

**Woodhouse RE Knowledge and Skills Progression Map 2023-24**

EYFS	F.1 Where do I live and what is special to me?	F.2 How are special times celebrated? (Autumn and Winter Festivals)	F.3 Which places are special and why?	F.4 How are special times celebrated? (Spring and Summer Festivals)	F.5 What makes a good helper?	F.6 What do religious believers believe about who created the world?
<b>Unit</b>	<b>F.1 Where do we live? What is special to me?</b>					
<b>Knowledge and Skills Covered</b>	<p>This unit explores the concept of ‘Special Objects and Books’. Children are encouraged to talk about where they live and who lives in their house. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities. This unit sets the scene for other units in EYFS. The artefacts and special books they are exposed to in this unit will be revisited when they visit places of worship.</p> <p>A. Investigate the <b>beliefs and practices of religions and other world views</b>, including:  <b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion.</p>					
<b>Religions/World Views Covered</b>	<i>Christianity and Islam</i>					
<b>Unit</b>	<b>F.2 How are special times celebrated? (Autumn and Winter Festivals)</b>					
<b>Knowledge and Skills Covered</b>	<p>This unit begins with a general exploration of festivals and how they are celebrated. This is followed by a simple introduction to religious and cultural festivals through Autumn and Winter including Rosh Hashanah (Judaism), Diwali (Hinduism/Sikhism) and Advent/Christmas (Christianity). The unit aims to focus attention on religious celebrations as well as cultural festivals.</p> <p><b>A. Investigate the beliefs and practices of religions and other world views, including:</b></p> <ol style="list-style-type: none"> <li>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol> <p><b>C. Investigate how religions and other world views influence morality, identity and diversity, including:</b></p> <ol style="list-style-type: none"> <li>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</li> </ol>					
<b>Religions/World Views Covered</b>	<i>Christianity, Judaism, Hinduism, Sikhism</i>					
<b>Unit</b>	<b>F.3 Which places are special and why?</b>					

<b>Knowledge and Skills Covered</b>	<p>This unit explores the concept of ‘Special Places’. Children are encouraged to talk about and experience special places - not just the places themselves, but also the people and communities associated with them. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe special places for them and special places for religious people.</p> <p><b>A. Investigate the beliefs and practices of religions and other world views, including:</b></p> <p><b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion.</p>
<b>Religions/World Views Covered</b>	<i>Christianity and Islam</i>
<b>Unit</b>	<b>F.4 How are special times celebrated? (Spring and Summer Festivals)</b>
<b>Knowledge and Skills Covered</b>	<p>The unit begins with a recap and revision of festivals and how they are celebrated. This is followed by a simple introduction to religious and cultural festivals through Spring and Summer including Chinese New Year (Chinese culture), Lent/Easter (Christianity) and Ramadan/Eid (Islam). The unit aims to focus attention on religious celebrations as well as cultural festivals.</p> <p><b>A. Investigate the beliefs and practices of religions and other world views, including:</b></p> <ol style="list-style-type: none"> <li>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol> <p><b>C. Investigate how religions and other world views influence morality, identity and diversity, including:</b></p> <ol style="list-style-type: none"> <li>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values</li> </ol>
<b>Religions/World Views Covered</b>	<i>Christianity and Islam</i>
<b>Unit</b>	<b>F.5 What makes a good helper?</b>
<b>Knowledge and Skills Covered</b>	<p>This unit explores the need to follow rules, including the ‘Golden Rule’ of treating others as you would like to be treated. It introduces concepts of friendship and explores the way in which we care for our friends and families. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed. It helps children begin to develop an awareness of the wider world in which we live through supporting local and national charities.</p> <p><b>C. Investigate how religions and other world views influence morality, identity and diversity, including:</b></p> <ol style="list-style-type: none"> <li>1. <b>Moral decisions:</b> teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</li> <li>2. <b>Identity and Diversity:</b> diversity among and within religions and other world views; individual and community responses to difference and shared human values.</li> </ol>
<b>Religions/World Views Covered</b>	<i>Christianity and Islam</i>
<b>Unit</b>	<b>F.6 What do religious believers believe about who created the world?</b>

<b>Knowledge and Skills Covered</b>	<p>This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Religious beliefs and stories about creation will be explored and children will explore how believers take care of the world due to their beliefs about creation.</p> <p><b>A. Investigate the beliefs and practices of religions and other world views, including:</b></p> <ol style="list-style-type: none"> <li>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol> <p><b>C. Investigate how religions and other world views influence morality, identity and diversity, including:</b></p> <ol style="list-style-type: none"> <li>1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</li> </ol>
<b>Religions/World Views Covered</b>	Christianity, Islam, Judaism, Sikhism.

<b>Year 1</b>	<b>1.1 Which books and stories are special?</b>	<b>1.2 How do we celebrate special events?</b>	<b>1.4 How and why do we care for others?</b>	<b>2.1 How is new life welcomed?</b>	<b>1.5 Who brought messages about God and what did they say?</b>	
<b>Unit</b>	<b>1.1 Which books and stories are special?</b>					
<b>Knowledge and Skills Covered</b>	<p>This unit introduces pupils to religious texts, a theme that will be built upon in subsequent years. Units in Years 4 and 5 extend learning by further work on stories and texts. This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus:</p> <p><b>A. Investigate the beliefs and practices of religions and other world views, including:</b></p> <ol style="list-style-type: none"> <li>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol> <p><b>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</b></p> <ol style="list-style-type: none"> <li>2. Ultimate Questions of belonging, meaning, purpose and truth.</li> </ol>					
<b>Religions/World Views Covered</b>	Christianity and Islam, with possible reference to Judaism and Sikhism. It should be widened to reflect the composition of the class or other local circumstances.					
<b>Unit</b>	<b>1.2 How do we celebrate special events?</b>					
<b>Knowledge and Skills Covered</b>	<p>This unit primarily supports learning about Aims A, covering beliefs. Specifically, it supports these elements of the syllabus:</p> <p><b>A. Investigate the beliefs and practices of religions and other world views, including:</b></p> <ol style="list-style-type: none"> <li>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol>					

<b>Religions/World Views Covered</b>	<b>The religions studied in this unit:</b> <i>Christianity, Islam and Judaism, with reference also to secular celebrations. Links could be made to other celebrations and festivals according to local context</i>
<b>Unit</b>	<b>1.4 How and why do we care for others?</b>
<b>Knowledge and Skills Covered</b>	This unit follows on from the EYFS unit ‘What makes a good helper?’, and prepares children for the Year2 unit ‘: How can we look after our planet?’ This unit primarily supports learning about Aim C covering ethics and community. Specifically, it supports these elements of the syllabus: <b>C. Investigate how religions and other world views influence morality, identity and diversity, including:</b> 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses; 2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.
<b>Religions/World Views Covered</b>	Dependent on the faiths of the children in the class, but some reference is made to Christianity and Islam.
<b>Unit</b>	<b>2.1 How is new life welcomed?</b>
<b>Knowledge and Skills Covered</b>	This unit primarily supports learning about Aims A and B, covering beliefs and philosophy. Specifically, it supports these elements of the syllabus: A. Investigate <b>the beliefs and practices of religions and other world views</b> , including: 1. <b>Beliefs and authority:</b> core beliefs and concepts; sources of authority including written traditions and leaders; 2. <b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion.
<b>Religions/World Views Covered</b>	<i>Christianity and Islam. The unit also considers how people with no religious faith welcome and name children. It may be extended to other faiths reflecting local circumstances.</i>
<b>Unit</b>	<b>1.5 Who brought messages about God and what did they say?</b>
<b>Knowledge and Skills Covered</b>	A. Investigate the beliefs and practices of religions and other world views, including: 1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders; B. Investigate how religions and other world views address questions of meaning, purpose and value, including: 1.The nature of religion and belief and its key concepts; C. Investigate how religions and other world views influence morality, identity and diversity, including: 1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
<b>Religions/World Views Covered</b>	<i>Christianity</i>



Year 2	1.3 What does it mean to belong to a church or a mosque?	2.2 How can we make good choices?	2.3 How and why do people pray?	2.4 How can we look after the planet? (Cover in Be Caring)		
Unit	<b>1.3 What does it mean to belong to a church or a mosque?</b>					
Knowledge and Skills Covered	<p>The pupils will learn about what it means to belong to a church or mosque. They will learn what they might see in a mosque or church building, and what the people do when they go there. They will begin to understand that there are differences and similarities between churches and mosques, but that not all churches or mosques are the same. They will learn that churches and mosques are special places for the people who go there. Although the planning here is designed around Islam and Christianity, it may be appropriate to extend this to other places of worship, particularly if the class or local community reflects that diversity.</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> <li>1. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> <li>2. Ultimate Questions of belonging, meaning, purpose and truth.</li> </ol>					
Religions/World Views Covered	<i>Christianity and Islam, but could be extended.</i>					
Unit	<b>2.2 How can we make good choices?</b>					
Knowledge and Skills Covered	<p>The unit of work explores how people always face moral choices. It starts with a consideration of what makes a happy classroom, and why rules are important. Pupils then study moral codes from Christianity, Judaism and Islam including the Ten Commandments and the Five Pillars. They also look at non-religious stories and how these exemplify some guidelines for life. They are invited to respond by considering what would make the best rules for life.</p> <p><b>A. Investigate the beliefs and practices of religions and other world views, including:</b></p> <ol style="list-style-type: none"> <li>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</li> </ol> <p><b>C. Investigate how religions and other world views influence morality, identity and diversity, including:</b></p> <p>Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</p>					
Religions/World Views Covered	<i>Christianity, Islam and non-religious approaches to life, with some reference to Judaism.</i>					
Unit	<b>2.3 How and why do people pray?</b>					

<b>Knowledge and Skills Covered</b>	<p>An introduction to how Christians and Muslim pray. Pupils should develop an understanding of the importance of prayer to those who belong to that religion.</p> <p><b>A. Investigate the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li>2. Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol> <p><b>B. Investigate how religions and other world views address questions of meaning, purpose and value</b>, including:</p> <ol style="list-style-type: none"> <li>1. The nature of religion and belief and its key concepts;</li> <li>2. Ultimate Questions of belonging, meaning, purpose and truth.</li> </ol>
<b>Religions/World Views Covered</b>	<p><i>Christianity and Islam</i></p>
<b>Unit</b>	<p><b>2.4 How can we look after the planet?</b> <b><i>(Cover in Be Caring)</i></b></p>
<b>Knowledge and Skills Covered</b>	<p>Pupils will learn about the views of different religions/beliefs regarding the origins of the world. They will consider the ways in which religious and non-religious individuals and organisations show care and concern for the planet. This unit builds on the EYFS unit Our beautiful world, by extending an understanding of all people as belonging to groups and sharing a group identity, which may be expressed through actions and beliefs. If possible, arrange for a visit to a local conservation site / wind power generation site / recycling site; otherwise invite into school an organisation such as earth restoration service which helps children to learn about their environment and how to care for it. This unit also places the foundations for later units of work in Year 3 on caring for our world.</p> <p><b>C. Investigate how religions and other world views influence morality, identity and diversity</b>, including:</p> <ol style="list-style-type: none"> <li>1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</li> <li>2. Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</li> </ol>
<b>Religions/World Views Covered</b>	<p><i>Christianity, Islam and a non-religious view (Humanism)</i></p>

Year 3	3.1 How do Jews remember God's covenant with Abraham and Moses?	3.2 What is Spirituality and how do people experience this?	3.3 What do Christians believe about a good life?	3.4 What do creation stories tell us?		
<b>Unit</b>	<b>3.1 How do Jews remember God's covenant with Abraham and Moses?</b>					
<b>Knowledge and Skills Covered</b>	<p>This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p> <p>This unit develops on what the children have already learnt about what it might mean to belong to a faith tradition in Year 1/2. It also builds on children's experiences of reading and hearing religious stories and finding meaning from them. It builds on the themes of belonging, celebration and community addressed in Key Stage 1.</p> <p>A. Investigate <b>the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li>1. <b>Beliefs and authority:</b> core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. <b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion.</li> </ol>					
<b>Religions/World Views Covered</b>	<i>Judaism</i>					
<b>Unit</b>	<b>3.2 What is Spirituality and how do people experience this?</b>					
<b>Knowledge and Skills Covered</b>	<p>This unit explores the concept of spirituality and focuses on creative ways in which spirituality may be demonstrated. The unit offers opportunities for pupils to experiment with and experience a range of creative arts as they explore how religious communities and individuals express beliefs and emotions.</p> <p>A. Investigate <b>the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li>1. <b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion.</li> </ol> <p>C. Investigate how religions and other world views influence <b>morality, identity and diversity</b>, including:</p> <ol style="list-style-type: none"> <li>3. <b>Identity and Diversity:</b> diversity among and within religions and other world views; individual and community responses to difference and shared human values</li> </ol>					
<b>Religions/World Views Covered</b>	<i>Christianity, Judaism, Islam, Sikhism and Humanism</i>					
<b>Unit</b>	<b>3.3 What do Christians believe about a good life?</b>					
<b>Knowledge and Skills Covered</b>	<p>Pupils begin this unit by learning about the importance of the Bible for Christians – what it is and how it helps Christians to live their lives. Pupils will explore Jesus' teachings about rules and behaviour in relation to a variety of Bible stories and parables. Throughout the unit pupils should be encouraged to reflect on the influence of Bible stories on individuals and communities. Pupils should also be encouraged to think about how they, themselves may be able to relate to each story presented. Pupils reflect on, analyse and evaluate their own beliefs and what it means to lead a good life. This unit will end with an assessment task to see how well pupils can demonstrate their understanding of how Christians use the Bible to lead a good life.</p> <p>C. Investigate how religions and other world views influence <b>morality, identity and diversity</b>, including:</p>					

	<ol style="list-style-type: none"> <li><b>1. Moral decisions:</b> teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</li> <li><b>2. Identity and Diversity:</b> diversity among and within religions and other world views; individual and community responses to difference and shared human values.</li> </ol>
<b>Religions/World Views Covered</b>	<i>Christianity</i>
<b>Unit</b>	<b>3.4 What do creation stories tell us?</b>
<b>Knowledge and Skills Covered</b>	<p>This unit will explore the creation stories from Christianity, Judaism, Islam and Sikhism. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories. This unit builds on from work in Y2 on how we can look after our planet.</p> <p><b>A. Investigate the beliefs and practices of religions and other world views, including:</b></p> <ol style="list-style-type: none"> <li>1. Beliefs and Authority</li> <li>2. Worship and Spirituality</li> </ol> <p><b>B. Investigate how religions and worldviews address questions of meaning, purpose and values, including:</b></p> <ol style="list-style-type: none"> <li>1. The nature of religion and belief</li> <li>2. Ultimate questions</li> </ol> <p><b>C. Investigate how religions and other world views influence morality, identity and diversity, including:</b></p> <ol style="list-style-type: none"> <li>1. Moral decisions</li> </ol>
<b>Religions/World Views Covered</b>	<i>Christianity, Judaism, Islam, Sikhism and a non-religious perspective on these stories.</i>

Year 4	4.2 What faiths are shared in our country?	4.3 How do the Five pillars guide Muslims?	4.1 How are important events remembered?	4.4 Why are Gurus at the heart of Sikh belief and practice?		
Unit	<b>4.2 What faiths are shared in our country?</b>					
Knowledge and Skills Covered	<p>This unit looks at different places of worship in the local and wider community and their significance to believers. Includes a visit to the Gurdwhara.</p> <p>C. Investigate how religions and other world views influence <b>morality, identity and diversity</b>, including:</p> <ol style="list-style-type: none"> <li><b>Moral decisions:</b> teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</li> <li><b>Identity and Diversity:</b> diversity among and within religions and other world views; individual and community responses to difference and shared human value</li> </ol>					
Religions/World Views Covered	<i>Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches</i>					
Unit	<b>4.3 How do the Five Pillars guide Muslims?</b>					
Knowledge and Skills Covered	<p>The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims. Pupils will learn about some key teachings and consider how these reflect and affect the values and lives of believers. They will explore Muslim responses to ultimate questions and moral decisions, recognising their varied and different responses to these. They should learn and draw on specific religious language related to Islam.</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> <li>Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>Worship and Spirituality: how individuals and communities express belief, commitment and emotion.</li> </ol>					
Religions/World Views Covered	<i>Islam</i>					
Unit	<b>4.4 Why are Gurus at the heart of Sikh belief and practice?</b>					
Knowledge and Skills Covered	<p>This unit explores the concept of ‘guru’ in Sikhism as an introduction to Sikh religious belief and practice. It aims for pupils to be able to link the significance of Sikh scripture, the Guru Granth Sahib, to the importance of the lineage of the ten Sikh gurus. It begins by exploring the concept of ‘guru’ as a religious teacher before introducing Guru Nanak, focussing specifically on his epiphany (experience of God) and subsequent teachings about God and social justice. It touches on the idea of Guru lineage (succession), which Guru Nanak instigated at the end of his life. The final section examines the creation, treatment, role and significance of the Guru Granth Sahib.</p> <p>A. Investigate <b>the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li><b>Beliefs and authority:</b> core beliefs and concepts; sources of authority including written traditions and leaders;</li> </ol> <p>B. Investigate how religions and other world views address <b>questions of meaning, purpose and value</b>, including:</p> <ol style="list-style-type: none"> <li><b>The nature of religion and belief</b> and its key concepts;</li> </ol>					

	<p>C. Investigate how religions and other world views influence <b>morality, identity and diversity</b>, including:</p> <ol style="list-style-type: none"> <li>1. <b>Moral decisions:</b> teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses</li> </ol>
<b>Religions/World Views Covered</b>	<i>Sikhism</i>
<b>Unit</b>	<b>4.1 How are important events remembered?</b>
<b>Knowledge and Skills Covered</b>	<p>This unit will explore festivals of light from Judaism, Sikhism, Hinduism, Paganism, Chinese New Year, Ancient Civilisations. It will consider how some festivals use light as a representation of hope, joy, remembrance and reflection.</p> <p>A. Investigate <b>the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li>1. <b>Beliefs and authority:</b> core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. <b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion.</li> </ol>
<b>Religions/World Views Covered</b>	<i>Judaism, Sikhism and Hinduism. It also includes material related to Paganism, Ancient civilisations and Chinese New Year. This unit could be adapted to include other festivals and seasons of light such as Diwali or Advent.</i>

Year 5	5.1 Why are some journeys and places special?	5.2 What values are shown in codes for living?	5.3 Should we forgive others?	5.4 What do Christians believe about the old and new covenants?		
Unit	<b>5.1 Why are some journeys and places special?</b>					
Knowledge and Skills Covered	<p>This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to and why and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</p> <p>A. Investigate <b>the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li>1. <b>Beliefs and authority:</b> core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. <b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion.</li> </ol>					
Religions/World Views Covered	<i>Islam, Christianity, Judaism, Sikhism</i>					
Unit	<b>5.2 What values are shown in codes for living?</b>					
Knowledge and Skills Covered	<p>This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories communicate values, and the ways in which values make a difference to our lives. Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas for themselves and at every point to explore examples and teaching referring to their own values, in the light of other people's ideas.</p> <p>The unit builds upon earlier learning about Christianity, Judaism and Islam, and introduces pupils to Humanism in a clear and simple manner.</p> <p>A. Investigate the beliefs and practices of religions and other world views, including:</p> <ol style="list-style-type: none"> <li>1. Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;</li> </ol> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> <li>1. The nature of religion and belief and its key concepts;</li> </ol> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> <li>1. Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;</li> </ol>					
Religions/World Views Covered	Christianity, Islam, Judaism and non-religious approaches					

<b>Unit</b>	<b>5.3 Should we forgive others?</b>
<b>Knowledge and Skills Covered</b>	<p>This unit will explore the partner concepts of forgiveness and reconciliation in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allow pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences beliefs and values.</p> <p>This unit builds on earlier learning on living a good life. The unit focuses on Jesus as reconciler in the Christian traditions. By using the Christian concepts of reconciliation between God and humanity, and examples of contemporary stories of forgiveness, pupils are to be enabled to think about their own attitudes and the challenges they face about their own values and commitments.</p> <p>B. Investigate how religions and other world views address <b>questions of meaning, purpose and value</b>, including:</p> <ol style="list-style-type: none"> <li>1. <b>The nature of religion and belief</b> and its key concepts;</li> <li>2. <b>Ultimate Questions</b> of belonging, meaning, purpose and truth.</li> </ol>
<b>Religions/World Views Covered</b>	<i>Christianity</i>
<b>Unit</b>	<b>5.4 What do Christians believe about the old and new covenants?</b>
<b>Knowledge and Skills Covered</b>	<p>This unit explores some of the different covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people.</p> <p>This unit is part of a sequence of units primarily covering Christianity. There are five strands in these Christianity units: covenant, Christ, spirituality, Kingdom and discipleship. This unit primarily covers covenant and Christology, linking Moses and the Kingdom in the Old Testament with the birth of Jesus as the 'new covenant' and Christian beliefs about the incarnation and divinity and humanity of Jesus. This unit builds on a previous scheme in Year 1.</p>
<b>Religions/World Views Covered</b>	Christianity

Year 6	6.1 How do Sikhs show commitment?	6.2 What do Christians believe about Jesus' death and resurrection?	6.3 How does growing up bring responsibilities?	6.4 How do Jews remember the King and Prophets in worship and life?		
Unit	6.1 How do Sikhs show commitment?					
Knowledge and Skills Covered	<p>This unit further develops the knowledge and understanding of Sikhism including worship practices and invites pupils to reflect on areas of faith in action in Sikhism. The content of the unit supports pupils to understand and evaluate concepts such as values (and how they inform religious practice), symbols, commitment and service within Sikhism. In so doing, the unit also enables pupils to reflect on the significance of these concepts in their own lives.</p> <p>A. Investigate <b>the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li>4. <b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion;</li> </ol> <p>B. Investigate how religions and other world views address <b>questions of meaning, purpose and value</b>, including:</p> <ol style="list-style-type: none"> <li>2. <b>Ultimate Questions</b> of belonging, meaning, purpose and truth;</li> </ol> <p>C. Investigate how religions and other world views influence <b>morality, identity and diversity</b>, including:</p> <p><b>Identity and Diversity:</b> diversity among and within religions and other world views; individual and community responses to difference and shared human values.</p>					
Religions/World Views Covered	<i>Sikhism</i>					
Unit	6.2 What do Christians believe about Jesus' death and resurrection?					
Knowledge and Skills Covered	<p>This unit explores how Christians understand the significance of <b>Jesus' death and resurrection</b>, considering narratives such as: Palm Sunday and the link to kingship (John 12:12-15); Maundy Thursday and the Last Supper (Mark 14:12 -26); Good Friday and the crucifixion (Luke 23:26 -56); Easter day and the empty tomb (Luke 24:1-12). Pupils explore stories from the Gospels around Holy Week and the Easter story, and study the celebrations of Jesus' death and resurrection, in an attempt to explain links between scripture sources and Christian beliefs.</p> <p>This unit primarily covers Christology, unpacking Christian views about the nature of Jesus, the purpose of his death as a sacrifice or representative human being and Christian beliefs about the empty tomb and resurrection. This unit builds on a previous scheme in Year 5 and may appropriately be timed to coincide with Lent and Easter.</p> <p>A. Investigate <b>the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li>1. <b>Beliefs and authority:</b> core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. <b>Worship and Spirituality:</b> how individuals and communities express belief, commitment and emotion.</li> </ol> <p>B. Investigate how religions and other world views address <b>questions of meaning, purpose and value</b>, including:</p> <ol style="list-style-type: none"> <li>4. <b>Ultimate Questions</b> of belonging, meaning, purpose and truth.</li> </ol>					

<b>Religions/World Views Covered</b>	<i>Christianity</i>
<b>Unit</b>	<b>6.3 How does growing up bring responsibilities?</b>
<b>Knowledge and Skills Covered</b>	<p>One of the core purposes of RE is to develop pupils' ability to reflect on their own beliefs, values and feelings about their own lives and about the world around them. This unit focuses on this personal quest, starting with an exploration of the responsibilities and opportunities that arise as young people grow into adulthood. It investigates religious and secular responses to growing up, including rites of passage. As part of the study, pupils consider their own values, beliefs and commitments.</p> <p>A. Investigate <b>the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li>2. <b>Worship &amp; Spirituality</b>: how individuals &amp; communities express belief, commitment, emotion.</li> </ol> <p>B. Investigate how religions and other world views address questions of meaning, purpose and value, including:</p> <ol style="list-style-type: none"> <li>2. <b>Ultimate Questions</b> of belonging, meaning, purpose and truth.</li> </ol> <p>C. Investigate how religions and other world views influence morality, identity and diversity, including:</p> <ol style="list-style-type: none"> <li>2. <b>Identity and Diversity</b>: diversity among and within religions and other world views; individual and community responses to difference and shared human values.</li> </ol>
<b>Religions/World Views Covered</b>	Christianity, Judaism, Sikhism and Humanism
<b>Unit</b>	<b>6.4 How do Jews remember the King and Prophets in worship and life?</b>
<b>Knowledge and Skills Covered</b>	<p>This is a second unit on Judaism in KS2. It builds on previous learning about the covenant with God and how Jewish people live and celebrate their faith today. This unit focuses on what it is like to be Jewish and the covenant with God, exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about David as a key leader in the Jewish tradition; about the prophets, about the great festivals of Rosh Hashanah, Purim and Hanukah, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious artefacts and texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining artefacts and texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p> <p>A. Investigate <b>the beliefs and practices of religions and other world views</b>, including:</p> <ol style="list-style-type: none"> <li>1. <b>Beliefs and authority</b>: core beliefs and concepts; sources of authority including written traditions and leaders;</li> <li>2. <b>Worship and Spirituality</b>: how individuals and communities express belief, commitment and emotion.</li> </ol>
<b>Religions/World Views Covered</b>	<i>Judaism and links to Christianity and Islam</i>