



## Core Themes

<p><b>Compare &amp; Relect</b></p>	<p><b>Similarities &amp; Differences</b></p>	<p><b>Religion in our World</b></p>
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## Curriculum Overview

	Year 3	Year 4	Year 5	Year 6
Autumn	Food and Fasting Festival Day ( <b>Christmas</b> )	Churches Festival Day ( <b>Diwali</b> ) Pilgrimages	Beliefs and Questions- how do moral stories impact on lives across Sikhism and Islam Religion and the Individual Devotion and Commitment in Christianity	Teaching wisdom and authority Sacred Texts
Spring	Prayer	Symbols and Worship	Religion and the individual Teachings of Jesus -Religious Practice Forgiveness and loving your enemies	Religion, Family and the community Festival Day ( <b>Wesak</b> )
Summer	Inspirational People and Religious leaders	Beliefs and Questions The journey of Life and Death	Beliefs and Questions Festival Day ( <b>Eid</b> ) Worship and sacred places of worship	Global Issues Fairness, Social justice Judaism, Christianity and Humanism – Living together

	Year 3	Year 4	Year 5	Year 6
<p><b>Know about and understand religions and world views</b></p> <p>A1 Describe and make connections between different features of the religions and world views they study. Eg <i>Celebrations, worship, pilgrimages and rituals</i>.</p> <p>A2 Describe and understand links between stories and other aspects of the communities they are investigating.</p> <p>A3 Explore and describe a range of beliefs, symbols and actions to understand ways of expressing meaning.</p>	<p>(Autumn1-A2) Learn about Christian celebrations of harvest festival, The last supper, holy communion, Lent, Easter and Christmas through food, festival and celebration. Link to Ramadan and fasting, Eid and breaking Fast, Passover and create own Sedar plate. Consider the common theme of sacrifice.</p> <p>(Spring-A3) Pursue enquiries into what prayer is. Find out about symbols, words and meanings behind actions used in Jewish, Islamic Christian prayer. Consider Buddhist meditation. Write instructions for Islamic wudu, create a prayer mat, discover how Jewish people pray and study Lord's Prayer.</p> <p>(Summer1-A2) Experience well told life stories of inspirational people Malala, Fauja Singh and Dalai Lama. Retell life stories. Describe the impact of their lives on communities and stories of hope. Reflect on battling adversity.</p> <p>(Summer2-A2) Respond to Jewish stories about Moses as the servant of God, use the 10 commandments. Respond to Christian beliefs about Jesus, learn through parables. Consider the story of enlightenment of the Buddha, invent a board game and a user guide for tripitaka. Respond thoughtfully to Muslim teachings about Muhammed.</p> <p>(Summer2-A3) Consider meanings of a parable of Jesus is expressed in poetry, video and drama, draw own image of Jesus and act out a parable.</p>	<p>(Autumn2-A1) Having learnt about many pilgrimages make connections between Muslim and Christian pilgrimages. Understand the 5<sup>th</sup> pillar of Hajj and make notes on this, link this to the journey of faith through nativity lessons.</p> <p>(Summer1-A2) Read and discuss a range of creation stories. Create a story wheel about the Christian creation story and a story board. Identify links and define differences between the Christian story with Islam and Jewish creation stories. Link the Hindu story to caring for the environment by creating posters about caring for living things. Then discuss the scientific theory briefly of evolution while creating their dream for a perfect world.</p> <p>(Summer2-A1) Consider life as a journey –scriptures can be seen as guidebooks for living – Investigate these. Explore how life events such as becoming an adult is celebrated or rituals performed across religions (Coming of age). Reflect on their own response to this future event.</p>	<p>(Summer 1- A1) Festival to celebrate EID which includes many elements of the Islam celebration using food, sacred text or poem, creative celebration and charity. Bring the school Muslim community into share this experience.</p> <p>(Autumn 2-A2) Compare the texts in the Christian gospels in relation to the shepherds and wise men. Explore how they are remembered and celebrated. Symbolism of the gifts of the Magi. Write a diary first person account from the point of view of the shepherds describing the visit of the host of angels. Write a newspaper article about the discussion between King Herod and the Magi. Creative response to celebrating the role of the Magi as a symbol of Jesus as a future king. Children paint and decorate, using ancient Middle Eastern designs on gift boxes for gold coins.</p> <p>(Summer 2-A3) Pursue enquiries into local places of worship using the resource of the Medina Mosque, the Jewish Synagogue and St Mark's Church. Research project comparing and contrasting holy buildings and iconography/objects and symbolism of worship. Schools' Library Service for non-fiction books. Focus on the similarities of religions and the presentation of religious services.</p>	<p>Teachings, wisdom and authority – What do sacred texts say about God?</p> <p>(Spring 1 C2) Religion, family and community: What does Britain look like in terms of numbers of worshippers for each religion? Does Sheffield worship stats figures reflect the National picture or not? Focus on a different religion each week and geographically in Sheffield. Class similarities</p> <p>How can we make Sheffield a city of tolerance? How is Sheffield seen as a city of tolerance? Compare religious hate crime figures of Sheffield with national figures.</p> <p>(Spring 2 C1) Discover and explore what Jewish people, Humanist and Christians teach about how we can all live</p>

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<p><b>Express ideas and insights into significance of religion and world views</b></p> <p><b>B1</b> Observe and understand varied examples of religions and world views so that the children can explain their meanings and significance to communities</p> <p><b>B2</b> Understand the challenges of commitment to a community of faith or belief. Why belonging to a community may be valuable, both in diverse communities being studied and in their own lives</p> <p><b>B3</b> Observe and consider different dimensions of religion so that they can explore and show understanding of the similarities and differences between religions and world views.</p>	<p>(Spring-B2) Compare what prayer means for Jews, Christians, Muslims and Buddhists (meditation). Noting similarity links through sense of community and also differences. Reflect on what prayer means to them or what value it might have and why others pray when creating their own reflective prayers.</p> <p>(Summer1-B2) To explore the lives of people, describing the challenges they have faced and the commitments by which they have lived through difficulties overcome by people such as Bear Grylls and Malala.</p> <p>(Summer2-B3) Use their thinking about the stories discussed about Moses, the Buddha, Jesus or Mohammed to explore how Jews and Christians celebrate moments from history (Passover and Lent-Link to Autumn term). – Possible festival idea</p>	<p>(Autumn 1-B3) Use prior learning of stories to explore how Hindus celebrate key events (festival celebration day in the Autumn term – Year 4 will focus on Diwali)</p> <p>(Spring Term–B3) Different religions have different symbols. Recognise symbols and understand the meaning behind each symbol and its importance. To find out more about different forms of worship, through prayers, celebration, song and meditation through the ordering of Salat prayer cards and completing a Buddhist Puja quiz, comparing Sikh, Jewish and Christian worship, play a matching game with Hindu symbols (Sp1-Christianity, Islam, Buddhism) (Sp2-Sikhism, Hinduism, Judaism,).</p> <p>(Summer1-B2) Consider what believing in Jesus means to Christians through the idea of original sin in Christian creation stories, making mistakes, seeking forgiveness and being forgiven. How this gives Christians hope.</p> <p>(Summer2-B1) Compare how Muslims, Hindus and Christians celebrate birth, marriage and life milestones. Develop understanding and beliefs about death and life through debate and discussion. Create some artwork or writing based on their ideas.</p>	<p>(Summer 2 –B1)As part of worship and sacred places pupils consider how holy buildings express the community’s way of life.</p> <p>Describe the significance of being part of the Christian religion through the understanding the teachings of Jesus. Forgiveness and loving your enemies. The Selfish Giant.</p> <p>B1 Learn about devotion and commitment in Christianity. Summer 2 – EID festival day. Charity involvement of the Year 5 children and talk by Mr Gooljar to understand that a commitment to Islam involves regular charity work and raising money as part of Ramadan. This forms part of the 5 pillars of Islam.</p> <p>(Autumn 1 , Spring 1-B3, Summer 2) Islam and Christianity. Three Blessed men, the Selfish Giant, The prodigal Son– moral similarities and moral guidance.</p>	<p>B2 Religion, family and community</p> <p>This could be a new block for Y6 from SACRE</p>

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<p><b>Gain and deploy skills for engaging with religions and world views</b></p> <p><b>C1</b> Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth. Applying ideas of their own (music, art and poetry).</p> <p><b>C2</b> Consider and apply ideas about ways in which diverse communities can live together for the well being of all. Bring in community, values and respect.</p> <p><b>C3</b> Discuss and apply their own and others' ideas about ethical questions including ideas about what is right and wrong and just and fair. Express their own ideas clearly in response.</p>	<p>(Summer 1-C1) To apply ideas of their own by reflecting on their views and what inspires them and about how leaders can provide inspiration and wisdom when responding to comprehension questions about Rabbi Jonathan Sacks.</p> <p>(Summer2-C1) Discuss and present thoughtfully their own and others' views about the ways in which leaders in religions inspire their followers connecting to human rights</p>	<p>(Autumn 2-C1) Create works of art or music to express understanding of what it means to belong to a religion or world view, reflect on work on pilgrimages, respond creatively to representations of the wise men and relate to Herod's jealousy.</p> <p>(Spring Term-C1) Create art or music to express understanding of a particular religion, world view or symbol through creating Christian stain glass windows, a Jewish Hamsa design, Islamic patterns, drawing the Buddhist and Sikh symbols and Hindu Puja plate.</p> <p>(Autumn 1-C2) Consider ways communities live together by sharing how religions celebrate festivals through a festival celebration day in the Autumn term – Diwali day.</p> <p>(Summer1-C1) The generation of a class list of big questions. Open discussion of these. Individual beliefs discussed without judgement. Questions raised directly for God. Links to the environment through Hinduism and how the theory of evolution sits with religion and God.</p> <p>(Summer2-C1) Develop links about beliefs about death – Understand, compare and contrast. Resurrection, heaven in Christianity, enlightenment and Nirvana in Buddhism.</p>	<p>(Spring 2 –C1) Through the story of Holy week children discuss and apply their own knowledge of what is good? What is fair or unfair? Consider the challenges of trying to live a good life.</p> <p>(Summer 2 –C2) Worship and Sacred places. Discuss and present thoughtfully views on different kinds of religious belonging in Sheffield. This could be a recount, question and answer session or a PowerPoint presentation.</p> <p>(Spring 1 –C3) Through work on forgiveness look at right and wrong and how through Forgiveness and how the Dalia Lama and Desmond Tutu travelled to discuss the importance of saying 'I am sorry'</p>	<p><u>Summer 1</u> <u>Suggested new block for Y6</u> C1 Global issues- NB Could adapt existing planning.</p> <p>C3 There is an existing block of work in Spring 1 called Justice and Freedom NB This could be adapted to fit SACRE C3 SACRE is Beliefs in action in the world. It involves human rights, fairness, social justice and the importance of the environment.</p>