblies'. Belonging Assemblies allow our children to learn from people of different faiths and cultures.

I am a Fairfield RE expert because...



...I am knowledgeable about religions and world views



... I can express my thoughts and ideas about the nature, significance and impact of religions and world views.



...I understand how to be respectful of ideas, religions and world views which may differ to my own.



...I ask and answer big questions to help me make connections across religions and world views

Implementation

We use 'Discovery RE' to plan and teach Religious Education. Through studying RE at Fairfield Spencer Academy, children will encounter and appreciate religions such as: Christianity, Islam, Judaism, Hinduism, Buddhism and Sikhism. Where a religious event or celebration is covered more than once (Easter and Christmas), 'Discovery RE' gives them a new focus each time to ensure progression.

We teach RE regularly, sometimes over the course of a whole morning or afternoon, and ensure the teaching time amounts to at least one hour per week each half term. The lessons are taught as an enquiry and most enquiries are made up of 6 distinct lessons. Each enquiry has a sequence of learning objectives which show the small steps in learning over the course of the enquiry. As well as this, each enquiry features SMSC (Spiritual, Moral, Social and Cultural) development opportunities, which are mapped out throughout as are each enquiry's contribution to our teaching of the British Values.

Each year group has its own distinct owl mascot and these are used as part of each enquiry. Throughout the sequence of lessons, children may ask the owls questions (their names mean 'wisdom' in a variety of languages), the owl may pose questions to the children, the owl may share important information or they may be used as a 'talking object' during class discussions.



Impact

We know that our RE curriculum is having its desired impact if we see that the children at Fairfield Spencer Academy enjoy learning about other religions and why people choose, or choose not, to follow a religion. Through their RE learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. We use three main strands to assess our children's progress in RE:

The 3 aspects of learning are colour-coded:

Green: Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry. The child's own thoughts, opinions, belief, empathy. (**Personal development**)

Blue: Knowledge and understanding of the subject matter of that enquiry (**substantive/ subject knowledge**)

Red: Skills of evaluation, research, critical thinking in relation to the enquiry question (**disciplinary knowledge**)

This colour coding runs through the learning objectives in the planning so the teacher can see which activity is focused on which aspect of learning and follow this through in the expectation descriptors and in the exemplification.

It should be remembered that the 3 assessment strands allow for a great deal of the children's learning to be assessed verbally as well as in what they write at points within the enquiry as well. This allows the teacher to make an informed overall judgement which can be compared to the exemplification resources of what a child might say or write over the course of the learning period.

At Fairfield Spencer Academy we follow 'The Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2021-2026'

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools... must teach religious education to pupils at every key stage... All schools must publish their curriculum by subject and academic year online (DfE National Curriculum Framework, July 2013, page 4).

The statutory requirements of this syllabus are as follows:

- Schools must obey the law by providing RE for every pupil in each year group, except those withdrawn by their parents (see above).
- The purposes of RE, the principal aim and its three-fold elaboration are the aims of RE in this syllabus. They are statutory. Schools must enable pupils to achieve in RE in relation to the aims.
- The minimum requirements for which religions are to be taught are statutory. Schools must teach about these religions and worldviews, so that pupils have a broad and balanced curriculum in RE from ages 5–14.
- The end-of-phase and age-related outcomes specified in the syllabus are statutory. Schools must use these to plan teaching and learning so that all pupils have a chance to meet these standards, which are similar to the age-related outcomes for foundation subjects of the National Curriculum such as geography or history.

The curriculum for religious education aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews

The Nottingham City and Nottinghamshire Agreed Syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms.

Statutory Framework for EYFS						
Understanding the World and Social and Emotional Development	People and Communities	-Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.				
Overview of RE Enquiries						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	What makes people special? (Autumn 1) What is Christmas? (Autumn 2) What is Easter? (Spring 2) How do people celebrate? (Throughout the year) What can we learn from stories? (Throughout the year) What makes places special? (Throughout the year)					
Year 1	Christianity What do Christians believe about God?	Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Judaism Who is God to the Jews?	Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Judaism Is Shabbat important to Jewish children?	Judaism Does visiting the synagogue help Jewish children feel closer to God?
Year 2	Christianity Is it possible to be kind to everyone all of the time?	Christianity Why do Christians believe God gave Jesus to the world?	Judaism (7-9) What is the best way for a Jew to lead a good life?	Christianity How important is it to Christians that Jesus came back to life after his crucifixion?	Judaism (7-9) How do Jewish beliefs, teachings and stories impact on daily life?	Judaism (7-9) How does celebrating Shavuot help Jewish children feel closer to God?
Year 3	Hinduism 1 Does visiting the Ganges make a person a better Sanatani?	Christianity Has Christmas lost its true meaning?	Christianity Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity What is “good” about Good Friday?	Hinduism 2 What do some deities tell Sanatanis about God?	Hinduism 3 What is the best way for a Sanatani to lead a good life?
Year 4	Buddhism 1 Is it possible for everyone to be happy?	Christianity What is the most significant part of the nativity story for Christians today?	Buddhism 2 Can the Buddha’s teachings make the world a better place?	Christianity Is forgiveness always possible for Christians?	Buddhism 3 What is the best way for a Buddhist to lead a good life?	Christianity Do people need to go to church to show they are Christians?
Year 5	Sikhism 1 How far would a Sikh go for their religion?	Christianity Is the Christmas story true?	Sikhism 2 How are sacred teachings and stories interpreted by Sikhs today?	Christianity How significant is it for Christians to believe God intended Jesus to die?	Sikhism 3 What is the best way for a Sikh to show commitment to God?	Christianity What is the best way for a Christian to show commitment to God?
Year 6	Islam 1 What is the best way for a Muslim to show commitment to God?	Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity Is anything ever eternal?	Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Islam 2 How is the Qur’an vital to Muslims today?	Islam 3 Does belief in Akhirah (life after death) help Muslims lead good lives?

Sequence of Coverage and Progression of Religious Education

Lines of Enquiry and Substantive Knowledge (Sticky Knowledge)

Christianity God/creation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1 - What do Christians believe about God? -The creation story is found in the Bible in the Old Testament in Genesis. -Christians believe God created the world in 7 days -God gave the first humans responsibility for the world he had created. -God rested on the 7th day New vocabulary: Creation, environment, genesis, Christianity, bible, church					

Christianity Incarnation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 2 - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? -Mary was a young Jewish woman who was chosen by God to have a baby named Jesus. -God sent an angel called Gabriel to tell Mary. -Jesus was born in Bethlehem. -The star in the sky represents Jesus and his importance to other nations. -Jesus was given gifts to celebrate the birth of an important person.	Aut 2 - Why do Christians believe God gave Jesus to the world? -God (the Father), Jesus (his son) and the Holy Spirit exist separately but together as one. -Incarnate means representing a spirit in human form. -God became incarnate at Christmas and brought God's love for the world to Earth. -God gave the gift of his son to humanity in order to save them from sin. -Agape is universal love for all. New vocabulary: Saviour, Holy Spirit, Incarnate, humanity, agape,	Aut 2 - Has Christmas lost its true meaning? -God chose Mary who was engaged to Joseph the carpenter to be the mother of his earthly son. -Mary agreed to carry God's son and Jesus was born in Bethlehem. -The Christian concept of incarnation is the idea of God becoming man and being 'made in flesh.' -Jesus was born in a stable and was visited by people from very different social classes. -The Three Wise Men visited Jesus and brought gifts of Gold, Frankincense and Myrrh.	Aut 2 - What is the most significant part of the nativity story for Christians today? -Christians believe that Jesus came to Earth for all people. -Christingle is a lighted candle that represents Christ as the light of the world. - In Christingle the orange represents the world. - The candle reminds them that Jesus is the light of the world. - The red ribbon reminds Christians that Jesus died. The sweets remind Christian's of God's gift to the world. New vocabulary: Worldwide, religious, significant, Christingle, decoration, symbolic	Aut 2 - Is the Christmas story true? -The Bible records the important events in the life of Jesus in the Gospels. -The Gospels were not written as events happened. They would have been retold before recording. -The festival or date of celebration does not have to happen on the actual day of the event. -The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing. -Trinity is the complete relationship between God	Aut 2 (Alt) - Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? -Christians celebrate the arrival of Jesus as God's Son. -Christians are grateful as they believe Jesus brought a message to Earth from God about living a good life. -Jesus performed miracles, helped people and offered forgiveness of sins. -Christians believe that through his death and resurrection, Jesus would grant all of humanity a fresh start.

	advent, forgiveness, healing, symbolise	New vocabulary: meaning, Incarnation, stable, nativity, Saviour of the World, Christian Spr 1 - Could Jesus heal people? Were these miracles or is there some other explanation? -The concept of Incarnation is that Jesus became man and lived among men and women. -As part of his ministry, narrated in the New Testament of the Bible, Jesus performed many miracles. -The two included in this enquiry are based on healing (rather than some others which create e.g. food and drink). -Jesus uses saliva to heal the man born blind and builds on the faith of the friends to heal a paralysed man. New vocabulary: Incarnation, Disciples, miracles, Pharisee, baths		(Father), Jesus (Son) and Holy Spirit. New vocabulary: Account, historical, scholar, source, version, eye-witness, rites of passage	-The 'incarnation' is the key fact of Jesus' birth that God became fully human whilst also retaining his divinity. New vocabulary: Traditions, symbols, reminders, celebration, incarnation, significant, events
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Christianity Salvation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spr 2 - Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? -Important people have special welcomes -Jesus is important because he is the son of God -On Palm Sunday, Jesus rode into Jerusalem. This was a week before Easter Sunday -Palm leaves were waved to welcome Jesus into Jerusalem -Jesus died on the cross and rose again on Easter Sunday. This is an important event for Christians New vocabulary: Welcome, palm leaf, Jerusalem, Easter, Palm	Spr 2 - How important is it to Christians that Jesus came back to life after his crucifixion? -Jesus was crucified because this was the law at the time. Jews, in Jesus' time, were not allowed to put a man to death, but they said he had said something bad about God which was against their law, so the Romans agreed to kill him. -Jesus' body had to be removed from the cross at sundown because of the Old Testament Law which says anybody put to death for a crime should not stay there all night. - Christians believe that the story of the resurrection shows that God as Jesus, could overcome even death.	Spr 2 - What is "good" about Good Friday? -Easter is a Christian festival and holiday commemorating the resurrection of Jesus from the dead. -At The Last Supper, Jesus told his disciples to eat bread and drink wine as symbols of his body and blood. -Good Friday is a Christian holiday, during the Holy Week, commemorating the crucifixion of Jesus. -Christians believe that Jesus' death was part of God's plan to show that people they can be forgiven and start fresh. -Christians believe that Jesus willingly died to save/rescue them	Spr 2 - Is forgiveness always possible for Christians? - Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation. - Jesus forgave many people in his lifetime as an example to his followers. He was "without sin" as the incarnate Son of God so could not do something wrong. He is usually depicted in the Gospels as kind and loving. The actions in the Temple are a stark contrast to this. - Jesus taught his disciples "the Lord's Prayer" which is also known as the "Our Father". It explicitly asks God to grant the	Spr 2 - How significant is it for Christians to believe God intended Jesus to die? -Christians believe that Jesus was the incarnation of God sent to Earth to show people how to lead good lives, to die as a sacrifice, so they could be forgiven and come back to life again. This proved to Christians that they could also have life after death. Through Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored. The Bible cites many examples where Jesus says he knows he will be going to his death.	Spr 1 - Is anything ever eternal? - Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them. - Jesus taught about the concept of heaven twice. In John 14:1-6, he uses the Greek word 'topos', which is translated as "place." For example, he says, - "I go to prepare a place for you." - Christians believe it is Jesus' sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then they can

Sunday, Son of God, cross, resurrection, disciples	- The Bible says that injuries that were sustained on the cross were still visible in Jesus after he had risen. These show a Christian that he had died as a human but that he had defeated this. - To Christians, the resurrection means that Jesus not only defeated death for himself, but that he defeated it for everybody, as a fellow human being. - Christians believe Jesus/God loved them enough to be hurt and die for them. New vocabulary: resurrection Salvation, disciples, New Testament	and came back to life to prove they will also have life in heaven when they die. New vocabulary: Disciples, crucifixion, forgiveness, symbolise, Bible, Gospel, Resurrection, Holy week	speaker forgiveness as they forgive others who have hurt them. New vocabulary: Incarnation, Gospel, Disciples, Lamb of God	- One of Jesus' disciples, Peter, denies that he is a follower of Jesus when asked by the authorities to protect himself. Jesus predicted that Peter would do this, and Peter swore that he would not. - The Last Supper was the meal eaten by Christ with his disciples on the night before his Crucifixion. New vocabulary: Crucifixion Destiny, Jerusalem, Pontius Pilate	enter heaven where they can live eternally being loved by and loving God. New vocabulary: Agape, Messiah
Christianity Gospel					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 2 – What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? -Mary was a young Jewish woman who was chosen by God to have a baby named Jesus. -God sent an angel called Gabriel to tell Mary. -Jesus was born in Bethlehem. -The star in the sky represents Jesus and his importance to other nations. Jesus was given gifts to celebrate the birth of an important person. New vocabulary: Wise Men/Magi, Frankincense, Myrrh, present, gold, incarnate, Bethlehem	Aut 1 - Is it possible to be kind to everyone all of the time? - The learning is based on Jesus summing up the 10 commandments from the Old Testament into two commandments. - “‘Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.’ The second is this: ‘Love your neighbour as yourself.’ There is no commandment greater than these.” Mark 12:30-31 - Jesus then gave examples of parables and miracles to help people around him understand this. New vocabulary: Samaritan, Levite, Pharisee, Parables				Spr 2 - Is Christianity still a strong religion 2000 years after Jesus was on Earth? - Christian concepts such as Lent (the 40 days leading up to Holy Week commemorating Jesus' time fasting in the desert), Shrove Tuesday (the start of Lent), Ash Wednesday (when ashes from burnt palms from the previous years' Palm Sunday are placed on believers' foreheads) are all aspect of Christian preparation for Easter. Advent is the preparation time for Christmas. - Christian charities can demonstrate Jesus' teaching to love your neighbour (demonstrate Agape) -There are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs.

					New vocabulary: Agape, harvest, fish symbol
Christianity Prayer and Worship					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Sum 2 - Do people need to go to church to show they are Christians? - Jesus taught about worship in the Bible and praying. - Baptism is generally a rite for babies although adults can choose to be baptised later in life. It confers the name of the person and their part in God's family. - Many Christians would choose to get married in church to confer God's blessing on the marriage. - Churches frequently have art or symbols which may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when in church which they may find more difficult e.g. at home where there are more distractions. - Consider the feelings a place evokes as well as the building and what happens there. These feelings may be one of the reasons a Christian would choose to go to church. New vocabulary: Sacraments, Eucharist/Communion, Saints		
Christianity Beliefs and Practices					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Sum 2 - What is the best way for a Christian to show commitment to God? - 10 Commandments (see below) - Jesus' commandments to love God and love your neighbour. (Golden Rule)	

				- Jesus did not change or discard the original 10 Commandments. His teaching made it easier to understand that in essence the first 3 Commandments are about loving God and the other 7 are about loving your neighbour - Many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them. New vocabulary: 10 commandments, Gifts of the Spirit, prayer, The Lord's Prayer	
Judaism					
Year 1			Sp 1 - Who is God to the Jews? -Abraham is considered the founder of Judaism. -The Jewish beliefs within this enquiry include: There is only one God and God created the world. God made a special agreement with the Jewish people called 'A Covenant'. God gave them a Holy Book called the Torah. The 10 commandments are a set of rules that tells them how to live their lives in a way that pleases God. These rules are found in the Torah and were given to Moses. New vocabulary: Abraham, idol, covenant, Torah, 10 Commandments, Star of David		Sum 1 - Is Shabbat important to Jewish children? - The Creation story in which God created the world tells us that he rests on the seventh day. This is the Sabbath. - The week starts on Sunday. The Saturday is the 7th day and a day of rest. There is to be no work done on this day. - Honouring the Sabbath forms part of the 10 commandments. - Shabbat is celebrated both at home and in synagogues by worshipping and having an important meal. - Jews wear a skull cap called a Kippah. This is usually worn by men as a sign of respect to God. New vocabulary: Creation, shabbat, synagogue, worship, kippah, 10 commandments
					Sum 2- Does visiting the synagogue help Jewish children feel closer to God? - Jews believe that there is only one God, and he is sacred (Holy). Important features of a synagogue: Star of David -A six-pointed star. It is a symbol of Judaism, Torah- first 5 books of the Jewish Holy Texts. Written in Hebrew, Yad- A special pointer used when reading the Torah, Ark-A large cupboard facing Jerusalem. It holds the Torah and is the holiest place in the synagogue, Ner tamid- hangs above the ark. It is a light that never goes out. It is a symbol that God is eternal or present, Bimah- This is a raised platform with a reading desk where the Torah is read, Rabbi- A Jewish religious teacher. They lead services at the synagogue, Siddur -Prayer book, Mezuzah-

						small rectangular shaped box which can be found on the doorframe of Jewish people's homes. It contains the Shema prayer which is a prayer for Jewish people to remember God. New vocabulary: Tanakh, Sefer Torah, Sofer
Year 2			Sp 1 – What is the best way for a Jew to lead a good life? Abraham: Abraham is the founder of Judaism and that he made a covenant or an agreement with God. God promised that Abraham would be great nation. His wife eventually gave birth to a son when she was 90 years old, named Isaac. God asked Abraham to take Isaac away and sacrifice him. Just as he was about to kill Isaac, God stopped him and provided a ram as a sacrifice instead. Jewish marriage: This is seen as a public commitment making ceremony and therefore a sincere desire to lead a good life. The ceremony is described in detail in the plan. Mitzvoth means doing good and helping others. This is an important part of Jewish life. There are 613 rules or suggested ways this can be done. Tikkun Olam (repair of the world) comes from an early Jewish code called the Mishnah. To perform an act of kindness that will improve or help to repair the world. Tu B'Shevat: this is an annual tree planting ceremony which usually takes place in January or February. It is		Su 1 – How do Jewish beliefs teachings and stories impact daily life? Kashrut: Food laws. These rules are contained within the mitzvot (613 laws or commandments) which can be found in the Torah. Following these food laws shows obedience to God and self-control. Food that is allowed is called kosher: land animals must have cloven (split) hooves and must chew the cud, meaning that they must eat grass (so a rabbit is not kosher because of its feet). Seafood must have fins and scales. Eating shellfish is not allowed. It is forbidden to eat birds of prey. Only clean birds, meaning birds that do not eat other animals, can be eaten. Poultry is allowed. Meat and dairy cannot be eaten together. Passover (or Pesach in Hebrew – pronounced pay-sach) is an annual Jewish festival that	Su 2 – How does celebrating Shavuot help Jewish children feel closer to God? -Shavuot means 'weeks' and is also known as the Feast of Weeks. Shavuot has no fixed date and is the least celebrated of all Jewish festivals. -Many years ago, Jewish people would harvest their first wheat and fruits. These would be taken to the Temple in a special basket to be blessed. This ritual is called Bikkurim. · Shavuot is the only time Jews might desire to study all night. This is known as Tikkun. · Prayer is an important part of the Shavuot celebration, especially the Shema. This is found in Deuteronomy 6: 4-9 Key vocabulary: Shavuot, Bikkurim, Mezuzah

			considered the Jewish New Year for trees. This is part of taking care of the environment. Mitzvah Day: Jews feel they can all make a positive difference to the world in which they live by giving their most valuable possession — their time. Mitzvah Day falls on the 3rd Sunday in November (which coincides with interfaith week). It began as a Jewish project but is now a multifaith and multicultural project. New vocabulary: Mitzvoth, Tikkun Olam, Tu B'Shevat, Mitzvah Day		takes place in spring. Families share a Seder meal together. The story of Moses as a baby (taught in F1) is revisited and how he spoke to the Pharaoh on behalf of the Israelites. It is not necessary to go into the 10 plagues in depth although they are visually represented. For the final plague, the eldest son in every family, including the Pharaoh's, died. The Israelites marked their doorposts with lamb's blood so that they would be safe. God could 'pass over' their houses and spare them. New Vocabulary: Kashrut, Kosher, Parev, Pesach, Seder,	
Hinduism						
Year 3	Au 1- Does visiting the Ganges make a person a better Sanatani? - Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. The Vedas are the sacred scriptures of a Hinduism. - This enquiry looks at the festival of Divali, which is the Story of Rama and Sita, as well as how it is celebrated. - Divali is an extremely popular Hindu festival which happens at the start of winter. It celebrates the story of the Ramayana which describes the events leading up to the return of Rama to his kingdom after				Su 1 - What do some deities tell Sanatanis about God? -Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus worship as deities in their own right. Brahman, the supreme spirit, basically underpins and permeates everything. -Hindus believe that there is a part of Brahman in everyone and this is called the Atman. - Hindus are comfortable with using images and objects (often called murtis) to portray God. Hindus do not worship these but worship Brahman through them. Hindus are free	Su 2 - What is the best way for a Sanatani to lead a good life? - Water has a variety of different uses, for life and for religious beliefs. - The River Ganges was created from the Goddess Ganga. The river became the life-giving river, mother to all of India. - The River Ganges is considered to be sacred and spiritually pure for Hindus although in reality it is not a clean river - Hindus believe that any rituals performed on the banks of the Ganges or in its water will wash away impurity.

	fourteen years in exile. It is a classic story of good defeating evil. - The festival is celebrated on many levels. It is symbolically that the lighting of small lamps signals moving from darkness to light or from ignorance to knowledge - A ceremony dedicated to the Goddess of Wealth, Lakshmi, may be carried out too. Money is given to charity; gifts are exchanged, and a family feast is held. Rangoli patterns - Rangoli patterns are created during festival times using materials such as coloured rice, dry flour, coloured sand or flower petals. The purpose of rangoli is mainly to be decorative but is also thought to bring good luck. New vocabulary: Ganges, Moksha, Puranas, Samsara				to worship God in a variety of colourful forms. - Trimurti, a term meaning "having three forms," refers to the three main aspects of Brahman: Brahma, Vishnu, and Shiva -Ganesha: One of the most easily identifiable Hindu deities due to his large elephant head. He is known as the remover of obstacles and is very popular. -Lakshmi is one of the most popular deities and is known as the goddess of wealth and purity. New vocabulary: Trimurti, Ganesha, Lakshmi	- The River Ganges is a pilgrimage site for the Hindus. They aim to go on a pilgrimage at least once in their lifetime. - The most famous Hindu pilgrimage is the Kumbh Mela, which takes place at the River Ganges in India. Up to 40 million people come to purify themselves in the water. The Puranas (ancient Hindu scriptures) say that taking a dip in the sacred river 'bestows heavenly blessings'. -Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated - Many Hindus believe that this will help them in their next life New vocabulary: Atman, Karma, Samsara, Moksha, Sadhu, Sewa/seva, Puja
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Buddhism

Year 4	Au 1 - Is it possible for everyone to be happy? - The Story of the Buddha follows a rich but unfulfilled Prince through a journey of self-discovery leading to teachings that explain the meaning of life and our part in the world. Key Stories and teachings include - The Story of the Buddha (provided) leading to his teachings which include -The Three marks of existence/ universal truths		Sp 1 - Can the Buddha's teachings make the world a better place? -The story of the Buddha shows Buddhists that it is important to live your life in the right way. As a prince he had everything but was not happy. He realised that suffering and unhappiness were often caused by not understanding what life was like. He decided to try to live his life in a way that would help others and not just think about himself. -Many Buddhists today look at what happened in the Buddha's life and try to learn how his teachings like the three marks of existence could help them. Some stories that the Buddha told help		Su 1 - What is the best way for a Buddhist to lead a good life? -The focus of this enquiry is an in-depth look at the Noble Eightfold Path - Noble Eightfold Path -Right Viewpoint – You should look at life in the right way (i.e. being positive) -Right Thought - You should think about others, not just yourself -Right Speech – You should talk to people properly, with respect	
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	-The Four Noble Truths -The Noble Eightfold Path -The Five Precepts New vocabulary: Siddhartha Gautama, Buddha, Enlightenment, Dukkha (Suffering)		Buddhists understand how they should approach life. New vocabulary: Siddhartha Gautama, Buddha – Enlightenment, Dukkha (Suffering), Anicca – Everything changes		-Right Action – You should act in a way that does not hurt people e.g. no killing or stealing -Right Living – Your job must help, not harm other people or animals -Right Effort – You should do the best that you can -Right Awareness – You should be sensitive to the needs of others – think about those around you - Right Concentration – You should focus your mind on what needs to be done – especially solving problems – Concentrate by using meditation New vocabulary: Siddhartha Gautama, Buddha, Enlightenment, Dukkha (Suffering), Nirvana – release from the cycle of life, death and rebirth	
Sikhism						
Year 5	Au 1 - How far would a Sikh go for their religion? -The 5 Key Sikh beliefs • God is in everything • It is a Sikh's duty to serve others • All people should be treated as equals • Sikhs should share what they can with others • Sikhs should earn their living honestly -The martial race were a group of baptised Sikh Soldiers who		Sp 1 - How are sacred teachings and stories interpreted by Sikhs today? -Sikhs still respect and learn from traditional stories like those provided in the enquiry 1) Guru Nanak and the Jasmine Flower 2) Bhai Lalo and Malik Bhago - equality and honesty. 3) Vaisakhi - Birth of the Khalsa 4) Guru Nanak and the Cobra The Guru Granth Sahib The tenth Guru, Guru Gobind Singh, said that there would be no other living Gurus after him so Sikhs should look to their holy scriptures for guidance		Su 1 - What is the best way for a Sikh to show commitment to God? - Sikh core beliefs include the need to treat people as equals and share with others -Sewa is the belief in selfless service to the community and is an important part of worship. Examples of Sewa include helping in the Langar or looking after the gurdwara (the Sikh place of worship) and giving money or other kinds of help to people in need.	

	were known for their honesty, bravery and courage. -Amritsar is where the golden temple sits and make Sikhs pilgrimage here. -Sikhs believe that helping others underpins their core values above all else. New vocabulary: Harmandir Sahib, Langar 5Ks, pilgrimage, Khalsa, Sacrifice, seva		instead. The Guru Granth Sahib is treated as the living Guru of the Sikhs. -It contains poems and hymns about the nature of God. It stresses the importance of meditation as well as laying down guidance on ethics and morality. Uniquely it contains writings from people of other faiths too as it recognises that wisdom can come from many different places. New vocabulary: Guru, Guru Nanak, Guru Granth Sahib, Chauri		Joining the Khalsa/Amrit Ceremony The Amrit ceremony involves the drinking of Amrit in the presence of 5 Khalsa Sikhs as well as the Guru Granth Sahib. Promises are made including •You shall never remove any hair from any part of thy body •You shall not use tobacco, alcohol or any other intoxicants •You shall not eat the meat of an animal slaughtered the Muslim way •You shall not commit adultery. •The novice is required to wear the physical symbols of a Khalsa at all times (the 5K's) New vocabulary: Waheguru, Mool Mantar, The Guru Granth Sahib, Chauri, Granthi	
Islam						
Year 6	Au 1 - What is the best way for a Muslim to show commitment to God? This enquiry considers the 5 pillars which are central to Muslim life and Worship. The five pillars are 1. The Shahadah is a statement which is repeated many times a day 'There is one God, Allah, and Muhammad is his prophet' 2. Salat - prayer, 5 times a day 3. Zakat - Giving 2.5% annual savings to charity				Su 1 - How is the Qur'an vital to Muslims today? The Qur'an is the holy book for Muslims, but it is also believed to be the actual words of Allah spoken in Arabic, the language chosen by Allah. It is treated with great respect and many Muslims will learn Arabic specially to understand the Qur'an in the language it was written in. Many Muslims take lessons in how to speak Arabic, including schoolchildren. These classes are often carried out in the Mosque, the Muslim place of worship.	Su 2 - Does belief in Akhirah (life after death) help Muslims lead good lives? Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life. The evidence is collected by 2 angels who record your thoughts words and deeds. This belief should mean that Muslims try to do the right thing. Allah will be fair and just, so your afterlife should be what you deserve.

	4. Fasting – sawm. This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours 5. Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime New vocabulary: Allah, Qur'an, Makkah, Akhirah, Mosque				The Qur'an is respected in many ways including: - Being put on a stand when used, so it is not over touched. - When not used it is wrapped in a clean cloth - When not being read it should be the highest book in the room - Never being placed on the floor - Hands being washed before it is touched. - You must be in the right frame of mind – concentrate on Allah Muslims believe the Qur'an gives information on how to live life the way Allah would want. This is important to Muslims as Allah is watching them, life on earth is a test and challenges occur. The way you handle these will be observed by Allah. New vocabulary: Allah, Qur'an, Night of Power, Surah, Kursi	The enquiry looks at ways in which Muslims could improve their chances of a good afterlife for example, Muslims can live a good life by: asking Allah for forgiveness, doing good deeds, praying regularly, fasting during Ramadan and giving to those in need. New vocabulary: Allah, Qur'an, Akhirah, Jihad, Interpretation, Hadith
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