

A stylized tree logo with a brown trunk and a green canopy. The canopy is composed of several overlapping, curved shapes in shades of green and yellow, giving it a modern, abstract appearance.

# **AJS RE Learning Journeys**

**Years 3 to 6**

**Ashley Junior School**

# Ashley Junior School

## RE Curriculum (updated June 2022)

### Intent

At Ashley Junior School we believe that Religious Education should make a significant contribution to children's personal development. It supports children in developing respect for the beliefs, practices and values of others, as well as their own personal spiritual, moral, social and cultural development. Through the teaching of RE, we aim to provide children with a wide range of encounters with religion, in the form of stories, artefacts, places of worship, rituals and beliefs. These encounters will help children form a view of the world that they can apply to their own experiences.

The purpose statement from the Hampshire County Council agreed syllabus Living Difference IV reads:

***"Religious education in Hampshire, the Isle of Wight, Portsmouth and Southampton intends to play an educational part in the lives of children and young people as they come to speak, think and act in the world.***

***This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective."***

It is our intent that all children receiving Religious Education at Ashley Junior School will:

- Understand the nature of Christian beliefs and practises, as well as the beliefs and practises of other world faiths.
- Understand and reflect upon the special importance of certain people, objects, places, occasions, clothing and symbols to different religions.
- Develop an open mind to new and different concepts and be able to form their own opinions concerning religious beliefs, based on evidence and argument.
- Develop an understanding of the value of living in a multi-cultural and multi-faith society.
- Develop an awareness of spirituality and the meaning of life, including concepts that are common to themselves and religions.
- Expand their awareness and understanding of themselves, other people and the world around them.
- Be able to ask questions, express themselves freely and develop their capacity for reflection.
- Extend their thinking skills, creativity, imagination and emotional well-being.
- Develop a caring, respectful and sensitive attitude towards the beliefs and opinions of others.

## Implementation

In line with the statutory requirements, all pupils at Ashley Junior School follow the Hampshire County Council agreed syllabus for Religious Education: *Living Difference IV*. To ensure sufficient time to deliver the syllabus material, the guidance recommends a minimum of 45-hours teaching time allocated to RE each academic year. At Ashley Junior School, an RE unit is taught in each year group every half term, meaning that there are six units of study for each year group over the course of the year. All Medium-Term-Plans are affiliated with the *Living Difference IV* syllabus. A flexible approach has been adopted to the way RE is incorporated within our curriculum, using a combination of different models of delivery depending on the nature of the area of enquiry. Some units are taught through weekly lessons, whereas others are 'blocked', to enable sufficient time to teach the full cycle of enquiry. Where possible, the RE curriculum is enriched by visits and visitors, drawing from a range of local religious communities.

*Living Difference IV* states that during Key Stage 2, children are required to study Christianity and at least two other religions. At Ashley Junior School, the focus in Year 3 and 4 is Christianity and Judaism, with Christianity and Islam the focus in Years 5 & 6. Children also study beliefs and practices from several other religions across KS2 (Buddhism and Hinduism) as well as a non-religious world view (Humanism) in UKS2. Our curriculum is designed to help children develop a broad and balanced knowledge and understanding of a range of world faiths (Abrahamic and Dharmic religions) and other (including non-religious) ideas about the world. It also ensured that children study certain religions in greater depth, in order to consolidate and extend their subject knowledge. Units of study have been selected so that the material encountered and studied by children is well-sequenced, connected and revisited over time. The themes and concepts within the units covered reflect a progression in difficulty and complexity from Year 3 -6. Planning clearly identifies the knowledge to be taught for each unit and Learning Journeys include a list of key vocabulary specific to each topic being studied.

The schemes of work for RE follow the *Living Difference IV* methodology of delivery through the study of 'key concepts', with cross-curricular links made wherever appropriate. *Living Difference IV* identifies three types of concepts which are to be studied during KS2:

- concepts common to all people (A concepts)
- concepts shared by many religions (B concepts)
- concepts distinctive to particular religions (C concepts)

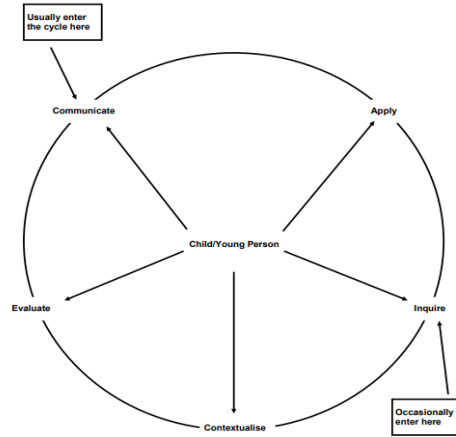
Children have an opportunity to engage with all three types of concepts during their time at Ashley Junior School. Progression through these concepts can be seen in the whole-school overview: LKS2 focus on 'A' and 'B' concepts, with the more difficult 'C' concepts being introduced and explored during UKS2.

The *Living Difference IV* syllabus also identifies four 'A' concepts / words that will thread through the whole curriculum to enable continuity across key stages. These ***Golden Thread*** concepts - Community, Belonging, Love and Special – have been woven into the Ashley Junior School RE curriculum and are studied at least twice over the key stage. As the children get older, progression is ensured by exploring the nuances of these *Golden Thread* concepts (for example, 'Community' is studied as 'Umma' in year 5 and 'Love' as 'Agape' in Year 6). Key concepts, including the *Golden Threads*, are identified clearly on the Whole-School Overview as well as in the Learning Journeys for each unit of study, where they can be continually referred to and reflected upon.

Ashely Junior School RE Overview 2022

Term:	Year 3 units of study (Key concept)	Religion:	Concept type / Golden Concept
Autumn 1	Belonging	Judaism	A BELONGING
Autumn 2	Angels	Christianity	B SPECIAL
Spring 1	Identity	Judaism	A
Spring 2	Love - Changing Emotions	Christianity	A LOVE
Summer 1	Stones as symbols	Christianity	A
Summer 2	Sacred (places of worship)	Christianity & Buddhism	B SPECIAL
	Year 4 units of study:		
Autumn 1	Devotion	Christianity & Hinduism	B LOVE
Autumn 2	Holy	Christianity	B SPECIAL
Spring 1	Ritual	Judaism	B
Spring 2	Freedom	Judaism	A
Summer 1	Trees	Various religions	A
Summer 2	Neighbour	Christianity	A COMMUNITY
	Year 5 units of study:		
Autumn 1	Ceremony	Christianity (and other religions)	B
Autumn 2	Warning	Christianity	A
Spring 1	Belonging	Islam	A BELONGING
Spring 2	Resurrection	Christianity	C
Summer 1	Wisdom	Christianity & Islam	A
Summer 2	Umma	Islam	C COMMUNITY
	Year 6 units of study:		
Autumn 1	Peace	Islam	A
Autumn 2	Incarnation	Christianity	C SPECIAL
Spring 1	Khalifah (Stewardship)	Islam	C
Spring 2	Salvation	Christianity	C
Summer 1	A Good Life	Humanism	C
Summer 2	Agape	Christianity	C LOVE

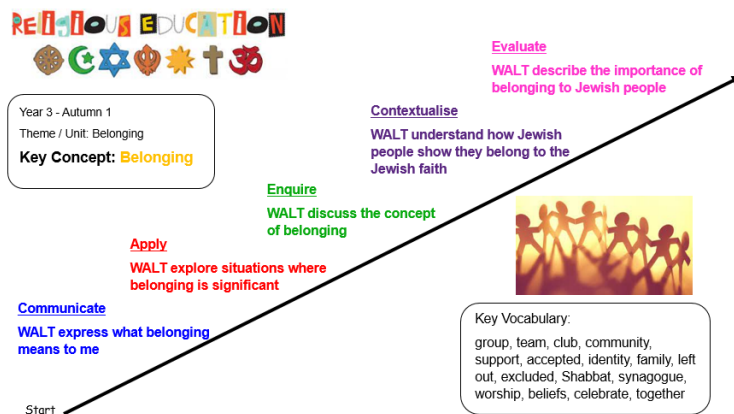
Every unit incorporates a strong process of learning based on the Hampshire enquiry-based approach to RE:



This approach to enquiry has **five key steps** where the teacher brings the child:

- at the **Communicate** and **Apply** steps to attend to their own and others' experience
- at the **Enquire** and **Contextualise** steps to engage intellectually
- at the **Evaluate** step to discern value for others and themselves in a way dependent on the context of the enquiry.

These five key steps are clearly displayed on the Learning Journeys for each unit of study and link directly to the WALT statements. Learning Journeys are stuck into Topic Books, where they can be referred to throughout each unit of study. This means that children are aware of which key step they are working on at any given time, as well as understanding where the learning will take them next.



RE learning is recorded in an 'RE' book and is evidenced using a variety of outcomes. As well as written responses, children have the opportunity to engage in paired and group work, class discussions / debates, drama, poetry, art, outdoor learning and music. Tasks are differentiated where appropriate to ensure that all children are able to enjoy success in RE.

## Impact

Progress and attainment in RE will be regularly monitored at Ashely Junior School. Teachers will use formative assessments to check for misunderstandings, misconceptions or gaps in how the children are broadening and deepening their understanding of different concepts, traditions and practices. These will be identified and rectified as part of the teaching process for each unit of study.

Summative assessments will also be used across cycles of enquiries, with clear age-related expectations about what children should know and achieve set out in *Living Difference IV*.

In accordance with the statutory guidance, it is our aim that all children who access the RE curriculum at Ashely Junior School will achieve the following End of Year Expectations:

### By the end of Year 4

In an age-appropriate way, through a well-made lower KS2 curriculum that is taught well, by the end of Year 3 and Year 4 children will have encountered, studied and had the opportunity to discern value in relation to *four golden thread* concepts/words of *community, belonging, special, love*, as well as other A concepts/words and some B concepts/words, chosen by the teacher and children themselves (pondering time).

### Consequently, children can

<b>At Communicate</b>	... <b>express creatively as well as describe</b> their response to their own experiences of the concepts/words introduced.
<b>At Apply</b>	... <b>recognise and describe</b> how their responses relate to events in their own and sometimes other people's lives.
<b>At Inquire and Contextualise</b>	... <b>accurately describe</b> what has been taught about the meanings of concepts/words (taught at the <b>Inquire</b> step). ... <b>accurately describe</b> some variations in ways in which the concept/word is shown in lives of people encountered and studied (taught at the <b>Contextualise</b> step).
<b>At Evaluate</b>	... <b>discern and describe the value</b> of these concepts/words in the lives of those living in the traditions encountered and studied as well as recognising some of the issues this might raise. ... <b>discern possible value for</b> their own lives and communities (not only assessed through summative assessment).



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**By the end of Year 6**

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In an age-appropriate way, through a well-made upper KS2 curriculum that is taught well, through Year 5 and by the end of Year 6 children will have encountered, studied and had the opportunity to discern value in relation to **each of** the four *golden thread* concepts/words of *community, belonging, special, love*, other A and B concepts/words and also some C concepts/words, chosen by the teacher and children themselves (pondering time).

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**Consequently, children can**

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<b>At Communicate</b>	... <b><i>respond creatively as well as begin to explain</i></b> their response to their own experiences of the concepts/words introduced.
<b>At Apply</b>	... <b><i>explain some examples of</i></b> how their responses relate to events in their own and other people's lives.
<b>At Inquire and Contextualise</b>	... <b><i>accurately explain meanings of concepts/words</i></b> in the traditions encountered and studied (taught at the <b>Inquire</b> step).  ... <b><i>accurately explain</i></b> the way the concepts/words in the traditions encountered and studied impact the lives of those in the traditions with examples (taught at the <b>Contextualise</b> step).
<b>At Evaluate</b>	... <b><i>discern the value</i></b> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise.  ... <b><i>discern possible value</i></b> in the concepts/words for their own lives and communities (not only assessed through summative assessment).

Ashley Junior School also recognises the impact that high-quality RE teaching and learning has upon pupils by encouraging them to be spiritually, morally, culturally and socially aware of others. Our RE curriculum has been designed to ensure that learning builds each year so that children will make links and schemas around religions and others beliefs. Child-friendly 'Learning Journeys' for each unit will enable children to understand the stages of the learning process. The wide range of learning strategies used in RE lessons will support the development of our Ashley Learning Powers; thinking, reflection and collaboration in particular, as well as speaking and listening. Through the teaching of RE, children will become more confident in expressing themselves and will learn how to listen and respond to the ideas of others. They will become tolerant to others and accepting of people's differences. They will learn to challenge what they see around them by enquiring into and evaluating a wide range of concepts, ideas and practices. Every child will be able to access and achieve in RE because the work will be scaffolded appropriately and different cross curricular activities will be provided, allowing for all children's strengths to be shown.

## Retrieval:

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## Key Questions:

- 1) What does belonging mean?  
What do you belong to?

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Year 3 - Autumn 1

Theme / Unit: Belonging

**Key Concept: Belonging**

### Apply

**WALT explore situations where belonging is significant**

### Communicate

**WALT express what belonging means to me**

### Inquire

**WALT discuss the concept of belonging**

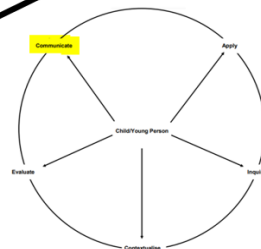
### Contextualise

**WALT understand how Jewish people show they belong to the Jewish faith**

### Evaluate

**WALT describe the importance of belonging to Jewish people**

Start



Key Vocabulary:

group, team, club, community, support, accepted, identity, family, left out, excluded, Shabbat, synagogue, worship, beliefs, celebrate, together

- 2) Describe one way that Jewish people show that they belong:

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- 3) Name something that is part of the Shabbat meal:

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## Retrieval:

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## Key Questions:

1) What does the word angel **mean**?

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2) **Who** do angels visit in the Christmas story?

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3) What kind of **message** do the angels in the Christmas story give about Jesus?

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Year 3 - Autumn 2

Theme / Unit: Angels

**Key Concept: Angels**

Contextualise

WALT understand the message of the angel in the Christmas story

Inquire

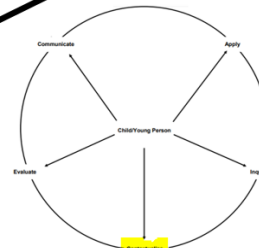
WALT create a group definition for the word 'Angel'

Apply

WALT investigate other people's ideas about angels

Communicate

WALT describe my own ideas about angels



Evaluate

WALT discuss the importance of angels in the Christmas story



Key Vocabulary:

special, holy, divine, spirit, spiritual, heavenly, heaven, God, messenger, agent, appear, vision

## Retrieval:

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## Key Questions:

1) What does devotion mean?  
What / who are YOU devoted to?

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2) Where are the two places that Hindus  
can worship?

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3) Name two things you would find on a  
Hindu shrine:

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Year 4 - Autumn 1

Theme / Unit: Hindu Worship

**Key Concept: Devotion**  
(Love)

Contextualise

WALT describe how devotion is  
contextualised in the Hindu  
religion

Inquire

WALT describe our own and  
others' ideas about devotion

Evaluate

WALT evaluate the importance of  
devotion in Hindu worship

Communicate

WALT describe my own response  
to the concept of devotion

Apply

WALT consider how devotion can  
be applied to our lives and the  
lives of others



Key Vocabulary:

love, loyalty, worship, temple,  
prayer, shrine, blessing, mantras,  
deity, Puja, senses, offering,  
incense, blessings



## Retrieval:

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## Key Questions:

1) What does 'holy' mean?

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2) **Why** do many Christians believe that Mary is holy?

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3) How do many Christians **show** that they believe Mary is holy?

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Year 4 – Autumn 2

Theme / Unit: Mary, Mother of God

**Key Concept: Holy (Special)**

Contextualise

**WALT describe how Christians show they believe Mary is holy**

Inquire

**WALT describe the concept of 'holy'**

Evaluate

**WALT understand the importance of Mary's holiness to Christians**

Communicate

**WALT describe my own response to the concept of holy**

Apply

**WALT explain how the concept of holy affects my life**



Key Vocabulary:

special, sacred, divine, blessed, pure, saint, exalted, reverence, devotion, annunciation, entrusted



Start

Retrieval:

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Key Questions:

1) What does the word 'ceremony' mean?

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Year 5 – Autumn 1  
Theme / Unit: Death Ceremonies  
**Key Concept: Ceremony**

Communicate  
WALT describe our own response to the idea of a death ceremony

Apply  
WALT identify how death ceremonies affect our own life and the lives of others

Inquire  
WALT identify and discuss the meaning of the word 'ceremony'

Contextualise  
WALT describe how Christians perform death ceremonies

Evaluate  
WALT describe the importance of death ceremonies to Christians

Start



Key Vocabulary:  
celebrate, remember, funeral, grieve, ritual, mourners, prayer, reflect, commending, comfort

2) Name **two** things that happen during a Christian funeral:

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3) **Why** are funerals important to Christians?

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Retrieval:

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Key Questions:

1) What does 'warning' mean?

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Year 5 – Autumn 2  
Theme / Unit: The Magi & their Gifts  
**Key Concept: Warning**

Contextualise

WALT investigate the Magi and how their gifts link to *warning*

Inquire

WALT explain the meaning of the term '*warning*'

Evaluate

WALT discuss the importance of warning in the Christmas story

Communicate

WALT express the concept of warning through drama

Apply

WALT explain how useful warnings can be in our own lives



Key Vocabulary:

prediction, foretell, foreshadow, hint, prophecy, future, inform, advise, identity, worship, deity, anoint



Start

2) Write **two** things it says about the Magi in the Bible:

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3) Which of the Magi's **gifts** links to *warning* and what warning was it giving?

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## Retrieval:

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## Key Questions:

1) What does *peace* mean?

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2) What **message** was given in the final revelation to Mohammed?

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3) What is **Sawm** and why is it practised by Muslims?

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## RELIGIOUS EDUCATION



Year 6 - Autumn 1

Theme / Unit: What does it mean to be a Muslim today?

**Key Concept: Peace**

Contextualise

WALT explain how Muslims find peace in Islam

Communicate

WALT explain the meaning of *peace*

Inquire

WALT discuss our own ideas and experiences of peace

Evaluate

WALT explore the importance of peace in Islam for Muslims

Apply

WALT explore different ideas about peace and how it affects the lives of others



Key Vocabulary:

calm, silence, tranquility, harmony, Qur'an, Mohammed, Allah, prophet, revelation, submission, Five Pillars, salaam, Ramadan, Sawm, fasting



Retrieval:

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Key Questions:

1) What do Christians believe about **incarnation**?

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RELIGIOUS EDUCATION



Year 6 - Autumn 2

Theme / Unit: An Extraordinary Baby

**Key Concept: Incarnation**  
(Special)

Contextualise

WALT explain how incarnation is represented in the story of Jesus' birth

Inquire

WALT explain the Christian concept of *incarnation*

Start

Evaluate

WALT explain how and why the idea of incarnation is important to Christians

Communicate

WALT explain my own response to the idea of incarnation

Apply

WALT discuss how ideas about incarnation affect others' lives



Key Vocabulary:

God incarnate, human form, physical, embodies / embodiment, the Trinity, salvation, immaculate conception, conceived

2) Describe a part of the **Bible** which reflects the concept of incarnation:

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3) **Why** is the concept of incarnation important to Christians?

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## Retrieval:

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## Key Questions:

1) What does 'identity' mean?

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2) Describe one way many Jewish people express their identity at Purim:

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3) Why is the story of Esther important to many Jewish people?

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Year 3 - Spring 1

Theme / Unit: Purim

**Key Concept: Identity**

Contextualise

WALT explore how Jewish people express the concept of identity at Purim

Inquire

WALT describe the meaning of identity

Evaluate

WALT describe the importance of identity to people of Jewish faith

Communicate

WALT describe my own responses to identity

Apply

WALT discuss how identity affects our life and the lives of others



Key Vocabulary:

belong, Purim, Esther, Haman, celebrate, feast, traditions, commemorate, ritual



Start

Retrieval:

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Key Questions:

1) What does 'changing emotions' mean?

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2) What emotion/s do you think the disciples felt during the events of the Last Supper?

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3) How did Mary's emotions change after her son, Jesus, was killed?

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Year 3 - Spring 2  
Theme / Unit: Easter – Holy Week  
**Key Concept: Changing Emotions (Love)**

Inquire  
WALT explain what emotions are and how they can change

Contextualise  
WALT identify changing emotions during some of the events of Easter Week

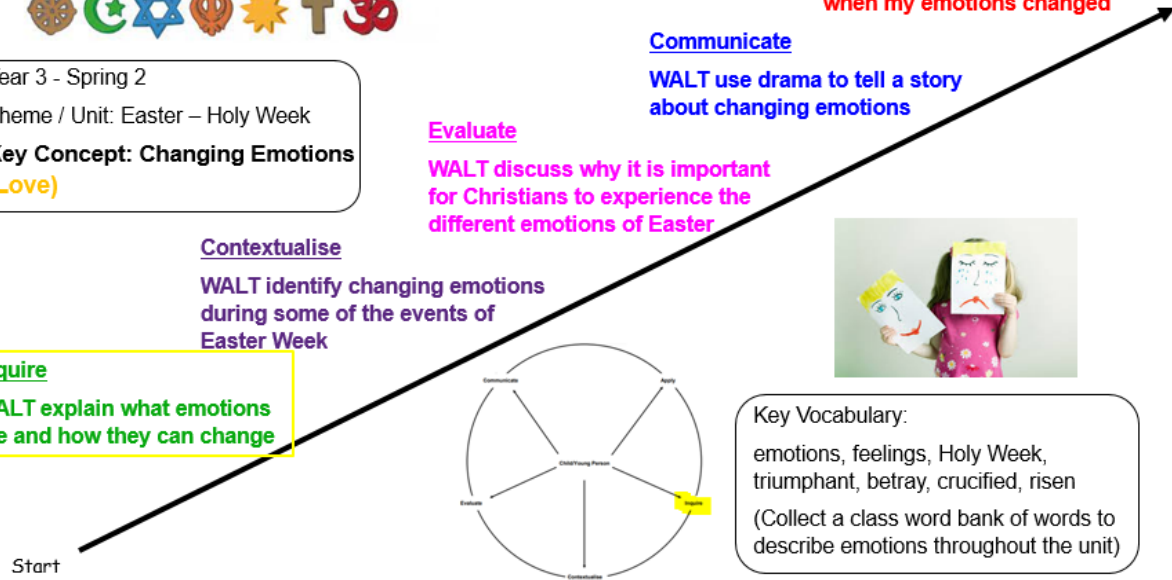
Evaluate  
WALT discuss why it is important for Christians to experience the different emotions of Easter

Communicate  
WALT use drama to tell a story about changing emotions

Apply  
WALT describe a time in my life when my emotions changed



Key Vocabulary:  
emotions, feelings, Holy Week, triumphant, betray, crucified, risen  
(Collect a class word bank of words to describe emotions throughout the unit)



## Retrieval:

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## Key Questions:

1) What does 'ritual' mean?

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Year 4 - Spring 1

Theme / Unit: Sukkot

**Key Concept: Ritual**

Communicate

WALT describe experiences of rituals in my own life

Apply

WALT discuss how rituals affect our own and others' lives

Evaluate

WALT discuss the value of rituals for Jewish people during Sukkot

Contextualise

WALT describe how rituals are used during Sukkot

Inquire

WALT describe the meaning of *ritual*



Key Vocabulary:

routine, traditions, belonging, ceremony, purpose, worship, symbolic, represent, Sukkah, synagogue, decorate, lulav, feast

Start

2) Describe a ritual performed during Sukkot:

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3) Why are Sukkot rituals important to people of Jewish faith?

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## Retrieval:

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## Key Questions:

1) What does 'freedom' mean?

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2) Name something that happens during the Seder meal:

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3) Why is freedom important to people of Jewish faith?

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Year 4 - Spring 2

Theme / Unit: Passover

**Key Concept: Freedom**

### Contextualise

**WALT** explore the story of the Jewish exodus from Egypt

**WALT** understand how freedom is celebrated during the Seder meal

### Inquire

**WALT** investigate what freedom means

### Apply

**WALT** use drama to represent a time when we have experienced lack of freedom

### Communicate

**WALT** describe my own responses and feelings towards the concept of freedom

### Evaluate

**WALT** identify why freedom is so important to people of Jewish faith



Key Vocabulary:

imprisoned, enslaved, trapped, slavery, liberated, released, Moses, Israelites, exodus, Passover, ritual, Haggadah, matza, symbol



## Retrieval:

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## Key Questions:

- 1) Write **three words** that you would associate with belonging:

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Year 5 – Spring 1

Theme / Unit: What does it mean to be a Muslim today?

**Key Concept: Belonging**

Apply

**WALT discuss occasions where belonging is significant to us and others**

Communicate

**WALT express a personal response to the concept of belonging**

Inquire

**WALT describe what it means to belong to something**

Contextualise

**WALT explain how Muslims show that they belong**

Evaluate

**WALT evaluate the importance of belonging to Muslims and to ourselves**

Start



Key Vocabulary:

connected, family, community, accepted, Shahada, Allah, Muhammed, prophet, recite, Five Pillars of Islam, declaration, faith, Salat, prayer mat, Mosque, together

- 2) What is **Shahadah**?

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- 3) How does **Salat** (prayer) help Muslims feel a sense of belonging?

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## Retrieval:

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## Key Questions:

1) What does resurrection mean?

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Year 5- Spring 2

Theme / Unit: The Empty Cross

**Key Concept: Resurrection**

### Contextualise

WALT understand the symbol of the empty cross

WALT investigate the significance of resurrection in the Easter story

### Inquire

WALT explain what resurrection means

### Evaluate

WALT evaluate the importance of belief in the resurrection to Christians

### Communicate

WALT express my own response to the concept of resurrection

### Apply

WALT explore how beliefs about resurrection can affect the way people live



Key Vocabulary:

tomb, crucified, risen, disciples, belief, eternal, savior, salvation, ascended, heaven



Start

2) What part does resurrection play in the Christian story of Easter?

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3) Why is belief in the resurrection of Jesus important to Christians?

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Retrieval:

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Key Questions:

1) What does 'stewardship' mean?

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Year 6 - Spring 1  
Theme / Unit: Creation  
**Key Concept:**  
**Stewardship / Khalifah**

Communicate

**WALT express a personal response to the concept of stewardship**

Apply

**WALT discuss how stewardship affects my own life**

Inquire

**WALT create a poster to demonstrate the concept of stewardship**

Contextualise

**WALT explain how stewardship is expressed by Muslims**

Evaluate

**WALT discuss the importance of stewardship to Muslims and myself**

Start



Key Vocabulary:

responsible / responsibility, obligation, duty, privilege, creation, respect, entrusted, guardians, Khalifah, Qu'ran, environment, protect, nurture

2) Describe something that many Muslims believe about creation:

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3) How important is stewardship to **you** and why?

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Retrieval:

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Key Questions:

1) What is the meaning of 'salvation'?

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Year 6 - Spring 2  
Theme / Unit: The Christian Story  
**Key Concept: Salvation**

Inquire  
WALT explain the concept of salvation and Christian beliefs

Contextualise  
WALT identify how salvation is expressed in the Christian story

Evaluate  
WALT discuss the value of salvation to Christians

Communicate  
WALT describe my own responses to the concept of salvation

Apply  
WALT explain how responses to salvation affect the lives of different people



Key Vocabulary:  
Hell, suffering, saved, protected, belief, faith, resurrection, crucifixion, redemption, sin, evil, hope, promise, Moses, Noah



Start

2) What does the Christian story say about salvation?

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3) Why is salvation important to Christians?

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## Retrieval:

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## Key Questions:

1) What is a symbol?

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Year 3 - Summer 1  
Theme / Unit: Stones

**Key Concept: Stones as Symbols**

### Contextualise

WALT describe how stones are used as symbols in Christianity

### Inquire

WALT describe the meaning of symbol

Start



### Apply

WALT understand how the symbolic use of stones applies to our own lives

### Communicate

WALT explain my own response to the idea of symbolic stones

### Evaluate

WALT describe the value of stones as symbols to Christians



### Key Vocabulary:

symbol, symbolic, sign, represent, meaning, headstone, metaphor, statue, sculpture

2) What is a **headstone** and *why* are they used by Christians?

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3) What do the words '**stone**' or '**rock**' often symbolise in the Bible?

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## Retrieval:

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## Key Questions:

1) Name **three** things that a tree could symbolise:

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Year 4 – Summer 1

Theme / Unit: Symbols

**Key Concept: Trees as a symbol**

Contextualise

WALT recognise and describe when trees are used as symbols

Inquire

WALT describe my own response to trees as symbols

Evaluate

WALT write a definition for the world symbol

Communicate

WALT investigate how the tree symbol is used in religion

Apply

WALT describe the importance of the tree as a symbol for Christians



Key Vocabulary:

symbol, meaning, represent, canopy, branches, roots, growth, tree of life, nourish, good and evil, wisdom



Start

2) What were the names of the **two** special trees in the Garden of Eden?

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3) What was the **third** tree made into in the story '*The Tale of Three Trees*'?

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## Retrieval:

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## Key Questions:

1) What does 'wisdom' mean?

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2) Write a proverb from the Bible that you remember:

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3) What is the **name** of the sacred book of Islam? **Why** is it sacred to Muslims?

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Year 5- Summer 1

Theme / Unit: Sacred Books  
(Bible and Qur'an)

**Key Concept: Wisdom**

Inquire

WALT investigate the meaning of  
wisdom and those who  
demonstrate it

Apply

WALT consider different ideas  
about wisdom

Communicate

WALT give a personal  
response to the concept of  
wisdom

Contextualise

WALT investigate wisdom in the Bible

WALT investigate wisdom in the  
Qur'an

Evaluate

WALT evaluate the importance of  
the Qur'an and Bible's wisdom  
today



Key Vocabulary:

experience, ancient,  
knowledge, proverb, authority,  
sacred, text, Bible, Qur'an,  
respect, Allah, Arabic



Start

## Retrieval:

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## Key Questions:

1) What do **you** think it means to live 'a good life'?

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Year 6 - Summer 1  
Theme / Unit: Humanism  
**Key Concept: A Good Life**

Communicate  
WALT explain our own  
response to the idea of  
living a good life

Apply  
WALT give examples of how ideas  
about living a good life apply to our  
lives and the lives of others

Inquire  
WALT investigate what living  
a good life involves

Contextualise  
WALT explain how Humanists  
might live a good life

Evaluate  
WALT evaluate the importance  
of living a good life to  
Humanists and ourselves



Key Vocabulary:  
Humanism, Humanist, Golden Rule,  
moral, immoral, ethical



Start

2) What is '**The Golden Rule**' many Humanists follow?

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3) Which of the *other* Humanist rules do you think is the most important, and **why**?

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## Retrieval:

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## Key Questions:

- 1) What is a **sacred place**?  
Can you give an example of one?

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Year 3 - Summer 2

Theme / Unit: Sacred Places

**Key Concept: Sacred**  
**(Special)**

### Contextualise

WALT investigate the key features of  
Christian and Buddhist religious buildings

WALT label and explain some objects from  
a Buddhist shrine

### Inquire

WALT explore what is meant  
by the word 'sacred'

### Evaluate

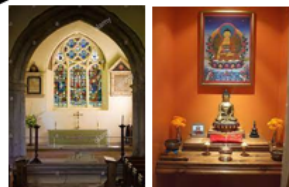
WALT discuss the value of sacred  
places to religious people

### Communicate

WALT describe my own  
response to sacred places

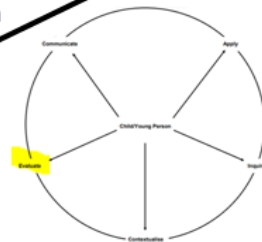
### Apply

WALT describe how sacred  
places can affect our lives



### Key Vocabulary:

sacred, special, holy, hallowed,  
dedicated, worship, blessed,  
spiritual, respect, shrine,  
mandalas, church, temple



Start

- 2) What do we call a **Buddhist** religious  
building? Name an object you would find  
inside:

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- 3) Why are **candles** included as part of a  
Buddhist shrine?

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Retrieval:

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Key Questions:

1) What does 'neighbour' mean?

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2) What is a parable?

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3) What is the **hidden meaning** in the parable of the Good Samaritan?

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Year 4 – Summer 1  
Theme / Unit: Christianity  
**Key Concept: Neighbour**  
**(Community)**

Contextualise  
WALT retell a Christian story which represents the concept of neighbour

Inquire  
WALT define the concept of *neighbour*

Evaluate  
WALT evaluate the value of *neighbour* to Christians

Communicate  
WALT describe my own response to the concept *neighbour*

Apply  
WALT apply the concept of neighbour to our own lives

Start



Key Vocabulary:  
location, parable, message, moral, Samaritan, Levite, love, acceptance, compassion, selfless



Retrieval:

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Key Questions:

1) Name **three** things that a tree could symbolise:

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Year 4 – Summer 2

Theme / Unit: Symbols

**Key Concept: Trees as a symbol**

Contextualise

WALT investigate how trees are used as symbols in Christianity

Inquire

WALT define 'symbol' and investigate other symbols in nature

Apply

WALT discuss different responses and examples of trees as symbols

Communicate

WALT describe our own response to trees as symbols

Start



Evaluate

WALT understand the value of trees as symbols to Christians



Key Vocabulary:

symbol, meaning, represent, canopy, branches, roots, growth, tree of life, nourish, good and evil, wisdom, creation, Genesis, Old / New Testament,

2) What were the names of the **two** special trees in the Garden of Eden?

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3) What was the **third** tree made into in the story '*The Tale of Three Trees*'?

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## Retrieval:

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## Key Questions:

1) Which communities do **you** belong to?

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Year 5- Summer 2

Theme / Unit: What does it mean to be a Muslim today?

**Key Concept: Umma**  
**(Community)**

Communicate  
WALT explain my own response to the concept of community

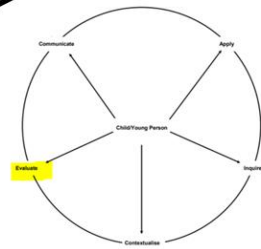
Apply  
WALT understand how a sense of community affects our lives and others' lives

Inquire  
WALT explain the meaning of Umma

Contextualise  
WALT understand how a sense of Umma is created through Muslim practices and beliefs

Evaluate  
WALT understand the value of Umma to Muslims

Start



Key Vocabulary:  
community, worldwide faith, belonging, common, group, mosque, Hajj, pilgrimage, Makkah, Ihram, Zakat, sharing, wealth, prayer, ritual

2) What does **Umma** mean?

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3) What is **Hajj**?

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Retrieval:

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Key Questions:

1) What does 'Agape' mean?

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Year 6 - Summer 2  
Theme / Unit: Jesus through art  
**Key Concept: Agape**  
(Love)

**Apply**  
WALT investigate how responses to love can affect our lives and the lives of others

**Communicate**  
WALT express a personal response to the concept of love

**Contextualise**  
WALT explore how Christians express the idea of Jesus' love

**Inquire**  
WALT investigate different meanings of love

**Evaluate**  
WALT evaluate the value of Jesus' love for Christians



Key Vocabulary:  
Agape, unselfish, unconditional, divine, enduring, romantic, platonic, relationship, fatherly, reciprocal, transcendent, scripture, sacrifice, philia, storge, eros



Start

2) Name another type of love and explain what it means:

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3) Write something that Christians believe about love:

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