

## RE

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

### The aims of our RE, using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus (*or the curriculum you are following if an Academy*) and is aligned to the non- statutory guidance described above.

By following Discovery RE we intend that Religious Education will:-

- **Adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children’s own life experience before moving into learning about and from religion.
- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. This develops pupils’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **Encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **Enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **Teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **Prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop a sense of awe, wonder and mystery.**
- **Nurture children’s own spiritual development**

**Discovery RE**

	F1/F2		
Building an understanding of religious and non-religious traditions that have shaped Britain and the world.	<p>T1: Ourselves: our family, Christianity, Jesus</p> <p><b>Celebrations</b></p> <p>T2: Christmas</p> <p>T3: Hinduism: Holi festival of colours</p> <p>T4: Easter</p> <p>T5: <b>Stories</b> from different religions (Christianity, Hinduism, Sikhism, Islam)</p> <p>T6: Special Places</p> <p>Our homes, Classroom, Religious buildings (Christianity, Islam, Judaism)</p>		
Meaningful examples (Visitors, visitors, texts, local context)	<p><b>Church</b></p> <p><b>Nativity EG living nativity</b></p> <p><b>Bible stories</b></p> <p><b>Visitors from different families/ faiths</b></p> <p><b>Artefacts</b></p>		
	Core Knowledge	Specific Knowledge	Vocabulary
<p>Substantive Conceptual Knowledge.</p> <p><b>KNOWLEDGE OF VARIOUS RELIGIOUS AND NON-RELIGIOUS TRADITIONS ACROSS COMMUNITIES AND THE WORLD.</b></p> <p><b>Beliefs, teachings and sources</b> Christianity/ Hinduism/Islam/Judaism</p> <p><b>Worship</b> Christianity/ Hinduism/Islam/Judaism</p>	<ul style="list-style-type: none"> <li>• Talk about members of their family and community</li> <li>• Recognise that people have different beliefs and recognise that people celebrate special times in different ways</li> <li>• Different religions have special stories and important characters that we can learn from.</li> <li>• (Incarnation and salvation/ Christmas and Easter)</li> <li>• To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (ELG: people culture and communities)</li> </ul>	<p>T1</p> <ul style="list-style-type: none"> <li>• Being able to explain why I am special.</li> <li>• Talk about who is special to me and why. Identify special people in my family, friends, teachers</li> <li>• Explain why Jesus is special to Christians through his miracles.</li> </ul> <p>T2</p> <ul style="list-style-type: none"> <li>• Christmas story is important to Christians</li> <li>• Retell the Christmas story.</li> <li>• Christians believe God gave Jesus to be an amazing role model and show people how to lead good lives.</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>• Holi is a Hindu festival of colour celebrating new life and Spring.</li> </ul>	<p><b>Special people</b></p> <p><b>Family</b></p> <p><b>Jesus</b></p> <p><b>Saviour</b></p> <p><b>Role Model</b></p> <p><b>Miracle</b></p> <p><b>Christmas</b></p> <p><b>Celebrate</b></p> <p><b>Celebrations</b></p> <p><b>Easter</b></p> <p><b>Resurrected</b></p> <p><b>Holi</b></p> <p><b>Festival</b></p> <p><b>Christianity</b></p> <p><b>Hinduism</b></p> <p><b>Judaism</b></p> <p><b>Islam</b></p> <p><b>Sikhism</b></p>

<p><b>Celebrations</b> Christianity/ Hinduism/Islam/Judaism</p> <p><b>Identity, diversity and belonging</b> Christianity/ Hinduism/Islam/Judaism</p>		<p>T4</p> <ul style="list-style-type: none"> <li>Easter is a Christian celebration when Christians believe Jesus died and was resurrected.</li> </ul> <p>T5</p> <ul style="list-style-type: none"> <li>Stories tell us about how we are all special, respecting each other and the world we live in.</li> </ul>	<p><b>Special places</b> <b>Stories</b> <b>home</b> <b>Church</b> <b>Temple</b> <b>Mosque</b> <b>Synagogue</b></p>
<p>Disciplinary knowledge. <b>HOW TO KNOW ABOUT RELIGION AND NON-RELIGION,</b></p>	<p><b>T1: What makes people special?</b> <b>T2: What is Christmas?</b> <b>T3: How do people celebrate?</b> <b>T4: What is Easter?</b> <b>T5: What can we learn from stories?</b> <b>T6: What makes places special?</b></p> <p>Experiences of others and ourselves. Discussions with class around key questions Listen to stories: ask questions</p>		

<p>How do we meet all needs including SEND, PP and EAL?</p>
<ul style="list-style-type: none"> <li>Quality first teaching, small group work, 1:1 support</li> <li>Visual Resources, artefacts and books</li> <li>Extra resources to go home</li> <li>Close contact with parents</li> <li>Families invited in to support learning</li> </ul>

	<b>YEAR 1</b>		
Building an understanding of religious and non-religious traditions that have shaped Britain and the world:	<b>T1 Christian beliefs of Creation and God</b> <b>T2 Incarnation – Christian belief that Jesus is God made man</b> <b>T3 Friendship: Jesus’s friends and his actions displaying friendship.</b> <b>T4 Salvation: The Easter story</b> <b>T5 Judaism: Shabbat</b> <b>T6 Judaism: Rosh Hashanah and Yom Kippur</b>		
Meaningful examples (Visitors, visitors, texts, local context)	<b>Church</b> <b>Nativity - Visitors from Church/ Living Nativity</b> <b>Bible stories</b> <b>Artefacts: Bible, Frankincense, Gold, Myrrh</b> <b>Artefacts: Torah, Kippur</b>		
Recovery Curriculum (Essential knowledge )	<b>Ensure the children know from FS:</b> <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and recognise that people celebrate special times in different ways</li> <li>Different religions have special stories and important characters that we can learn from.</li> </ul>		
	<b>Core Knowledge</b>	<b>Specific Knowledge</b>	<b>Vocabulary</b>
Substantive Conceptual Knowledge. <b>KNOWLEDGE OF VARIOUS RELIGIOUS AND NON-RELIGIOUS TRADITIONS ACROSS COMMUNITIES AND THE WORLD.</b>  <b>Beliefs, teachings and sources</b> Christianity/ Hinduism/Islam/Judaism  <b>Worship</b> Christianity/ Hinduism/Islam/Judaism	<b>T1</b> <ul style="list-style-type: none"> <li>Many Christians believe that God is the creator of the world</li> <li>The Creation story is from the Bible, Old testament, book of Genesis.</li> <li>In Genesis God gives humans the responsibility to look after the world.</li> <li>Retell the Christian Creation Story</li> <li>explore how this influences how Christians behave towards nature and the environment.</li> </ul> <b>T2</b> <ul style="list-style-type: none"> <li>Many Christians would consider Jesus a gift from God.</li> </ul>	<b>T1</b> <ul style="list-style-type: none"> <li>Christians believe that they should be stewards ‘of God’s creation’ and that if they neglect, abuse and spoil the environment they are damaging something that is precious to God.</li> </ul> <b>T2</b> <ul style="list-style-type: none"> <li>Mary was a young Jewish woman whom God chose to be the mother of his son, Jesus, and he sent his angel, Gabriel, to ask this of her.</li> <li>Jesus was born in Bethlehem.</li> </ul>	<b>Creation</b> <b>Bible</b> <b>Genesis</b> <b>Old Testament</b> <b>God</b>  <b>Jesus</b> <b>Gifts</b> <b>Bethlehem</b> <b>Magi/ wise men</b>

<p><b>Celebrations</b> Christianity/ Hinduism/Islam/Judaism</p> <p><b>Identity, diversity and belonging</b> Christianity/ Hinduism/Islam/Judaism</p>	<ul style="list-style-type: none"> <li>Christians celebrate Jesus’s birth at Christmas. Christians visit church on Christmas day and celebrate through prayer and singing.</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>Many Christians believe in incarnation, that Jesus was both divine and human and became man and lived amongst everyday people.</li> <li>Christians believe that Jesus teaches us to be kind to one another.</li> </ul> <p>T4</p> <ul style="list-style-type: none"> <li>Palm Sunday is the day when Jesus rode into Jerusalem.</li> <li>For Christians, Holy Week starts for Christians on Palm Sunday.</li> <li>Salvation is the saving of mankind.</li> </ul> <p>T5</p> <ul style="list-style-type: none"> <li>Judaism is one of the oldest religions in the world and the working week is based on the creation story.</li> </ul>	<ul style="list-style-type: none"> <li>This is the Christian concept of <b>incarnation</b>: God becoming man or literally being “made flesh”.</li> <li>The star in the sky symbolises Jesus’ importance and how he could be a light for other nations. The gifts show that Jesus was a type of both king and God, and would die.</li> <li>The magi and the gifts that they brought, symbolise to Christians that Jesus was meant to be different to earthly kings and be a “king”</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>Knowing what qualities make a good friend and how to be friendly be people we don’t know or naturally like.</li> <li>To know the stories of Zaccheus, Lazarus and the calming of the storm from the Bible.</li> </ul> <p>T4</p> <ul style="list-style-type: none"> <li>Knowing that Easter is an important celebration for Christians so that they understand their connection to God and Jesus as their Saviour.</li> </ul> <p>T5</p> <ul style="list-style-type: none"> <li>The Jewish Holy book is called the Torah contains the 10 commandments.</li> <li>One of the 10 commandments is to have a day of rest.</li> <li>The day of rest is called Shabbat, it starts from Friday sunset to sunset on Saturday.</li> <li>Shabbat is marked by a special family meal and ceremony in the home.</li> </ul>	<p><b>Frankincense, Gold, Myrrh incarnation king</b></p> <p><b>forgiveness acceptance disciples friend</b></p> <p><b>Trinity Holy spirit Salvation/ saviour Palm Sunday Good Friday Easter Sunday Easter story Judaism</b></p> <p><b>Jews Shabbat/Sabbath Tenakh (Jewish holy books)/Torah</b></p>
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	<p>T6</p> <ul style="list-style-type: none"> <li>• That the Torah is the holy book for the Jewish faith.</li> <li>• Rosh Hashanah and Yom Kippur very important Jewish celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Men wear a Kippur as a sign of respect to God.</li> </ul> <p>T6</p> <ul style="list-style-type: none"> <li>• <b>Rosh Hashanah</b> is also known as the Head of the Year; it is celebrated on the first and second days of the seventh month, <b>Tishri</b>, and is the Jewish New Year festival commemorating the anniversary of the creation. It's called the day of judgement and the day of remembrance by rabbis (Jewish teachers) It is day of prayer, a time to ask for help in the year ahead and a time to remember the power of God whom they believe created the universe</li> <li>• <b>Yom Kippur:</b> Yom Kippur known as the Day of Atonement, follows 10 days after Rosh Hashanah. Yom Kippur remembers the day Moses asked God to forgive the people of Israel for their sins. Yom Kippur is the holiest day of the year.</li> </ul>	<p><b>Kippur</b> <b>Rosh Hashanah</b> <b>Yom Kippur</b> <b>Shofar</b> <b>Challah bread:</b> <b>Rabbi</b></p>
<p>Disciplinary knowledge. <b>HOW TO KNOW ABOUT RELIGION AND NON-RELIGION,</b></p>	<p><b>T1: Does God want Christians to look after the world?</b> <b>T2: What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem?</b> <b>T3: Was it always easy for Jesus to show friendship?</b> <b>T4: Why was Jesus welcomed like a king or celebrity on Palm Sunday?</b> <b>T5: Is Shabbat important to Jewish children?</b> <b>T6: Is Rosh Hashanah and Yom Kippur important to Jewish people?</b></p> <p>Experiences of others and ourselves. Discussions with class around key questions. Listen to stories: ask questions</p>		

<p>How do we meet all needs including SEND, PP and EAL?</p>	
<ul style="list-style-type: none"> <li>• Quality first teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work and 1:1</li> </ul>

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| <ul style="list-style-type: none"><li>• Knowledge Organisers</li><li>• Sentence Stems / scaffolding</li><li>• Visual Resources, artefacts and books</li></ul> | <ul style="list-style-type: none"><li>• Talk partners</li><li>• Extra resources to go home</li><li>• Parents of other faiths invited to share knowledge where possible</li></ul> |
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<p><b>Celebrations</b> Christianity/ Hinduism/Islam/Judaism</p> <p><b>Identity, diversity and belonging</b> Christianity/ Hinduism/Islam/Judaism</p>	<p>T3</p> <ul style="list-style-type: none"> <li>The daily prayers are designed to remind Muslims that life should revolve around Allah</li> </ul> <p>T4</p>	<ul style="list-style-type: none"> <li>God became incarnate at Christmas and bought God's love for the world to earth in human form.</li> <li>Christians believe that God gave the gift of his son to humanity in order to save them from sin.</li> <li>Agape: Agape is universal love, such as the love for strangers, nature, or God. It is also called charity</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>There are different groups within Islam and practices concerning prayer differ- Sunni Muslims often pray 5 times a day whereas Shi'a Muslims can pray 3 times.</li> <li>Many Muslims pray regularly ranging from early morning to last thing at night. 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.</li> <li>The daily prayers (Salah) mean that Muslims pray as a community. It is a great symbol of equality as all pray side by side in rows, focused towards the holy city of Makkah together.</li> <li>Prayer helps develop self-discipline; this is key to Muslims.</li> <li>Praying regularly helps Muslims put Allah at the centre of their lives</li> </ul> <p>T4</p>	<p><b>Allah</b> <b>Prayer</b> <b>Sunni</b> <b>Shi'a</b> <b>Qur'an</b> <b>Salah</b> <b>Hajj</b> <b>Mosque</b> <b>Muslim</b> <b>Islam</b> <b>Pilgrimage</b> <b>Mecca/Makkah</b> <b>Mosque</b> <b>Ummah</b> <b>Qiblah wall</b> <b>Minbar</b> <b>Minaret</b></p>
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	<ul style="list-style-type: none"> <li>To learn the Easter story and its significance to Christians.</li> <li>Many Christians believe that the events of Easter Sunday and Jesus' resurrection show that God can defeat death.</li> </ul> <p>T5</p> <ul style="list-style-type: none"> <li>The Mosque is the Islamic place of worship and is the centre of the Muslim community.</li> <li>Going to the Mosque helps give a sense of community and belonging as Muslims gather there to give thanks to Allah.</li> </ul> <p>T6</p> <ul style="list-style-type: none"> <li>The Hajj Pilgrimage is an important part of a belonging to the Muslim faith.</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe that Jesus was put to death on a cross and remember this event on Good Friday.</li> <li>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).</li> <li>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.</li> <li>The disciples (Jesus' friends) wrote about these events and their significance in the later books of the New Testament</li> </ul> <p>T5</p> <ul style="list-style-type: none"> <li>Muslims wash before prayer with others and join their fellow Muslims praying on the floor of the prayer room as all are equal in the eyes of Allah.</li> <li>Purpose built mosques are very recognisable from the outside with a large domed roof and a minaret</li> </ul> <p>T6</p> <ul style="list-style-type: none"> <li>The 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 <b>once in a lifetime.</b></li> </ul>	<p><b>Resurrection: Salvation Disciples New Testament</b></p> <p><b>Ihram</b></p>
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	<ul style="list-style-type: none"> <li>Hajj, the Pilgrimage to Makkah in Saudi Arabia, is one of the “Five Pillars of Islam” on which the Sunni Muslim faith is built</li> </ul>	<ul style="list-style-type: none"> <li>The Hajj commemorates some major events in the early years of the faith and marks the start of the success of Islam.</li> <li>When on pilgrimage, Muslims put away their usual clothes and outward signs of wealth.</li> </ul>	
Disciplinary knowledge. <b>HOW TO KNOW ABOUT RELIGION AND NON-RELIGION,</b>	<p><b>T1: Is it possible to be kind to everyone all of the time?</b>  <b>T2: Why do Christians believe God gave Jesus to the world?</b>  <b>T3: Does praying at regular intervals help a Muslim in his/her daily life?</b>  <b>T4: How important is it to Christians that Jesus came back to life after His Crucifixion?</b>  <b>T5: Does going to a mosque give Muslims a sense of belonging?</b>  <b>T6: Does completing Hajj make a person a better Muslim?</b></p> <p><b>Experiences of others and ourselves. Discussions with class around key questions. Listen to stories: ask questions</b></p>		

How do we meet all needs including SEND, PP and EAL?	
<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>Knowledge Organisers</li> <li>Sentence Stems</li> <li>Visual Resources, artefacts and books</li> </ul>	<ul style="list-style-type: none"> <li>Small group work and 1:1</li> <li>Scaffolding</li> <li>Talk partners</li> <li>Extra resources to go home</li> <li>Parents of other faiths invited to share knowledge where possible</li> </ul>

	<b>YEAR 3</b>		
Building an understanding of religious and non-religious traditions that have shaped Britain and the world:	<b>T1: Hinduism – Brahman, The Vedas and Divali</b> <b>T2: Christmas – comparing non-Christian and Christian traditions and symbols</b> <b>T3: Exploring the miracles of Jesus as told in the New Testament</b> <b>T4: Exploring Christian beliefs regarding Holy Week and Easter</b> <b>T5: Exploring Hindu beliefs – Brahman and ways of worship</b> <b>T6: Hindu Pilgrimage – The River Ganges</b>		
Meaningful examples (Visitors, visitors, texts, local context)	<b>Church</b> <b>Bible stories</b> <b>Visitor from C of E church</b> <b>Visit to Hindu Mandir</b>		
Recovery Curriculum (Essential knowledge )	<b>Ensure all children know from previous learning:</b> <ul style="list-style-type: none"> <li>Christians celebrate Jesus’s birth at Christmas. Christians visit church on Christmas day and celebrate through prayer and singing. Need to know the Christmas story.</li> <li>To know that many Christian stories come from the Bible. Stories from and about Jesus are in the New Testament.</li> </ul>		
	<b>Core Knowledge</b>	<b>Specific Knowledge</b>	<b>Vocabulary</b>
Substantive Conceptual Knowledge. <b>KNOWLEDGE OF VARIOUS RELIGIOUS AND NON-RELIGIOUS TRADITIONS ACROSS COMMUNITIES AND THE WORLD.</b>  <b>Beliefs, teachings and sources</b> Christianity/ Hinduism/Islam/Judaism  <b>Worship</b> Christianity/ Hinduism/Islam/Judaism	T1. <ul style="list-style-type: none"> <li>Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. The Vedas are the sacred scriptures of a Hinduism.</li> <li>The festival of Divali celebrates the Story of Rama and Sita.</li> </ul>	T1. <ul style="list-style-type: none"> <li>Divali is an extremely popular Hindu festival which happens at the start of winter. It celebrates the story of the Ramayana which describes the events leading up to the return of Rama to his kingdom after fourteen years in exile. It is a classic story of good defeating evil.</li> <li>The festival is celebrated on many levels. It is symbolically that the lighting of small lamps signals moving from darkness to light or from ignorance to knowledge</li> <li>A ceremony dedicated to the Goddess of Wealth, Lakshmi, may be carried out too. Money is given to charity; gifts are exchanged, and a family feast is held.</li> </ul>	<b>Divali</b> <b>Ramayana</b> <b>Rangoli</b>

<p><b>Celebrations</b> Christianity/ Hinduism/Islam/Judaism</p> <p><b>Identity, diversity and belonging</b> Christianity/ Hinduism/Islam/Judaism</p>	<p>T2.</p> <ul style="list-style-type: none"> <li>To Christians, Christmas is a very important celebration because they are celebrating God's son, Jesus, coming to earth to help people.</li> <li>God chose a Jewish young woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son. This is the Christian concept of incarnation, God becoming man.</li> <li></li> </ul> <p>T3.</p> <ul style="list-style-type: none"> <li>The concept of Incarnation is that Jesus became man and lived among men and women. As part of his ministry narrated in the New Testament of the Bible, Jesus performed many miracles.</li> </ul> <p>T4.</p> <ul style="list-style-type: none"> <li><b>Salvation:</b> The Christian belief that Jesus' death and resurrection saved humans and opened the way back to God for eternity.</li> </ul>	<ul style="list-style-type: none"> <li>Rangoli patterns are created during festival times.</li> </ul> <p>T2.</p> <ul style="list-style-type: none"> <li>God sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in Bethlehem. Jesus was born in a stable and was visited by a variety of people from different social classes.</li> </ul> <p>T3.</p> <ul style="list-style-type: none"> <li>The two miracles included in this enquiry are based on healing (rather than some others which create e.g. food and drink). Jesus uses saliva to heal the man born blind and builds on the faith of the friends to heal a paralysed man.</li> </ul> <p>T4.</p> <ul style="list-style-type: none"> <li>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. The passing of the cup of wine and breaking of bread at this supper is</li> </ul>	<p><b>Shepherds</b> <b>Star</b> <b>Wise men and their gifts</b> <b>Stable</b></p> <p><b>Incarnation</b> <b>Disciples</b> <b>Miracles</b> <b>Pharisee</b> <b>Baths</b></p> <p><b>Disciples</b> <b>Resurrection</b> <b>Crucifixion</b> <b>Communion</b></p>
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	<p>T5.</p> <ul style="list-style-type: none"> <li>Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus worship as deities in their own right. Brahman, the supreme spirit, basically underpins and permeates everything.</li> <li><b>Hindus believe that there is a part of Brahman in everyone and this is called the Atman.</b></li> <li>Hindus are comfortable with using images and objects (often called murtis) to portray God.</li> <li>Hindus do not <i>worship</i> these but worship Brahman <i>through</i> them. Hindus are free to worship God in a variety of colourful forms.</li> </ul> <p>T6.</p> <ul style="list-style-type: none"> <li>The River Ganges is considered to be sacred and spiritually pure for Hindus although in reality it is not a clean river.</li> </ul>	<p>commemorated in the Christian sacrament of <b>communion</b>. Good Friday is the day when Christians commemorate the death of Jesus on the cross. Christians believe his death on Good Friday was necessary to bring forth the resurrection on Easter Sunday. Easter Sunday is a day of celebration.</p> <p>T5.</p> <ul style="list-style-type: none"> <li><b>Trimurti:</b> a term meaning "having three forms," refers to the three main aspects of Brahman: Brahma, Vishnu, and Shiva</li> <li><b>Ganesha:</b> One of the most easily identifiable Hindu deities due to his large elephant head. He is known as the remover of obstacles and is very popular.</li> <li><b>Lakshmi:</b> one of the most popular deities and is known as the goddess of wealth and purity.</li> </ul> <p>T6.</p> <ul style="list-style-type: none"> <li>The purifying nature of the river, Hindus believe that any <u>rituals</u> performed on the banks of the Ganges or in its water will wash away impurity.</li> <li><i>The Puranas</i> (ancient Hindu scriptures) say that taking a dip in the sacred river 'bestows heavenly blessings'.</li> </ul>	<p><b>Brahman</b> <b>Brahma</b> <b>Vishnu</b> <b>Shiva</b> <b>Atman</b></p> <p><b>Ganges</b> <b>Puranas</b> <b>Samsara</b> <b>Moksha</b></p>
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		<ul style="list-style-type: none"> <li>Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated – Many Hindus believe that this will help them in their next life.</li> </ul>	
<p>Disciplinary knowledge. <b>HOW TO KNOW ABOUT RELIGION AND NON-RELIGION,</b></p>	<p><b>T1: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</b>  <b>T2: Has Christmas lost its true meaning?</b>  <b>T3: Could Jesus heal people? Were these miracles or is there some other explanation?</b>  <b>T4: What is good about Good Friday?</b>  <b>T5: How can Brahman be everywhere and in everything?</b>  <b>T6: Would visiting the River Ganges feel special to a Hindu and a non-Hindu?</b></p> <p><b>Experiences of others and ourselves, Discussions with class around key questions. Listen to stories: ask questions</b></p>		

<p>How do we meet all needs including SEND, PP and EAL?</p>	
<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>Knowledge Organisers</li> <li>Sentence Stems</li> <li>Visual Resources, artefacts and books</li> </ul>	<ul style="list-style-type: none"> <li>Small group work and 1:1</li> <li>Scaffolding</li> <li>Talk partners</li> <li>Extra resources to go home</li> <li>Parents of other faiths invited to share knowledge where possible</li> </ul>

## The Mead Academy Trust Year RE Curriculum -



Y4	YEAR 4		
Building an understanding of religious and non-religious traditions that have shaped Britain and the world:	<b>T1: Buddhism: The life of Buddha and how he tried to stay happy</b> <b>T2: Christianity: Symbolism and meaning in the Nativity story</b> <b>T3: Buddhism: The teachings of Buddha and exploring what he taught about change</b> <b>T4: Christianity: Jesus's life and Resurrection and teaching about forgiveness</b> <b>T5: Buddhism: How Buddha's teachings impact on a Buddhist's way of life</b> <b>T6: Christianity: The importance of the Church</b>		
Meaningful examples (Visitors, visitors, texts, local context)	<b>Church</b> <b>Nativity</b> <b>Teachings from the Bible</b> <b>Visitor</b>		
Recovery Curriculum (Essential knowledge )	<b>Ensure all children know from previous learning:</b> <ul style="list-style-type: none"> <li>Christians celebrate Jesus's birth at Christmas and the significance of his birth to Christians. Christians visit church on Christmas day and celebrate through prayer and singing. Need to know the Christmas story and the true meaning.</li> <li>To know that many Christian stories come from the Bible. Stories from and about Jesus are in the New Testament.</li> <li>They need to be able to retell the Easter story. <b>Salvation:</b> Christians believe that Jesus' death and resurrection opened the way back to God for eternity.</li> <li>Church is a special place for Christians.</li> </ul>		
	Core Knowledge	Specific Knowledge	Vocabulary
Substantive Conceptual Knowledge. <b>KNOWLEDGE OF VARIOUS RELIGIOUS AND NON-RELIGIOUS TRADITIONS ACROSS COMMUNITIES AND THE WORLD.</b>	<b>T1</b> <ul style="list-style-type: none"> <li>The Story of the Buddha follows a rich but unfulfilled Prince through a journey of self-discovery leading to teachings that explain the meaning of life and our part in the world.</li> </ul> <b>T2</b>	<b>T1</b> <ul style="list-style-type: none"> <li>Key Stories and teachings include <b>The Story of the Buddha</b> leading to his teachings which include               <ol style="list-style-type: none"> <li><b>The Three marks of existence/ universal truths</b></li> <li><b>The Four Noble Truths</b></li> <li><b>The Noble Eightfold Path</b></li> <li><b>The Five Precepts</b></li> </ol> </li> </ul> <b>T2</b> <ul style="list-style-type: none"> <li><b>The elements of the Christingle:</b> <ul style="list-style-type: none"> <li>The <b>orange</b> represents the world.</li> </ul> </li> </ul>	<b>Siddhattha Gautama</b> <b>Buddha</b> <b>Enlightenment:</b>  <b>Incarnation</b> <b>Christingle</b>

	<ul style="list-style-type: none"> <li>• Jesus was born in Bethlehem and Christians believe he was God's son. Mary was his mother and Joseph was engaged to her at the time.</li> <li>• <b>The Christingle</b> is a lighted candle symbolizing Christ as the light of the world. The elements of the Christingle have a symbolism.</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>• Buddha's teachings include the Three Marks of Existence and the Noble Eightfold Path</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>andle</b> reminds Christians of Jesus whom they believe to be the light of the world.</li> <li>• The <b>red ribbon</b> goes all round the 'world' and being the colour of blood, reminds Christians that Jesus died.</li> <li>• The <b>four cocktail sticks</b> are the four seasons</li> <li>• The <b>sweets</b> (or sometimes dried fruit) remind Christians of God's gifts to the world</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>• <b>The Three Marks of Existence/universal truths</b> (enquiry focus is on the first 2)             <ol style="list-style-type: none"> <li>1. <i>Dukkha (suffering) is everywhere all the time</i></li> <li>2. <i>Anicca – the belief that nothing lasts, everything changes</i></li> <li>3. <i>Anatta (the belief that there is no 'self')</i>.</li> </ol> </li> <li>• <b>Noble Eightfold Path</b> <ol style="list-style-type: none"> <li>1. <b>Right Viewpoint</b> – You should look at life in the right way (i.e. being positive)</li> <li>2. <b>Right Thought</b> - You should think about others, not just yourself</li> <li>3. <b>Right Speech</b> – You should talk to people properly, with respect</li> <li>4. <b>Right Action</b> – You should act in a way that does not hurt people e.g. no stealing</li> <li>5. <b>Right Living</b> – Your job must help, not harm other people or animals</li> <li>6. <b>Right Effort</b> - You should do the best that you can</li> </ol> </li> </ul>	<p><b>Dukkha Anicca Anatta</b></p>
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	<p>T4</p> <ul style="list-style-type: none"> <li>Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of <b>salvation</b>.</li> </ul> <p>T5</p> <p>An in-depth look at the Noble Eightfold Path</p> <p>T6</p> <ul style="list-style-type: none"> <li>Jesus taught about worship in the Bible and praying.</li> </ul>	<p>7. <b>Right Awareness</b> - You should be sensitive to the needs of others</p> <p>8. <b>Right Concentration</b> - You should focus your mind on what needs to be done - especially solving problems - Concentrate by using meditation</p> <p>T4</p> <ul style="list-style-type: none"> <li>Jesus forgave many people in his lifetime as an example to his followers. He was "without sin" as the incarnate Son of God so could not do something wrong. He is usually depicted in the Gospels as kind and loving. The actions in the Temple are a stark contrast to this.</li> <li>Jesus taught his disciples "the Lord's Prayer" which is also known as the "Our Father". It explicitly asks God to grant the speaker forgiveness as they forgive others who have hurt them.</li> </ul> <p>T5</p> <ul style="list-style-type: none"> <li><b>The Noble eightfold path (as above)</b></li> </ul> <p>T6</p> <ul style="list-style-type: none"> <li><b>Baptism</b> is generally a rite for babies although adults can choose to be baptised later in life. It confers the name of the person and their part in God's family.</li> </ul>	<p><b>Incarnation</b> <b>Gospel</b> <b>Disciples</b> <b>Lamb of God</b></p> <p><b>Dukkha</b></p> <p><b>Sacraments</b> <b>Eucharist/Communion</b> <b>Saints</b></p>
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	<ul style="list-style-type: none"> <li>• <b>Baptism</b> is generally a rite to welcome people into God's family.</li> <li>• <b>Marriage</b> is the commitment of two people, with God's blessing.</li> <li>• Christians celebrate, pray and gather in a Church.</li> <li>• Churches frequently have art or symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Many Christians would choose to get married in church to confer God's blessing on the marriage.</li> <li>• Church art and symbols may remind the Christian of his or her beliefs or the life of Jesus or other figures from the Bible or later saints. These can help the Christian focus when in church which they may find more difficult e.g. at home where there are more distractions.</li> <li>• Churches are important to Christians as a place to pray, worship and meet. They can evoke feelings which may be one of the reasons a Christian would choose to go to church</li> </ul>	
<p>Disciplinary knowledge. <b>HOW TO KNOW ABOUT RELIGION AND NON-RELIGION,</b></p>	<p><b>T1: Is it possible for everyone to be happy? (Buddha's teachings)</b>  <b>T2: What is the most significant part of the Nativity story for Christians today?</b>  <b>T3: Could the Buddha's teachings make the world a better place?</b>  <b>T4: Is forgiveness always possible for Christians?</b>  <b>T5: What is the best way for a Buddhist to lead a good life?</b>  <b>T6: Do people need to go to church to show they are Christians?</b></p> <p>Experiences of others and ourselves.          Discussions with class around key questions          Listen to stories: ask questions,</p>		

<p>How do we meet all needs including SEND, PP and EAL?</p>	
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Knowledge Organisers</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work and 1:1</li> <li>• Scaffolding</li> <li>• Talk partners</li> </ul>

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| <ul style="list-style-type: none"><li>• Visual Resources, artefacts and books</li></ul> | <ul style="list-style-type: none"><li>• Extra resources to go home</li><li>• Parents of other faiths invited to share knowledge where possible</li></ul> |
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Y5	<b>Year 5</b>		
Building an understanding of religious and non-religious traditions that have shaped Britain and the world:	<b>T1: Hinduism: How Hindus show commitment to Brahman</b> <b>T2: Christianity: Evaluating different versions of the Nativity</b> <b>T3: Hinduism: The belief that there is one God with different aspects</b> <b>T4: Christianity: Exploring beliefs around the Crucifixion</b> <b>T5: Hinduism: How beliefs impact on way of life</b> <b>T6: Christianity: How Christians show commitment to God. Is there a “best way?”</b>		
Meaningful examples (Visitors, visitors, texts, local context)	<b>Church</b> <b>Nativity</b> <b>Bible stories</b> <b>Visitor from local church and Hindu Mandir</b>		
Recovery Curriculum (Essential knowledge )	<b>Ensure all children know from previous learning:</b> <ul style="list-style-type: none"> <li>• Christians celebrate Jesus’s birth at Christmas and the significance of his birth to Christians. Christians visit church on Christmas day and celebrate through prayer and singing. Need to know the Christmas story and the true meaning.</li> <li>• To know that many Christian stories come from the Bible. Stories from and about Jesus are in the New Testament.</li> <li>• They need to know the Easter story. <b>Salvation:</b> Christians believe that Jesus’ death and resurrection opened the way back to God for eternity.</li> <li>• In Christianity there are religious rites that are significant in a Christians life such as baptism and marriage.</li> <li>• Hinduism: The Vedas are the sacred scriptures of a Hinduism. Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus worship as deities in their own right. Brahman, the supreme spirit, basically underpins and permeates everything.</li> <li>• Hindus are comfortable with using images and objects (often called murtis) to portray God.</li> <li>• Hindus do not <i>worship</i> images but worship Brahman <i>through</i> them. Hindus are free to worship God in a variety of colourful forms.</li> <li>•</li> </ul>		
	<b>Core Knowledge</b>	<b>Specific Knowledge</b>	<b>Vocabulary</b>
Substantive Conceptual Knowledge. <b>KNOWLEDGE OF VARIOUS RELIGIOUS AND NON-RELIGIOUS TRADITIONS ACROSS</b>	<b>T1</b> <ul style="list-style-type: none"> <li>• Hindus believe in Brahman as the one true God who is formless, limitless, all-inclusive, and eternal. There are fundamental aspects of Hindu belief – Puja, Gayatri Mantra, Vedas, The four goals - (purusharthas) - Dharma (teaching)</li> </ul>	<b>T1</b> <ul style="list-style-type: none"> <li>• <b>Puja:</b> Worship can be performed alone at home or in a mandir/temple with other. Offerings are always given to God</li> <li>• <b>Vedas:</b> the oldest of the Hindu holy books Veda means knowledge. The Vedas include laws covering many aspects of life.</li> </ul>	<b>Puja:</b> worship <b>Gayatri Mantra:</b> An important prayer or mantra <b>Vedas:</b> Holy books <b>Purusharthas:</b> the four goals

<p><b>COMMUNITIES AND THE WORLD.</b></p> <p><b>Beliefs, teachings and sources</b> Christianity/ Hinduism/Islam/Judaism</p> <p><b>Worship</b> Christianity/ Hinduism/Islam/Judaism</p> <p><b>Celebrations</b> Christianity/ Hinduism/Islam/Judaism</p> <p><b>Identity, diversity and belonging</b> Christianity/ Hinduism/Islam/Judaism</p>	<p>T2</p> <ul style="list-style-type: none"> <li>The Bible records the important events in the life of Jesus in the Gospels.</li> <li>The Gospels which retell the birth of Jesus agree on the main points and disagree on nothing.</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>Hindus believe in a universal soul or God called Brahman and <b>that there is a part of Brahman in everyone and this is called the Atman</b></li> <li><b>Trimurti</b>, a term meaning "having three forms," refers to the three main aspects of Brahman.</li> </ul>	<ul style="list-style-type: none"> <li><b>For many Hindus there are four goals in human life</b> (purusharthas); namely</li> <li><b>Moksha</b> - the release of the soul (Atman) from the cycle of rebirth.</li> <li><b>Dharma</b> - the code for leading your life – including duties</li> <li><b>Artha</b> – Being prosperous legally – this includes earning money through doing a job beneficial to others. Earning wealth benefits the community as well as self.</li> <li><b>Karma</b>- this includes desire and a passion for life</li> </ul> <p>T2</p> <ul style="list-style-type: none"> <li>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)</li> <li>The fixing of a festival date to commemorate an event does not necessarily have to happen on the actual date of the event</li> </ul> <p>T3</p> <ul style="list-style-type: none"> <li>The atman is translated into English as the eternal self, spirit, essence, soul, or breath. It is the true self which moves on after death or becomes part of Brahman (the force underlying all things).</li> </ul>	<p><b>Dharma:</b> teachings</p> <p><b>Gospels:</b> literally means “good news”, books of the New Testament recounting Jesus’ life.</p> <p><b>Gospel ‘writers’:</b> Matthew, Mark, Luke and John – four of Jesus’ disciples.</p> <p><b>Disciples</b></p> <p><b>Truth</b></p> <p><b>Atman</b></p> <p><b>Trimurti:</b> three deities working together to reflect the laws of nature</p> <ul style="list-style-type: none"> <li>Brahma: creator</li> </ul>
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	<p>T4</p> <ul style="list-style-type: none"> <li>Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins.</li> <li>The Bible cites many examples where Jesus says he knows he will be going to his death.</li> </ul> <p>T5</p> <ul style="list-style-type: none"> <li>There are key Hindu concepts surrounding the cycle of life, death and reincarnation: Samsara, Karma and Moksha</li> <li><b>The spiritual goal of a Hindu is to become one with Brahman.</b></li> </ul>	<ul style="list-style-type: none"> <li>The final stage of moksha (liberation) is the understanding that your atman is, in fact, Brahman.</li> </ul> <p>T4</p> <ul style="list-style-type: none"> <li>Jesus's death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of <b>salvation</b>.</li> <li>The Bible says Jesus warned his disciples that "He will be handed over to the Gentiles. They will mock him, insult him, spit on him, flog him and kill him" (Luke 18:32). Later he told the Roman governor, Pilate, "For this reason I was born, and for this I came into the world" (John 18:37).</li> </ul> <p>T5</p> <ul style="list-style-type: none"> <li><b>Samsara:</b> Hindus believe in reincarnation, the cycle of rebirth - a belief that the soul lives many lifetimes, in one body after another.</li> <li><b>Karma</b> can be translated as actions and in a broad sense explains that our actions have consequences. Hindus believe that the soul passes through a cycle of many lives and the next life is always dependent on how the previous life was lived.</li> <li><b>Moksha</b> is linked closely to karma as the actions a person undertakes have a direct influence on their next life, so to achieve Moksha, good Karma must be accumulated.</li> <li>Some Hindus separate themselves from ordinary life to pursue a spiritual journey</li> </ul>	<ul style="list-style-type: none"> <li>Vishnu: preserver</li> <li>Shiva: destroyer</li> </ul> <p><b>Pilate</b> <b>Incarnation</b> <b>Disciples</b> <b>Resurrection:</b> <b>Crucifixion</b> <b>Pharisee</b></p> <p><b>Karma</b> <b>Samsara</b> <b>Moksha</b></p>
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	<p>T6</p> <ul style="list-style-type: none"> <li>• <b>10 Commandments:</b> rules given to Moses in the desert when he led the Israelites out of Egypt.</li> <li>• Jesus' commandments summed these up - to love God and love your neighbour. (Golden Rule)</li> <li>• Confirmation is a ceremony during which an adult is received into the church.</li> </ul>	<p>T6</p> <ul style="list-style-type: none"> <li>• Jesus's teaching made it easier to understand that in essence the first 3 Commandments are about loving God and the other 7 are about loving your neighbour.</li> <li>• 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.</li> </ul>	<p><b>10 Commandments</b> <b>Gifts of the Spirit:</b> The gifts are: Wisdom, Understanding, Counsel, Fortitude, Knowledge, Piety, and Fear of the Lord <b>Prayer</b> <b>The Lord's Prayer:</b> also known as the Our Father</p>
<p>Disciplinary knowledge. <b>HOW TO KNOW ABOUT RELIGION AND NON-RELIGION,</b></p>	<p><b>T1: What is the best way for a Hindu to show commitment to God?</b> <b>T2: Is the Christmas story true?</b> <b>T3: How can Brahman be everywhere and in everything?</b> <b>T4: How significant is it for Christians to believe God intended Jesus to die?</b> <b>T5: Do beliefs in Karma, Samsara and Moksha help Hindus to lead good lives?</b> <b>T6: What is the best way for a Christian to show commitment to God?</b> Experiences of others and ourselves. Discussions with class around key questions. Listen to stories: ask questions</p>		

<p>How do we meet all needs including SEND, PP and EAL?</p>	
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Knowledge Organisers</li> <li>• Sentence Stems</li> <li>• Visual Resources, artefacts and books</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work and 1:1</li> <li>• Scaffolding</li> <li>• Talk partners/ seating plan</li> <li>• Extra resources to go home</li> <li>• Parents of other faiths invited to share knowledge where possible</li> </ul>

## The Mead Academy Trust Year RE Curriculum -





	<p><b>T2</b></p> <ul style="list-style-type: none"> <li>• Christian's celebrate Christmas - the arrival of Jesus as God's Son.</li> <li>• Jesus performed miracles, helped people and offered forgiveness of sins.</li> <li>• The "<b>incarnation</b>" is the key fact of Jesus' birth - that God became fully human whilst also retaining his divinity.</li> </ul> <p><b>T3</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>by Angel Gabriel. The fast lasts a month and is during daylight hours</p> <p>5. <b>Hajj</b> – Pilgrimage to Makkah in Saudi Arabia once in a lifetime</p> <p><b>T2</b></p> <ul style="list-style-type: none"> <li>• Christians are grateful because they believe Jesus brought to earth a message from God about how to live a good life.</li> <li>• 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).</li> </ul> <p><b>T3</b></p> <ul style="list-style-type: none"> <li>• 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>I go to prepare a place for you.</i>"</li> <li>• 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.</li> </ul>	<p>Pilgrimage Makkah</p> <p><b>Incarnation Messiah</b></p> <p><b>Agape Messiah Salvation New Testament</b></p>
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	<p>T4</p> <ul style="list-style-type: none"> <li>• <b>Lent</b> (the 40 days leading up to <b>Holy Week</b> commemorating Jesus' time fasting in the desert), <b>Shrove Tuesday</b> (the start of Lent), <b>Ash Wednesday</b> (when ashes from burnt palms from the previous years' <b>Palm Sunday</b> are placed on believers' foreheads) are all aspects of Christian preparation for Easter. <b>Advent</b> is the preparation time for Christmas.</li> </ul> <p>T5 and 6</p> <ul style="list-style-type: none"> <li>• <b>Akhirah</b>: Life after death</li> <li>• <b>Jihad</b> is defined as a personal struggle against evil.</li> <li>• <b>Just War</b> is one that might be acceptable to fight</li> <li>• <b>Holy War</b> has religion as the driving force – usually to defend it from attackers</li> </ul>	<p>T4</p> <ul style="list-style-type: none"> <li>• Christian charities can demonstrate Jesus' teaching to love your neighbour (demonstrate Agape)</li> <li>• There are countries where people are persecuted for being Christians and Christians have to suffer if they stand up for their beliefs.</li> </ul> <p>T5 and 6</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 faith as well as kill others in the belief that this action will lead them straight to paradise.</li> </ul>	<p><b>Agape</b> <b>Harvest</b> <b>Fish symbol</b> <b>Salvation</b></p> <p><b>Akhirah</b> <b>Jihad</b> <b>Lesser Jihad</b></p>
<p>Disciplinary knowledge. <b>HOW TO KNOW ABOUT RELIGION AND NON-RELIGION,</b></p>	<p><b>T1 What is the best way for Muslims to show commitment to God?</b> <b>T2 Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</b> <b>T3 Is anything eternal?</b> <b>T4: Is Christianity still a strong religion 2000 years after Jesus was on earth?</b></p>		

	<p><b>T5/6 Does belief in Akhirah (life after death) help Muslims lead good lives?</b> Experiences of others and ourselves. Discussions with class around key questions. Listen to stories: ask questions,</p>	
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<p>How do we meet all needs including SEND, PP and EAL?</p>	
<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Knowledge Organisers</li> <li>• Sentence Stems</li> <li>• Visual Resources, artefacts and books</li> </ul>	<ul style="list-style-type: none"> <li>• Small group work and 1:1</li> <li>• Scaffolding</li> <li>• Talk partners/seating plan</li> <li>• Extra resources to go home</li> <li>• Parents of other faiths invited to share knowledge where possible</li> </ul>