


## West Norfolk Academies Trust (Primary) – Curriculum Map – Religious Education

|                      | Autumn 1 <sup>st</sup>  | Autumn 2 <sup>nd</sup>  | Spring 1 <sup>st</sup>   | Spring 2 <sup>nd</sup>   | Summer 1 <sup>st</sup>   | Summer 2 <sup>nd</sup>   |
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| <p>EYFS Religion</p> <p>Norfolk RE Agreed Syllabus Lens</p> <p>Knowledge</p>                          | <p><b><u>Christianity/ Judaism</u></b></p> <p><b>Philosophy Lens</b></p> <p>What makes people special? <b>Jesus – the healer. Miracles and how people felt.</b> Moses and the Ten Commandments (rules)</p>  | <p><b><u>Christianity</u></b></p> <p><b>Incarnation</b></p> <p><b>Theology Lens</b></p> <p><b>What is Christmas? The Nativity story</b>, the role of the shepherds and the wise men. Christmas – a Christian celebration.</p> | <p><b><u>Hinduism</u></b></p> <p><b>Social / Human Lens</b></p> <p>How do people celebrate? Holi is a Hindu festival. Spring – new beginnings.</p> | <p><b><u>Christianity/ Islam</u></b></p> <p><b>Salvation</b></p> <p><b>Theology Lens</b></p> <p><b>What is Easter? The Easter Story-</b> a Christian celebration. Palm Sunday. Jesus arrested, tried, died. Jesus' death and Resurrection.</p> | <p><b><u>Christianity/ Islam Hinduism/ Sikhism</u></b></p> <p><b>Social / Human Lens</b></p> <p>What can we learn from stories? What is a parable?</p> | <p><b><u>Christianity/ Islam/ Judaism</u></b></p> <p><b>Social / Human Lens</b></p> <p>What makes places special? Places of worship – church, Mosques, Synagogues. Know churches were built in prominent places so they could be seen.</p> |
| <p><b>Vocabulary (Bold type suggestions from Discovery RE)</b></p>                                    | <p><b>Jesus, Moses,</b> wise, role model, miracle, ten commandments, rules</p>  | <p><b>Mary, Joseph, frankincense, myrrh,</b> gift, Christian, Bible, angel, shepherds, God</p>  | <p><b>Holi, Vishnu,</b> Spring, Festival of colours, New Year, celebrations.</p>   | <p>Seasons, environment, celebration, Easter, <b>Jesus, Palm Sunday, The last supper, cross, tomb,</b> resurrection, Jerusalem, miracles, praying, belief.</p>   | <p><b>parable, Allah, Brahmin, sadhana, Guru Nanak,</b> truth, lie, honest, equal, Sikh, priest, Muslim, greedy, Asia</p>                              | <p><b>font, altar, lectern, synagogue, minaret, musalla, mirhab, minbar, Qur'an, Ark, Torah, prayer shawls, kippah,</b> Christians, Jews, Muslims</p>  |
| <p><b>Disciplinary concepts where knowledge is applied eg. Studied, engaged with, understood:</b></p> | <p><i>Disciplinary concepts within our planning. Where this can be found in our EYFS curriculum:</i></p>  |   |  |  |  |  |
| <p><b>Theology</b></p>  | <p><i>Explore why light is an important symbol. (Aut – Christmas and the star, Spr – Easter story)</i><br/> <i>Explore different interpretations in different stories. (Aut – Christmas story, Spr – Easter story)</i><br/> <i>Investigate why different celebrations matter to religions. (Aut – Christmas, Spr – Easter and Holi)</i></p> |   |  |  |  |  |
| <p><b>Philosophy</b></p>  | <p><i>Ask questions about religion. (all units)</i><br/> <i>Discuss what is right and wrong. (Aut – 10 Commandments)</i><br/> <i>Talk about big ideas (Aut – What makes people special)</i></p>   |   |  |  |  |  |

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| <b>Human/<br/>Social Science</b>   | <i>How do festivals bring people together? (Aut – Christmas, Spr – Easter and Holi, Sum – places of worship)<br/>Explore how people practise their beliefs. (Sum – places of worship)<br/>Investigate how religion is all around us. (Aut – Christmas, Spr – Easter and Holi, Sum – places of worship)</i>  |   |  |  |  |  |
| <b>Year 1<br/>Religion</b>   | <b>Christianity<br/>Creation Story</b>  | <b>Christianity<br/>The Christmas Story</b>   | <b>Christianity<br/>Jesus as a Friend</b>  | <b>Christianity<br/>Easter – Palm Sunday</b>   | <b>Judaism<br/>Shabbat</b>   | <b>Judaism<br/>Rosh Hashanah &amp;<br/>Yom Kippur</b>  |
| <b>Norfolk RE<br/>Agreed<br/>Syllabus<br/>Lens</b>   | <b>God / Creation</b><br><br><b>Theology Lens</b>   | <b>Incarnation</b><br><br><b>Theology Lens</b>  | <b>Incarnation</b><br><br><b>Philosophy Lens</b>   | <b>Salvation</b><br><br><b>Social / Human Lens</b>   | <b>Social / Human Lens</b>   | <b>Philosophy Lens</b>   |
| <b>Knowledge</b>   | Know Creation Story, God’s feelings about His world, how Humans treat and care for the planet. How we can look after the planet.  | Know what gifts are, the Nativity story, symbolism of Gold, Frankincense and Myrrh, why Jesus is special. | Know what friendship means. Know stories in the Bible that show Jesus was a good friend: Zacchaeus, Stilling the Storm, Lazarus. | How to make someone feel welcome. The story of Palm Sunday. Symbolism in Palm Sunday. How Palm Sunday is celebrated today. | What is a special day? What is Shabbat, what happens at home and the synagogue, the special meal on Shabbat. | What does forgiveness feel like? Know what Rosh Hashanah is and what happens. Know what Yom Kippur is. |
| <b>Year 1<br/>Vocabulary</b>   | Story of Creation Adam and Eve, Steward, Nature, Care, Protect, Harm  | Jesus, Saviour, Gift Three kings, Gold Frankincense, Myrrh Symbol   | Friend, Friendship Mutual friendship, Jesus, Sacrifice, Faithful   | Palm Sunday, Welcome, Admire, Jesus, Jerusalem, Symbol   | Shabbat, Rabbi Synagogue, Kippah Challah, Torah  | Shofar, Forgiveness Repentance, Rabbi, Rosh Hashanah, Yom Kippur                                       |
| <b>Disciplinary concepts where knowledge is applied eg. Studied, engaged with, understood:</b> | <i>Disciplinary concepts within our planning. Where this can be found in our Year 1 curriculum:</i>   |   |  |  |  |  |
| <b>Theology</b>  | <i>Explore different symbols and meaning. (Aut – Christmas and symbolism of light, gold, etc)<br/>Explore different interpretations in different stories and what we can learn from them. (Aut – Creation story – how should we look after the planet?)<br/>Investigate why different celebrations matter to religions.</i>   |   |  |  |  |  |
| <b>Philosophy</b>  | <i>Ask questions about religious stories and think about what we can learn. (Spr – explore friendship in Bible stories and how Jesus was a good friend, Sum – forgiveness, Rosh Hashanah, Yom Kippur)<br/>Use evidence and sources in discussion. (Spr – children make references to Bible stories when discussing friendship eg. Stilling the Storm)<br/>Consider if things make sense to them (are logical)</i> |   |  |  |  |  |
| <b>Human/<br/>Social Science</b>   | <i>How does religion bring people together? (Aut – Christmas, Spr – Easter, Sum – Rosh Hashanah, Yom Kippur)<br/>Explore how people practise their beliefs and whether this has to be done at a religious building or at home. (Sum – Shabbat, Judaism, special meals at home)<br/>Investigate the impact of religion. (Spr – Incarnation beliefs, friendship)</i>  |   |  |  |  |  |
| <b>Year 2<br/>Religion</b>   | <b>Christianity<br/>What did Jesus<br/>Teach?</b>   | <b>Christianity<br/>Christmas- Jesus as a<br/>Gift from God</b>   | <b>Islam<br/>Prayer at home</b>  | <b>Christianity<br/>Easter – Resurrection:</b>   | <b>Islam<br/>Community &amp;<br/>Belonging</b>   | <b>Islam<br/>Hajj</b>  |
|  | <b>Gospel</b>   | <b>Incarnation</b>  |  | <b>Salvation</b>   |  |  |

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| <b>Norfolk RE Agreed Syllabus Lens</b>   | <b>Philosophy Lens</b>   | <b>Theology Lens</b>  | <b>Philosophy Lens</b>  | <b>Social / Human Lens</b>  | <b>Social / Human Lens</b>  | <b>Theology Lens</b>   |
| <b>Knowledge</b>   | Know what kindness is. Know stories in the Bible that show kindness: Good Samaritan, Jesus Healing the paralysed man, Sermon on the Mount. How to show kindness in our lives.  | Know what a hero is and what sort of problems exist in the world. Know the Christmas Story. Know that Jesus taught people about love and kindness. Know how to show love and kindness in our lives. | Know what commitment is. Know what the Qur'an teaches Muslims about prayer. Know when, where and how Muslims pray. How to show commitment in our lives. | Know what happens when something dies. Know the Easter Story. Know what happened on Easter Sunday – resurrection. Symbols of new life – lambs, chicks, plants etc | Know what a sense of belonging feels like. Know some Islamic rituals that help Muslims belong eg ritual at birth of baby, rituals during prayer, rituals performed at the mosque. | Know about a special journey. Know about the Hajj, where it takes place, what happens and why it's important to Muslims. |
| <b>Year 2 Vocabulary</b>   | Kindness, Parable Neighbour, Samaritan   | Christmas, Kindness Love, Gift  | Muslim, Commitment Prayer, Allah, Qur'an  | Crucifixion, Resurrection, New Life   | Belonging, Mosque, Prayer, Wudu, Hajj, Makkah   | Hajj, Pilgrimage, Journey, Mecca / Makkah, Ka'bah  |
| <b>Disciplinary concepts where knowledge is applied eg. Studied, engaged with, understood:</b> | <i>Disciplinary concepts within our planning. Where this can be found in our Year 2 curriculum:</i>  |   |   |   |   |  |
| <b>Theology</b>  | <i>Explore different symbols and meaning. (Aut – kindness, Good Samaritan story)<br/>Explore different interpretations in different narratives and what we can learn from them. (Aut – Jesus healing the paralysed man, Christmas story and linking it to what a hero is, love and kindness)<br/>Investigate why different celebrations matter to religions.</i> |   |   |   |   |  |
| <b>Philosophy</b>  | <i>Ask questions about religious stories and think about what we can learn, including what the 'big ideas' are. (Aut – kindness, friendship Spr – Commitment)<br/>Use evidence and sources in discussion to explore why people have different views. (Spr – what is commitment?)<br/>Consider if things make sense to them (are logical)</i>                     |   |   |   |   |  |
| <b>Human/ Social Science</b>   | <i>How does religion bring people together? (Sum – exploring a sense of belonging in Islam)<br/>Explore how people practise their beliefs and whether this has to be done at a religious building or at home. (Spr – what happens when someone dies?)<br/>Investigate the impact of religion. (Sum – sense of belonging)</i>                                     |   |   |   |   |  |
| <b>Year 3 Religion</b>   | <b>Hinduism Divali</b>   | <b>Christianity Christmas</b>   | <b>Christianity Jesus' miracles</b>   | <b>Christianity Easter – Forgiveness:</b>   | <b>Hinduism Hindu Beliefs</b>   | <b>Hinduism Pilgrimage to the River Ganges</b>   |
| <b>Norfolk RE Agreed Syllabus Lens</b>   | <b>Social / Human Lens</b>   | <b>Social / Human Lens</b>  | <b>Theology Lens</b>  | <b>Theology Lens</b>  | <b>Theology Lens</b>  | <b>Social / Human Lens</b>   |
|  | <b>Incarnation</b>   | <b>Incarnation</b>  | <b>Salvation</b>  |   |   |  |

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| <b>Knowledge</b>   | Know what a sense of belonging feels like, know the story of Rama and Sita. Know about Divali. Know what happens at home and in the temple at Divali.   | Know how we all celebrate Christmas with our families. Know the Christmas Story. Know that some celebrations are based on events in the Christmas story whilst others are non-Christian. | Know actions to take if feeling poorly. Know stories in the Bible when Jesus performed miracles: healing the blind man, healing the paralysed man. Know modern day miracles and consider an alternative explanations. | Know that problems can be solved. Know main events of Easter Story. Know Easter is a time of forgiveness. Know why Christians call Good Friday, Good. | Know how I can be mean different things to different people. Know Brahman is represented by different gods. Know how Hindus use deities at home. Know Hindus believe Brahman is everywhere and in everything. | Know the importance of water. Know geographical facts about R Ganges. Know how important R Ganges is to Hindus, what ceremonies are performed there. Know reasons why anyone might like to visit the river. |
| <b>Year 3 Vocabulary</b>   | Hindu, Belonging, Divali, Rama, Sita.   | Christmas, Christian, celebrate, Incarnation   | Bible, miracle, Jesus, cure, paralysed.   | Rescue, Disciple Last Supper, crucifixion Forgiveness, gratitude  | Brahman, Trimurti, deity, Ganesha, Lakshmi, puja, omnipresent   | River Ganges, Varanasi, Purify, ritual, pilgrimage, cleansing, reincarnation.   |
| <b>Disciplinary concepts where knowledge is applied eg. Studied, engaged with, understood:</b> | <i>Disciplinary concepts within our planning. Where this can be found in our Year 3 curriculum:</i>   |  |   |   |   |   |
| <b>Theology</b>  | Explore questions and answers from within the religion about what people believe and how religious followers talk to God. <i>(Spr – Easter, communicating with God and asking for forgiveness)</i><br>Explore different interpretations and how there is diversity within religion. <i>(Spr – exploring how Christians celebrate Easter and how there is a range of strength in their religious beliefs, Sum – belief that Brahman (Hinduism) is everywhere)</i><br>Investigate the authority and reliability of knowledge, where do religious beliefs come from? <i>(Spr – studying Bible stories and the authority they have)</i> |  |   |   |   |   |
| <b>Philosophy</b>  | Ask questions about knowing and believing. <i>(Aut – What aspects of Christmas are celebrated because they are believed in or is it because they are known traditions?)</i><br>Use evidence and sources in discussion to explore 'truth'.<br>Consider if things make sense to them (are logical), is seeing believing? <i>(Runs through all strands about what is 'believed' and what is 'known'.)</i>  |  |   |   |   |   |
| <b>Human/Social Science</b>  | Think about the impact of religions and worldviews on people and their lives, explore how people express their commitment. <i>(Aut – provides a sense of belonging - Divali)</i><br>Explore how people practise their beliefs and how religions impacts daily life.<br>Investigate the impact of religion on society and culture. <i>(Sum – impact of going on a pilgrimage)</i>  |  |   |   |   |   |
| <b>Year 4 Religion</b>   | <b>Buddhism</b><br>The life of Buddha   | <b>Christianity</b><br>Christmas:  | <b>Buddhism</b><br>Buddha's Teachings   | <b>Christianity</b><br>Easter:  | <b>Buddhism</b><br>Beliefs into Practice  | <b>Christianity</b><br>Prayer and Worship   |
| <b>Norfolk RE Agreed Syllabus Lens</b>   | <b>Philosophy Lens</b>  | <b>Theology Lens</b>   | <b>Theology Len</b>   | <b>Philosophy Lens</b>  | <b>Social / Human Lens</b>  | <b>Social / Human Lens</b>  |
|  | Know what makes us happy and if   | Know what a symbol is. Know the symbols in   | Know what makes the world a good place.   | Know what forgiveness is. Know Jesus forgave  | Know how to make the right choice. Know   | Know where a special place is. Know that for  |

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| <b>Knowledge</b>   | money makes a difference. Know the story of Prince Siddhattha and how he founded Buddhism. Know Prince Siddhattha found Enlightenment and created the 8 Fold Path.   | the Nativity Story, know the symbols of a Christingle. Know what symbols are in a Church at Christmas. Know what Christmas means for Christians. | Know Buddha's teachings about making the world better: accept change, live a good life, be kind, selfless, not greedy. Know how to behave to make the world a better place. | those responsible for his death. Know what Jesus taught Christians about forgiveness: to forgive everyone, even when it is difficult.   | the 8 Fold path in detail: right understanding, right intent, right speech, right action, right livelihood, right effort, right mindfulness, right concentration. Know that Buddhists believe they will live a good life if they follow this path. | Christians, a Church is a special place. Know Christians go to Church for prayer, receive Holy Communion and getting Baptised. Know that Christians go to Church to show their love for God. |
| <b>Year 4 Vocabulary</b>   | Buddhism, Buddhist, Prince Siddhattha Gautama, Enlightenment, 8 Fold Path  | Symbol, incarnation, frankincense, myrrh, Christingle, manger.   | Buddhism, Buddha, Bodhi Tree, Change, 8 Fold Path, Enlightenment, Siddhatta,  | Forgiveness<br>Sins/ trespasses<br>Disciple<br>Jesus Christ<br>The Last Supper<br>The Lord's prayer<br>Revenge / retaliate<br>Salvation | Buddhism<br>Buddha<br>Choice<br>8 Fold Path<br>Right Understanding,<br>Right Intent,<br>Right Speech,<br>Right Action,<br>Right Livelihood,<br>Right Effort,<br>Right Mindfulness<br>Right Concentration   | Church, Sacrament<br>Baptism, Eucharist<br>Worship, Community<br>Faith   |
| <b>Disciplinary concepts where knowledge is applied eg. Studied, engaged with, understood:</b> | <i>Disciplinary concepts within our planning. Where this can be found in our Year 4 curriculum:</i>  |  |   |   |  |  |
| <b>Theology</b>  | <p><i>Explore questions and answers from within the religion about what people believe and how religious followers talk to God. (Aut – exploring symbolism at Christmas, Spr – exploring what makes the world a good place and people's beliefs to live a good life, be selfless, etc)</i></p> <p><i>Explore different interpretations and how there is diversity within religion. (Aut – exploring what Christmas means for Christians)</i></p> <p><i>Investigate the authority and reliability of knowledge, where do religious beliefs come from? (Spr – focusing on the religious beliefs of Buddhism and the path to enlightenment)</i></p> |  |   |   |  |  |
| <b>Philosophy</b>  | <p><i>Ask questions about knowing and believing. (Spr – explore different Bible stories which demonstrate forgiveness, explore how Bible stories are learnt and believed)</i></p> <p><i>Use evidence and sources in discussion to explore 'truth'. (Spr – explore different Bible stories which demonstrate forgiveness)</i></p> <p><i>Consider if things make sense to them (are logical), is seeing believing?</i></p>   |  |   |   |  |  |
| <b>Human/ Social Science</b>   | <p><i>Think about the impact of religions and worldviews on people and their lives, explore how people express their commitment. (Sum – making the right choice, exploring the impact of this on the world – focus on Buddhism's 8 fold path)</i></p> <p><i>Explore how people practise their beliefs and how religions impacts daily life. (Sum – making the right choice, attending Church)</i></p> <p><i>Investigate the impact of religion on society and culture.</i></p>   |  |   |   |  |  |

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| <p><b>Year 5 Religion</b></p> <p>Norfolk RE Agreed Syllabus Lens</p> <p><b>Knowledge</b></p>          | <p><b>Islam</b><br/>Muhammad</p> <p><b>Theology Len</b></p> <p>Know that Muhammad is the founder of Islam and an Islamic leader. Know Muhammad was visited by angel Jibreel and he recited Allah's words. Know that this is how Qur'an came about. Know the impact Muhammad has on Muslims.</p>  | <p><b>Christianity</b><br/>Christmas:<br/>Incarnation</p> <p><b>Social / Human Lens</b></p> <p>Know the concept of truth. Know the differing accounts of the Nativity in Matthew and Luke. Know what the important aspects of the story are. Know what Incarnation means. Know that Christians believe the Nativity story – it is true for them.</p> | <p><b>Sikhism</b><br/>Belief into Action</p> <p><b>Social / Human Lens</b></p> <p>Know what a commitment is. Know the 5 key beliefs of Sikhism are: God is in everything, Sikhs should serve others, everyone is equal, share what you have, give to charity. Know the sacrifices Sikhs are willing to make for the well being of others. Know what the Langar is and the Golden Temple.</p> | <p><b>Christianity</b><br/>Easter:<br/>Salvation</p> <p><b>Theology Lens</b></p> <p>Know about destiny. Know the events of Holy Week. Know that Jesus knew he was going to die – Bible references. Know that this was part of God's plan to save mankind.</p> | <p><b>Sikhism</b><br/>Beliefs and Moral Values</p> <p><b>Philosophy Lens</b></p> <p>Know which books are special and why. Know that Sikhs have a special book referred to as Guru Granth Sahib. Know stories: Bhai Kanaya, Milak Bhago and Guru Nanak Dev Ji, that teach about compassion, equality and honesty.</p> | <p><b>Christianity</b><br/>Beliefs and Practices</p> <p><b>Philosophy Lens</b></p> <p>Know how Christians show commitment to God. Know the 10 commandments, the Lords' prayer, examples of how to "Love thy Neighbour". Know about the Christian work of Mother Theresa and Martin Luther King.</p> |
| <p><b>Year 5 Vocabulary</b></p>   | <p>Muhammad<br/>Islam<br/>Qur'an/Quran/Koran<br/>The angel Gabriel/Jibreel<br/>revelation<br/>prophet</p>  | <p>Incarnation<br/>nativity<br/>Truth<br/>Gospel</p>   | <p>Guru Nanak, Worship, the Langar, the Golden Temple of Amritsar, commitment.</p>   | <p>Destiny, Pilate, Incarnation, Disciple, resurrection, crucifixion, Pharisee, sacrifice, Holy Week, Palm Sunday</p>   | <p>Guru, Guru Granth Sahib, Gurdwara, Waheguru, compassion, equality</p>   | <p>Commandment, Bible, Galatians, Communion, Confirmation, baptism</p>  |
| <p><b>Disciplinary concepts where knowledge is applied eg. Studied, engaged with, understood:</b></p> | <p><i>Disciplinary concepts within our planning. Where this can be found in our Year 5 curriculum:</i></p>   |  |  |   |  |   |
| <p><b>Theology</b></p>  | <p><i>Explore questions and answers from within the religion. (Aut – know how the Qur'an came about, Spr – explore the question of what destiny is) Explore different interpretations and their authority. (Spr – look at the different Bible stories about when Jesus knew he was going to die) Describe a range of interpretations and exploring how reliable they are for a group of believers.</i></p> |  |  |   |  |   |
| <p><b>Philosophy</b></p>  | <p><i>Ask questions about existence and morality and what we can learn about the world from great philosophers. (Sum – 10 commandments 'love thy neighbour') Use evidence and sources in discussion. Consider if different pieces of evidence form a coherent argument. (Sum – stories from Sikhism that teach compassion, equality and honesty)</i></p>   |  |  |   |  |   |

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| <b>Human/<br/>Social Science</b>   | <p>Think about the impact of religions and worldviews on people, society and communities. (Spr – Sikhism and commitment)<br/>         Explore how people practise their beliefs and how it shapes their identity.<br/>         Investigate the impact of religion on power, gender and compassion. (Aut – exploring the concept of ‘truth’ and how Christians believe the Nativity story to be true, explore the power in that)</p> |  |  |  |   |   |
| <b>Year 6 Religion</b><br><br><b>Norfolk RE Agreed Syllabus Lens</b><br><br><b>Knowledge</b>   | <b>Islam Beliefs &amp; Practices</b><br><br><b>Theology Lens</b><br><br>Know what commitment means. Know about the 5 pillars of Islam: prayer, fasting, almsgiving, pilgrimage and faith. Know about each pillar in depth and how this shows a commitment to faith.   | <b>Christianity Christmas: Incarnation</b><br><br><b>Social / Human Lens</b><br><br>Know about celebrations. Know which celebrations remember birth of Jesus. Know Jesus came to help, save and heal people. Study in depth the different accounts of Matthew and Luke. Know that Jesus is both human and God. (Incarnation) | <b>Christianity Beliefs and Meaning: Salvation</b><br><br><b>Philosophy Lens</b><br><br>Know what eternal means. Know about unconditional love; agape. Know Jesus taught about forgiveness. Know Christian beliefs about Heaven. | <b>Christianity Easter: Gospel</b><br><br><b>Social / Human Lens</b><br><br>Know whether Christianity is still a strong religion. Know examples of Christian festivals eg Mother’s day, Harvest, Ester, Advent, Lent, Christmas Know the power of influence Christianity has on the world today. | <b>Islam Beliefs &amp; Meaning</b><br><br><b>Philosophy Lens</b><br><br>Know what motivation means and how to live a good live. Know Muslims believe after they die there will be a Judgement Day where Allah decides their fate in the afterlife. To know Jihad means a personal inner struggle. | <b>Sikhism Prayer and Worship</b><br><br><b>Theology Lens</b><br><br>Know how Sikhs show commitment to god. Know 3 Golden Rules: remember God, honest living, shared earnings. Know 5Ks: comb, sword, bracelet, shorts, uncut hair. Know the Amrit ceremony is an initiation into Khalsa (special group of dedicated Sikhs) |
| <b>Year 6 Vocabulary</b>   | Islam, Muslim, Commitment, Allah, Pillars, Shahadah, Salah, Sawm, Zakah, Hajj   | Christmas, incarnation, trinity, consubstantial, Nativity, Betrothed, Gospel.  | Eternal, Unconditional, Agape, Resurrection, Ten commandments, Parable   | Influential, Community Mother’s Day, Harvest Lent, Ten commandments, Christian fish symbol   | Allah, Motivation, Akhirah, Jihad, Righteous, Commitment, Jannah  | Sikh, Commitment The 5 Ks, Amrit Ceremony, Guru Granth Sahib, Gurdwara, Sewa  |
| <b>Disciplinary concepts where knowledge is applied eg. Studied, engaged with, understood:</b> | <p>Disciplinary concepts within our planning. <i>Where this can be found in our Year 6 curriculum:</i></p>  |  |  |  |   |   |
| <b>Theology</b>  | <p>Explore questions and answers from within the religion. (Aut – ask questions about how commitment is shown in Islam religion)<br/>         Explore different interpretations and their authority.<br/>         Describe a range of interpretations and exploring how reliable they are for a group of believers. (Sum – Sikhism and commitment, reflect on Islam and commitment from Aut term)</p>                               |  |  |  |   |   |
| <b>Philosophy</b>  | <p>Ask questions about existence and morality and what we can learn about the world from great philosophers. (Spr – think about what eternal means)<br/>         Use evidence and sources in discussion. (Spr – when thinking about ‘eternal’ use Bible stories to form evidence base)<br/>         Consider if different pieces of evidence form a coherent argument.</p>  |  |  |  |   |   |

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| <b>Human/<br/>Social Science</b> | <p><i>Think about the impact of religions and worldviews on people, society and communities. (Spr – think about the impact of Christianity and if it is still a strong religion)</i></p> <p><i>Explore how people practise their beliefs and how it shapes their identity.</i></p> <p><i>Investigate the impact of religion on power, gender and compassion. (Spr – think about the impact of Christianity and if it is still a strong religion, is it powerful?)</i></p> |
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