

Digby Tedder RE Two Year Overview – Key Knowledge and Assessment Points

A	Autumn Term	Spring Term	Summer Term
LAS UNIT	What do stories from religious traditions teach about God? What can we learn from other stories?	What do creation stories teach about God and human nature? Compulsory: Christianity, Judaism, Humanism, Islam	What are sacred texts and why do they matter?
Key Stage 1	Judaism - Who is God to the Jews?	Christianity - Creation Story- What do Christians believe about God?	Islam – How important is the Qur'an to Muslims?
Key Knowledge and Assessment Points	By the end of the unit children will know: - - Jews believe in one God. - Abraham and Moses are important people in Judaism. - God made a special promise (covenant) with the Jewish people. The 10 Commandments are rules God gave to help people. - People can make rules to help them live happily and kindly.	By the end of the unit children will know: Christians believe God created the world. - The Creation story shows how God made the world in six days. - Christians believe God wants people to look after the world. - Christians try to care for the world, animals, and people. - People can think and talk about what they believe about God. - Identify similarities and differences between the Christian creation story and Muslim creation story.	By the end of the unit children will know: - Muslims believe the Qur'an is the special book from Allah. - Muslims show respect to the Qur'an by treating it carefully. - The Qur'an tells the story of the Night of Power. Muslims follow instructions in the Qur'an to live good lives. - Muslims try to do good things by following the Qur'an.
Themes	The special relationship Jews have with God. Belonging, Identity & Community, Beliefs, Influences & Values	Creation – God the Father as an introduction to the Trinity Belonging, Identity & Community, Beliefs, Influences & Values, Sacred, Truth, Interpretation & Meaning	The Qur'an – holy book Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning
Vocabulary	Trust, agreement, rules, charter, promise, Judaism, agreement, Covenant, Abraham, 10 commandments, rules Torah, Rabbi, Canaan, Covenant, promise, journey, trust, faith, consequences, Jews, Jewish, Moses Mount Sinai, Mitzvah/Mitzvot	Create, creation, proud, protective, respect, Christian, Christianity, sacred, agape, precious	Qur'an, respect, angel Jibr'il, Khadijah, Makkah, Allah, noble, squander,
Key Stage 1	Christianity – Is it possible to be kind to everyone all of the time?	Judaism – Is Shabbat important to Jewish children?	Buddhism - Why is the story of the Buddha important to some Buddhists?
Key Knowledge and Assessment Points	By the end of the unit children will know that: - It is important to try to be kind to people even if it is difficult. - Showing kindness can include sharing, giving compliments and including others. - Jesus told lots of stories in the Bible about the importance of being kind to others. The story of the Good Samaritan is an example that Jesus gave kindness.	By the end of the unit children will know: - Shabbat is a special day of rest for Jewish people. - Shabbat celebrates God creating the world. Jewish families celebrate Shabbat at home and in the synagogue. - On Shabbat, Jewish people rest, pray, and spend time with family. - People have special days to spend with family and do things they enjoy. - Identify similarities and differences between the Jewish ways of life to Humanists.	By the end of the unit children will know: - Stories teach us how to live and be kind. - The Buddha was once a prince called Siddhartha. - Buddhists follow the Buddha's kind teachings. - Caring for others makes us feel happy inside. The story of the Buddha is special to Buddhists because it teaches kindness and peace.
Themes	Jesus's example as the Son of God Belonging, Identity & Community, Beliefs, Influences & Values	Shabbat Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning	Stories and how significant they are. Important people Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning
Vocabulary	Kindness, difficult, Jews, Samaritan, gospel, Zacchaeus, tax collector, disciples, gospel, Peter, acrostic	Priority, Sabbath, commandment, Shabbat, Torah, Blessings, Challah Bread, Shabbat candle, Kiddush cup, wine, Havdalah candle, spice box, shalom	Story, moral, Prince, Siddhartha, Buddha, enlightenment, Bodhi tree, selfishness, greed, suffering

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B	Autumn Term	Spring Term	Summer Term
LAS UNIT	How are stories and celebrations linked?	What do people learn from stories and festivals?	What do we mean by religion and worldviews? What beliefs, values and practices are important within religions and worldviews?
Key Stage 1	<i>Judaism – How do Jewish beliefs, teachings and stories impact on daily life?</i>	<i>Islam – How important is the Prophet Muhammad to Muslims?</i>	<i>Islam – Who is God to Muslims?</i>
Key Knowledge and Assessment Points	By the end of the unit children will know: - Food that is allowed is called kosher. Food that is not allowed is called treif or trefah. Food which is neutral is called parev. - Passover is a spring festival and brings people together. - Passover takes place in the evening and lasts for a few hours. - Seder is a special meal that is eaten at Passover and it tells a story (The escape from Egypt).	By the end of the unit children will know: - Muslims believe there is one God called Allah. - Muhammad was the founder of Islam. - Prophet Muhammad helped set out Allah's wishes. - A prophet is a messenger. - Thee angel Jibr'il (Gabriel) gave Muhammad messages from Allah. - Muhammad was chosen because he was honest and trustworthy. - Muhammad is treated with respect (pbhu)	By the end of the unit children will know: - - Muslims believe there is one God called Allah. - Allah has 99 names that show what He is like. - Some names of Allah mean He is kind, loving, and forgiving. - Muslims respect Allah by praying and living good lives. - People show respect by being kind and caring to others.
Themes	Belief into action Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth	The Prophet Muhammad Belonging, Identity & Community, Beliefs, Influences & Values	The 99 names of Allah Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning
Vocabulary	Food, decision, choices, halal, kosher, vegan, vegetarian, rules, Kashrut rules /food laws, Torah, Treif, parev, mitzvoh, Passover, Seder meal/ plate, plagues, Parsley Karpas, Shank bone (Zro'a), Bitter herb (Marror), Charoset, Matzah	Roles, Prophet, Compliment, Honest, Fair, Patient, Reliable, Makkah, Prophet, Devoted, Qur'an, Angel Jibr'il, Respect, Qur'an, Hadith, Pbh, Role Model, Allah	Respect, attribute, Allah, deity, submission, Muslim, Qur'an, powerful, provider, attribute, avenger, watchful, pilgrimage, merciful, effort
Key Stage 1	<i>Christianity – Why do Christians believe God gave Jesus to the world? (Christmas)</i>	<i>Christianity – How important is it to Christians that Jesus came back to life after his crucifixion?</i>	<i>Buddhism – What is the best way for a Buddhist to lead a good life?</i>
Key Knowledge and Assessment Points	By the end of the unit children will know: - Christians believe God sent Jesus to save the world to make it a better place. - Christians prepare for Christmas by giving gifts and going to church. - Christians celebrate Jesus' birth on Christmas Day. - People should look after the world by reusing, recycling, and reducing waste. - We can all help others by showing love and care.	By the end of the unit children will know: - The Easter story tells what happened to Jesus at the crucifixion and after. - Christians remember Jesus' resurrection on Easter Sunday. - People can use symbols to celebrate Jesus, new life, and people they love. - Memories help people remember special events and people. - Christians believe Jesus' resurrection gives hope and shows God's power. - Identify similarities and differences between Christianity and Islamic stories with Judaism – Shabbat, Passover/Pesach.	By the end of the unit children will know: - Buddhist follow the teachings of the Buddha. - Buddhists believe they should lead a life that is less selfish and greedy. - Siddhartha stopped being a prince and became a Buddha. - Buddhist believe in kindness. - Compare Muslim and Buddhist beliefs and practises with Christianity-, Parables and Gospel, Creation Story, Christmas, Easter
Themes	Jesus as a gift (incarnation)	Salvation	Teachings of the Buddha

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		Belonging, Identity & Community, Beliefs, Influences & Values	Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning
Vocabulary	Environment, pollution, recycling, reduce, repair, respect, reuse, saving, saviour, advent, calendar, preparation, expecting, aboriginal, symbolise, Forgiveness, kindness	Autumn, seasons, spring, summer, winter, reincarnation, arrest, crucifixion, Gethsemane, Palm Sunday, Spring, symbol, Easter, Heaven, saviour	Story, moral, Prince, Siddhartha, Buddha, enlightenment, bodhi tree, suffering, selfishness, greed
SEND	Bank of vocabulary/ specialist language for memory and consolidation. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written piece Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels.	Bank of vocabulary/ specialist language for memory and consolidation. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written piece Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels.	Bank of vocabulary/ specialist language for memory and consolidation. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written piece Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels.
Challenge	Encourage pupils to give deeper reasoning and explanations to their thoughts. Groupings to support depth of discussion.	Encourage pupils to give deeper reasoning and explanations to their thoughts. Groupings to support depth of discussion.	Encourage pupils to give deeper reasoning and explanations to their thoughts. Groupings to support depth of discussion.

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A	Autumn Term	Spring Term	Summer Term
LAS UNIT	What does pilgrimage mean to individuals and communities?	Which RW communities can we find in our neighbourhood?	School Designed Unit
Year 3/4	<i>Islam-Does completing a pilgrimage make a person a better Muslim?</i>	<i>Islam-Does praying at regular intervals help Muslims in their everyday life?</i>	<i>Buddhism – Can Buddha's teaching make the world a better place?</i>
Key Knowledge and Assessment Points	By the end of the unit children will know: • A pilgrimage is a special journey to a place of special importance. • A pilgrimage reflects key beliefs i.e. 5 pillars of Islam including visiting the Ka'bah at the Hajj. • Muslims walk around the Ka'bah to show that their lives revolve around Allah • Muslims pray from noon to dusk at Mount Mercy asking Allah for forgiveness. • Muslims throw stones at 3 pillars to reject temptations of the devil like Ibrahim did.	By the end of the unit children will know: • Muslims pray because it is an important part of their faith. • Muslims pray 5 times a day at set times. They wash before they do this. • Praying helps Muslims to remember God (Allah) • Muslims go to a mosque because it is a special place for prayer. • Muslims can pray at home on prayer mats. • Regular praying helps Muslims put God first.	By the end of the unit children will know: • The world provides positive experiences for some people while others face significant hardship. • The Buddhist concept of anicca (impermanence) can lead to dukkha (suffering) when people struggle with change or loss. • The Buddhist story – The Angry Elephant and explain it teaches the power of compassion, loving-kindness, and remaining calm in the face of conflict • The Buddhist story - Kisa and the Mustard Seed story and explain it teaches and demonstrates compassion through the actions or intentions of its characters. • The teachings of the Buddha influence how many Buddhists live today, shaping their behaviour, values, and decision-making. • Buddhist teachings are understood by many people as guidance that can help improve the world by encouraging kindness, wisdom, and reduced suffering. • A Buddhist story can hold personal meaning for an individual based on its message, moral, or emotional impact.
Themes	<i>Pilgrimage – Special Places Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning</i>	<i>Prayer Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning</i>	<i>Buddha's teachings Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning</i>
Vocabulary	<i>Journey, preparation, Ka'bah, Makkah, Pilgrimage, Grand Mosque, Mina, Arafat, Hajj, Belonging, Commitment, Ummah</i>	<i>Allah, Salah/Salat, Makkah, Ka'bah, Pilgrimage, Hajj</i>	<i>Wonderful, compassion, suffering, change, Buddha, Anicca, Dukkha, enlightenment, medication, selfishness, grief, loss</i>
Year 3/4	<i>Sanatana Dharma (Hinduism): Would visiting the Ganges make a person a better Sanatani?</i>	<i>Christianity – What is good about Good Friday?</i>	<i>Sikhi – Do Sikhs think it is important to share?</i>
Key Knowledge and Assessment Points	By the end of the unit children will know: • Sanatanis believe water is important. • Brahman is everywhere and in everything. • Sanatanis believe the river Ganges is a holy place - they drink the water, bath in the water, pray at the river and wash their children in the river. (name at least 1) • Sanatani's believe when they touch the river Ganges they will be made completely clean (wash away anything they have done wrong). • The river Ganges makes Santani's feel closer to God (Brahman).	By the end of the unit children will know: • Christians believe Jesus Christ died to help and save others. • The Last Supper helps Christians understand why Jesus Christ's death is important. • Good Friday is when Christians remember Jesus Christ's death. • The Easter story is a story about rescue and new life.	By the end of the unit children will know: - • The importance of sharing, even if it is not easy. • Sikhs choose to share because it is one of the 3 golden rules. • The 3 golden rules are: to remember God constantly, to earn an honest livelihood, and to share with everyone • Guru Nanak (first living Guru) and how he believed in sharing and putting others first. • Sikhs sit and share food (Langar) together in the Gurdwara to show equality and it contributes to a sense of belonging.
Themes	<i>Pilgrimage- special places Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning</i>	<i>Salvation Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning</i>	<i>Sharing and Community Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning</i>

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Vocabulary	Dehydrated, fertile, flood plain, Atman, Brahman, Deity, God, supreme, Sanatana, Dharma, pilgrimage, purifying, pollutant, toxins	Beached, rescue, saviour, situation, betray, communion, covenant, disciples, gospel, last supper, role model, sacrifice	Share, generosity, Guru Granth, sahib, Waheguru, Guru Angad Dev Ji', Simran, generous, Guru Nanak, Guru Granth Sahib, Seva, Harmandir Sahib																				
B	Autumn Term	Spring Term	Summer Term																				
LAS UNIT	How do people welcome new life into the world? How do people show their commitment to a religion?	How do people celebrate marriage?	What do people believe about the afterlife? How is this expressed in the funeral practices?																				
Year 3/4	Christianity – Do people need to go to church to show they are Christians?	Christianity - Is anything ever eternal?	Sanatana Dharma (Hinduism) – What is the best way for a Sanatani to lead a good life?																				
Key Knowledge and Assessment Points	By the end of the unit children will know: - ● Jesus was teaching about forgiveness. ● Jesus asked God to forgive those around him. ● Christians believe Jesus died on the cross so that we would be forgiven for anything that we have done wrong. ● Jesus' teachings show Christians they can pray anywhere.	By the end of the unit children will know: ● People make promises and commitments to each other in marriage ceremonies. ● The meaning of rituals, symbols and vows in Christian, Hindu and Humanist wedding ceremonies. ● Identify similarities and differences in wedding and commitment ceremonies- Christianity, Judaism, Hinduism and Humanist. <table><tr><td>Where?</td><td>Christian Church</td><td>Sanatani Mandap (canopy)</td><td>(sacred)</td><td>Humanist Anywhere special to the couple</td></tr><tr><td>Who leads it?</td><td>Priest, minister or vicar</td><td>Priest</td><td></td><td>Celebrant</td></tr><tr><td>Significant symbols</td><td>Rings, white dress, vows</td><td>Sacred fire, seven steps, Sindoor</td><td></td><td>Handfasting, Candle, Sand</td></tr><tr><td>Is God involved?</td><td>Yes</td><td>Yes</td><td></td><td>No</td></tr></table>	Where?	Christian Church	Sanatani Mandap (canopy)	(sacred)	Humanist Anywhere special to the couple	Who leads it?	Priest, minister or vicar	Priest		Celebrant	Significant symbols	Rings, white dress, vows	Sacred fire, seven steps, Sindoor		Handfasting, Candle, Sand	Is God involved?	Yes	Yes		No	By the end of the unit children will know: ● Sanatani beliefs in Karma, Atman and Moksha. ● Sanatani live a good life through prayer and dedication to God. ● Sanatanis believe about doing good for society. ● Sanatanis will pray to different Gods of their choice i.e. Lakshami health and Happiness, Ganesha – to help be a calmer person. ● Sanatanis will pray to help them towards Moksha.
Where?	Christian Church	Sanatani Mandap (canopy)	(sacred)	Humanist Anywhere special to the couple																			
Who leads it?	Priest, minister or vicar	Priest		Celebrant																			
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Is God involved?	Yes	Yes		No																			
Themes	Prayer and Worship Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning	Beliefs and Meanings/Salvation Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning	Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning																				
Vocabulary	Deliberate, forgive/ness, hurtful, meaningful, resentment, arrested Enemy, teaching, beliefs, crime, diversity, heaven, kingdom, Messiah, paradise, salvation, saviour	Eternal, eternity, forever, vows, binding, conditional, consubstantial, promise, unconditional, priest, celebrant, Christian, Hindu and Humanism ceremonies, church, Mandap, sacred fire, seven steps.	Actions, Consequences, Decisions, Brahman, Deity, God, Karma, Moksha, Samsara, Supreme, Sanatana Dharma, Sanatani, Aspect, Avatar, Essence, Mandir, Meditation, Puja Shrine, Trimurti, Ganesha, Lakshmi																				

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Year 3/4	<i>Sikhi - Does joining the Khalsa make someone a better Sikh?</i>	<i>Judaism-What is the best way for a Jew to lead a good life?</i>	<i>Islam - What is the best way for a Muslim to lead a good life?</i>
Key Knowledge and Assessment Points	By the end of the unit children will know: - Some Sikhs choose to go through the Amrit Ceremony. - Once a person is initiated in the ceremony, the person becomes a 'Khalsa'. - Guru Gobind Singh first started this special ceremony. - Sikh festival of Vaisakhi often called Baisakhi. Sikhs may choose to join the Khalsa because they want to make a complete commitment to their faith. - Once joined the Khalsa, Sikhs make a promise to always be kind to everyone, treat everyone equally, always tell the truth, stand up and speak out for vulnerable people, show care and respect everyone, help people, care for animals and conserve the world. 5Ks are important to Sikhs because it shows commitment to their faith. - Identify similarities and differences between Sikhism and Judaism new life.	By the end of the unit children will know: - Abraham is important to Jewish people. - Abraham is the founder of Judaism and he had faith (trusted) God. - Marriage is important for the Jewish people to show commitment to God. Jewish believers try to lead a good life through doing good in the world. - Mitzvot means doing good and helping others. This is an important part of Jewish life. There are 613 rules or suggested ways this can be done. - Tikkun Olam is too perform an act of kindness that will improve or help to repair the world and it is important to the Jewish community.	By the end of the unit children will know: - - Muslims believe life was given to them by Allah and they have a responsibility to live as good life as possible. Muslims believe that when they die their actions in this life will help decide what happens next if they have been good enough to go to heaven or not. - Muslims believe Allah is watching them all the time. - Many Muslims will choose to follow some duties like the five pillars. These include: praying five times a day, giving to the poor, fasting during the month of Ramadan, going on pilgrimage - Other ways of living a good life: read and follow the words of the Qur'an, follow the Prophet Muhammad's example, go to the Mosque regularly, look after their families, be honest and try to help others. - For some Muslims, as soon as possible after death, the body is washed three times by relatives of the same gender as the deceased, then wrapped in white. People are buried facing Makkah. - Identify similarities and differences between Islamic beliefs in the afterlife to Christianity beliefs - many Christians also believe in eternal life.
aThemes	The Amrit Ceremony and the Khalsa Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning	Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning	Life After Death Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning
Vocabulary	Belonging, Panj Pyare, Five beloved ones, Initiated, Amrit, Ceremony, Guru Granth Sahib, Amrit Sanskar, Baisakhi or Vaisakhi, 5 Ks, Kes (Kesh), Kanga (Kangha), Kashera, Kirpan, Kara	Trust, commitment, Abraham, Isaac, sacrifice, lamb, wedding, marriage, ceremony, commitment, promise Shabbat, (c)huppah, kippah, vows, sincerity, ketubah	Allah, Muslim, Ramadan, Muhammad, Qur'an, Zakat/Zakah, Wealth, Purify, Sawm, Fasting, Ramadan, Charity, Charities, Volunteering, afterlife. beliefs
SEND Challenge	Bank of vocabulary/ specialist language for memory and consolidation. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written piece Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels. Encourage pupils to give deeper reasoning and explanations to their thoughts. Groupings to support depth of discussion.	Bank of vocabulary/ specialist language for memory and consolidation. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written piece Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels. Encourage pupils to give deeper reasoning and explanations to their thoughts. Groupings to support depth of discussion.	Bank of vocabulary/ specialist language for memory and consolidation. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written piece Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels. Encourage pupils to give deeper reasoning and explanations to their thoughts. Groupings to support depth of discussion.

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A	Autumn Term	Spring Term	Summer Term
LAS Unit	What do people do to express their beliefs through worship and caring for others? What do people believe about caring for the world and others?	What do we mean by religious and spiritual experiences?	School Designed Unit
Year 5/6	Santanani Dharma - What is the best way for a Sanatanani to show commitment to God?	Sanatana Dharma (Hinduism) – How can Brahman be everywhere and in everything?	Islam – What is the best way for a Muslim to show commitment to God?
Key Knowledge and Assessment Points	By the end of the unit children will know: - Importance of Puja and how taking part in Puja shows commitment to God. - Sanatanis show commitment through worship. - Sanatanis will go on a pilgrimage to the Ganges to show commitment. - To understand what commitment means and recognise different ways people show it. - Sanatanis should show kindness to each other and the world around them.	By the end of the unit children will know: - Sanatanis believe that Brahman can take many different forms. - Sanatanis have teachings that explain what God is like and how God is understood. - The qualities of Brahman can be seen in different deities, showing that God can be everywhere. - Sanatanis beliefs about Brahman and the gods can influence how people live their daily lives.	By the end of the unit children will know: - The meaning of commitment. - Muslims pray to show commitment to God. - Zakat is a way for Muslims to show commitment to God. - Fasting is a way to show commitment to God for a Muslim.
Themes	Prayer and Worship Belonging, Identity & Community, Beliefs, Influences & Values, Expression, Experience & the Sacred, Truth, Interpretation & Meaning	Sanatanani Beliefs Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred	Commitment Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred
Vocabulary	Commitment, improvement, determination, perseverance, sacrifice, attentiveness, loyalty, resilience, commitment, Puja, shrine, supreme, deity, murti, devotion.	Role, family, essence, attributes, deity, murti, Tri-murti, Brahman, Aum, Vishnu, Shiva, Essence, Personification, Deity, Atman, Shiva, Ganesh, Arti, Puja,	Commitment, belonging, Allah, Ramadan, Qur'an, Zakat, Charity, Purify, Allah, Commitment, Sawm, Afterlife, Compassionate, Merciful, Muslims, Dedication, Effort,
Year 5/6	Christianity – What is the best way for a Christian to show commitment to God?	Christianity – Could Jesus heal people?	Islam - How is the Qur'an vital to Muslims today?
Key Knowledge and Assessment Points	By the end of the unit children will know: - - People show commitment in different ways to something they believe in. - Christians show their commitment to God through the 10 commandments. - How commandments like 'love your neighbour as yourself' might look. - Practices like prayer and worship show commitment to God. - Different ways of worship suit different people. - Christians should show kindness to one another. - Identify similarities and differences between Sanatanis, Christians and Humanists commitment to God.	By the end of the unit children will know: - A miracle is when something amazing happens. - One Christian viewpoint about one of Jesus' healing miracles i.e. healing of the leper/ blind man/ paralysed man. - Many Christians would believe that Jesus could and did heal the people because he had special powers and these powers came from God. - Identify similarities and differences between Sanatanis, Christians and Judaism – Plague of Egypt.	By the end of the unit children will know: - The Night of Power is special to Muslims because it marks the night the first verses of the Qur'an were revealed to the Prophet Muhammad. - Muslim show respect to the Qur'an by before reading the Qur'an believers need to: be clean and be in the right frame of mind and when being used, the Qur'an: must not be over touched and should be placed on a stand. When not being used the Qur'an should be wrapped up in a cloth and placed as the highest book in the room. - Some sayings from the Qur'an may have different interpretations by the diversity and uniqueness amongst believers. - Muslims believe that the Quran is full of instructions, advice and guidance from Allah.
Themes	Beliefs and practices Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning	Incarnation Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred	Sacred Writings Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred
Vocabulary	Commitment, dilemma, ideals, values, commandments, denominations, promises, trinity, communion, confirmation, rites of passage,	Health, Injury, Miracle, Operation, Sickness, Healing, Incarnation, Leper, Leprosy, Blindness, Paralysed	Guidance, Free will, Consequences, Qur'an, Jibr'il, Muhammad, Allah, Kursi, Interpret/interpretation, Merciful, Compassionate, Night of Power, Ayat, Muslim, Respect, Special

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B	Autumn Term	Spring Term	Summer Term
LAS UNIT	Big Questions: What do people believe? What is my religion or worldview?		
Year 5/6	<i>Sikhi: How far would a Sikh go for their religion?</i>	<i>Sikhi – What is the best way for a Sikh to show commitment to God?</i>	<i>Humanists – What motivates Humanists to lead a good life?</i>
Key Knowledge and Assessment Points	By the end of the unit children will know: - People care about different beliefs or causes, and some matter more to them than others. - Sikhs have important beliefs, such as helping others and remembering God, and they show these beliefs in the way they live. - The Sikh ideas of sewa (helping others without expecting anything back) and self-sacrifice are linked to their belief that everyone should be treated kindly and fairly. - Sikhs may do things like help in the community, pray, or share food, and these actions can make them feel happy, peaceful, or proud. - The way Sikhs practise their religion comes from their beliefs about fairness, kindness, and remembering God. - Sikhs choose to behave in caring and honest ways, and they show different levels of commitment to their religion.	By the end of the unit children will know: - - Showing commitment to something can be a positive and helpful thing. - Sikhs show their commitment to God in different ways, such as praying, helping others, and following Sikh teachings. - Sikhs follow three golden rules, and these rules are important because they guide how Sikhs live and behave. - Equality is important to Sikhs, and treating everyone fairly is one way they show their commitment to their beliefs. - Some ways Sikhs show their commitment to God are seen as especially important in their religion.	By the end of the unit children will know: - - Humanism is a “Non-religious Worldview”. - A good life can mean different things to different people, but there will be some common themes i.e. helping or caring about how other people feel might feel, looking after other people or the planet. ‘Treat others as you would wish to be treated’ this is sometimes known as the ‘Golden Rule’. It explains how a Humanist may try to live. This idea or way of living will also apply to how a Humanist might treat animals and the planet as well as other humans. - Many humanists believe a scientific explanation for how the universe began. Billions of years ago the universe went from being very very small to much bigger, very quickly. Scientists call this the Big Bang. - Humanists also believe that human beings evolved naturally like all other living things. They don’t believe we were created.
Themes	Beliefs into Action Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred	Prayer and Worship Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred	Humanist actions and the reasoning behind them. Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred
Vocabulary	Belief, cause, commitment, effort, ideology, loyalty, Gurus, Khalsa, Baisakhi or Vaisakhi, 3 Pillars, Amrit Dhari, Guru Tegh Bahadur Ji, courage, integrity, oppression, injustice, self-sacrifice, Sewa, Vand ke Chakna (Sharing), equality, One God, pilgrimage, Harmandir Sahib, Waheguru, pledge.	Choice, debate, commitment, turban, Waheguru, Kara, Initiated, naam japna, Vand Ke Chakna, Kirat Karnee, Langar, Gurdwara, Guru Granth Sahib, Seva/sewa, equality, gender equality, Guru Amar Das, Guru Har Gobind Sahib.	Actions, Choices, consequences, Golden Rule, Humanism Humanist, non-religious, worldview, atoms, Big bang, curiosity, evolution/evolved, freedom, gases, problem, solution, carbon, climate, freedom, global warming, freedom, symbol, environment, wildlife.
Year 5/6	Christianity – Do Christmas celebrations help understand who Jesus was and why he was born?	Christianity – is it a strong religion over 2000 years after Jesus was on Earth?	Humanists – How do inspirational people impact on how humanists live today?
Key Knowledge and Assessment Points	By the end of the unit children will know: - Different celebrations remember important events from the past or from today. - Some Christmas traditions are linked to the Bible story about Jesus’ birth. - Christmas items, such as candles or nativity scenes, teach people about why Jesus’ birth is special to Christians.	By the end of the unit children will know: - People can be influenced or inspired by others, and they can explain who has inspired them and why. - Different festivals and celebrations show important parts of Christianity. - Christian symbols and Christian organisations influence how some people live today. - Christianity influences people in their homes and in many places around the world.	By the end of the unit children will know: - Many identify as atheist which means that they don’t believe there is evidence proving the existence of a god or deity. - Humanists might consider scientists such as Albert Einstein and Charles Darwin to be inspirational because they believe that science can bring the solutions or answers to many problems. - Einstein’s own beliefs relate to the Golden Rule of treating others in the way we would like to be treated

Digby Tedder RE Two Year Overview – Key Knowledge and Assessment Points

	- Christians may find certain parts of Christmas celebrations very important because they remind them of Jesus. - Celebrations can be linked directly or indirectly to the event being remembered. - Some celebrations help people learn about who Jesus was and why Christians believe he was born. - People celebrate Christmas in different ways, and many of these ways connect to the story of Jesus.	- People's views can be shaped by the people around them. - Some people believe Christianity is still a strong religion today because many people follow its teachings. - Everyone can think about the legacy they would like to leave and how they want to be remembered.	(sympathy), science providing answers (education) and doing no harm to others (social ties). - Darwin's beliefs are that our morals might also be part of natural selection – that by living kindly with each other and helping each other, we are more likely to survive and lead long and happy lives. Humanists today tend to think that moral values must have evolved because they are useful to our species. - Alice Roberts shares the belief in moral values being good for humanity and like Humanists believes the power to treat others as they would wish to be treated lies with them.
Themes	Incarnation Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred	Beliefs and Meanings/Salvation Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred	Humanist role models and how they impact on actions a Humanist might take. Belonging, Identity & Community, Beliefs, Influences & Values, Truth, Interpretation & Meaning, Expression, Experience & the Sacred
Vocabulary	Celebration, meaningful, reminders, symbols, traditions, incarnation, meaningful, reminders, symbols, symbols, personal, significant, events	Forever, influence, inspiration, legacy, festival forever, influence, inspiration, legacy, charity, poverty, starvation, symbol, British Values, impact, persecution, prejudice, respect,	Actions, impact, inspiration, role-model, atheist, Golden Rule Humanism, Humanist, Physics, Nobel Prize, non-religious Worldview, evolution, anatomist, anthropologist, archaeology Palaeopathology, skeleton, ethical, impact, inspiration
SEND	Bank of vocabulary/ specialist language for memory and consolidation. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written piece Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels.	Bank of vocabulary/ specialist language for memory and consolidation. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written piece Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels.	Bank of vocabulary/ specialist language for memory and consolidation. Make use of role play and drama. Use I Pad to record/evidence outcomes. Read key stories aloud. Storyboard of pictures as a scaffold for re-telling stories. Adult scribe for a written piece Adults to read texts aloud. Adults to facilitate and support individual or group discussions. Access to differentiated texts from the gospels.
Challenge	Encourage pupils to give deeper reasoning and explanations to their thoughts. Groupings to support depth of discussion.	Encourage pupils to give deeper reasoning and explanations to their thoughts. Groupings to support depth of discussion.	Encourage pupils to give deeper reasoning and explanations to their thoughts. Groupings to support depth of discussion.