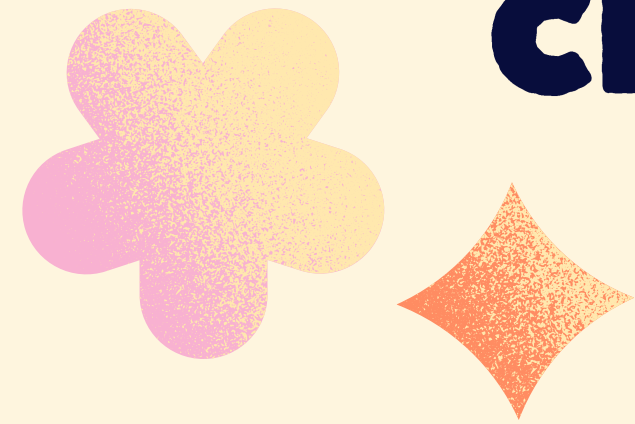


RE AT AYLWARD

Skill and Progression Map





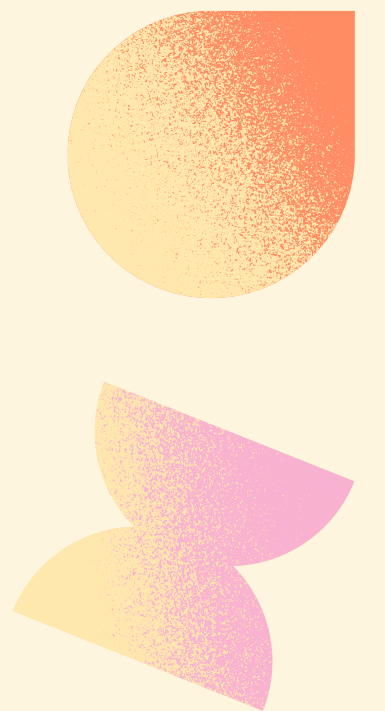
CLICK ON EACH TAB TO FIND THE RELEVANT INFORMATION

[Intent, Implementation and Impact](#)

[Curriculum Map](#)

[Knowledge and Skills Progression by Year
Group](#)

[Useful websites and links](#)





INTENT, IMPLEMENTATION AND IMPACT

Intent

Acquire knowledge and understanding of religions and belief systems in the UK.

Pupils reflect on their own beliefs and values.

Develop attitudes of respect toward others and a society of diverse religions and beliefs.

Apply skills: investigation, interpretation, reflection, empathy and evaluation.

Implementation

For children to be able to talk about special days in their lives and the lives of others through discussing the many celebrations in their lives and the lives of those around them.

For children to be able to talk about the similarities and differences between the different celebrations. They will be able to talk about why someone goes to their special place of worship and why someone may not go. Children will also be respectful regarding the beliefs and needs of those around them.

To think about growing up as they leave primary school. To consider what taking responsibility for having a faith means when they start secondary school.

Impact

By the time children leave Aylward, they will:

- Begin to articulate key beliefs, practices and experiences including festivals, prayer, worship and reflection.
 - Describe, make connections and reflect on some religions and worldviews studied, using specific religious vocabulary about beliefs and practices, including how celebrations and key moments in life are marked by different communities.
 - Evaluate and ask challenging questions, applying their own and others ideas about responsibility and what is right and wrong, considering possible effects of different moral choices.
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CURRICULUM MAP

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<i>What special days do we celebrate? Christianity/Judaism</i>	<i>What special days do we celebrate? Christianity/Judaism</i>	<i>What makes me happy? Who makes me happy? Bahai/Humanism How should we treat living things? Buddhism/Jainism</i>	<i>What makes me happy? Who makes me happy? Bahai/Humanism How should we treat living things? Buddhism/Jainism</i>	<i>Where did my name come from? (Islam) How can we use our hearing and other senses to find out about things? (Hinduism and Zoroastrianism)</i>	<i>Where did my name come from? (Islam) How can we use our hearing and other senses to find out about things? (Hinduism and Zoroastrianism)</i>	1	<i>What makes faith buildings special? Sikhism</i>	<i>What can we learn from the Diwali story about good and evil in our own lives? Hinduism</i>	<i>Is it important to have a day that is different to other days? Christianity and Judaism</i>	<i>How did we respond when we hear certain sounds? Islam</i>	<i>What can Christians learn from the teachings of Jesus. Christianity</i>	<i>How do holy books teach religious people about being close to God? Christianity and Zoroastrianism</i>
Reception	<i>What can we learn from faith and other stories?</i>	<i>What is interesting about the Christmas story?</i>	<i>How does Islam and other faiths use water and why?</i>	<i>How do we choose what food we eat?</i>	<i>How can we help other people?</i>	<i>What kind of person was Jesus?</i>	2	<i>What makes a house a home? Hinduism/Jainism</i>	<i>Who do people remember and why? Humanism and Christianity</i>	<i>What rules are the most important and why? Christianity and Judaism</i>	<i>Why is the cross so important to Christians? Christianity</i>	<i>How are we the same and different to other people and does it matter? Islam and one other faith</i>	<i>What does faith say about change? How does it make us feel about how we became better? Buddhism</i>

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<i>What do Christians do when they pray and why? Christianity</i>	<i>What can we learn from the life of Buddha about being happy? Buddhism</i>	<i>What are the most important religious artefacts and symbols? How do they show what we believe? Judaism</i>	<i>What role does food play in religion? Islam and Jainism</i>	<i>How do faith groups mark naming ceremonies? Hinduism and Christianity</i>	<i>Should holy books be treated differently to other books? Islam</i>
4	<i>What does it mean to be sorry and how can we tell? Judaism</i>	<i>What do we mean by peace and where is it to be found? Christianity</i>	<i>What do we celebrate and how does this help us to connect? Islam</i>	<i>In what way is Jesus relevant today and in the future? Christianity</i>	<i>Does it matter what we wear and why? Sikhism</i>	<i>How is Humanism the same as and different to a religion? Humanism</i>

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<i>Why did a Chief Rabbi say "Religion is about the why?"</i>	<i>Is it better to give than to receive? Christianity</i>	<i>Do all actions have a consequence? Buddhism and Jainism</i>	<i>How did the teaching of Guru Nanak influence the teaching of Guru Gobind Singh? Sikhism</i>	<i>Could the Lord's Prayer be universal? Christianity</i>	<i>How do faith define themselves? Bahai</i>
6	<i>How do we feel connected with each other? Islam</i>	<i>How responsible are we for the environment? Christianity and Hinduism</i>	<i>What do Christians believe is the most important even that has ever happened? Christianity</i>	<i>What is the truth about the Basaikh story? Sikhism</i>	<i>Who do we look to for inspiration and why? Buddhism and Humanism</i>	<i>Religious responsibility: what does it mean to grow up? Judaism and Zoroastrianism</i>

KNOWLEDGE AND SKILLS PROGRESSION BY YEAR GROUP

Nursery

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

NURSERY

Vocab

Christianity, Judaism, Humanism, Baha'i, Buddhism, Jainism, Islam, Mosque, Mandir, Temple, Church, Synagogue, place of worship, happy, celebration, same, different, god, food, clothes, family, friends, festival.

Intent

For children to be able to talk about special days in their lives and the lives of others through discussing the many celebrations in their lives and the lives of those around them.

Knowledge

Children are introduced to similarities and differences in their immediate world, including their families, friends, and the celebrations they share.

Skills

To talk about special days and celebrations in my life and in others' lives.

To recognise that people celebrate different things for different reasons.

To use words like *happy*, *family*, and *friends* to describe how I feel during celebrations.

Suggestions for implementation

Children will engage in meaningful activities where they can explore other religions. They will discuss how different religions celebrate festivals and be able to talk about how they celebrate special times with their families. To look at Big Books about these faiths and describe what they can see and what looks familiar to them. To learn how to greet people on different festivals and make cards to show this.

Questions to measure impact

What special celebrations can you talk about? Do you celebrate the same festivals as your friends? Why do you not celebrate the same festival as your friends? Do you go to any special places when you are celebrating your festival? What is the name of the place you go to pray/celebrate? Who do you celebrate with?

Enrichment opportunities

To invite parents in to share stories from their religions. To invite children to come to school in their traditional dress and to talk about why they wear specific clothes.

RECEPTION

Vocab

Christianity, Judaism, Humanism, Baha'i, Buddhism, Jainism, Islam, Mosque, Mandir, Temple, Church, Synagogue, place of worship, happy, celebration, same, different, god, food, clothes, family, friends, rituals, community, charity, preservation, respectful, kindness, symbolic foods, Kosher, Halal, charity

Intent

For children to be able to talk about the similarities and differences between the different celebrations. They will be able to talk about why someone goes to their special place of worship and why someone may not go. Children will also be respectful regarding the beliefs and needs of those around them.

Knowledge

Children will explore the concept of similarities and differences in their immediate world. This includes talking about their friends and the adults around them to explore how and why they may be similar or different.

Children will explore why people are different, for example, does the person next to them go to the same place of worship, if not, then why not.

Children will learn about why special foods are eaten and their significance.

Skills

To recognises and describes special times or events for family or friends.

To shows interest in different occupations and ways of life.

To knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Suggestions for implementation

Children will engage in meaningful activities where they can explore other religions. They will explore the different rituals and items of a symbolic nature and why they are special. They will talk about their family customs and traditions.

Questions to measure impact

What special celebrations can you talk about? Do you celebrate the same festivals as your friends? Why do you not celebrate the same festival as your friends? Do you go to any special places when you are celebrating your festival? What is the name of the place you go to pray/celebrate? Who do you celebrate with? How do you celebrate? Is there anything special that you need to do during your celebration?

Enrichment opportunities

To invite parents in to share stories from their religions. To invite children to come to school in their traditional dress and to talk about why they wear specific clothes. Invite parents to join a cooking session to help cook some traditional foods and to talk about why these foods are symbolic in their religion.

YEAR 1

Autumn 1

What Makes Faith
Buildings Special?
SIKHISM

Autumn 2

What can we learn from the Diwali Story
about Good and Evil in our own lives
Hinduism

Spring 1

Is it important to have a
day that is different to
other days?
Christianity/Judaism

Spring 2

How do we respond
when we hear certain
sounds?
Islam

Summer 1

What can Christians
learn from the teaching
of Jesus?
Christianity

Summer 2

How do Holy Books teach
religious people about being
close to God?
Christianity and
Zoroastrianism

YEAR 1 AUTUMN 1 – What makes faith buildings special? Sikhism

Prior learning -

EYFS - Children to reflect on what they know about where people celebrate religious festivals from their learning in EYFS.

Intent

For children to know and explain what a place of worship is, be able to name places of worship, including Sikh Gurdwara, and explain why they are special.

Knowledge

To know the right names for parts of the building and for artefacts connected to prayers.

To know why these buildings are special.

To understand that these buildings are for prayer and community.

Vocab

Worship

Guru

Prayer

Langar

Holy book

Karash Parshad

Service

Nishan Sahib

Sacred

Equality

Equality

Respect

Gurdwara

TIPS AND TRICKS

Suggestions for implementation

- Watch a video introducing a Gurdwara and identify key features of a Sikh place of worship.
- Describe what makes a place special and explain why certain objects or spaces matter to Sikhs.
- Compare different places of worship and explain where and why people pray.
- Create and label a model of a Gurdwara, showing understanding of its main features and their significance.

Enrichment opportunities

- Visits to a Sikh temple
- look at Sikh holy book as a resource get a speaker of that faith

Questions to measure impact

- Why do Sikhs pray in a temple?
- Can they pray at home?
- How can they do this? What does a Sikh temple look like?
- What do you think it is like to pray at home? How might it feel different to pray together? Can you explain why?

Skills

- B- Name and describe special religious objects, buildings, and practices.
- F- Talk about what is important to themselves and others, showing respect.

YEAR 1 AUTUMN 2 – What can we learn from the Diwali story about good and evil in our own lives? Hinduism

Prior learning -

EYFS – Children have looked at the calendar of festivals. Reflect on what they can remember about Diwali or other festivals of light.

TIPS AND TRICKS

Suggestions for implementation

- Explore ideas of good and evil and act out scenarios showing making the right choice.
- Listen to and retell different versions of the Diwali story, considering the characters and their meanings.
- Identify Hindu practices linked to the story and explain how these deepen understanding of Hindu belief.
- Write a simple diary entry or postcard describing Diwali celebrations.

Enrichment opportunities

- Workshop exploring the Diwali story through dance and music.
- Pupils to present their learning in a school assembly.
- Families invited to share their own Diwali experiences with the class.
- Possible whole-school Golden Writing task based on the Diwali story.

Questions to measure impact

- What is good in our lives?
- How can we know if something is evil?
- What can we learn from the Diwali story?
- Why do Hindus think the story is so important? What triumphed in the end?
- What can you remember about the story?
- What did you find interesting about it?

Intent

To use the resource of our families as a way of finding about more about Hinduism.

To reflect the large Hindu community in Stanmore. To make links with local Hindu primary school.

Knowledge

To know the correct terms to talk about how Hindus celebrate Diwali.

To think about which parts of the story are interesting and how the story teaches us about good and evil.

To learn what good and evil looks like in our lives and what we see around us.

Vocab

Diwali	Hindu/Hindusim
Rama	Sita
Hanuman	Ravana
Light	Darkness
Good	Evil
Diva	Rangoli
Lakshmi	Festival
Mandir	Puja

Skills

A- Recall key religious stories and explain their importance.

E-Share what they find interesting about different faiths and ideas of good/bad.

YEAR 1 SPRING 1-

Is it important to have a day that is different to other days?
Christianity and Judaism

Prior learning -

Reception - pupils talked about their daily routines.

TIPS AND TRICKS

Suggestions for implementation

- Discuss children’s daily routines and how each day feels different.
- Explore weekends and holidays and why rest is important.
- Learn the **Creation Story** from the Bible and link it to Sabbath rest.
- Compare how Christians and Jews keep their day of rest.
- Handle Sabbath/Shabbat artefacts and explore associated prayers.
- Recreate a **Friday night Shabbat meal** in class.
- Watch clips of synagogue and church services.

Enrichment opportunities

- Read Bible and Torah references to Sabbath.
- Recreate a Friday night Shabbat meal.
- Invite a Jewish or Christian visitor to talk about their weekly day of rest.
- Visit a synagogue or church (or virtual tour).

Questions to measure impact

- Are all days the same? Why not?
- How do we remember something special?
- How do we rest?
- How can we spend time thinking about God? Who do Jews and Christians believe made the world?
- What would we like to do on a special day with our families?
- Is it important to have a day in the week that is different? Why?
- Would it matter if all days were the same? Why

Intent

To help pupils understand why Christians and Jews have a special day of rest each week, and to explain how Sabbath/Shabbat practices support family life, community, and faith.

Knowledge

To know that some faiths have a day every week that is a Sabbath and to know how it is different.

To think about why it is important and healthy to have this special day be able to explain the impact it could have on a family and community.

Vocab

Sabbath	Shabbat
Creation story	Bible
Torah	Church
Synagogue	Hymns
Day of rest	Family
Celebrate	Prayer meal

Skills

- B. Name and describe special religious objects, buildings, and practices.
- D. Talk about personal and family routines and why they matter.

YEAR 1 SPRING 2-

How did we respond when we hear certain sounds? Islam

Prior learning -
Reception - Learning about the five senses and listening activities.
Reception- Exploring water in religious practices (e.g. wudu).
Nursery - Learning about Eid and Ramadan

Intent

To understand how sounds help Muslims pray, and to explore how hearing different sounds can influence our thoughts, actions and emotions.

Knowledge

To know that music and song connects to our memory and helps people with a faith to think about their God and to pray.

To remember the order of prayer for Muslims and recognise words and symbols and know what they mean.

To know that different faiths have different ways of praying and to explain them.

Vocab

Adhan	Mosque
Imam	Allah
Quran	Wudu
Mecca	Salah

Skills

- C. Recognise and talk about symbols and artefacts from different faiths.
- D. Talk about personal and family routines and why they matter.

TIPS AND TRICKS

Suggestions for implementation

- Listen to different sounds and discuss what feelings or memories they create.
- Explore the Adhan and discuss why Muslims listen to it.
- Explain that this is a call to prayer in Islam.
- Watch examples of Muslim prayer and learn about the order of actions.
- Look at artefacts such as prayer mats, caps, Qurans and hijabs.
- Talk about community and why Muslims pray together.
- Compare the Adhan with sounds used in other faiths (e.g., church bells, shofar).

Enrichment opportunities

- Play examples of religious music and discuss how it makes pupils feel.
- Invite a Muslim family or staff member to demonstrate how they pray.
- Look at the wudu ceremony and practise the sequence of actions (no water needed).
- Explore instruments or rhythms used in worship worldwide.

Questions to measure impact

- What sounds help you stop and think?
- How does a Muslim know it is time to pray?
- What do Muslims do before they pray, and why?
- How do different sounds make you feel?
- Why might praying together be important to Muslims?

YEAR 1 SUMMER 1- What can Christians learn from the teachings of Jesus. Christianity

Prior learning -
Reception - Heard stories about Jesus (Christmas & miracles) and learnt that the Bible is a Christian holy book.

Intent

To help pupils understand that Christians look to Jesus’ teachings to learn how to behave — especially how to show kindness, help others and make good choices.

Knowledge

Recall the key features of some Gospel stories covered in class.

Be able to remember something about how Christians try to help others.

To talk about why it is important for Christians to help one another and how this is a way of practicing as a Christian.

To relate it to their own lives and friendships.

To know that Christians believe that Jesus performed miracles that are important for Christians to believe

Vocab

Jesus	Disciple
Parable	Good Samaritan
Lost Sheep	Miracle
Gospel	Bible

TIPS AND TRICKS

Suggestions for implementation

- Read Jesus’ parables and discuss the messages.
- Use drama to act out the Good Samaritan or Lost Sheep.
- Explore a children’s Bible to locate where the Gospels are.
- Create scenarios where pupils discuss how to help others.
- Compare how Jesus helped people to how Christians help others today.

Enrichment opportunities

- Invite a Christian speaker or minister to talk about Jesus’ teachings.
- Visit a church or take a virtual tour focusing on the Gospels.
- Create artwork showing acts of kindness inspired by Jesus.
- Perform parables to another class.

Questions to measure impact

What do Christians learn from Jesus’ stories?
Why do Christians think everyone is important?
How do Christians try to follow Jesus’ teachings today?
How can we show kindness like the Good Samaritan?
Why do Christians read the Bible?

Skills

- C. Recognise and talk about symbols and artefacts from different faiths.
- E. Share what they find interesting about different faiths and ideas of good/bad.

YEAR 1 SUMMER 2-

How do holy books teach religious people about being close to God. Christianity and Zoroastrianism

Prior learning -

EYFS - children recount special stories that they looked at in (parables, fables).

TIPS AND TRICKS

Suggestions for implementation

- Explore a range of special books and discuss what makes something special.
- Look at the **Bible** (children's version) and identify the New Testament.
- Read the **Parable of the Unforgiving Servant** and discuss its meaning.
- Introduce Zoroastrianism through the Avesta and simple teachings (good thoughts, good words, good deeds).
- Look at where Zoroastrianism began (Iran) using a world map.
- Discuss how people treat holy books with respect.

Enrichment opportunities

- Invite a Zoroastrian community member to speak about their holy book.
- Visit a church or explore Bible layouts in class.
- Explore the Zoroastrian centre in Harrow through photos or a virtual tour.

Questions to measure impact

- Why are some books special?
- How do Christians and Zoroastrians use their holy books?
- What can we learn from stories in holy books?
- Why do people look after their special books?
- How do holy books help people make good choices?

Intent

For pupils to gain an understanding that Christians use the New Testament and that this is their special book because it contains the words of Jesus. To find out more about Zoroastrianism by learning about their holy book.

Knowledge

To know how Christians talk about having a relationship with God

To think about how the Bible helps Christians live their lives as God wants them to and how the Holy scriptures of Zoroastrians help them because there are no laws.

To learn some of the lessons taught in the Holy Scriptures.

Vocab

Bible

New Testament

Good deeds

Forgiveness

Zoroastrianism

Ahura Mazda

Avesta

Holy book

Skills

- A. Recall key religious stories and explain their importance.
- F. Talk about what is important to themselves and others, showing respect.

YEAR 2

Autumn 1

What makes a home?
Hinduism and Jainism

Autumn 2

How do we remember
people and why?
Humanism and
Christianity

Spring 1

What rules are the most
important and why?
Judaism

Spring 2

Why is the cross so
important to Christians?
Christianity

Summer 1

How are we the same and
different from other people and
does it matter? Islam and one or
two other faiths covered this
year.

Summer 2

What does faith say about
change? How does it make us
feel and how can we become
better?
Buddhism

YEAR 2 AUTUMN 1-

What makes a house a home? Hinduism/Jainism

Prior learning -

Year 1 Autumn 2 - Learned that Hindus celebrate Diwali and that puja is a way of worship. They Explored how special places (including home shrines) are used in faith communities. They heard about kindness, good choices, and community through stories in Year 1.

Intent

To develop pupils' understanding of how Hindu and Jain families create a special space for worship at home, and how teachings from these faiths influence behaviour, relationships, and daily routines.

Knowledge

To talk about our homes and what makes them special.

To know that some faiths use their homes for praying and create a special place for this. To discuss the role of food in our homes.

To talk about behaviour at home and how these faiths expect people to behave and why.

Vocab

Jainsim	Jains
Ahimsa	Karma
Murtis	Deities
Mantra	Tilak
Prashad	Incense
Soul	

Skills

- C. Recognise and discuss art, symbols, and words used in worship.
- D. Talk about routines, beliefs, and belonging.

TIPS AND TRICKS

Suggestions for implementation

- Revisit images/videos of Hindu puja and compare home and temple worship.
- Handle or observe artefacts (aarti lamp, incense, tilak powder, murtis, prashad tray).
- Explore why some Hindu and Jain families are vegetarian; create a simple vegetarian meal together.
- Role-play peaceful conflict-resolution scenarios based on ahimsa.
- Observe how mantras are chanted; allow pupils to create a calm-focus chant.
- Compare how pupils behave at home to the values taught in these religions (kindness, respect, non-harm).

Enrichment opportunities

- Meet a Hindu or Jain community member.
- Virtual tour or photos of a Hindu Mandir or Jain Derasar.
- Prepare and share a simple vegetarian snack as part of a puja experience.

Questions to measure impact

- What makes a place in your home special?
- How do Hindu and Jain families worship at home?
- What does ahimsa mean and how can we use it in our own families?
- Why might some people choose to eat vegetarian food?
- How could a Jain or Hindu family settle an argument peacefully?
- How do beliefs like karma help people to behave kindly?

YEAR 2 AUTUMN 2-

Who do people remember and why? Humanism and Christianity

Prior learning -

•Year 1 – children learnt about holy books (Bible, New Testament). They learn about Jesus' teachings and why Christians remember him. Children learnt about How stories teach good behaviour (parables). Children learnt about commemorations such as Remembrance Day in school.

Intent

To help pupils understand how Christians and Humanists remember important people, and why remembering special individuals helps communities value goodness, bravery, kindness, and service.

Knowledge

To recount the lives of some of the people Humanists and Christians remember, and say why they were special.

To recount the way Christians remember Jesus in their everyday lives.

To know that there are special days to remember the lives of Saints and to say which some of them are.

To know how Christians use symbols to remember the life and death of Jesus

Vocab

Remembrance

Cenotaph

Armistice Day

Saints

Humanist

One life

Memorial

Anniversary

Service

Humanism

Happy human

TIPS AND TRICKS

Suggestions for implementation

- Explore real images of statues, war memorials, poppies, commemorative medals.
- Compare a Christian remembrance service with a Humanist ceremony.
- Look at the Happy Human symbol and discuss Humanist beliefs.
- Learn about a Christian saint and a Humanist role model (e.g., Marie Curie, Alan Turing).
- Link to Remembrance Day and why communities stop to remember.
- Create simple remembrance pebbles/plaques for someone pupils admire.

Enrichment opportunities

- Visit a local memorial or virtual tour of the Cenotaph.
- Invite a Humanist speaker or use Humanists UK videos.
- Hold a class remembrance assembly or ceremony.

Questions to measure impact

- Who do Christians remember and why?
- Who do Humanists remember and why?
- How do people show they are remembering someone?
- What objects and symbols help us remember?
- Why is it important to remember people who lived good lives?
- Who do YOU remember and why?

Skills

C. Recognise and discuss art, symbols, and words used in worship.

E. Ask questions about remembrance and curiosity in faith.

YEAR 2 SPRING 1 -

What rules are the most important and why? Judaism

Prior learning -

In Year1 Spring1 pupils learnt about the Jewish Sabbath and its rules. What do they remember? Can they recall their Synagogue visit?

Intent

For pupils to understand why rules matter, including why Jewish people follow the rules in the Torah, and to compare religious rules with school and community rules.

Knowledge

To know that Jews use the Torah as a rule book and a guide to life.

To be able to say that the 10 Commandments are from the Torah and the Old Testament.

To be able to say which rules they follow in school and which ones makes sense.

To link this to British Values and democracy

Vocab

Torah	Mitzvah
Cenotaph	Anniversary
10 Commandments	Ark
Torah scroll	Kosher
Rabbi	

Skills

- B. Use correct names for religious objects and describe their uses.
- F. Identify what is important to different people and explain why.

TIPS AND TRICKS

Suggestions for implementation

- Explore different types of rules (school, sports, family, community).
- Look at a children’s Torah or pictures of Torah scrolls, ark, bimah.
- Compare class rules with the 10 Commandments.
- Discuss why rules help people to live together peacefully.
- Explore Jewish food rules (kosher) with simple sorting activities.
- Role-play following rules and what happens when rules are broken.

Enrichment opportunities

- Revisit a synagogue (trip or virtual tour).
- Handle Jewish artefacts (replica Torah, yad, tallit).
- Invite a Jewish visitor to talk about Shabbat and rules in daily life.

Questions to measure impact

- Why do people need rules?
- Why do Jewish people follow the rules in the Torah?
- What makes a rule fair or unfair?
- Which of the 10 Commandments do you think are most important? Why?
- How do rules help us live together peacefully?

YEAR 2 SPRING 2 -

Why is the cross so important to Christians? Christianity

Prior learning -

Year 1 - Children learnt about Jesus’ teachings in and explored Christian symbols during units on remembering and holy books.

Intent

To help pupils understand why the cross is a central Christian symbol and what it reminds Christians about Jesus.

To explore the Easter story and what it teaches Christians about hope and new life.

Knowledge

To know that Christians have a cross to remind them of how Jesus died.

To remember the different types of cross and what they represent.

To understand that the way Jesus died on the cross is integral to understanding the way Christians believe.

To know about the Easter story and its significance to Christianity.

Vocab

Cross	Crucifixion
Resurrection	Easter
Symbol	Tomb
Sacrifice	

Skills

- A. Retell religious stories and explain why they are remembered.
- E. Ask questions about remembrance and curiosity in faith.

TIPS AND TRICKS

Suggestions for implementation

- Look at different types of crosses and where they appear (church, school badge, graveyards, flags).
- Sequence simple pictures of the Easter story.
- Discuss what symbols mean and why people use them.
- Explore how Christians remember Jesus at Easter through prayer, church services and celebrations.

Enrichment opportunities

- Visit a local church or invite a visitor to talk about the cross and Easter.
- Create a display of crosses showing different designs from around the world.

Questions to measure impact

- What does the cross remind Christians of?
- Why do Christians celebrate Easter?
- Where can you see crosses and why are they there?
- What happened after Jesus died?

YEAR 2 SUMMER 1

How are we the same and different to other people and does it matter? Islam , Judaism and Hinduism

Prior learning -

Reception - Children learned about different foods and religious rules.

Year 1 - Children learned about prayer and Islam in Year 1 and children learned about the Torah in Spring 1.

TIPS AND TRICKS

Suggestions for implementation

- Compare how Muslims, Jews and Hindus pray, celebrate festivals and choose food.
- Discuss how different faith groups at Aylward celebrate together.
- Explore *what makes us the same* and *what makes us different* in a positive way.
- Taste test (school-safe) vegetarian, kosher-style and halal-style foods (with permissions).
- Look at pictures of a Mosque, Mandir and Synagogue.

Enrichment opportunities

- Invite families or staff members to talk about how they celebrate festivals.
- Write a simple letter to the catering staff suggesting ideas for inclusive meals.
- Create an “Our Community of Faiths” classroom display

Questions to measure impact

How are we the same as other people?
How are we different—and why is that ok?
Why do Muslims eat Halal food?
Why do Hindus eat vegetarian food?
What is similar or different in the way Muslims, Jews and Hindus pray?
Why are festivals important in different religions?

Intent

To learn that many faiths share similarities in belief, behaviour and community.

To understand that noticing similarities and differences helps us show respect to others.

Knowledge

To know key features of Islam and say how they make Muslims special.

To review the work learnt in Year 1 about Islam and build on knowledge about how people pray.

To consider also the way we eat with relation to dietary requirements, comparing rules about Halal food with what we learnt about being a Hindu and a Jain, and about Kashrut (Judaism)

To know that faiths may have a holy book that instructs and teaches and that this may be read in a place of worship but also at home.

To know about special prophets in religions and how they set examples of good behaviour.

To know that faiths celebrate festivals with prayer, communal events, food and traditions

Vocab

Halal

Imam

Quran

Prophet

Crescent

Moses

Vedas

Mandir

Skills

B. Use correct names for religious objects and describe their uses.

D. Talk about routines, beliefs, and belonging.

YEAR 2 SUMMER 2

What does faith say about change? How does it make us feel about how we become better? Buddhism

Prior learning -

EYFS- Children have been introduce to Buddhism.

TIPS AND TRICKS

Suggestions for implementation

- Explore changes in nature across the seasons; link this to personal growth.
- Use role play or drama to act out key parts of the Buddha’s life.
- Introduce mindfulness: breathing exercises or short moments of stillness.
- Discuss what it means to be *a good person* and how our actions can help others.
- Look at Buddhist symbols and images (Buddha statue, monks, temples).
- Discuss choices we make at school and how these help us become better.

Enrichment opportunities

- A visit or virtual tour of a Buddhist temple.
- A Buddhism workshop or speaker.
- Create a “Kindness Garden” display showing ways pupils have helped others.

Questions to measure impact

- Who was the Buddha and what did he teach?
- What does Buddhism say about becoming a better person?
- How have you changed since you were little? How do you feel about those changes?
- What can we do to help ourselves become better people?
- What is meditation and why do Buddhists do it?
- Why is kindness important in Buddhism?

Intent

To know that we can always try to become better people.

To understand how Buddhism teaches people to improve themselves.

To think about changes in ourselves and why they matter.

Knowledge

To understand the story of Buddha.

To retell the story

To make links between Buddhism and other religions learnt this year. Explain the changes we see around us and how we can find religious significance in these changes (for example in nature).

Talk about whether we like change and the children to discuss ways they have changed since they were born and the significance of these changes.

Vocab

Buddha

Buddhist

Enlightenment

Monk

Change

Kindness

Self-improvement

Meditation

Sangha

Skills

- A. Retell religious stories and explain why they are remembered.
- F. Identify what is important to different people and explain why.

YEAR 3

Autumn 1

What do Christians do
when they pray and why?

Christianity

Autumn 2

What can we learn from
the life of Buddha about
being happy?

Buddhism

Spring 1

What are the most important
religious artefacts and symbols?

How do they show what we
believe? Judaism

Spring 2

What are our most important
religious artefacts and
symbols? How do they show
what we believe?

Judaism

Summer 1

How do faith groups mark
naming ceremonies?

Hinduism And
Christianity

Summer 2

Should holy books be
treated differently to
other books?

Islam

YEAR 3 AUTUMN 1 -

What do Christians do when they pray and why?
Christianity

Prior learning –
Year 2 - pupils learned why Jesus is important to Christians and how Christians remember him. They explored symbols such as the cross and reflected on stories Jesus told.

TIPS AND TRICKS

Suggestions for implementation

- Explore examples of Christian prayers and match them to their purpose (thanks, asking, praising, helping others).
- Look closely at the Lord’s Prayer and annotate phrases to explore meaning.
- Compare liturgical and non-liturgical worship using clips of different church traditions.
- Listen to hymns and discuss how singing helps people worship.
- Invite a church leader (vicar/priest) to explain how Christians pray in church.

Enrichment opportunities

- Visit a local church to observe seating, prayer spaces, and liturgical items.
- Invite a church representative to share how prayer shapes Christian life.
- Use New Testament stories connected to prayer (e.g., Jesus praying in the garden).

Questions to measure impact

- Why do people pray?
- How do Christians pray and what forms can it take?
- What would you expect to see in a Christian church during worship?
- Which features help Christians pray and why?
- Why is the Lord’s Prayer important for Christians around the world?

Intent

To help pupils understand that Christians pray in different ways and for different reasons.

To explore how prayer and worship help Christians feel close to God and how these practices build community, support, and reflection.

To introduce pupils to formal prayers, church worship patterns, and the meaning behind Christian ceremonies

Knowledge

To know that Christian prayer takes different forms.

To know there are prayers and psalms that are familiar to most Christians in this country and to look at some of them and learn who wrote them and what they mean

To understand that Christians pray in different ways but use prayer to talk to God.

To look at acts of kindness and charity as a form of Christian worship.

To analyse the service and see what it means.

Vocab

Hymn	Liturgy
Vicar / Priest	Hassock
Pew	Vigil
Lords prayer	

Skills

- A. Ask questions about faith practices and compare how people worship.
- E. Reflect on the meaning of life through ceremonies.

YEAR 3 AUTUMN 2 - What can we learn from the life of Buddha about being happy? Buddhism

Prior learning -

Year 2 - Pupils learned about the life of the Buddha and the idea of change and self-improvement.

TIPS AND TRICKS

Suggestions for implementation

- Read different versions of the Buddha's life and compare key events.
- Discuss what makes *us* happy, and how being "happy" differs from being "content."
- Explore the ideas of wants vs needs and how this links to Buddhist teaching.
- Introduce simple meditation or reflection activities to experience calm and focus.
- Look at how Buddhists use mindfulness to control thoughts and emotions.

Enrichment opportunities

- Buddhism workshop
- Visit from a speaker
- Visit to a Buddhist Temple.

Questions to measure impact

- What makes you happy? Why?
- What made the Buddha happy?
- What would happen if we lost the things that usually make us happy?
- Are there other ways we can find happiness?
- What is the difference between happiness and contentment?
- Are we ever selfish? Why does Buddhism teach us to think about this?

Intent

To learn more about the Buddhist faith and to understand how Buddhist beliefs and practices help people live meaningful, content and peaceful lives.

To appreciate how some Buddhist ideas also appear in other belief systems.

Knowledge

To understand that Buddhism is about contentment and that comes from within.

To know the principles of Buddhism taught by Buddha.

To discuss what is meaningful in our lives and say why.

Vocab

Rebirth

Reincarnation

Bodhi Tree

Contentment

Eightfold path

Skills

A. Ask questions about faith practices and compare how people worship.

F. Understand how faith shapes daily life and moral choices.

YEAR 3 SPRING 1 -

What are our most important religious artifacts and symbols? How do they show what we believe. Judaism

Prior learning -

Year 2 -Pupils have learnt about rules in Judaism (Torah, Shabbat, kosher) and explored religious symbols

Intent

To know the important religious symbols and artefacts used in a Synagogue and in Jewish homes.

To understand how these artefacts express Jewish beliefs and identity.

To recognise how outward signs (clothing, objects, rituals) show belonging to a faith community.

Knowledge

To know that different faiths use symbols and artefacts in prayer and that these represent different ideas.

To be able to name and describe them.

To discuss how they enhance religious practice and help people to remember or to feel more strongly.

To look at the key Jewish prayer of the Shema and know why it is so important.

To examine the festival of Chanukah through looking at the artefacts used in its celebration.

Vocab

Kippah

Mezzuzah

Tzizit

Tallit

Menorah

Crescent

Torah

Monotheism

TIPS AND TRICKS

Suggestions for implementation

- Explore artefacts physically or through high-quality images.
- Annotate a mezuzah and write its meaning.
- Compare “outward signs” across faiths (kippah, cross, hijab).
- Revisit the Synagogue visit from Year 2 and deepen understanding.
- Build a labelled model of a Jewish home showing where symbols are placed.

Enrichment opportunities

- Build/draw a model of a Jewish home labelled with artefacts.
- Create a display of mezuzot (plural).
- Invite a visitor from a local Jewish community or organise a synagogue speaker.

Questions to measure impact

- Why do Jewish people wear or use these artefacts?
- What is on the door of a Jewish home and why?
- What helps people feel they belong to a faith community?
- How do Jewish symbols show belief in one God?
- Which artefact is the most important to you and why?

Skills

B. Describe key religious practices and explain their meaning.

D. Discuss identity and belonging through worship and daily rituals.

YEAR 3 SPRING 2 -

What role does food play in religion? Islam and Jainism

Prior learning -

Year 2 - Children have explored similarities and differences in food laws

TIPS AND TRICKS

Intent

To explore the role food plays in different faiths and how food laws shape daily religious life.

To understand similarities and differences between Islam and Jainism in terms of food, fasting, prayer, and community.

Knowledge

To know that there are dietary laws in Islam and what these are and how this affects daily life.

To know why Jains are vegetarian, what they can't eat and why.

To understand that the laws about food impact the way religious people live.

To look at prayers about food.

To understand why fasting plays a role in religious life.

Vocab

Halal	Vegan
Vegetarian	Abstinence
Ramadan	Fasting
Iftar	Charity
Dua	Prayushan Parv

Suggestions for implementation

- Compare foods eaten at home and in school
- Explore what Halal means and how it is shown on packaging.
- Compare prayers said before eating in different faiths.
- Discuss examples of abstinence and how self-control is viewed in religion.
- Explore how fasting helps people feel thankful, disciplined, or closer to God.

Enrichment opportunities

- Invite a Jain visitor to talk about Jain values and vegetarianism.
- Invite a Muslim staff member or parent to talk about fasting during Ramadan.
- Explore foods from Ramadan and Jain festivals (tasting session if possible).
- Visit a local Mosque if available, focusing on community meals during Ramadan.

Questions to measure impact

- Can you eat whatever you want? Why or why not?
- Are all foods good for you? Are all foods allowed in all religions?
- How do food laws affect daily life for Muslims or Jains?
- Why do people fast in religion? What could we learn from fasting?
- What would you expect if you were invited to a meal at a friend's house who follows different food laws?
- Do you eat the same food as your family? How do families differ?
- Why do Jains choose not to eat root vegetables or meat?
- What is Iftaar?
- How does food help build community?

Skills

- C. Explore holy texts and dietary rules to understand faith in daily life.
- F. Understand how faith shapes daily life and moral choices.

YEAR 3 SUMMER 1 -

How do faith groups mark naming ceremonies? Hinduism and Christianity

Prior learning -

Year 1 - Children have learnt about Christian worship and the importance of Jesus
Year 2 - They learnt about Hinduism including how Hindus pray and what they eat.

TIPS AND TRICKS

Suggestions for implementation

- Compare photos/videos of Christian and Hindu naming ceremonies.
- Invite pupils to share stories about their own names and any family traditions.
- Explore objects used in each ceremony—font, candle, cross, flowers, leaf.
- Children could design an invitation to a naming ceremony for either faith.
- Practise simple mantras (non-religious versions) or blessings to understand meaning.

Enrichment opportunities

- Invite a Christian vicar or Hindu priest to explain the ceremony.
- Visit a church or look at a virtual tour of a Hindu temple.

Questions to measure impact

- Why are names important?
- How does a Christening welcome a child into the Christian family?
- What happens in a Hindu Namkaran and why?
- How are the two ceremonies similar or different?
- How do your own name and traditions make you feel part of your family?

Intent

To understand the importance of names and family identity.

To learn how different faiths celebrate the naming of a baby.

To compare Hindu and Christian naming ceremonies.

To reflect on what our names mean to us and how they connect us to our families and communities.

Knowledge

To know that getting a name at birth is a celebration.

To know why a name is important.

To be able to describe the Hindu naming ceremony and to say which other faiths have a naming ceremony.

To know about a Christian baptism and the Christening service and what they entail.

To think about why having a naming ceremony is important to Hindus and how it makes them feel part of a family and a larger community.

To consider what we do to make us feel special and part of a community.

To think about and discuss what our names mean and the connections our names have to our families and wider circles.

Vocab

Baptism

Godparents

Namkaran

Astrology

Font

cross

Mantra

Skills

B. Describe key religious practices and explain their meaning.

E. Reflect on the meaning of life through ceremonies.

YEAR 3 SUMMER 2 -

Should holy books be treated differently to other books? Islam

Prior learning -

Year 1 - pupils learnt about Holy Books in Christianity and Zoroastrianism. They learnt that religious books are special because they help followers of a faith connect with God.

Year 2 - pupils explored the Torah and Bible through festivals, stories and symbols.

TIPS AND TRICKS

Suggestions for implementation

- Show children how different faiths treat their holy books with respect.
- Explore how Muslims store and read the Qur'an, including Wudu and using a Qur'an stand.
- Compare this with how Jews treat the Torah in synagogue and how Christians use the Bible in church.
- Use stories from the Qur'an, Bible and Torah to explore morals, kindness and making good choices.

Enrichment opportunities

- Visit a Mosque, Church or Synagogue.
- Invite a Muslim visitor to explain how they read the Qur'an at home.
- Create a classroom display showing how different religions care for their holy books.

Questions to measure impact

Why is the Qur'an special to Muslims?
How do Muslims show respect for the Qur'an?
How is a holy book different from other books?
What stories in holy books teach people about kindness or good behaviour?
Why is it important to treat special things with care?

Intent

To know why the Qur'an is holy to Muslims and to understand what Muslims believe it contains.

To recognise what makes a holy book special and why it should be handled with care and respect.

Knowledge

To know why some books are special and that religious books have extra significance.

To know the names of Holy books special to religions.

To find out about the Koran and how it is looked after.

To understand the structure of the Bible and look at some of the stories from both the New and Old Testament and discuss how they are used as religious teachings and why.

To refer to the teachings of Hinduism in their Holy scriptures.

Vocab

Quran

Bible

Torah

Vedas

Arabic

Hebrew

Sanskrit

Imam

Wudu

Revelation

Skills

C. Explore holy texts and dietary rules to understand faith in daily life.

E. Reflect on the meaning of life through ceremonies.

YEAR 4

Autumn 1

What does it mean to be
sorry and how can we
tell?

Judaism

Autumn 2

What do we mean by
peace and where is it to
be found?

Christianity

Spring 1

What do we celebrate
and how does this help
us to connect? Islam
(and Judaism)

Spring 2

In what ways is Jesus
relevant today and in the
future?

Christianity

Summer 1

Does it matter what
we wear and why?

Sikhism

Summer 2

How is Humanism the same
as and different to a
religion?

Humanism and one other
faith

YEAR 4 AUTUMN 1 – What does it mean to be sorry and how can we tell? Judaism

Prior learning -

Year 2 - Pupils have previously learnt about Jewish rules and the Torah.
Year 3 – pupils have explored Jewish symbols and artefacts

Intent

To understand the significance of Rosh Hashanah and Yom Kippur for Jewish people and why this is a very special time of year.

To recognise how the themes of repentance, forgiveness and teshuva (turning back/returning) are expressed through Jewish traditions and consider how we can use these ideas to reflect on our own behaviour and relationships.

Knowledge

To understand what forgiveness and repentance means.

To be able to explain how Judaism requires repentance at the start of each year.

To describe the ways that Jews repent To know some of the traditions and practices connected to these holy days.

Vocab

Rosh Hashanah

Teshuvah

Forgiveness

Shofar

Neilah

Rabbi

Yom Kippur

Repentance

Vidui

Restitution

Revelation

Sin

TIPS AND TRICKS

Suggestions for implementation

- Role-play scenarios where someone has hurt another person and explore how to put things right.
- Discuss the meaning of saying sorry and whether saying sorry is enough.
- Look at restorative justice in school and compare with Jewish ideas of repentance.
- Examine artefacts linked to Rosh Hashanah and Yom Kippur, including listening to the shofar.
- Explore Jewish prayers that focus on confession and forgiveness.

Enrichment opportunities

- Explore Jewish liturgy to learn more about confessional prayers.
- Listen to festival prayers used during Rosh Hashanah and Yom Kippur.
- Invite a member of the Jewish community to explain how these festivals are observed today.

Questions to measure impact

- What does saying “sorry” really mean?
- If you say sorry, is that enough? Why or why not?
- Why do Jewish people believe it is important to repent before Yom Kippur?
- What does it mean to forgive someone?
- What is a grudge?
- How can holding on to a grudge hurt us?

Skills

- A. Explore key religious and non-religious texts and their messages.
- D. Discuss identity and belonging across faith and non-faith views.

YEAR 4 AUTUMN 2-

What do we mean by peace and where is it to be found?
Christianity

Prior learning -

Year 3 - Buddhism – What can we learn about being happy? Children also learnt about naming ceremonies and Christian practices as well as Christian prayer

Intent

- To understand what Christians mean by inner peace.
- To know how Christians believe peace can exist between people.
- To know what messages of peace can be found in the Christmas story.
- To understand how these ideas influence Christian behaviour, beliefs and celebrations.

Knowledge

- To understand that we can have inner peace and what that means.
- To explain peace between people.
- To understand how Christians believe we can reach that serenity.
- To think about how the Christmas story is a story of peace and the message of peace we can learn from it.
- To know that Christians believe that Jesus came back to Earth to promote peace and love.

Vocab

- | | |
|----------|-----------|
| Peace | Disciples |
| Serenity | Quakers |
| Parables | Calm |

Skills

- C. Explain how beliefs are expressed through art, dress, or behaviour.
- E. Ask questions about peace, purpose, and meaning in life.

TIPS AND TRICKS

Suggestions for implementation

- Explore different kinds of peace: inner peace, peace in the world, peace with others, peace with God.
- Read New Testament passages associated with peace (e.g. calming the storm, the angels’ message at Jesus’ birth).
- Examine parables that teach forgiveness, kindness and reconciliation.
- Look closely at the Christmas story and identify its *peace themes*.
- Discuss how Christians today try to bring peace into their homes, churches and communities.
- Encourage pupils to reflect on when they feel peaceful and what helps them find calm.

Enrichment opportunities

- Q&A session with the local vicar during Christmas celebrations.
- Visit a local church to explore Christmas traditions and messages of peace.
- Create artwork or poetry representing peace from a Christian perspective.

Questions to measure impact

- What is peace?
- Who can bring peace?
- Where do Christians believe peace comes from?
- Does Jesus have a role in helping Christians find peace?
- How do Christians view peace between people and communities?
- What does the Christmas story teach about peace?

YEAR 4 SPRING 1 -

What do we celebrate and how does this help us to connect? Islam and Judaism

Prior learning -

Year 4 AU 1- Children learnt about repentance and Yom Kippur
Year 3 - They learnt about fasting in Islam.

TIPS AND TRICKS

Intent

To understand why Muslims and Jews celebrate certain festivals, what these celebrations remember, and how celebrations help religious communities to connect, share traditions, and support one another.

To develop greater sensitivity towards peers who are fasting or celebrating.

To understand how festivals build identity, belonging and community.

Knowledge

To examine some of the festivals celebrated in Islam and to look closely at the practices involved.

To know what the celebrations are for, what they remember and to think about how these celebrations help Muslims around the world to connect with each other.

To look at practices connected to other faiths learnt (eg Judaism) and find similarities of customs and practices.

To know how celebrating in Judaism brings the community together.

Vocab

Eid al Fitr

Hajj

Menorah

Seder

Pilgrimage

Sacrifice

Eid al Adha

Chanukah

Passover

Commemorate

Lunar calendar

Suggestions for implementation

- Compare celebrations across both faiths: what is remembered and why.
- Explore how Muslims prepare for Eid and how Jews prepare for Passover.
- Discuss how fasting helps Muslims to reflect, empathise and connect with others.
- Recreate aspects of a Seder plate and explore the symbolism.
- Look at short clips of families celebrating Eid or Chanukah and discuss how this creates belonging.
- Talk about the lunar calendar and how it affects Islamic festival dates.
- Explore food and charity traditions connected to each festival.

Enrichment opportunities

- Invite a Jewish or Muslim speaker to explain how they celebrate.
- Hold a Festival Discovery Day with activities linked to Eid and Passover.
- Create a class display showing how festivals build community.

Questions to measure impact

Why do Muslims and Jews celebrate festivals?
How do celebrations help people feel part of a community?
What does fasting teach Muslims?
What does Passover help Jewish families remember?
How are Eid and Passover similar?
How does celebrating help us connect with each other?

Skills

- B. Understand how worship builds community and belonging.
- D. Discuss identity and belonging across faith and non-faith views.

YEAR 4 SPRING 2-

In what way is Jesus relevant today and in the future?
Christianity

Prior learning -

Year 2 – Children learn about why Jesus is important to Christians.

Year 3 – Children learnt about peace in Christianity and the teachings of Jesus.

TIPS AND TRICKS

Suggestions for implementation

- Explore the “I am...” sayings of Jesus (e.g., *I am the Good Shepherd, I am the Light of the World*).
- Compare modern examples of people who guide or protect others to Jesus’ teachings.
- Look at selections from the Gospels showing how Jesus helped people.
- Discuss how Christians might use Jesus’ teachings to respond to modern problems (bullying, unfairness, loneliness).
- Create class reflections on how we can bring peace to our school community.

Enrichment opportunities

- Invite a local vicar or church leader to explain how Christians follow Jesus today.
- Visit a church to explore symbols linked to Jesus’ teachings.
- Watch age-appropriate clips of Jesus’ parables and discuss their meanings.

Questions to measure impact

Why do Christians think Jesus is still important today?
What do Christians learn from Jesus’ teachings?
What is a parable and why did Jesus tell them?
How might Christians try to follow Jesus’ example?
What can we do to bring peace to our school community?

Intent

To give pupils the opportunity to explore why Jesus is still important to Christians today, how his teachings guide Christians in the modern world, and what Christians believe about Jesus’ future role.

To reflect on how peace can be created in our communities and what actions help us live well together.

Knowledge

To know that Christians believe that Jesus sacrificed himself and came back to teach people the right path of peace.

To explain that the teachings of Jesus are about morality, love and respect and in this way are relevant to our modern world.

To discuss what peace in communities means.

To think about what we can do to achieve peace in our small worlds.

Vocab

Messiah

Sermon on the mount

Skills

B. Understand how worship builds community and belonging.

D. Discuss identity and belonging across faith and non-faith views.

YEAR 4 SUMMER 1-

Does is matter what we wear and why? Sikhism

Prior learning -

Year 1 - Children have learned about Sikh places of worship.
Reception – children explored why people wear special clothes for prayer.

Intent

To know why Sikhs have a dress code and to understand the symbolism behind the 5Ks and how these garments guide Sikh practice.

To recognise that clothing can express identity and belonging, both in Sikhism and in our own lives.

Knowledge

To know that there are different uniforms and what they represent.

To understand that a special code of dress can have significance.

To explain the different garments a Sikh wears and describe their significance.

To be able to talk about why having a dress code can have a significance for religious people.

To discuss our own uniforms and dress codes we have in our own lives.

Vocab

Kanga	Kesh
Kaccherra	Kara
Kirpan	Turban
Joora	Patka

Skills

C. Explain how beliefs are expressed through art, dress, or behaviour.
F. Reflect on moral choices and faith guidance.

TIPS AND TRICKS

Suggestions for implementation

- Compare school uniform to the Sikh 5Ks and discuss meaning, identity, and belonging.
- Explore each of the 5Ks with pictures or real artefacts.
- Watch a short video of a Sikh explaining why they wear the 5Ks.
- Discuss how clothing choices can show values, identity, or commitment.
- Invite children to reflect on a “symbolic” item important to them and why.

Enrichment opportunities

- Handle or view replica 5Ks (if available) or images provided by a gurdwara.
- Invite a Sikh visitor to explain how the 5Ks support daily life.
- Visit a gurdwara (if possible) to see how dress codes are followed in worship.

Questions to measure impact

- Why do Sikhs wear the 5 Ks?
- What does each of the 5 Ks remind Sikhs to do?
- How do special clothes show identity or belonging?
- Do we have our own “dress codes”? What do they mean to us?
- Why might clothing matter in religion?

YEAR 4 SUMMER 2-

How is Humanism the same as and different to a religion? Humanism

Prior learning -

Year 2 - Children learnt about Humanism and explored people Humanists remember and why.

TIPS AND TRICKS

Suggestions for implementation

- Explore different scenarios where children must make ethical choices and discuss what guides their decisions.
- Compare a Humanist naming ceremony with a religious one (Christian, Sikh, Muslim, etc.).
- Use short Humanist UK clips to explain how Humanists view science and morality.
- Discuss the Golden Rule and how it appears in both Humanism and religions.

Enrichment opportunities

- Invite a Humanist speaker or use a pre-recorded Humanists UK video.
- Look at Humanist ceremonies (weddings, namings) and compare artefacts or symbols used.
- Use real case studies of Humanist community events (World Humanist Day, charity actions).

Questions to measure impact

- What is Humanism? How is it different from a religion?
- What guides Humanists when making decisions about right and wrong?
- Why do Humanists not use a holy book or religious leader?
- What do Humanists and religious people *share* in common?
- What values are important to *you* and why?

Intent

To understand that Humanism is a belief system followed by people who do not believe in a god.

To learn what Humanists believe and how they express their values.

To recognise that there are belief systems that are not faith-based and consider what this means.

Knowledge

To know what that faiths have a deity and a holy book but that Humanists do not have these.

To know what Humanists believe and how they express this.

To consider what it means to be part of a belief system that is not a religious system without believing in God.

To discuss what is important to them and what truths they are sure about and why.

To know that Humanists do not have a religious leader. To think about why.

Vocab

Values

The humanist golden rule
Conscience

Ethics

Empathy

Skills

- A. Explore key religious and non-religious texts and their messages.
- D. Discuss identity and belonging across faith and non-faith views.

YEAR 5

Autumn 1

Why did a Chief Rabbi say-
'Religion is about the why of
creation, science is about the
how?' Judaism and
Humanism

Autumn 2

Is it better to give than
receive?
Christianity and Islam

Spring 1

Do all actions have
consequences?
Buddhism and Jainism

Spring 2

How did Sikhism develop
from the first to the last
human Guru?
Sikhism

Summer 1

Sikhism Could the
Lord's Prayer be
Universal?
Christianity

Summer 2

What do Baha'is
believe?
Bahai

YEAR 5 AUTUMN 1-

Why did a Chief Rabbi say- ‘Religion is about the why of creation, science is about the how?’ Judaism and Humanism

Prior learning -

Year 4 – Children learnt how Jesus is relevant to Christians today.

Year 3 – Children learnt about the Torah and its rules and about Humanism and what Humanists believe.

TIPS AND TRICKS

Suggestions for implementation

- Compare the order of creation in Genesis with the scientific timeline of the universe.
- Debate: *Can someone believe in both Science and Religion? Why or why not?*
- Use extracts from Genesis and clips explaining Big Bang Theory to support dual learning.
- Create a “Why and How” chart showing which ideas belong to Religion and which belong to Science.
- Write a reflection on whether pupils feel more persuaded by a religious explanation, a scientific one, or a combination of both — and why.

Enrichment opportunities

- Visit from a Rabbi or virtual Q&A about the Jewish understanding of creation.
- Science workshop exploring space, the universe, and evolution.
- Use BBC / ESA animations explaining the origins of the universe.
- Creation storytelling session comparing different world faith narratives.

Questions to measure impact

- What does *Genesis* teach Jews about creation?
- What does the Big Bang Theory say about how the universe began?
- How are the scientific and religious explanations similar? Different?
- Why might someone believe in both a religious and scientific explanation?
- What do Humanists think about creation?
- Why did the Chief Rabbi say religion answers the “why” and science answers the “how”?

Intent

- To encourage pupils to think about the different ways people explain the world.
- To explore why some people turn to religion for answers and why others turn to science.
- To understand how asking big questions helps shape our own values and beliefs.

Knowledge

- To know that there is a religious viewpoint on the origins of the world and a scientific one.
- To explain how it might be possible to believe in both of these viewpoints and why.
- To explain the Biblical creation theory.
- To explain the Science of the beginning of the world.

Vocab

Judaism	Chief Rabbi
Creation	Creationism
Big Bang Theory	Evolution
Darwinism	Scientific theory
Genesis	

Skills

- A. Explain why people hold different beliefs and how they find answers.
- E. Explore meaning and truth in religious stories.

YEAR 5 AUTUMN 2-

Is it better to give than receive?
Christianity and Islam

Prior learning -

Year 3 – Children learnt about charity, good deeds (Buddhism), and belonging

Year 4 – Children learnt about peace in Christianity, communities, and Christian teachings.

Intent

- To examine what Christianity and Islam teach about helping others.
- To understand why giving is an important part of these faiths.
- To explore how teachings about charity can influence our own lives and choices.

Knowledge

- To know that both these faiths believe in helping others and why.
- To know what giving means in religious terms and in a non- faith context.
- To understand how these faiths practically help others and how it brings communities together.

Vocab

- | | |
|-----------|-------|
| Selfless | Zakat |
| Volunteer | Nisab |
| Tithe | Alms |

TIPS AND TRICKS

Suggestions for implementation

- Explore scenarios showing people in need and discuss what a compassionate response might look like.
- Compare Christian stories about giving (e.g., the widow’s mite) with Islamic teachings about Zakat.
- Create a class discussion about what responsibilities we have towards others.
- Analyse how faith-based charities and non-faith charities support communities.
- Explore the idea of “giving in secret” vs. public giving and why some faiths encourage private charity.

Enrichment opportunities

- Invite a speaker from a faith-based charity or local foodbank.
- Organise a small class volunteering activity (e.g., sorting donations, writing cards).
- Research different charities and present how they help people.
- Link to PSHE: acts of kindness week.

Questions to measure impact

- Why do some religions believe it is important to give to others?
- What is the difference between giving because you must and giving because you want to?
- How does giving help communities?
- Can giving change how we feel about ourselves?
- Is it always better to give than receive? Why or why not?

Skills

- A. Explain why people hold different beliefs and how they find answers.
- E. Explore meaning and truth in religious stories.

YEAR 5 SPRING 1-

Do all actions have consequences?
Buddhism and Jainism

Prior learning -

- Year 2: Children learnt about the life of Buddha and change in ourselves.
- Year 3: Children examined what Buddhism teaches about happiness.
- Year 2: Children first learned about Jainism and the idea of *Ahimsa*.

Intent

To examine some of the tenets of faith within Buddhism and Jainism, and to be able to apply them appropriately to our own lives.

To explore the idea that our actions have consequences and how these two faiths teach responsibility for our behaviour.

Knowledge

To know the tenets of faith of Buddhism and Jainism.

To explain the idea of responsibility and how this leads to good consequences.

To know how being a Jain or a Buddhist could lead to good consequences and why.

Vocab

Consequence

Nirvana

Responsibility

Enlightenment

Wheel of Dharma

Skills

- B. Describe similarities and differences between religions.
- F. Reflect on forgiveness, giving, and what matters most.

TIPS AND TRICKS

Suggestions for implementation

- Explore the wheel of Dharma and how the Eightfold Path guides the choices Buddhists make.
- Use scenarios for children to discuss how actions can lead to good or less good consequences.
- Compare Buddhist and Jain beliefs about karma and Ahimsa.
- Provide opportunities for reflection on how our behaviour impacts others at school.
- Link mindfulness activities to Buddhist practice.

Enrichment opportunities

- Invite a Buddhist or Jain visitor to talk about their beliefs and daily practices.
- Visit a local Buddhist centre (if available).
- Engage children in a class debate on whether every action *always* has a consequence.
- Take part in a kindness or “good actions” week to explore the idea of creating positive karma.

Questions to measure impact

- Do all actions have consequences? Can you give examples?
- What do Buddhists believe happens when we make good choices?
- What is Ahimsa and how might it affect the way a Jain behaves?
- How could following the Eightfold Path change someone’s life?
- How can our class behaviour create good consequences for everyone?

YEAR 5 SPRING 2-

How did the teachings of Guru Nanak influence the teachings of Guru Gabind Singh? Sikhism

Prior learning -

Year 4 - pupils learned about the 5 Ks and why Sikhs follow a dress code.

Year 1 - pupils learned about the Gurdwara and important Sikh symbols.

TIPS AND TRICKS

Suggestions for implementation

- Compare pictures, stories and key moments from Guru Nanak's life and Guru Gobind Singh's life.
- Use drama to act out how Guru Gobind Singh transformed the Sikh community through the creation of the Khalsa.
- Explore extracts from the Guru Granth Sahib that link to equality and fairness.
- Sequence events from the lives of the Gurus on a timeline to see how Sikhism developed over time.
- Discuss why Guru Gobind Singh chose the Guru Granth Sahib to be the final and eternal Guru.

Enrichment opportunities

- Invite a Sikh visitor or parent to explain why the Gurus are important to them.
- Visit a Gurdwara to see how the Guru Granth Sahib is treated with respect today.
- Explore Sikh music (kirtan) and how hymns/shabad continue to teach Sikhs about equality.
- Create class posters showing the differences and similarities between Guru Nanak and Guru Gobind Singh.

Questions to measure impact

- What were the main teachings of Guru Nanak?
- How did Guru Gobind Singh change or strengthen the Sikh community?
- Why do Sikhs treat the Guru Granth Sahib as a living Guru?
- How are equality and fairness shown in Sikh teaching?
- How did the decisions Guru Gobind Singh made still influence Sikhs today?
- What evidence is there that Sikhism developed over time?

Intent

For pupils to understand more about the origins and beliefs of Sikhism, and in particular to know more about the greatest Sikh leaders.

To learn how Guru Nanak's teachings shaped Sikhism and how Guru Gobind Singh developed these teachings further, creating lasting changes for the Sikh community.

Knowledge

To know the details concerning the lives of Guru Nanak and Guru Gobind Singh and the changes in Sikhism brought about by Guru Gobind Singh.

To compare the lives and teachings of the two leaders.

To understand that the Sikh Holy book became the successor and was given the status of a guru. To discuss how the Sikh holy book is held in esteem and looked after.

To understand that Sikhism evolved and that the last human Guru introduced lasting changes.

Vocab

Guru

Guru Nanak

Guru Gobind Singh

Caste system

Monotheism

Amrit

The Khalsa

Guru Granth Sahib

Skills

A. Explain why people hold different beliefs and how they find answers.

E. Explore meaning and truth in religious stories.

YEAR 5 SUMMER 1-

Could the Lord’s Prayer be Universal? Christianity

Prior learning -

- Year 3 – Children learnt about Christian prayer (The Shema, Christian prayer in Y2)
- Year 4 – Children learnt about forgiveness in Judaism and High Holy Days
- Year 3 and 4 – Children learnt about Jesus’ teachings, parables, and how Christians pray

Intent

- To encourage pupils to look closely at the Lord’s Prayer and understand why it is at the heart of Christian worship.
- To explore whether a prayer can be important to many different people, even beyond Christianity.
- To reflect on how prayers feature in different faiths and in their own lives.

Knowledge

- To be familiar with the Lord’s prayer and its significance.
- To discuss whether everyone should know the words of the prayer.
- To know the significance to the Christian community of a prayer that is known in many languages.
- To think about prayers in their own faiths and how they are recited and why.

Vocab

Temptation

Liturgy

Sin

Forgiveness

Skills

- C. Explain how beliefs are expressed through words and actions.
- D. Discuss belonging, inspiration, and challenges of faith.

TIPS AND TRICKS

Suggestions for implementation

- Compare different versions of the Lord’s Prayer (traditional vs. modern).
- Explore how the prayer links to Jesus’ wider teachings (e.g., forgiveness, compassion).
- Role-play moments where forgiveness is needed and relate this to the parable of the Unforgiving Servant.
- Analyse each line of the prayer and discuss what it means and why Christians say it.
- Compare how different faiths pray and the similarities/differences in intention and meaning.

Enrichment opportunities

- Invite a Christian leader (vicar or pastor) to explain how the Lord’s Prayer is used in services.
- Listen to sung or chanted versions of the prayer from different cultures.
- Create an art piece or calligraphy of the prayer.
- Visit a local church to observe where and how the Lord’s Prayer is used in worship.

Questions to measure impact

Why do Christians use the Lord’s Prayer?
What do Christians believe about forgiveness?
Which part of the prayer do you think is the most important? Why?
How is this prayer used in Christian worship today?
Do you think a prayer can be universal? Why or why not?
Are all prayers in all religions used for the same purpose?

YEAR 5 SUMMER 2-

How do faiths define themselves?

Bahai

Prior learning -

Year 4 – Children learnt about Humanism and how it differs from a religion.

TIPS AND TRICKS

Suggestions for implementation

- Compare Bahá'í teachings with earlier learning about Humanism and monotheistic religions.
- Explore why unity and equality are at the centre of Bahá'í life.
- Look at images of Bahá'í temples and discuss their architectural symbolism.
- Read short extracts from Bahá'í writings (child-friendly).
- Create a class display of the Nine-Pointed Star with messages of unity and kindness.

Enrichment opportunities

- Invite a Bahá'í community member from Harrow (large local community) to talk about their beliefs.
- Explore the Bahá'í gardens in Haifa through virtual tours.
- Design a Bahá'í-inspired “unity garden” or mural.

Questions to measure impact

- What do Bahá'ís believe about the unity of humanity?
- How does the Bahá'í belief in one God shape the way they live?
- Why is education important in the Bahá'í faith?
- What do the symbols tell us about Bahá'í beliefs?
- How is the Bahá'í faith different from other religions we have studied?

Intent

To give pupils the opportunity to learn about the Bahá'í faith and understand how it defines itself as a global community.

To understand that the Bahá'í faith emphasises unity, equality and the importance of bringing people together.

To build curiosity about faiths represented in our local area and what they believe.

Knowledge

To know that the Bahai faith accepts other faiths that came before it.

To know the founder of Baha'i was the Báb – the Herald; Bahá'u'lláh –who wrote Holy texts.

To understand that the faith began in Iran (then Persia) in 1834 to unite the people of the world.

To know that the Baha'i Faith emphasises the oneness of humanity .

To know that Baha'i accepts the divine origin of the world's major religions this is very different to other faiths

Vocab

The Bab

The oneness of mankind

The 9 point star

The Ringstone symbol

The Greatest Name

The Book of Laws

Skills

C. Explain how beliefs are expressed through words and actions.

D. Discuss belonging, inspiration, and challenges of faith.

YEAR 6

Autumn 1

How do we feel connected
with one another?
Islam (and one or two other
faiths)

Autumn 2

How responsible are we
for the environment?
Christianity/ Hinduism

Spring 1

What do Christians believe is
the most important event
that has ever happened?
Christianity

Spring 2

What do we learn from
the Basaikhi story?
Sikhism

Summer 1

Who do we look to for
inspiration and why?
Buddhism and
Humanism

Summer 2

Religious responsibility:
What does it mean to grow
up? Judaism and
Zoroastrianism

YEAR 6 AUTUMN 1-

How do we feel connected with one another?
Islam (and one or two other faiths)

Prior learning

Year 3 – children learnt about mosques as places of worship

Year 4 – children learnt about Muslim prayer and community connection

Year 5 – children learnt about ramadan and giving, how mosques act as places for charity, learning and community and how Muslims support one another (Zakat, community roles)

Intent

To understand how going to the mosque creates a sense of community for Muslims.
To think about how we create a sense of community in our school and with our friends.

To explore whether visiting a holy place of pilgrimage with Muslims from around the world would make a difference and why.

Knowledge

To explain worship and know what this means.

To briefly review a Muslim Mosque and what you would see inside it and why.

To know about communal prayer and its significance in Islam and how this brings a community together.

To think about what else you do as a community and whether this takes place in a mosque or a church or a temple or a synagogue.

To explore the different communities in Stanmore and what they offer and think about why they do this.

Vocab

Salah

Wudu

Minaret

Mihrab

Adhan

Madrassa

Ummah

TIPS AND TRICKS

Suggestions for implementation

- Discuss what belonging to a community feels like and why it matters.
- Compare school clubs, teams and communities with the sense of belonging Muslims experience in the mosque.
- Use photographs or a virtual tour to examine the inside of a mosque and identify key features.
- Explore the idea of routine prayer and why Muslims pray shoulder-to-shoulder.
- Invite speakers from different religious communities to talk about how their places of worship build community.
- Compare how different faiths support their members and the wider community.

Enrichment opportunities

- Visit a mosque and speak to members of the local Muslim community.
- Meet someone who has completed Hajj and discuss how it felt to be part of a global community.
- Create a display showing how communities support and uplift one another.

Questions to measure impact

- How does praying in the same direction connect Muslims around the world?
- Why is community important in Islam?
- What happens in a mosque that helps people feel supported?
- What does *Ummah* mean and why is it powerful for Muslims?
- How can we help create a stronger sense of community in our school?

Skills

- B. Describe how faith practices affect people and communities.
- F. Link beliefs to world issues and responsibility.

YEAR 6 AUTUMN 2-

How responsible are we for the environment?
Christianity/ Hinduism

Prior learning -

Year 5 – Children learnt about a Christians responsibility to give

Year 3 – Children learnt about Hindu beliefs about creation and nature

Year 4 – Children learnt about Jesus’ relevance and Christian values today

TIPS AND TRICKS

Suggestions for implementation

- Compare Biblical creation passages with Hindu teachings on nature.
- Study real examples of faith-based environmental action (e.g., Eco-church, Hindu environmental movements).
- Debate: *“Who is responsible for the planet?”*
- Look at organisations inspired by faith to protect the environment (e.g., Christian Aid, Hindu Climate Action).
- Pupils write a comparison of Christian and Hindu perspectives.

Enrichment opportunities

- Take part in a local conservation project or litter clean-up.
- Invite an environmental speaker or a member of a faith community involved in eco-work.
- Visit an eco-church or speak with a Hindu community group about sustainability.
- Create an exhibition of artwork/messages promoting environmental responsibility.

Questions to measure impact

- Why do Christians believe the world must be cared for?
- What Hindu teachings encourage environmental responsibility?
- What does *stewardship* mean?
- How does believing in *Ahimsa* affect how Hindus treat nature?
- What motivates *you* to protect the planet?
- Are religious and non-religious reasons for caring for the environment similar?

Intent

- To understand how different faiths view caring for the world.
- To explore why Christians and Hindus believe the environment should be protected.
- To think about our own responsibility for the planet and what motivates us to care for it.
- To recognise links between stewardship, duty and global responsibility.

Knowledge

- To understand that Christians believe we should look after the planet because it was created by God.
- To know the Hindu perspective about protecting the environment and why it is important to them.
- To think about our own contribution to protecting the environment and what drives this.

Vocab

- | | |
|-------------|----------------|
| Sacred text | Stewardship |
| Animas | Climate change |
| Harvest | Creation |
| Duty | |

Skills

- A. Explain what religions teach about life’s big questions.
- F. Link beliefs to world issues and responsibility.

YEAR 6 SPRING 1-

What do Christians believe is the most important event that has ever happened?
Christianity

Prior learning -

- Year 2 – Children learned the Nativity story and why the cross is an important symbol for Christians.
- Year 3 – Children explored key Christian stories and traditions.
- Year 4 – Children learned about Jesus’ relevance today and his teachings.
- Year 5 – Children studied Christian ideas about giving, charity and responsibility.

Intent

- To understand the meaning and importance of the Christian festivals of Christmas and Easter.
- To understand why Christians see the death and resurrection of Jesus as the foundation of their faith.
- To explore how Christians remember these events today through ritual, worship and tradition.
- To consider why some Christians believe the resurrection is the most important event in human history.

Knowledge

- To know the story of the resurrection of Jesus and to understand that this is the basis for Christianity.
- To know that Christians believe it was a unique historical event.
- To discuss why some historians argue that it was the turning point in the history of the world enabling the modern world's prosperity and freedom.
- To examine Christian traditions that are based on remembering this event.

Vocab

Crucifixion

Savior

Messiah

Resurrection

Holy communion

TIPS AND TRICKS

Suggestions for implementation

- Use excerpts from children’s Bibles to explore the timeline of Holy Week.
- Dramatic freeze-frames or role-play of key scenes (Last Supper, trial, empty tomb).
- Compare Gospel accounts of the resurrection and discuss similarities/differences.
- Explore Christian artwork showing crucifixion and resurrection and discuss symbolism.
- Use reflective journaling: *“What events in your life would you call ‘important’ and why?”*

Enrichment opportunities

- Visit a local church before Easter to see how Christians prepare for Holy Week.
- Invite a vicar/Christian leader to talk about why Easter matters to them personally.
- Use artefacts such as communion cups, bread plates, crosses, palm crosses.

Questions to measure impact

- Why do Christians believe the resurrection is the most important event in history?
- What does the crucifixion teach Christians about sacrifice?
- How do Christian traditions help believers remember Jesus’ death and resurrection?
- How do different Christians celebrate Easter today?
- How might these beliefs influence a Christian’s behaviour or decisions?

Skills

- C. Use vocabulary to explain the meaning of worship and symbols.
- F. Link beliefs to world issues and responsibility.

YEAR 6 SPRING 2-

What do we learn from the Basaikhi story? Sikhism

Prior learning -

Year 5 – Pupils learnt about the first and last Sikh Gurus, including the life and teachings of both.

TIPS AND TRICKS

Suggestions for implementation

- Watch the TrueTube Baisakhi video to introduce the story and key concepts.
- Recreate a simplified Nagar Kirtan procession in school using music, colour and symbolism.
- Explore how the Panj Pyare showed bravery and commitment and discuss what commitment means for us.
- Compare belonging to the Khalsa with belonging to our own communities (school, family, clubs).
- Use pictures or artefacts of the Amrit ceremony to discuss symbolism and equality.

Enrichment opportunities

- Invite a Sikh community member to explain how they celebrate Baisakhi.
- Visit a Gurdwara to see the Langar (community kitchen) and explore Sikh hospitality and equality.
- Create an exhibition of artwork or writing about Sikh values such as Sewa, equality and courage.

Questions to measure impact

What happened during the first Baisakhi in 1699?
Who were the Panj Pyare and why are they important?
Why did Guru Gobind Singh form the Khalsa?
What does Baisakhi teach Sikhs about commitment and community?
How do Sikh values like Sewa and Kirat Karna influence how Sikhs live today?
What similarities can you find between belonging to a Sikh community and belonging to your own communities?

Intent

To learn about key Sikh practices, especially as Sikhism is well represented in our borough and school community.

To understand how these practices link to expressions of faith.

To explore the importance of the Baisakhi story for Sikhs today.

To reflect on what this festival means to Sikhs and compare this to our own experiences of belonging and community.

Knowledge

To know the origins of the Sikh faith and to understand the importance of the Baisakhi story to Sikhs.

To understand how people with a faith share a common heritage and beginnings that is integral to their faith.

To know that the 5 volunteers who came forward were showing commitment to something Sikhs now call Sewa which is service to others.

Vocab

Baisakhi /
Vaisakhi

Nagar Kirtan

Freedom of
worship

Gudwara

Guru Gobind
Singh
Amrit

Panj Pyare

Skills

C. Use vocabulary to explain the meaning of worship and symbols.

E. Express insights about meaning, truth, and purpose.

YEAR 6 SUMMER 1-

Who do we look to for inspiration and why? Buddhism and Humanism

Prior learning -

Year 2 and Year 4 - Children learnt about Humanism and explored how it differs from a religion.
Year 3 and Year 4 - They studied the life of Buddha.

Intent

To encourage pupils to think about who inspires them and why.
To understand why Buddhists and Humanists look to certain people for guidance, wisdom and inspiration.

To reflect on what makes a good role model and how people can contribute positively to society.

Knowledge

To know that Buddhists look to their religious leaders and founders for inspiration and use their teachings as the basis on which to lead their lives.

Humanists believe in Science and are inspired by those who have made a good contribution to society.

To think about who we believe has made a contribution and why.

Vocab

Buddhism

Mantra

Buddhist Temple
Dalai Lama

Nirvana

Buddhist Monk
Stupa

TIPS AND TRICKS

Suggestions for implementation

- Compare inspirational figures from both traditions (e.g., Dalai Lama vs Humanist scientists).
- Explore quotes or teachings that influence Buddhists or Humanists.
- Use drama or role-play to illustrate qualities of a good role model.
- Pupils create a profile of someone who inspires them and explain why.
- Discuss whether inspiration must come from religion or can come from human actions alone.

Enrichment opportunities

- Invite a Humanist speaker or Buddhist practitioner to talk about who inspires them and why.
- Visit a Buddhist centre (if available) or use virtual tours to explore Buddhist sites.
- Research project: pupils investigate an inspirational figure and present their impact.

Questions to measure impact

- Who inspires Buddhists and why?
- What qualities do Buddhists believe make someone a good role model?
- Who inspires Humanists and why?
- Can someone be inspirational without belonging to a religion?
- Who inspires *you* and why?
- What makes someone's contribution to the world meaningful?

Skills

B. Describe how faith practices affect people and communities.
D. Discuss challenges of belonging to a faith today.

YEAR 6 SUMMER 2-

Religious responsibility: What does it mean to grow up?
Judaism and Zoroastrianism

Prior learning -

Year 4 – Children have learnt how Jewish people practice forgiveness and use the Torah as a guide for living

Year 5 – Children have learnt about creation and responsibility in Christianity and Hinduism

Year 1 – Children were first introduction to Zoroastrianism (clothes and ceremonies)

TIPS AND TRICKS

Suggestions for implementation

- Compare videos of a Bar Mitzvah and Navjote ceremony with guided questions.
- Invite a Jewish or Zoroastrian speaker or use authentic online testimonies.
- Hold a discussion circle about *what responsibility means* and how this changes as pupils move to secondary school.
- Explore artefacts such as images of a Torah scroll, Sudreh, or Kusti and discuss their symbolism.

Enrichment opportunities

- Visit a synagogue or arrange a virtual tour.
- Creative project: pupils design a symbolic item representing responsibility or growing up.
- Drama: pupils act out key moments from each ceremony to understand meaning and emotion.
- Research mini-project on how different world religions mark adulthood.

Questions to measure impact

What responsibilities do Jewish children take on after a Bar/Bat Mitzvah?
What is the purpose of the Navjote ceremony for Zoroastrians?
How do these ceremonies show belonging to a faith community?
Why do some people feel more responsible for their behaviour after a coming-of-age ceremony?
How does *your* responsibility change as you move to secondary school?

Intent

To think about growing up as they leave primary school.

To consider what taking responsibility for having a faith means when they start secondary school.

To learn how different religions mark coming-of-age and why this is significant to their community.

Knowledge

To know that faiths mark growing up with an induction into the religion.

To know this is a time to start making religious decisions independently of parents.

To understand the different ways these two faiths mark responsibility.

To discuss that coming of age marks a time of taking decisions about religious practice which coincides with growing up and becoming more independent.

Vocab

Rites of passage

Navjote

Sudreh

Parsi

Coming of age

Bar Mitzvah

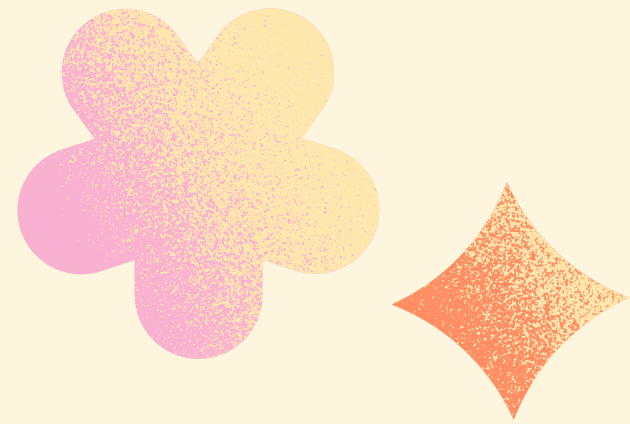
Mobed

Kusti

Skills

A. Explain what religions teach about life's big questions.

F. Link beliefs to world issues and responsibility.



USEFUL WEBSITE AND LINKS

RELIGION FOLDERS

A folder containing resources on every religion we teach.

This includes key texts, informative guides, and supplementary readings to deepen your subject knowledge and support your lesson planning.

WIDENING DIVERSITY

We have included a government-issued 'Widening Diversity' document aimed at enriching your understanding of each religion. This resource is designed to help you build a more inclusive and well-rounded perspective, supporting diverse representation in your teaching

