



Where
CURIOSITY
HATCHES,
creativity takes *flight* and *learning* SOARS
TO A SKY OF
opportunity.

Religious Education

Year EYFS	Unit of work:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	Special People	1.Discover what it means to be a Christian.	2.Say how we feel about God.	3.Identify features inside a church.	4.Discover what it means to be a Christian.			
Autumn 2	Christmas	1.Talk about Diwali.	2.Make a clay Diva lamp.	3.Make rangoli art for Diwali.	4.Listen to the story of Hannukah.	5. Talk about the key parts of Hannukah celebration .	6. Make Hannukiahs.	7. Talk about the Christian festival of Christmas.
Spring 1	Celebrations	1.Discuss how people celebrate events	2.Draw our favourite celebration	3.Discuss how people celebrate birthdays around the world	4.Discuss how people celebrate Chinese New Year	5.Discuss Hindu celebration Holi	6.Draw images to represent the Hindu celebration Holi	
Spring 2	Easter	1.Look for signs of Spring	2.Recognise new life as a sign of Spring	3.Recognise images that represent Easter and discuss our experiences of Easter	4.Learn the beginning of the Easter Story	5.Role-play the beginning and middle of the Easter story	6.Discuss the miracle of Jesus at the end of the Easter story	
Summer 1	Stories from other faiths and cultures	1.Explore stories from other cultures and faiths- the boy who cried wolf (fable)	2. Explore stories from other cultures and faiths- the crocodile and the priest (Sikhism)	3. Explore stories from other cultures and faiths- Bilal and the Butterfly (Muslim)	4. Explore stories from other cultures and faiths - the gold giving serpent (Indian fairytale)	5. Explore stories from other cultures and faiths- Best Friends (Asia)		
Summer 2	What makes places special?	1. Explore homes around the world	2.Explore special rooms in homes	3.Explore special places around the world	4.Explore the features of a church	5.Explore the features of a synagogue	6.Explore the features of a mosque	

Year 1	Unit of work:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 2 Christianity	Christianity -What do Christians believe about God? Jigsaw RE: Age 5-6 Autumn 1 Christmas	1. I can retell the Christian Creation story Key Knowledge: *To know that the Creation story is from the book of Genesis in the Bible in the Old Testament	2. I can tell you how Christians think God wants them to behave (towards the world) *To know that God is the creator of the world according to the Bible and this is also in the Creed (the beliefs of the Christian church) used by many Christian congregations * To know that in the Genesis account (Chapter 1) within the Bible, God gives the first humans the responsibility to look after the world He has created	3. I can say some ways Christians believe God wants them to behave (towards others)	<u>Christmas</u> Jigsaw RE: Age 5-6 Enquiry Autumn 2 1. I can remember some of the Christmas story	2. I can say why the gifts given to Jesus might have been meaningful in Bethlehem	3. I can retell the Christmas story and consider how gifts might be different today	4. I can talk about a gift that is special to me
Spring 2 Christianity Judaism	Easter- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Jigsaw RE: Age 5-6, Spring 2 Is Shabbat important to Jewish children? Jigsaw RE: Age 5-7 Enquiry 2	1. I can explain why Jesus might have been special or important to the people around him Key Knowledge: *To understand the Christian concept of Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus	2. I can retell some of the Easter story (Before and during Palm Sunday) <i>*To know the significance of Palm Sunday to Christians, as the day where Jesus rode into Jerusalem. He fulfilled Old Testament prophecies which said that this would happen when the "king" came.</i>	3. I can retell some of the Easter story (Palm Sunday to Easter Sunday) 4. I can recall parts of the Easter story and I can recognise some symbols in the story <i>*To understand the concept of Trinity. This is the 'complete relationship' between God (the Father), Jesus (his son) and the Holy Spirit</i>	<u>Shabbat</u> 1. I can retell the creation story and how it relates to the Sabbath Key Knowledge: *To discuss why it might be important to give thanks and to share family time	2. I can explain how Shabbat is celebrated <i>*To know that Shabbat is the day of rest in the Jewish religion. * Shabbat (Sabbath) is celebrated both in the home and the synagogue and the main requirement is that no work should be attempted from sunset on Friday until sunset on Saturday. *To know that the start of Shabbat is marked with a special meal and ceremony in the home. *To know that when worshipping, Jews wear a skull cap called a kippah. This is usually worn by men as a sign of respect to God.</i>	3. I can talk about why a Jewish family might go to a synagogue to celebrate Shabbat. 4. I can say what happens on Shabbat <i>* To know that The Jewish Holy books (Tenakh) contain core beliefs and stories including the Creation Story in which God creates the world in six days and rests on the seventh – the Sabbath. As the Jewish weeks start on a Sunday, Saturday is the 7th day, the day of rest – Shabbat. * To know that The law books attributed to Moses include the 10 commandments – one of these is to 'Honour the Sabbath'.</i>	
Summer 2 Judaism Non-religious world view	Enquiry: Who is God to the Jews? Age 5-7 Enquiry 1 Enquiry: What do Humanists believe? Age 5-7 Enquiry 1	1. I can say how some important Jewish beliefs began	2. I can retell the story of how Judaism began and say that Jews believe in one God	3. I can talk about the Ten Commandments and explain the rules that Jews believe God wants us to live by	4. I can tell a story about Abraham and Moses and say why these men are important to Jewish people today	<u>Humanists</u> 1. I can say something a Humanist might choose to live by and how they might treat other people	2. I can talk about 3 things Humanists believe and how this might affect their actions	3. I can talk about a Humanist symbol and explain what it means

Year 2	Unit of work:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 2 Islam Christianity	Key question: Does praying at regular intervals help a Muslim in his/her everyday life? <i>Jigsaw RE: Age 7-9 Enquiry 1</i> Christmas - Why do Christians believe God gave Jesus to the world? <i>Jigsaw RE: Age 6-7 Aut 2</i>	1. I can consider how making a regular commitment to something can increase its effectiveness Bridge Concept: Commitment 2. I can discuss some reasons why Muslims might pray	3. I can explain what parts of Muslim's life might be helped by regular prayer <i>*Sunni Muslims often pray 5 times a day whereas Shi'a Muslims can pray 3 times.</i>	4. I can explain why Muslims might want to pray in a Mosque <i>*Prayer is saying thanks to God. Muslims want to thank God for life and everything. Muslim life is built around worship of Allah (their name for God) through prayer.</i>	5. I can describe the Muslim prayer routine and where they might choose to pray and say why <i>*It is a great symbol of equality as all pray side by side in rows, focused towards the holy city of Makkah together.</i>	Christianity 1. I can tell you why the world may need special care 2. I can understand that a Christian might believe Jesus came to save the world	3. I can discuss something a Christian might use to prepare for Christmas and what this might look like in different places in the world 4. I can describe the gifts Christians might think Jesus brought to the world	
Spring 2 Islam Christianity	Key question: Who is God to Muslims? <i>Jigsaw RE: Age 5-7 Enquiry 1</i> Easter- Resurrection Key question: How important is it to Christians that Jesus came back to life after his crucifixion? <i>Jigsaw RE: Age 6-7 Spring 2 unit</i>	1. I can consider some attributes that Muslims might believe that Allah has	2. I can explain the meaning of some of the 99 names of Allah 3. I can explain the ways a Muslim might show respect to Allah in their lives Trip to the Mosque	Easter 1. I can talk about what I believe happens when something or somebody dies and how memories help me to remember 2. I can recall parts of the Easter story (to the crucifixion) and say what I think happens next <i>Key knowledge - *To understand the impact of Jesus' resurrection on Christians today *To know that Christians believe that Jesus was put to death on a cross and remember this event on Good Friday. They believe that after he died, he was put into a tomb with a stone rolled across the doorway (so something that could not easily be moved especially from the inside). *To know that Christians believe on Easter Sunday, visitors to the tomb (one being Mary Magdalene who was a follower of Jesus) found it empty. Mary then saw Jesus in the gardens surrounding the tomb, demonstrating to her that he had risen from the dead. ☐ To know that the disciples (Jesus' friends) wrote about these events and their significance in the later books of the New Testament</i>	3. I can recall parts of the Easter story (after the crucifixion) 4. I can recall parts of the Easter story (after the resurrection) <i>* To know that Christians believe that Jesus' resurrection shows that God as Jesus, could overcome even death. The Bible says that injuries that were sustained on the cross were still visible in Jesus after he had risen. These show a Christian that he had died as a human but that he had defeated this. So to Christians, the resurrection means that Jesus not only defeated death for himself, but that he defeated it for everybody, as a fellow human being.</i>			
Summer 2 Islam	Key question: Does completing pilgrimage make a person a better Muslim? <i>Jigsaw RE Age 7-9 Enquiry 2</i>	1. I can consider what preparation might be needed to visit Makkah for Hajj	2. I can explain what happens at different stages of Hajj <i>Key knowledge - *Daily life will be building up to this moment.</i>	3. I can explain how a Muslim might act and feel at different stages of Hajj <i>*To know that Hajj takes place every year and it is the duty of every adult Muslim, who is physically and mentally fit and can afford it, to make the pilgrimage at least once in a lifetime.</i>	4. I can describe important places and actions on the Hajj	5. I can plan what I might need for a special journey	6. I can write a postcard describing a special journey	

Year 3	Unit of work:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 2 Christianity Sanatana Dharma (Hinduism)	Christmas Key question: Has Christmas lost its true meaning? Jigsaw RE: Age 7-8 Aut 2 Hindu (SD) Who is God to Sanatanis? Jigsaw RW: Age 5-7 Enquiry 1	1. I can start to explain why certain Christmas items or symbols might be meaningful to Christians	2. I can start to explain why kindness might be meaningful to Christians at Christmas	3. I can start to consider how a Christian might explain why Jesus was sent to Earth	4. I can start to explain that Jesus was God in human form and why God gave him to the world	Hindu 1. I can start to explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything	2. I can start to explain the Sanatani belief in the Trimurti and what each deity represents	3. I can start to explain the Sanatani belief that there is one God in many different forms
Spring 2 Christianity	Key question: Could Jesus heal people? Were these miracles or is there some other explanation? Jigsaw RE: Age 7-8 Spring 1	1. I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the leper)	2. I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the blind man)	3. I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the paralysed man) <i>*To discuss whether any modern-day occurrences could be described as, or which could be believed to be, miraculous?</i>	4. I can explain one Christian viewpoint about one of Jesus' healing miracles <i>*To understand that the Christian belief in the Trinity means that Christians understand Jesus to have powers that no ordinary man could, because he is one with God.</i>	5. I can talk about a miracle I would like to see happen in the world today		
Summer 1 Christianity Sanatana Dharma (Hinduism)	Easter-Forgiveness Key question: What is 'good' about Good Friday? Jigsaw RE: Age 7-8 Spring 2 Key question: Does visiting the Ganges make a person a better Sanatani? Jigsaw RE: Age 7-9 Enquiry 1	1. I can start to tell you why Jesus' death might be important to Christians because of what happened at the Last Supper <i>*To understand the Christian belief of Salvation: the belief that Jesus' death and resurrection saved humans and opened the way back to God for eternity.</i> <i>* To know that all 4 of the Gospels (the accounts of Jesus' life on earth attributed to his closest friends) tell the story of Holy Week. The day before Good Friday is called "Maundy Thursday" and is the day he ate a "Last Supper" with his friends.</i> <i>* To know that the passing of the cup of wine and breaking of bread at this supper is commemorated in the Christian sacrament of communion.</i>	3. I can start to tell you why Jesus' death might be important to Christians because of what happened after the Last Supper <i>*To know that the word Gospel means "good news" as Christians believe Jesus' incarnation (God becoming man) is good news for all people</i> <i>To understand that Christians believe that Jesus went willingly to his death because he trusted God as his father. They believe in eternal life with God because of Jesus rising from the dead.</i> <i>* To understand that Christians believe that it was God's plan that Jesus was to suffer death in this way to show that people can be forgiven and have a fresh start. Jesus forgave the thief and bystanders at his crucifixion.</i>	3. I can start to tell you why Jesus' death might be important to Christians because of what happened on Good Friday	Hinduism – Pilgrimage to the River Ganges 1. I can explain the importance of water 2. I can explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything Key Knowledge: <i>*To know that the River Ganges is considered to be sacred and spiritually pure for Hindus although in reality it is not a clean river. Because of the purifying nature of the river, Hindus believe that any rituals performed on the banks of the Ganges or in its water will wash away impurity.</i>	3. I can say what actions Sanatanis might carry out in the river Ganges	4. I can explain why Sanatanis might carry out certain actions in the river Ganges	6. I can describe a ritual that happens at the Ganges and explain why this is important and significant to Sanatanis

Year 4	Unit of work:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Judaism Other world views	Beliefs and Practices Key question: What is the best way for a Jew to lead a good life? Jigsaw RE: Age 7-9 Enquiry 1 Key question: What motivates Humanists to lead good lives? Jigsaw RE: Age 7-9 Enquiry 1	1. I can share why Abraham is important to Jewish people and talk about his commitment and trust in God	2. I can share how Jews can commit to each other through marriage	3. I can share how Jewish believers try to lead a good life through doing good in the world	4. I can describe some of the ways that Jews choose to live a good life and consider that they do this in different ways	Humanism I can discuss what rule a Humanist might choose to live by to live a good life	I can discuss what a Humanist might believe about how the world began.	I can discuss what actions a Humanist may take to live a good life
Spring Judaism	Key question: How do Jewish beliefs, teachings and stories impact on daily life? Jigsaw RE: Age 7-9. Enquiry 2	I can tell you about some of the foods Jews would choose to eat or not eat if they keep kosher	I can retell the story of Passover and begin to explain why it is important to Jews today	I can share how Passover is celebrated and why it is important to Jewish people	I can describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life	I can show how some people choose to show respect for those in authority by following the rules		
Summer Judaism	Rites of Passage and good works Key question: What is the best way for a Jew to show commitment to God? Jigsaw RE: Age 9-11 Enquiry 2 Key Question: How does celebrating Shavuot help Jewish children feel closer to God? Jigsaw RE: Age 7-9 Enquiry 3	1. I can choose a Jewish practice and describe how it enables Jews to show their commitment to God	2. Know the 10 commandments which Jews follow. *To know The Tenakh is made up of the Torah (Law), Nevi'im (Prophets), Ketuvim (Writings). It is written in Hebrew. The first five books are the Torah: Genesis, Exodus, Leviticus, Numbers and Deuteronomy. * To know the Jewish belief is that the Torah was given to Moses by God. The teachings of the Torah influence all Jewish life as Jews are required to follow the 613 mitzvot (commandments or laws) which were expanded from the original 10 Commandments given to Moses. These contain instructions on worship as well as for many areas of daily life. * To know that performing Mitzvoth (good deeds and helping others) is a way of showing God that you are following his instructions and showing him and others respect.	3. I can describe how the different practices can enable Jews to show commitment to God and compare to similar rites of passage that I know about	4. I can describe how Bar and Bat Mitzvah enable Jews to show their commitment to God	5. I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others	Enquiry 3 6. I understand what Shavuot is celebrating and consider rules for the world today	7. I can describe how Jewish families celebrate Shavuot today

Year 5	Unit of work:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Sikhism Sanatana Dharma Christianity	Belief into action Key question: How far would a Sikh go for his/her religion? Key Knowledge: *To know that there are 5 Key Sikh beliefs • God is in everything (Sikhs see God as an energy source rather than as a physical entity) Enquiry: What is the best for a Sanatani to show commitment to God? Theme: Prayer and Worship Key question: Is the Christmas story true?	1.How far would a Sikh go for his/her religion? <i>Key knowledge</i> • <i>It is a Sikh's duty to serve others (sewa)</i> Sanatana Dharma Jigsaw Enquiry One Leaf Two I can explain the significance of Puja and how Puja shows commitment to God	2. To explain how Sanatanis worship and show devotion to the gods and goddesses Sanatana Dharma Jigsaw Enquiry One Leaf Three • <i>All people should be treated as equals</i> • <i>Sikhs should share what they can with others</i> • <i>Sikhs should earn their living honestly</i>	3. To explain why a Sanatani pilgrimage to the Ganges might show commitment to God Sanatana Dharma 9-10 Jigsaw Enquiry One Leaf Four * <i>To know that the Langar is an important concept in Sikhism as it was started by Guru Nanak, founder of Sikhism. Everyone, regardless of rank or wealth, sits and eats freely provided and freshly produced vegetarian food and non-alcoholic drink together as equals</i>	4.Explore how Sikhs show commitment through marriage and family. I can explain what commitment means to me and how I show it Sanatana Dharma 9-10 Jigsaw Enquiry One Leaf Five	Christmas 1.Investigate different versions of the Christmas story. I can understand how there might be different versions of events which are all true to some extent and to some people Christianity 9-10 Autumn 2 Jigsaw Enquiry One Leaf One Key Knowledge: *To know that The Bible records the important events in the life of Jesus in the Gospels.	2.Debate reasons why the Christmas story might be true or not. x2 weeks <i>I can retell a version of the Christmas story from the Bible</i> Christianity 9-10 Autumn 2 Jigsaw Enquiry One Leaf Two and Three * To know that The Gospels were probably not written as events happened. They would have been told and retold before recording, therefore specific dates and times may have become unknown (or irrelevant) * To know that the fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event (e.g. The Scouting/Guiding movement chose the birthday of the founders, not the actual date they first started the movement). • The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.	3.Debate reasons why the Christmas story might be true or not. I can start to explain what a Christian might believe is true from the Christmas Story I can start to explain the Christian belief that Jesus was the incarnation of God Christianity 9-10 Autumn 2 Jigsaw Enquiry One Leaf Four and Five
Spring 1 Sikhism	Beliefs and Moral Values Key question: Are Sikh stories important today? ☑ To know that Sikhs believe everyone has the right to choose their religion – they are often involved in inter-faith	1.Discuss why certain books and stories are special to us. Sikhism 9-11 Jigsaw Enquiry One Leaf One Background Knowledge The word Sikh means 'disciple' or 'learner.' The Sikh religion was founded in Northern India in the fifteenth century by Guru Nanak Dev Ji and is distinct from Islam and Hinduism. Sikhi is monotheistic and stresses the equality of all men and women. Sikhs believe in three basic principles; meditating on the name of God (praying), earning a living by honest means as well as sharing the fruits of one's labour with others. One God: Sikhs believe there is only one God who is kind, loving, and	2.Explore the importance of Sikh stories (Guru Nanak and the Jasmine Flower) Sikhism 9-11 Jigsaw Enquiry One Leaf One Key Knowledge: ☑ To know that Sikhs still respect and learn from traditional stories like those provided in the enquiry 1) Guru Nanak and the Jasmine Flower 2) Bhai Lalo and Malik Bhago – equality and honesty. 3) Vaisakhi - Birth of the Khalsa 4) Guru Nanak and the Cobra ☑ To know that the tenth Guru, Guru Gobind Singh, said that there would be no other living Gurus after him so Sikhs should look to their holy scriptures for guidance instead. The Guru Granth Sahib is treated as the living Guru of the Sikhs. Uniquely it contains writings from people of	3.Explore the importance of Sikh stories (Bhai Lalo and the Malik Bhago and Vaisakhi – Birth of the Khalsa) I can make links between the Sikh practices of selfless service (Sewa) or self-sacrifice and the Sikh beliefs that underpin this Sikhism 9-11 Jigsaw Enquiry One Leaf Three	4.Explore the importance of Sikh stories (Guru Nanak and the Cobra) I can describe some of the actions a Sikh may carry out and the feelings they may experience when putting effort into following their religion Sikhism 9-11 Jigsaw Enquiry One Leaf Four	5.Summarise and evaluate the importance of Sikh stories I can consider some of the ways Sikhs choose to behave and the levels of commitment they show Sikhism 9-11 Jigsaw Enquiry One Leaf Five		

		<p>present everywhere</p> <p>Equality: Sikhism teaches that all people are equal, no matter their religion, race, or gender. Everyone should be treated fairly and kindly.</p> <p>Selfless service (Seva or Sewa), Sikhs are encouraged to help others not just by sharing but also by offering support and kindness to anyone who needs it and not expecting anything in return.</p> <p>Sharing (Vand Ke Chakna) Sikhs believe in sharing what they have with others, especially those in need. This helps to make the world a better place.</p> <p>This enquiry looks at ways in which Sikhs are devoted to their faith including performing the langar, living their life by the correct rules, wearing the 5K's, fighting for that they believe is right and having the opportunity to visit the Golden Temple in Amritsar.</p>	<p>other faiths too as it recognises that wisdom can come from many different places.</p>					
<p>Summer</p> <p>Sikhism</p> <p>Christianity</p>	<p>Sikhism- Prayer and Worship</p> <p>Key question: What is the best way for a Sikh to show commitment to God (Waheguru)?</p> <p>Enquiry 3: What is the best way for a Sikh to show commitment to God?</p> <p>Theme: Prayer and Worship.</p> <p>Beliefs and Practices - Christianity</p> <p>Key question: What is the best way for a Christian to show commitment to God?</p>	<p>1. Debate the importance of personal choice.</p> <p>I can express why showing commitment to something may be a good thing</p> <p>Sikhism 9-11 Jigsaw Enquiry Three Leaf One</p>	<p>2. Investigate how Sikh's are committed to their religion.</p> <p>Sikhism 9-11 Jigsaw Enquiry Three Leaf Two</p> <p><i>Key Knowledge:</i> <i>* To know that Sikh core beliefs include the need to treat people as equals and share with others ☑ To know that Seva is the belief in selfless service to the community and is an important part of worship. Examples of Seva include helping in the Langar or looking after the gurdwara (the Sikh place of worship) and giving money or other kinds of help to people in need.</i> <i>*To understand the Amrit ceremony involves the drinking of Amrit in the presence of 5 Khalsa Sikhs as well as the Guru Granth Sahib. Promises are made including -You shall never remove any hair from any part of thy body</i></p>	<p>3. Discuss the importance of equality.</p> <p>I can explain why equality is important to Sikhs and is an example of how they show their commitment to God</p> <p>Sikhism 9-11 Jigsaw Enquiry Three Leaf Four</p>	<p>4. Discuss the best way for Sikh's to show commitment to God.</p> <p>5. Understand the best ways to show commitment in</p> <p>Sikhism 9-11 Jigsaw Enquiry Three Leaf Three and Leaf five</p>	<p>Beliefs and Practices - Christianity</p> <p>1. Debate whether it can ever be okay to tell lies</p> <p>2. Explore the importance of the ten commandments. everyday life.</p> <p>I can describe how different practices enable Christians to show their commitment to God (The 10 Commandments)</p> <p>I can describe how different practices enable Christians to show their commitment to God ('Love your neighbour as yourself' and what that love might look like)</p> <p>Christianity 9-11 Jigsaw Enquiry Leaf Two and Leaf Three</p> <p><i>Key Knowledge:</i> <i>*To know that Jesus did not change or discard the original 10 Commandments. His teaching made it easier to understand that in essence the first 3 Commandments are about loving God and the</i></p>	<p>3. Investigate the lives of Christians who dedicated their lives to God</p> <p>4. Explore a variety of ways in which Christians show commitment to God</p> <p>Christianity 9-11 Jigsaw Enquiry Leaf Four</p> <p><i>* To know that many Christians will choose to be confirmed (received into the Church as an adult) and in this ceremony, the gifts of the Holy Spirit are prayed to be conferred on them.</i> <i>*To know that Christians can say prayers verbally out loud or silently within themselves. Christians believe that prayer is talking to God, so it is not always necessary to say pre-ordained words, just what comes to the Christian as he or she prays.</i> <i>* To know that many Christians will regularly attend church to publicly demonstrate their commitment to God and their religion. They may also carry out service here.</i></p>	<p>5. Evaluate how a Christian shows commitment to God</p> <p>6. Summarise our learning by writing a commitment poem</p> <p>Christianity 9-11 Jigsaw Enquiry Leaf Five and Leaf Six</p>

			-You shall not use tobacco, alcohol or any other intoxicants -You shall not eat the meat of an animal slaughtered the Muslim way- You shall not commit adultery.			other 7 are about loving your neighbour		
Year 6	Unit of work:	Week 1	Week 2	Week 3	Week 4	Week 5		
Autumn	Islam -Beliefs and Practices	1. Understand what is meant by the term commitment and identify the key requirements needed to show it. I can discuss what I have been committed to and what I would like to commit to in the future	3. I can explain how fasting might show commitment to God for a Muslim Islam Jigsaw Enquiry One Leaf Four	5. Detail the commitments to Islam represented by Sawm and Hajj. Islam Jigsaw Enquiry One Leaf Five	6. I can identify commitments I could improve upon and say how Explore the commitment required to uphold each of the pillars of Islam. Islam Jigsaw Enquiry One Leaf Six	Christianity – Incarnation Enquiry: How significant is it that Mary was Jesus' mother? 1. Explain the qualities needed in different people because of the important jobs they are chosen to do 2. Identify the qualities needed in a person chosen to bear and raise God's son. Jigsaw Christianity 10-11 Leaf One and Leaf Two	3. To consider and explain incarnation and why God sent Jesus to earth in human form. Jigsaw Christianity 10-11 Leaf Four	4. Consider the significance of Mary being Jesus' mother. I can explain the qualities needed in different people because of the important jobs they are chosen to do I can make links between the Christian beliefs of the Virgin Birth and Incarnation Jigsaw Christianity 10-11 Leaf Five and Six
Islam	Key question: What is the best way for a Muslim to show commitment to God?	Islam Jigsaw Enquiry One Leaf One	4. Detail the commitments to Islam represented by Salat and Zakah		Commitment Muslims Dedication Effort	Key Knowledge: *To know that Christian's celebrate the arrival of Jesus as God's Son. * To know that Christians are grateful because they believe Jesus brought to earth a message from God about how to live a good life. * To know that Christians believe Jesus performed miracles, helped people and offered forgiveness of sins. Taken from Background knowledge on Jigsaw *To know that Christians believe that through his death and resurrection Jesus would grant all of humanity a fresh start and He was God "incarnate"(God made man). To understand The "incarnation" is the key fact of Jesus' birth - that God Christians believe in the Trinity. This is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are "consubstantial", which means that they exist separately and together as one. God chose a Jewish young woman called Mary, who was betrothed to Joseph the carpenter, to be the mother of his earthly son and sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in Bethlehem. This is the Christian concept of		
Christianity	Islam 9-11 Enquiry One Key question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	2. Understand that different people may demonstrate differing levels of commitment to different activities. Take from Background information Key Knowledge: To understand the importance of the five pillars to most Muslims, which are central to Muslim life and worship The five pillars are 1. The Shahadah is a statement which is repeated many times a day 'There is one God, Allah, and Muhammad is his prophet' 2. Salat - prayer, 5 times a day 3. Zakat - Giving 2.5% annual savings to charity 4. Fasting – sawm. This commemorates the giving of the Quran to Muhammad by Angel Gabriel. The fast lasts a month and is during daylight hours 5. Hajj – Pilgrimage to Christianity – Incarnation Makkah in Saudi Arabia once in a lifetime						

						"incarnation": God becoming man or literally being "made flesh"		
<p>Spring 1</p> <p>Christianity</p> <p>Islam</p>	<p>Christianity -Beliefs and Meaning Key question: Is anything ever eternal?</p> <p>Beliefs and Morals- Islam Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>1. I can explain why I think some things will last forever and what I mean by that</p> <p>2. Define eternity.</p> <p>Christianity Spring 1 Jigsaw Enquiry One Leaf One</p> <p>From Background Information</p> <p><i>Key Knowledge:</i> *To know that Christians believe that God's love for humankind is eternal in that God will never stop loving humanity. Even if they do wrong, they can say sorry and God will forgive them because he loves them. ☐ To know that Jesus taught about the concept of heaven twice. In John 14:1-6, he uses the Greek word 'topos', which is translated as "place." For example, he says, "I go to prepare a place for you."</p>	<p>3. Explore the idea of love and eternity in the context of the Christian faith.</p> <p>4. Explore how love is portrayed through the Bible.</p> <p>5. Examine and compare religious ideas about Heaven.</p> <p>6. Summarise the Christian teaching of eternal life and unconditional love.</p> <p>Christianity Spring 1 Jigsaw Enquiry One Leaf Three and Four</p> <p><i>*To know that Christians believe it is Jesus' sacrifice of salvation that makes a forgiven sinner perfect in the eyes of God and then they can enter heaven where they can live eternally being loved by and loving God.</i></p>	<p>Beliefs and Morals – Islam Islam Enquiry 2 Jigsaw Leaf One</p> <p>1. Explore different beliefs about what is 'right' and 'good'.</p> <p>2. Consider if war could ever be considered a 'good' action.</p> <p>Key knowledge -Part 1 <i>* To know that Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life (Akhirah - Life after death)</i></p>	<p>3. I can explain some actions a Muslim might take to show respect to the Qur'an to live 'good' lives</p> <p>4. Explore Muslim beliefs about life after death.</p> <p>Islam Enquiry 2 Jigsaw Leaf Three and Leaf Four</p>	<p>6. Consider what motivates and influences us in our personal drive for a 'good' life.</p> <p>Islam Enquiry 2 Jigsaw Leaf Five and Leaf Six</p>		
<p>Summer</p> <p>Christianity</p> <p>Islam</p>	<p>Enquiry: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Beliefs and Morals- Islam Key question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<p>1. Recognising important and influential people in our lives.</p> <p>2. Investigating Christian symbols and festivals.</p> <p>Christianity Spring 2 (taught in Summer 2) Jigsaw Enquiry Leaf One and Leaf Two</p> <p>Theme: Beliefs and Meanings/Salvation</p> <p>This enquiry draws on all previous learning about the concepts of Christianity that have been studied in earlier enquiries and reflects on their meaning and impact in the world today.</p> <p>Although the background to the Christian religious elements in the unit are largely explained in the planning, some further information is below about certain aspects.</p> <p>Fish symbol: The Greek</p>	<p>3. Investigating the work of Christian charities around the globe. To explain some ways in which Christianity is influencing lives today regarding symbols and Christian organisations</p> <p>4. To explain some ways in which Christianity is influencing lives today with its impact on people round the world and in this country</p> <p>Christianity Spring 2 (taught in Summer 2) Jigsaw Enquiry Leaf Three and Leaf Four</p> <p>Theme: Beliefs and Meanings/Salvation</p> <p>Key Knowledge: *To know the different Christian preparations for Easter, such as; -Lent (the 40 days leading up to Holy Week commemorating Jesus' time fasting in the desert), -Shrove Tuesday (the start</p>	<p>5. Constructing a balanced argument giving reasons for and against whether Christianity is still a strong religion.</p> <p>Christianity Spring 2 (taught in Summer 2) Jigsaw Enquiry Leaf Five</p>	<p>1. I can interpret some things the Qur'an says about life after death</p> <p>2. I can say how instructions in the Qur'an can help Muslims lead a good life</p> <p>Islam Enquiry 3 Jigsaw Leaf Two and Leaf Three</p> <p>Key Knowledge: Part 2 * To know that Jihad is defined as a personal struggle against evil. *To know that Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. This has led some Muslims to take extreme action and even die for their</p>	<p>3. Explore the different ways Jihad is interpreted by Muslims.</p> <p>4. Explore the five conditions for justifying a 'Just War'.</p> <p>Islam Enquiry 3 Jigsaw Leaf Four</p> <p>Explore the messages regarding fighting given in the Qur'an.</p> <p>5. Reflect on whether fighting can ever be considered part of a 'good' life.</p> <p>Key Knowledge: Part 2 * To know that Jihad is defined as a personal struggle against evil. *To know that Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. This has led some</p>	<p>6. Demonstrate our thoughts on whether belief in Akhirah helps Muslims lead good lives.</p> <p>Islam Enquiry 3 Jigsaw Leaf Five</p>	<p>7. Explore our personal and collective positive vision for the world.</p> <p>Islam Enquiry 3 Jigsaw Leaf Six</p>

		<p>word for fish is "ichthys." As early as the first century, Christians made an acrostic from this word: Iesus Christos Theou Yios Soter, i.e. Jesus Christ, Son of God, Saviour. The fish, unlike the cross, attracted little suspicion, making it a perfect secret symbol for persecuted believers. When threatened by Romans in the first centuries after Christ, Christians used the fish to mark meeting places and tombs, or to distinguish friends from foes. According to one ancient story, when a Christian met a stranger in the road, the Christian sometimes drew one arc of the simple fish outline in the dirt. If the stranger drew the other arc, both believers knew they were in good company. Current car-sticker and business-card or webpage uses of the fish hark back to this practice, allowing others to see that the person using it is a Christian.</p>	<p>of Lent), -Ash Wednesday (when ashes from burnt palms from the previous years' Palm Sunday are placed on believers' foreheads) * To know that Advent is the preparation time for Christmas.* To know that Christian charities can demonstrate Jesus' teaching to love your neighbour (demonstrate Agape) * To know that there are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs. * To know that a Christian today may use the fish symbol in work or in full view of others (e.g. car stickers) to show their commitment to their faith in public. * To know that Christians would give to charity (although this is not a requirement or obligation) to demonstrate love for their neighbour and emulate Jesus' example and commandment.</p>		<p>faith as well as kill others in the belief that this action will lead them straight to paradise.</p>	<p>Muslims to take extreme action and even die for their faith as well as kill others in the belief that this action will lead them straight to paradise.</p> <p>*To understand the Muslim concept of a 'Just War', which is one that might be acceptable to fight * To understand the Muslim concept of a 'Holy War', which has religion as the driving force – usually to defend it from attackers</p>		
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