








Religions Sequence Overview Year 3 – Year 6					
		Christianity	Hinduism	Judaism	Islam
3	AUT 1		<p><b>Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</b></p> <p>Children will investigate what happens during the festival of Diwali and whether the celebration brings a sense of belonging to Hindus. They will draw on their previous knowledge and experience of festivals. By exploring the story of Rama and Sita children will be able to express ideas and insights about the nature, significance and impact of religions and worldviews.</p> <p><b>Concept: Stories and Celebrations</b></p>		
	AUT 2	<p><b>Has Christmas lost its true meaning?</b></p> <p>Children will investigate what the true meaning of Christmas is to Christians and compare this with what Christmas means to them. They will understand key themes of advent (preparation), the Christmas story and incarnation to understand the significance and impact of Christianity as a religion and as part of a worldview. Pupils to make links to the Festival of Diwali and other festivals they are aware of.</p> <p><b>Concept: Stories and Celebrations</b></p>			
	SPR 1	<p><b>What do Christians believe?</b></p> <p>Children will investigate how Christians show their commitment to God, comparing their practices in order to explore which is the best way to show commitment. Pupils will draw on the previous Christianity units and their knowledge of the other faiths studied to help them to answer the unit key question. They will consider what commitment means to a Christian and to themselves.</p> <p><b>Concept: Core Beliefs and Practices</b></p>	<p><b>What do Hindu’s believe?</b></p> <p>Children will understand the Hindu belief that there is one God with many different aspects. They will learn about the Trimurti to understand a supreme God is made up of many different gods who can take the form of humans or animals, link to their knowledge of the story of Rama and Sita from Diwali. They will develop their understanding that Hindus choose specific gods to worship in specific situations and areas of the world.</p> <p><b>Concept: Core Beliefs and Practices</b></p>		
	SPR 2 /SUM 1	<p><b>What is Good about Good Friday?</b></p> <p>Children will learn and understand the significance of key events in the Easter story and understand why Jesus’ crucifixion symbolises hope for Christians. They will investigate how symbols are used to celebrate and remember the Easter story. Through an understanding of the Easter story children will be able to discuss and express ideas about forgiveness, salvation, festivals and beliefs.</p> <p><b>Concepts: Stories and Celebrations</b></p>	<p><b>How do Hindu’s show their commitment?</b></p> <p>Children will be able to discuss and understand the significance of spiritual places and pilgrimages through their understanding of Braham, developed in the previous Hinduism unit, the ultimate reality or all-pervading reality, from which everything emanates (so present in the water of the Ganges). Varanasi – City in Indian state of Uttar Pradesh. Regarded as the spiritual capital of India.</p> <p><b>Concept: Core Beliefs and Practices</b></p>		
	SUM 2				





4	AUT 1			<p><b>What do Jews believe?</b></p> <p>By learning that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. the children will understand the special relationship between Jews and God and the promises they make to each other. They will consider some of the ways Jews demonstrate the personal relationship they have with God. This will develop understanding and insight into a world religion.</p> <p><b>Concept: Core Beliefs and Practices</b></p>	
	AUT 2	<p><b>What is the most significant part of the Nativity story for Christians today?</b></p> <p>By understanding the symbolism in the Christmas story and think about what the different parts mean to Christians today, children will be able to use the skills of interpreting and evaluating to increase their knowledge of the nativity story and its significance in the Christian religion. Pupils will draw on their knowledge of some of the symbols they looked at in the Year 3 Christmas unit.</p> <p><b>Concepts: Stories and Celebrations</b></p>			
	SPR 1			<p><b>How does celebrating Passover help Jews show that they value their relationship with God?</b></p> <p>Children will learn about how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with him. They will investigate the meaning of the foods eaten as part of the Passover celebrations. They will link back to the previous Judaism unit and the covenant Jews have with God. They will discuss food and celebrations in their own lives to develop their skills of empathy for other people’s beliefs and views.</p> <p><b>Concepts: Stories and Celebrations</b></p>	
	SPR 2 /SUM 1	<p><b>Do Christians need to go to church?</b></p> <p>Looking at the concept of whether or not Christians need to go to a church building to show their commitment to God. Does the building play a part of their expression of Worship or is it also to do with the time spent outworking this with those who attend? Children will discuss what is meant by belonging, commitment, faith and worship to build on their skills of understanding religions and views. They will think about their own special times/places to develop their skill of empathy. They can also think about what they have learnt about how Hindus and Jews worship and how these compare. They will also be able to make links to the previous Judaism unit that looked at rites of passage.</p> <p><b>Concept: Core Beliefs and Practices</b></p>		<p><b>What is the best way for a Jew to show commitment to God?</b></p> <p>Children will learn to understand how Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment. Pupils will draw on the previous units to help them to answer the unit key question. They will also investigate other ways that Jews show their commitment to God. They will explore rites of passage and how Jews help the community and care for the environment.</p> <p><b>Concept: Core Beliefs and Practices</b></p>	
	SUM 2	<p><b>Could Jesus heal people? Were these miracles or is there some other explanation?</b></p> <p>Children will understand what a miracle is through explanation that it is an effect or extraordinary event in the physical world that surpasses all known human or natural powers. These miracles can be considered as a work of God and is part of the Christian view that Jesus performed many miracles of healing. They will make links back to the previous Christianity unit in understanding that Jesus is believed to be the Son of God.</p> <p><b>Concept: Core Beliefs and Practices</b></p>			





5	AUT 1				<p><b>What do Muslims believe?</b></p> <p>The children will be able to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Muslims show commitment by following the Five Pillars. Shown through thoughts, words and actions. The children will learn what each of the pillars are, discuss their ideas, and express their views on the significance and impact of these on this religion. They can make links to how they show commitment in their lives and how other faiths show their commitment.</p> <p><b>Concept: Core Beliefs and Practices</b></p>
	AUT 2	<p><b>Is the Christmas story true?</b></p> <p>The children will evaluate different accounts of the Christmas story and understand that stories can be true in different ways. They will draw on their knowledge from previous Christmas units to make links to the symbolism within the stories.</p> <p>They will gain an understanding of incarnation, truth, teachings, gospels and salvation. They will discuss different types of truth e.g. historical, scientific, personal (beliefs) and learn there are different accounts of the Christmas story in the Gospel books Matthew and Luke.</p> <p><b>Concept: Core Beliefs and Practices</b></p>			
	SPR 1				<p><b>How do Ramadan and Eid-ul-Fitr celebrations help Muslims to feel part of a community?</b></p> <p>Children will learn about the ways that Ramadan and Eid-ul-Fitr are celebrated. They will consider how these celebrations help to bring the community together through prayer, shared meals and acts of giving to charity. Children will hear experiences of Ramadan and Eid-ul-Fitr from Muslims. Children will consider what it is like for a Muslim in the UK to be part of Ramadan and Eid-ul-Fitr celebrations. They can make links to celebrations and feeling a part of a community in their own lives.</p> <p><b>Concept: Stories and Celebrations</b></p>
	SPR 2 /SUM 1	<p><b>What are the important elements of Lent for Christians?</b></p> <p>Children will investigate the significance of Lent for Christians and explore the three fundamental elements during this time of preparation: Fasting, Giving and Praying. They will consider what practices occur during each and gain a biblical understanding of why. They will discuss why non-Christians might also ‘give things up’ and decide whether or not this is something they could do whilst developing their skills of empathy for other people’s beliefs and views.</p> <p><b>Concept: Core Beliefs and Practices</b></p>			<p><b>How significant are rites of passage in a Muslim’s life?</b></p> <p>Children will learn about how celebrating different rites of passage at significant stages of life help Muslims to show Allah is present in all aspects of their life. They will consider the concept of commitment in Islam as Muslims committing their life to Allah from Birth and into the afterlife. Pupils will draw on their knowledge from the two previous Islam units to help them understand the significance of these rites of passage. They will discuss how they and other faiths celebrate key stages in their own lives to develop their skills of empathy for other people’s beliefs and views.</p> <p><b>Concept: Core Beliefs and Practices</b></p>
		<p><b>Is forgiveness always possible for Christians?</b></p> <p>Understand how Jesus’ life, death and resurrection teaches Christians about forgiveness. Understand the significance of what Jesus came to do on the earth, with specific focus on his teachings (some specific scenarios will be investigated) and The Last Supper. Children will draw on the Year 3 Easter unit when they thought about why Jesus’ death might be considered good as it allowed Christians to be forgiven.</p> <p><b>Concept: Core Beliefs and Practices</b></p>			
	SUM 2				

6	AUT 1	<p><b>Is anything ever eternal?</b></p> <p>Children evaluate different beliefs about eternity and learn to understand the Christian perspective on this. Pupils can consider how this is shown in other faiths they have studied.</p> <p>Does anything last forever? Children will investigate and discuss ideas about that they think will last forever and whether everything changes all the time? They will apply this to love, marriage and afterlife through discussion and Christian stories.</p> <p><b>Concept: Core Beliefs and Practices</b></p>			
	AUT 2	<p><b>What does it mean to live without a Faith? Humanism</b></p> <p>Children look at what it means to have a non-religious world view as opposed to a religious world view. They consider how Humanist's live and behave and what they base their principles / views on, as well as looking at some Influential Thinkers in life. They will apply their understanding of this concept and consider what forms their worldview.</p> <p><b>Concept: Core Beliefs and Practices</b></p>			
	SPR 1				
	SPR 2 /SUM 1				
	SUM 2	<p><b>What can we learn from the Core Beliefs, Practices, Stories and Celebrations of World Religions?</b></p> <p>Children will review previous learning in RE considering all three strands – Beliefs, Practices and Festivals across Christianity, Hinduism, Judaism and Islam. They will discuss what these strands are. They will compile information about 1 of the three strands across the religions.</p> <p>Pupils will compare similarities and differences that they identify and present their findings. They will reflect on what we can learn from the religions.</p> <p><b>Concept:</b> Beliefs, Practices and Festivals <b>Religion:</b> Christianity, Hinduism, Judaism, Islam</p>			

Concepts Sequence Overview Year 3 – Year 6							
		Core Beliefs and Practices <i>(including Special Places, journeys and Community)</i>	Special People – Assembly Links	Stories and Celebrations			
3	AUT 1						
	AUT 2						
	SPR 1	<p><b>What do Hindu’s believe?</b></p> <p>Children will understand the Hindu belief that there is one God with many different aspects. They will learn about the Trimurti to understand a supreme God is made up of many different gods who can take the form of humans or animals, link to their knowledge of the story of Rama and Sita from Diwali. They will develop their understanding that Hindus choose specific gods to worship in specific situations and areas of the world.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Hinduism</b></p> 					
		<p><b>What do Christians believe?</b></p> <p>Children will investigate how Christians show their commitment to God, comparing their practices in order to explore which is the best way to show commitment. Pupils will draw on the previous Christianity units and their knowledge of the other faiths studied to help them to answer the unit key question. They will consider what commitment means to a Christian and to themselves.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Christianity</b></p> 					
	SPR 2 /SUM 1	<p><b>How do Hindu’s show their commitment?</b></p> <p>Children will be able to discuss and understand the significance of spiritual places and pilgrimages through their understanding of Braham, developed in the previous Hinduism unit, the ultimate reality or all-pervading reality, from which everything emanates (so present in the water of the Ganges). Varanasi – City in Indian state of Uttar Pradesh. Regarded as the spiritual capital of India.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Hinduism</b></p> 					
	SUM 2						
4	AUT 1	<p><b>What do Jews believe?</b></p> <p>By learning that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. the children will understand the special relationship between Jews and God and the promises they make to each other. They will consider some of the ways Jews demonstrate the personal relationship they have with God. This will develop understanding and insight into a world religion.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Judaism</b></p> 					

	AUT 2			
	SPR 1			
	SPR 2 /SUM 1	<p><b>How do Jews show their commitment?</b></p> <p>Children will learn to understand how to show their commitment to God comparing their practices in order to explore which shows the most commitment. Pupils will draw on the previous units to help them answer the unit key question. They will also investigate other ways that Jews show their commitment to God. They will explore rites of passage and how Jews help the community and care for the environment.</p> <p><b>Concepts: Stories and Celebrations</b> <b>Religion: Judaism</b></p> 		
		<p><b>Do Christians need to go to church?</b></p> <p>Looking at the concept of whether or not Christians need to go to a church building to show their commitment to God. Does the building play a part of their expression of Worship or is it also to do with the time spent outworking this with those who attend? Children will discuss what is meant by belonging, commitment, faith and worship to build on their skills of understanding religions and views. They will think about their own special times/places to develop their skill of empathy. They can also think about what they have learnt about how Hindus and Jews worship and how these compare. They will also be able to make links to the previous Judaism unit that looked at rites of passage.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Christianity</b></p> 		
	SUM 2			
5	AUT 1	<p><b>What do Muslims believe?</b></p> <p>The children will be able to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way. Muslims show commitment by following the Five Pillars. Shown through thoughts, words and actions. The children will learn what each of the pillars are, discuss their ideas, and express their views on the significance and impact of these on this religion. They can make links to how they show commitment in their lives and how other faiths show their commitment.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Islam</b></p> 		
	AUT 2			

	SPR 1			
	SPR 2 /SUM 1	<p><b>What are the important elements of Lent for Christians?</b></p> <p>Children will investigate the significance of Lent for Christians and explore the three fundamental elements during this time of preparation: Fasting, Giving and Praying. They will consider what practices occur during each and gain a biblical understanding of why. They will discuss why non-Christians might also ‘give things up’ and decide whether or not this is something they could do whilst developing their skills of empathy for other people’s beliefs and views.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Christianity</b></p> 		
		<p><b>How significant are rites of passage in a Muslim’s life?</b></p> <p>Children will learn about how celebrating different rites of passage at significant stages of life help Muslims to show Allah is present in all aspects of their life. They will consider the concept of commitment in Islam as Muslims committing their life to Allah from Birth and into the afterlife. Pupils will draw on their knowledge from the two previous Islam units to help them understand the significance of these rites of passage. They will discuss how they and other faiths celebrate key stages in their own lives to develop their skills of empathy for other people’s beliefs and views.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Islam</b></p> 		
		<p><b>Agreed 09.03.22 to teach during Summer 2</b></p> <p><b>Is forgiveness always possible for Christians?</b></p> <p>Understand how Jesus’ life, death and resurrection teaches Christians about forgiveness. Understand the significance of what Jesus came to do on the earth, with specific focus on his teachings (some specific scenarios will be investigated) and The Last Supper. Children will draw on the Year 3 Easter unit when they thought about why Jesus’ death might be considered good as it allowed Christians to be forgiven.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Christianity</b></p> 		
	SUM 2			
6	AUT 1	<p><b>Is anything ever eternal?</b></p> <p>Children evaluate different beliefs about eternity and learn to understand the Christian perspective on this. Pupils can consider how this is shown in other faiths they have studied. Does anything last forever? Children will investigate and discuss ideas about that they think will last forever and whether everything changes all the time? They will apply this to love, marriage and afterlife through discussion and Christian stories.</p> <p><b>Concept: Core Beliefs and Practices</b> <b>Religion: Christianity</b></p> 		
	AUT 2	<p><b>What does it mean to live without a Faith? Humanism</b></p> <p>Children look at what it means to have a non-religious world view as opposed to a religious world view. They consider how Humanist’s live and behave and what they base their principles / views on, as well as looking at some Influential Thinkers in life. They will apply their understanding of this concept and consider what forms their worldview.</p>		

		Concept: Core Beliefs and Practices Humanism		
	SPR 1			
	SPR 2 /SUM 1			
	SUM 2	<div>What can we learn from the Core Beliefs, Practices, Stories and Celebrations of World Religions?</div> <div>Children will review previous learning in RE across Christianity, Hinduism, Judaism and Islam. Pupils will compare similarities and differences that they identify and present their findings. They will reflect on what we can learn from the religions.</div> <div>Concept Core beliefs and practices or Stories / celebrations Religion: Christianity, Hinduism, Judaism, Islam</div> <div><div></div><div></div><div></div><div></div></div>		