



Understanding of the World

Nursery	Develop Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Who am I?	People, Culture and Communities: Continue to develop positive attitudes about the differences between people.	We are all different. Diversity is to be celebrated.	Noticing differences in our physical appearances and our abilities and seeing them as positives.	Difference	Face, Hair, skin, eyes, big, small, good at, need help with
Autumn Term 2					
Who is in my community?	People, Culture and Communities: Continue to develop positive attitudes about the differences between people.	We are all different. Diversity is to be celebrated.	Noticing differences in our physical appearances and our abilities and seeing them as positives.	Difference	Names of family members and people in the community, names of family religions, names of festivals and celebrations
		There are lots of different types of families	Recognising that families are all different and seeing this as positive and interesting	Difference, family	
		We can celebrate different festivals according to our beliefs.	Identifying that different families celebrate different festivals.	festival	
Spring Term 1					
How do we get to the South Pole?	People, Culture and Communities: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Our cultures are different, partly because of where we or our families come from.	Observing differences between places	Difference	Names of countries, places and languages; family; family relationship names
Spring Term 2					
What can we grow?	People, Culture and Communities: Continue to develop positive attitudes about the differences between people.	We can celebrate different festivals according to our beliefs.	Identifying that different families celebrate different festivals.	festival	

Summer Term 1					
What is under the sea?					
Summer Term 2					
Where will adventure take us?	People, Culture and Communities: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Our cultures are different, partly because of where we or our families come from.	Observing differences between places	Difference	Names of countries, names of religious festivals and celebrations according to children's experiences
		We can celebrate different festivals according to our beliefs.	Identifying that different families celebrate different festivals.	festival	



Understanding of the World

Reception	Development Matters PoS	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What makes me happy and healthy?	Past and Present	understanding family and diversity in family	listen to others talk about their family and recognise differences	intercultural understanding	Diversity, difference, belief, inclusive, care,
	People, Culture and Communities				
Autumn Term 2					
Where in the world do animals live?	Recognise that people have different beliefs and celebrate special times in different ways.	knowledge that there are different routines and customs in different cultures and religions	talk about and describe and compare their own routines and customs with others engage in some customs of Diwali	Diwali	Identity, Tradition, Belief, Divali, Festival of light
		knowing about the festival of Diwali		Identity	
				Tradition	
				Belief	
Spring Term 1					
What makes a good toy?	Compare and contrast characters from stories, including figures from the past.	knowing that their own experiences may be different to others.	Listen to the past experiences of others and describe their own.	knowledge and understanding	difference, expereince, listen, respect, similarity
				Similarity and difference	
Spring Term 2					
What happens on the farm?	Recognise that people have different beliefs - tolerance and non-discrim focus	knowing about what different places of workshop look like and why they are important to different members of our community	being able to describe some differences ; to talk about what discrimination is	tolerance , repspect , non discrimination	respect , difference , community , tolerance

Summer Term 1					
How can I be a superhero?	Compare and contrast characters from stories, including figures from the past.	Know that we as humans can have an impact on the world by our actions.	Be able to talk about how about and why we should take care of the Earth, each other and creatures which share the Earth with us.	Knowledge and understanding	impact, simility, difference, care, understandng, acivism.
				Similarity and difference	
				Comparison	
				Description	
				Observation	
				Responsibility	
Summer Term 2					
What goes up, up and away?	Continue developing positive attitudes about the differences between people.	Know that people are different and communities are not all the same.	Understand that we are not all the same and be respectful of this.	Similarity and difference	
			Be able to talk about differences.	Observation	



Religious Education

Year 1	Manchester SACRE agreed syllabus	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What do I know about the UK and where I live in Didsbury?	Unit 1.1. Who is a Christian and what do they believe?	Develop an understanding of Christianity, and understand what represents the Christian faith	Ask questions to explore Christianity	Belief	Christian, Christianity, miracle, bible, church, believe, parable, faith, pray, disciple, God, Jesus, son, hero, worship.
		Learn about the Bible, Jesus and the practices of Christians	Listen to other people's beliefs and values	Worship	
		Begin to understand 'identity' and what this might mean for different people	Link what has been heard to own experiences	Identity	
		Develop an understanding of what a hero is and appreciate that this can mean different things for different people	Take their understanding and apply it to their own experiences	Commitment	
		Know Christianity is a religion.	Retelling key events of bible stories.	Miracle	
		Know significant places and symbols in Christinity and why they are important.			
		"Develop an understanding of why Jesus is important and seen as a hero to Christians"			
		Develop an understanding of the term 'miracle' and learn about some of the miracles Jesus performed			
		Know the story of Jonah and the big fish and The feeding of the 5000.			
Autumn Term 2					
	PlanBee Unit - Our Wonderful World	Know and identify what makes our world special.	Retell parts of the creation stories.	Listening and understanding	Christian, Jewish, Islamic, creation, world, special, sky, heaven, Hindu, Hinduism, plant, shelter, food, animals, humans, Christmas
	The Christmas Story	Know how to form their own opinion and express it.	Understanding other creation stories even when different to own beliefs.	Acceptance	

How different was my grandparents' childhood to mine?		Begin to know the Christian, Jewish and Islamic stories of creation.	Understanding and expressing opinions, beliefs and feelings.	Sharing	
		Exploring the Hindu creation story.	Listening to and accepting other peoples beliefs, opinions and feelings.	Caring	
		Knowing about the sky and heaven.		Celebration	
		Exploring ideas about the creation of plants and their purpose in the world.			
		Exploring ideas about the creation of animals and humans.			
		Knowing that people have different ideas about how the world was created.			
		That Christians celebrate Christmas and the story of Christmas.			
Spring Term 1					
Why are humans not like tigers? Animals including humans	Unit 1.5 What makes some places Sacred?	Recognise that there are special places where people go to worship, and talk about what people do there	Draw meaning from artefacts and symbolism	Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others	symbol, sacred, worship, special experience, belief, value, church holy, family, community, Christianity, Muslim, Jew, Jewish Judaism, Islam, similar, different, temple, synagogue.
		Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used	Distinguishing between the features of different religions	Seeing the world through the eyes of others, and seeing issues from their point of view	
		recognise symbols and other forms of religious expression	Link significant features of religion together in a coherent pattern	Reflection: beliefs and practices	
		recognise features of religious life and practice	Make the association between religion and individual, community, national and international life	Investigation: asking relevant questions	
			Explain concepts, rituals and practices	Interpretation: drawing meaning from artefacts and symbolism	
				Analysis: distinguishing between the features of different religions	
Spring Term 2					

How can I make a fashionable logo about where I am from?	Unit 1.7. What does it mean to belong to a faith community?	Recognise that we are all important and belong to different groups.	Distinguishing between the features of different religions	Belonging Community Family Worship	belong, family, community, worship, faith, commitment, group, special, important
		Know that some people belong to different faith communities and what that means.	Make the association between religion and individual, community, national and international life		
		To know how Christians and Muslims show belonging to their religions.	Understand that people belong to different communities and religions.		
		Recognise features of religious life and practice	To be able to explain what makes them special.		
Summer Term 1					
Why are some places in the world always hot and others are always cold?	Unit 1.6 How and why do we celebrate special and sacred times?	Recognise that we are all important and belong to different groups.	Draw meaning from artefacts and symbolism that are meaningful in special festivals and celebrations.	Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others Seeing the world through the eyes of others, and seeing issues from their point of view	faith, community, feeling, belief, festival, celebration, practices, worship, point of view, symbol, artefact, represent, Easter Passover celebration Good Friday, Easter Sunday service occasion Seder meal/plate Eid-ul Fitr Ramadan
		Know which different groups the children belong to	Distinguishing between the festivals of different religions	Reflection: beliefs and practices	
		Know that some people belong to different faith communities and what that means.	Make the association between religion and individual, community, national and international life.	Investigation: asking relevant questions	
		Know what festivals and celebrations are important to Christians and Muslims.	Explain concepts, rituals and practices.	Interpretation: drawing meaning from artefacts and symbolism	
		Recognise symbols and other forms of religious expression.		Analysis: distinguishing between the features of different religious celebrations	
		Recognise features of religious life and practice.			
Summer Term 2					
	PlanBee Unit - Who was Buddha?	To know that there are many different religions people belong to	Draw meaning from parables and symbols.	An understanding of people having different beliefs and opinions.	Buddha, Siddhartha Gautama, Buddhism, North India, symbol, statue, parable, birth, life, death, rebirth, worship, temple, ritual, meditation, Vesak, festival
		To know that different religious groups believe different things.	Distinguishing between the features of different religions	Reflect on, consider, analyse, interpret and evaluate issues of belief and faith and to communicate their responses.	

Who were and are the famous Manchester people?		To know who Buddha is and what and how Buddhists practice and celebrate their religion.	Explain concepts, rituals and practices - Buddhism		
			To understand what Buddha taught Buddhist about how to live their lives.		
			To retell a Buddhist parable.		
			To link Buddhists celebration of Vesak to other celebrations in other religions and their own lives.		



Religious Education

Year 2	Manchester SACRE agreed syllabus	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Would a Dinosaur make a good pet?	Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.	What is precious and how they are linked to religion/ Judaism	Using books, artefacts, images and the internet to research	Identity	Mezuzah, Jewish, Shabbat, Channukah
	Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.	Knowing what a Mezuzah is and why it and it's contents are important o Jewish people	Recognise the importance of artefacts	Diversity	
	Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.	Know what Shabbat is and why it is important to Jewish people	Listening to and re-telling religious stories and recognising important information	Expression	
	Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.	Know what Chanukah is and why it is important to Jewish people	Ask and answer questions	Sacred books	
				Sacred places	
				Sacred Tiimes	
				Prayer	
Autumn Term 2					
What lessons have we learnt from the Quest	Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.	Who is a Christian and what do they believe?	Using books, artefacts, images and the internet to research	Religious practices	Christians Bible Jesus Teachings The Book of Jonah Old Testament Miracles Faith
	Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.	Knowing that Christians believe in God and follow the example of Jesus.	Recognise the importance of artefacts	Values	
	Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.	Know Christian symbols and images used to express ideas about God.	Listening to and re-telling religious stories and recognising important information	Committments	

Iearnt from the Great Fire of London?	Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.	To know about some simple ideas about Christian beliefs about God and Jesus.	Ask and answer questions	Belonging	
		To know the links between what Jesus taught and what Chrstians believe and do.	Responding to a piece of Christian music and a Bible text.	Right and Wrong	
			Talking to Christians about what they believe about God.	Community	
			Investigating how Chrstians follow teachings from the Bible.	Forgiveness	
Spring Term 1					
What are the main differences between my life and a small village in Africa?	To raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.	Children will be able to discuss rites of passage and reflect on important life events for them.	Discuss religions of the world - World Religion Day. Write about making the world a better place- respect, kindness etc..	Identity	Heaven Sacrament Belief Bible Ceremony Tradition Belief Funeral Marriage Wedding Union
	To recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	-Children can identify some key common messages in religions (peace, respect, love, etc) and discuss World Religion day.	Identify rites of passage and reflect on their own. Create a class 'tree of life' with major life events.	Diversity	
	To recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	-Children can reflect and discuss their own faith or non faith and community and that of others.	Explain how and why Chinese New Year is celebrated and create crafts for the celebration.	Expression	
		-Children can identify some of the symbols and important events in the Christian rites of passage- baptism, Holy Communion, Marriage and funerals.	Understand important symbols in the Christian celebration of baptism.	Sacred books	
		-Children can identify some of the symbols and celebrations that are important in the Chinese New Year.	Identify First Communion as an important rite of passage for Catholics. To know some of the symbols and ceremony features.	Sacred places	
			Discuss the Christian rite of passage - wedding celebrations and to know some of the symbols and ceremony features.	Sacred Tiimes	
			Discuss funerals as the final rite of passage in christianity and the belief in heaven.	Prayer	
Spring Term 2					
	Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.	To understand the importance of Allah and Mohammad to Muslims.	Using books, artefacts, images and the internet to research	Islam	Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon, star, Ramadan, mehndi, fasting, religion, celebration, festival,

Which internationally famous person did something incredible in the past?	Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.	To know the significance and how the Islamic New Year is celebrated by Muslim families.	Recognise the importance of artefacts	Teachings	symbol, faith, belief, worship, Christian, God, Jesus, church, unique, samaritan
	Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.	Know what happens on the Day of Ashura and that it happens after the Islamic New Year.	Listening to and re-telling religious stories and recognising important information	Sources(Bible/ Torah/ Quoran)	
	Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.	Know what the Qur'an is and why it is important for Muslims.	Ask and answer questions	Meaning	
		Explain how some Muslims celebrate the Prophet Muhammad's birthday.	Reflect on their own faith or culture and that of others.	Purpose	
		Understand why the Prophet Muhammad is important for Muslims.		Truth	
		Understand why Mawlid al-Nabi is important to Muslim families.		Special Stories	
		To know that Ramadan is an important part of Islam and to discuss how it is observed.		Special People	
		Explain how Muslims celebrate Eid al-Fitr and understand why Muslims give money to charity during Eid.			
		Children to understand what a pilgrimage is and where Muslims travel to on their pilgrimage.			
Summer Term 1					
How different are the environments close to our school?	Recognise the importance of Eid for Muslim families and take part in cultural celebration - mehndi, moon and star craft.	To know how Muslim families celebrate Eid and why it is important.	Learning about Eid from Muslim families and taking part in cultural activities - mehndi.	Muslim faith	International, peace, acceptance, belief, respect, community, baptism, christening, festival
	Re-tell Bible stories and stories from another faith about caring for others and the world.	To discuss what makes them unique and what this means for Christians.	Learning what the Bible says about being unique and a good friend.	Teachings	
	Identify ways that some people make a response to God by caring for others and the world.	To know what the Bible teaches Christians about friendship.	Learning what makes them unique and how to be a better friend.	Sources(Bible/ Torah/ Quoran)	
	Talk about issues of good and bad, right and wrong arising from the stories.	To know that some religious figures made a difference in the world.	Learning and researching important historical religious figures and how they helped others in need, e.g. Mother Theresa.	Meaning	
	Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more.	To know what religions believe about the Golden Rule.	Learn how to plan a fundraiser for charity.	Purpose	
	Discuss what makes them unique, how to be a good friend and plan to raise money for charity.	To know the importance of charity within religion and non religion.	Learn how to mindmap and implement positive changes on the playground - friendship.	Truth	

				Special Stories	
				Special People	
Summer Term 2					
How can I make a moving Victorian vehicle?	Talk about what is special and of value about belonging to a group that is important to them.	To know what it means to belong to a faith community.	Be able to talk about stories of people who belong to groups; groups to which pupils belong, including their families and school.	Identity	Symbol, tradition, belonging, christian, muslim, jewish, wedding, christening. community islam, ceremony, worship, charity
	• Show an awareness that some people belong to different religions.	To know what is special and of value about belonging to a group.	Finding out symbols of 'belonging' used in Christianity and at least one other religion.	Diversity	
	•Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.	An awareness that some people belong to different religions.	Exploring the idea that everyone is valuable and how Christians show this through infant baptism.	Expression	
	• Identify two ways people show they belong to each other when they get married.	To know some symbols of belonging from their own experiences, for Christians and at least one other religion.	Comparing welcoming ceremonies from different religions.	Sacred books	
	• Respond to examples of co-operation between different people.	To know what happens in traditional Christian infant baptism / dedication.	Finding out how people can show they belong with another person, for example, through the promises made in a wedding ceremony.	Sacred places	
		To know two ways people show they belong to each other when they get married.	Comparing the promises made in a Christian wedding with the Jewish ketubah (wedding contract).	Sacred Times	
			Talking to some Christians and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.	Prayer	
			Exploring the idea that different people belong to different religions, and that many people are not part of religious communities, but that they also belong to different communities.	Baptism	
			Finding out about times when people from different religions and non-religious people might work together..	Marriage	
				Funeral	
				Bar Mitzvah	



Religious Education

Year 3	Manchester SACRE agreed syllabus	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What causes earthquakes, volcanoes and mountains?	Why is Diwali significant to Hindus?	To know that Hindus celebrate Diwali	make links between beliefs, stories and practices	Different religions celebrate different festivals	Divali Hinduism Sikhism India Celebration Festival Light Rana and Sita Lakshman, Hanuman, Hanuman
	What is worth celebrating?	To understand that Diwali is the festival of light and that it celebrates new beginnings and goods over evil.	identify the impacts of beliefs and practices on people's lives	Religious practices	
	What can we learn from celebrations and festivals?	To know that these celebrations have similarities – feast, presents, singing and dancing.	identify similarities and differences between religions and beliefs		
		To understand that celebrations and festivals are important for peoples spiritual and beliefs.	describe how some features of religions studied are used or exemplified in festivals and practices		
Autumn Term 2					
How can I create a large structure to represent Manchester?	Why do Jewish people celebrate Hanukkah and Passover every year?	To know that Jewish people celebrate Hanukkah and Passover and that it is celebrate light and freedom from slavery respectively	make links between beliefs, stories and practices	Different religions celebrate different festivals	Israel Judaism Light Sacrifice Hebrew Dreidel Menorah Maccabees
	What can we learn from celebrations and festivals?	To know that these celebrations have similarities – feast, presents, singing and dancing.	identify the impacts of beliefs and practices on people's lives		
	What can we learn from celebrations and festivals?	To understand that celebrations and festivals are important for peoples spiritual and beliefs.	identify similarities and differences between religions and beliefs		
			describe how some features of religions studied are used or exemplified in festivals and practices		
Spring Term 1					

How did Britain change between the Stone age and Iron age?	What does it mean to be a Christian in Britain today?	How Christian's may follow their faith in the home.	To make observations in a place of worship. What will this tell them about the day to day lives of Christians.	That faith can influence the lives of Christians at home and in the community.	Christian Christianity Bible Church Holy Communion Faith Sacrament
		Objects that Christian's may have.	To be able to listen to music and understand how it can support a Christian's face.		
		How Christian's may follow their faith at church.	To be able to make a link between the teaching of the bible and local community action.		
		To learn about Holy Communion and it's significance in the Christian faith.			
		Learn about a significant person and how their faith influenced their action to stand up against injustice.			
Spring Term 2					
Why do we love holidays in the Mediterranean?	To learn that representations of Jesus vary and to explore some of the reasons for this. To find out what Jesus was like as a person from the Gospels.	Children to build on their understanding of a key religious figure (Jesus) and how he is understood and represented differently around the world.	Interpreting pictures and religious writings	Children know that expressions of Jesus' appearance reflect a variety of contextual characteristics.	Jesus Gospel Christianity Bible
			Inference from reading pieces	Christianity, special stories	
			Recognise differences in representation		
			To summarise		
Summer Term 1					
What was Ancient Egypt's civilisation ahead of its time?	How do other people view Jesus?	To consolidate their understanding of how Jesus is understood differently by others.	Compare different people's views on Jesus	Religious signs and symbols	Jesus Christianity Belief Symbol Dove Trinity Cross Holy
	What have I learnt about Jesus?	To know what signs and symbols are and why they are used.	Reflect on what they have learnt about Jesus		
	What are the meanings of signs and symbols?	To understand what a religious symbol is.	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them		
Summer Term 2					

How did the blossom become an apple?	What are the meanings of signs and symbols?	Understanding the meaning of a variety of religious symbols.	Understanding metaphors in religion.	Believing - meaning, purpose.	Passover Seder Plate God Metaphor Noah's Ark Olive Branch Dove Holy Trinity
	How is symbolic food used to remember events?	Exploring Passover and the Seder plate. The meaning behind the types of foods eaten.	Understand why the food at Passover is significant.	Expressing - Passover.	
	How do different religions symbolise God?	To understand different religions have different views of God and how God/gods can be represented.	Appreciate the similarities and differences between religions.	Living - Religious practices, values, belongings	
		To understand how symbols can be used.	Make links between religious symbols and their meanings.		



Religious Education

Year 4	Manchester SACRE agreed syllabus	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Title 1	Why is Jesus inspiring to some people?	Know the events of Holy week /Easter.	Briefly explore what makes a person inspirational to others, identifying	Religions and worldviews: Christians	Jesus, Easter, Holy Week, Christian, gospel, Incarnation, Salvation
	Make connections between some of	Know how the events of Holy Week are celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy	characteristics of a good role model.	Believing	
	Jesus' teachings and the way	Thursday, washing feet; sorrow of Good Friday services; darkness in	Explore creatively some words and actions of Jesus which continue to	Which people are special and why?	
	Christians live today (A1).	churches on Saturday; light and joy of Easter Day.	Inspire Christians today e.g The Parable of the Two Builders from Matthew chapter 7.	Can we live by the values of Jesus in the twenty-first century?	
	Describe how Christians celebrate	Know that Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God.	Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation	What is so radical about Jesus?	
	Holy Week and Easter Sunday (A1).	Know about the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him.			
	Identify the most important parts of				
	Easter for Christians and say why they are important (B1).				
Autumn Term 2					
	Why do some people think that life is like a journey?	Know that some people have rituals to mark important life events.	Describe two different Christian celebrations of belonging/initiation Describe what happen at a Jewish Bar or Bat Mitzvah ceremony.	Strand: Expressing	Journey, Milestone, Religious, Secular, Baptism, Bar Mitzvah, Sacred

Title 2	A: Know about and understand a range of religions and worldviews.	Know Christian, Jewish, Hindu, Muslim and Sikh religious ceremonies linked to stages in life.	Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.	How and why do we celebrate special and sacred times?	
	B: Express ideas and insights about the nature, significance and impact of religions and worldviews.	Know how religions mark the end of life.	Describe the significance of the Hindu sacred thread ceremony.	Milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.	
	C: Gain and deploy the skills needed to engage seriously with religions and worldviews.		Describe a wedding ceremony for two different religions.	Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people.	
			Compare ceremonies of major world religions.	Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death.	
			Compare with non-religious ceremonies		
Spring Term 1					
Title 3	Strand: Expressing	Know the meanings of the stories behind key religious festivals:	Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.	Compare the similarities and differences between the way festivals are celebrated.	Festival, Celebration, Ramadan, Diwali, Easter, Pesach
	Why are festivals important to religious communities?	Christmas and Easter in Christianity,	Notice and think about similarities and differences between the way festivals are celebrated.	Explore the role of festivals in the life of Britain today.	
	Milestones on the journey of life. Through exploring baptism, Bar and Bat Mitzvah or Hindu Samskaras and marriage pupils explore how and why people chose to mark significant moments in life.	Diwali in Hinduism,		Describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.	
Spring Term 2					
Title 4	Why are festivals important to religious communities?	Eid in Islam. Pesach in Judaism,		Belief Worship Tradition	
	Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people.	Know key elements of festivals: shared values, story, beliefs, hopes and commitments.		Worship	
	Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death.			Tradition	

Summer Term 1					
Title 5	What does it mean to be a Hindu in Britain today?	Know features of the Hindu faith:	Describe puja and how it shows Hindu faith (A1)	Make connections with some Hindu beliefs and teachings about aims and duties in life.	Hindu, Aum symbol, Svetaketu, Mandir, Shrine, Puja, Brahma, Vishnu, Shiva
	A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	puja,	Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).	Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).	
	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	aarti,	Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).	Discuss and present ideas about dharma for Hindu children in Britain today, making links to their own duties. (C1) Step	
	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms	bhajans,	Describe how the life of Gandhi shows Hindu beliefs in action (C2)		
		mandir,			
		karma,			
		moksha			
		Know about the life of Ghandi			
Summer Term 2					
Title 6	What can we learn from religions about deciding what is right or wrong?	Know how followers of Judaism and Christianity follow the Ten Comandments.	Decribe ways in which the Ten Commandments help people decide right from wrong.	Values	temptation Comandments Beatitudes
	Give examples of rules for living from religions andsuggest ways in which they might help believerswith difficult decisions (B1).	Know the Golden Rule: treat others as you would like to be treated.	Explain how the Golden Rule can be found in many different religions.	Commitments	
	Make connections between stories of temptation and why people can find it difficult to be good A2			Right and Wrong	
	Give examples of ways in which some inspirationalpeople have been guided by their religion (B1)			temptation	
	Discuss their own and others' ideas about howpeople decide right and wrong (C3).				



Religious Education

Year 5	Manchester SACRE agreed syllabus	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
Why Some People Believe That God Exists?	Know about and understand a range of religions and worldviews	Know about and understand a range of religions and worldviews	Express ideas and insights about the nature, significance and impact of religions and worldviews	Why do some people believe that God exists?	Belief, Worship, tradition, commitment, identity
	Express ideas and insights about the nature, significance and impact of religions and worldviews	Understand/know the similarities and differences between different religions and the God(s) they believe in (e.g. Christianity, Islam, Judaism, and Sikhism etc.)	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry	Belief	
	Gain and deploy the skills needed to engage seriously with religions and worldviews		Describe and make connections between different features of the religions and worldviews they study	Worship	
			Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response	Tradition	
				Commitment	
				Identity	
Autumn Term 2					
What Would Jesus Do?	Outline Jesus' teaching on how followers should live.	Understand the concept of the parables.	Describe Jesus' teaching on how his followers should live.	What would Jesus do?	disciple, parable, forgiveness
	Offer interpretations on 2 of Jesus' parables.	Know some of the stories from the bible, eg, Zaccheus and explain the moral behind it.	Give examples of the impact following Jesus might have on Christian communities.		
	Explain the impact Jesus' example and teachings might have on Christians today.	Understand why some people may not choose to follow Jesus' teaching today.	Discuss if you thing the teaching of Jesus is a good or bad way to follow.		
	Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.		Describe some of Jesus' teaching and stories and why forgiveness is so important.		

Spring Term 1					
Can We Live By The Values of Jesus in the 21st Century?	Know about and understand a range of religions and worldviews	Understand that Christians follow the teachings of Jesus	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.	Belief	Belief, morality, commitment, values, ethics
	Express ideas and insights about the nature, significance and impact of religions and worldviews	Know that the teachings of Jesus can be found in the Bible	Observe and understand varied examples of Christian and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities	Morality	
	Gain and deploy the skills needed to engage seriously with religions and worldviews	Know about and understand a range of religions and worldviews	Discuss and apply their own and Christian ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	Commitment	
		Know that believing in God is valuable in the lives of Christians, and ways in which it can be challenging		Can we live by the values of Jesus in the 21st Century?	
		Understand how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently			
Spring Term 2					
Why Do People Go To A Place Of Worship?	If God is everywhere, why go to a place of worship?	Know that the places of worship for Christians, Jews,Hindus and Muslims are: church, synagogue, mandir and mosque.	Compare places of worship between major world religions.	Worship: what is it for?	synagogue, mandir, mosque, worship
		Know some of the forms of worship which take place in these places of worship.	Identify similarities and differences between them.	What purpose does worship serve in Christianity, Judaism, Hinduism and Islam?	
			Explain the importance of places of worship within religions.		
Summer Term 1					
	Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance	Know the names of Special Places for : Christians, Jews, Muslims and Hindus.	Make links between and compare the importance of special places to various religions.	Recognise the importance of special places to various religions.	similarity, difference, pilgrimage, ritual

Why Do People Go To A Place Of Worship?	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews	Know some of the key features of these places.	Identify similarities and differences within these religious traditions.	Understand the role of special places in bringing members of religious communities together	
			Reflect on the role of their own personal special places.		
Summer Term 2					
What difference does it make to believe in ahimsa, grace or ummah?	Make connections between beliefs and behaviour in different religions (A1).	Know that faith groups have commitments.	Use concepts like 'more important' or 'less significant' to describe the impact of beliefs and commitments on life for myself. Clearly explain the impact of my own beliefs and commitments and those of others.	Understand similarities and differences between grace, ummah and ahimsa for Christian, Hindu and Muslim people;	Ummah, Grace Ahimsa, repentance, harmlessness
	Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).	Muslims are committed to being part of the global 'Ummah', the worldwide Muslim family. They stick together, they are one under Allah.	Explore and express ideas of their own about commitments		
	Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).	Christians are committed to believing in God's grace, or generosity. They think God forgives everyone who truly repents.			
	Consider similarities and differences between beliefs and behaviour in different faiths (B3).	Hindus are committed to Ahimsa, or harmlessness.			



Religious Education

Year 6	Manchester SACRE agreed syllabus	Knowledge	Skills	Concepts	Vocabulary
Autumn Term 1					
What is a church?	Pupils will build on prior knowledge of sacred spaces for a range of religions and belief systems: Christianity, Islam, Judaism, Hinduism, Buddhism, Humanism.	what makes a place special	Research and discuss the importance and sacred nature of religious ceremonial buildings	Believing	Hinduism Judaism worship sacred
		what makes Hindu shrines sacred places of worship			
		what makes synagogues sacred places of worship in Judaism			
Autumn Term 2					
What are sacred places of worship?	Pupils will build on prior knowledge of sacred spaces for a range of religions and belief systems: Christianity, Islam, Judaism, Hinduism, Buddhism, Humanism.	what makes Buddhist temples sacred places of worship	Research and discuss the importance and sacred nature of religious ceremonial buildings	Sacred spaces and their importance	Worship
		what makes mosques sacred places of worship in Islam	Ask questions about religious and ceremonial spaces to further their own knowledge		
		what makes churches sacred places of worship in Christianity	Debate whether religious groups should sell their buildings to raise money to help the poor		
			Link the UNCRC articles to attributes of religions and beliefs		
			Relate values to personal experience		
Spring Term 1					

What matters most to Christians and humanists?	Pupil will compare the values of Christians and Humanists, including discussions of core values, ideas and concepts such as fairness, justice and freedom	what matters most to Christians and to Humanists	express their own ideas about some big moral concepts, such as fairness or honesty	Right and wrong	Morality, Ethical choices, fairness
		some Christian and Humanist values	comparing these ideas with others they have studied		
		the values of Humanism	offer different points of view		
		similarities between Humanism and Christianity	use drama to show what happens if rules are broken		
		what fairness, justice, forgiveness and freedom mean			
		what fairness, justice, forgiveness and freedom mean			
Spring Term 2					
What happens when we die?	Pupils will develop a deeper understanding of, and compare the values of Christians, Hindus and other belief systems in relation to the concepts of hardship, death, heaven and the afterlife.	what questions others have about what happens when humans die	express their own ideas about concepts, such as life, death, heaven, afterlife, reincarnation	Believing	Christianity afterlife heaven death reincarnation beliefs ideas opinions deeds Hindus
		what Christians think happens when we die	compare these ideas with others they have studied		
		whether Christians believe bad deeds stop you from going to heaven	offer different points of view based on their own experiences and beliefs		
		what Hindus believe about reincarnation	offer different points of view based on their own experiences and beliefs		
		what Hindus believe about reincarnation			
Summer Term 1					
Is it better to express your beliefs in arts and architecture or in charity and generosity?	Describe and make connections between examples of religious creativity (buildings and art).	History and timelines of some key Islamic art and buildings	How to identify an Islamic-style pattern	Expressing	Art, Religion and Debate
	• Show understanding of the value of sacred buildings and art.	Common patterns and designs used in Islamic art	How to identify and create Christian-style artwork		
	• Suggest reasons why some believers see generosity and charity as more important than buildings and art.	History and timelines of some key Christian art and buildings	Design skills for a modern Cathedral		
	• Apply ideas about values and from scriptures to the title question.	Common patterns, designs and images used in Christian art	Discussion and debating skills based on a known subject		

generosity? (Christian, Muslim and non religious)		Names and locations of modern Cathedrals			
		Christian and Muslim charities effect on the world			
		Evidence to back up their opinion on whether it is better to express your religion in arts and architecture or in charity and generosity			
Summer Term 2					
What does it mean to be a Muslim in Britain today?	Pupils will develop a deeper understanding of, and compare what life is like being a Muslim in Britain	Where do we belong?	Make connections between the key functions of the mosque and the beliefs of Muslims	Believing as a muslim	Shahadah , Muhammad, five pillars, Zakah pilgrimage,Holy Qur'an
		What does it mean to belong to a faith community?	Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims	Living as a muslim	
		What does it mean to be a Christian in Britain today?	Describe and reflect on the significance of the Holy Qur'an to Muslims		
		What does it mean to be a Muslim in Britain today?	Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils		
		What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?	Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils		
			Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad		