

# Westhead Lathom St James' CE Primary School

## Religious Education Overview

### Lancashire Field of Enquiry

1. **SHE- shared human experience** - the nature of human being.
2. **B&V- beliefs and values** - which lie at the heart of these traditions.
3. **LRT- living religious tradition** - principal religious traditions encountered in the world.
4. **SPM- the search for personal meaning** – a lifelong quest for understanding.

### EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS: Why are some things special?</b>	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people? OR What is special about our world?	
<b>Key Content</b>	Harvest Christmas Diwali Eid-ul-Adha		<b>Stories from the Bible and the Qu'ran Christianity</b> Wise and Foolish House Builders (NT) David and Goliath (OT) Jesus and the Thankful Leper (NT) Zacchaeus (NT) <i>(Could link to Questful RE- Stories Jesus Heard and Stories Jesus Told for additional materials. Stories could be done on 2 year cycle to avoid repetition with pupils.)</i>		<i>(Use Afrah-persona doll- when talking about the Mosque and why it is a special place for Muslims. Use Daniel persona doll when talking about special places for Jewish people. )</i>	
			<b>Islam</b> Story of the first revelation of the Qur'an to Muhammad in the cave at Hira with the help of the angel Jabril. Muhammed and the Cat. The Prophet and the Ants.			

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		<i>(Use Greatest stories from the Qu'ran and video clips outlined in MTP. Use Afrah- person doll- to bring in these special books/stories to share with the class.)</i>	
<b>End of unit expectations</b>	<p><b>Can children:</b></p> <ul style="list-style-type: none"> <li>• Give examples of special occasions and suggest features of a good celebration</li> <li>• Recall simple stories connected with Christmas/Harvest/ Diwali and Eid</li> <li>• Say why festivals are special times for believers of different faiths</li> </ul>	<p><b>Can children:</b></p> <ul style="list-style-type: none"> <li>• Talk about/ recall some religious stories e.g. through role play, art, model making</li> <li>• Share features of a story that they like and explain why</li> <li>• Identify a sacred text e.g. Bible, Qur'an</li> <li>• Identify that the Bible and Qur'an are special</li> </ul>	<p><b>Can children:</b></p> <ul style="list-style-type: none"> <li>• Talk about their special place and explain why it is special</li> <li>• Be aware that some Christians, Muslims and Hindus have places that are special to them</li> <li>• Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu</li> <li>• Identify some significant features/ objects found inside and outside a Church or Mosque</li> </ul> <p>Identify new vocabulary</p> <ul style="list-style-type: none"> <li>• Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque</li> <li>• Talk about the wonders of the natural world</li> <li>• Express ideas about how to care for animals and plants</li> <li>• Re tell stories to explain Christian and Muslim ideas about Creation and the natural world</li> <li>• Talk about ways in which people can harm the natural world</li> <li>• Talk about ways in which people can look after the natural world</li> </ul>
<b>Key Vocabulary</b>	Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, special, family, Ramadan, Religion, fasting, Diya Lamp, Rangoli.	Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, God, Jesus, trust, brave, strong, weak, thankful, foundations, message/messenger, Muhammed, Angel Jibril, prophet.	Christian, Muslim, Hindu, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, mandir, respect, deity, murti, namaste, aum, puja, prashad. Nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique.

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**Key Stage 1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key considerations for teaching over a two year cycle and related resources</b>	<p><b>Christianity (God)</b></p> <p>Related resources in Understanding Christianity 1 1 God.</p>	<p><b>Christianity (Jesus)</b></p> <p>Related resources in Querstful RE unit 1 3 Christmas and Understanding Christianity Unit 1.3 Incarnation.</p>	<p><b>Islam</b></p> <p>Use Afrah persona doll. If completing this unit after cycle B children will be able to make comparisons between the beliefs of Christians and Muslims in relation to creation.</p>	<p><b>Judaism</b></p> <p>Use Daniel Persona Doll to introduce these stories to pupils.</p>		<p><b>Christianity (Church)</b></p> <p>Related resources in Questful RE Unit 1 7 Why is Baptism Special? And Understanding Christianity 1 1 God</p>
<b>Year A</b> <b>What do people say about God?</b>	<p><b>Christianity (God)</b></p> <p>God the Father</p> <p>Prayer</p>	<p><b>Christianity (Jesus)</b></p> <p>The nativity story</p> <p>Beliefs about Jesus as God incarnate</p> <p>Christmas</p>	<p><b>Islam</b></p> <p>God as creator</p> <p>Care for the planet</p>	<p><b>Judaism</b></p> <p>God's promise</p> <p>Noah</p> <p>Abraham</p> <p>Trusting in God</p>	<p><b>Hindu dharma</b></p> <p>One God in many forms</p> <p>God in all things</p> <p>Expressing ideas about God</p>	<p><b>Christianity (Church)</b></p> <p>Baptism</p> <p>Belonging</p>

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<p><b>Key Content</b></p>	<p>Know that Christians refer to God as 'Father'            Talk about why Christians might compare God to a loving parent</p> <p>Talk about how and why Christians might want to talk to God (prayer)            Suggest symbolic meanings of rituals and items used in Christian prayer</p>	<p>Know a simple version of the nativity story</p> <p>Talk about why Christians would say that Jesus is a special baby</p> <p>Talk about how different characters in the nativity welcome the baby Jesus</p> <p>Identify religious aspects of Christmas celebrations</p> <p>Talk about why Christmas is a special time for Christians</p>	<p>Know that Muslims believe in one God (Allah)            Know that Muslims believe the world was created by God            Talk about why Muslims might value the natural world</p> <p>Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet            Suggest how Muslims might show respect for God by caring for the natural world</p>	<p>Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)</p> <p>Give an example of a core value or commitment (trusting that God will keep his promise)</p> <p>Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)            Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should</p>	<p>Know that Hindus believe in one God in many forms            Know that Hindus believe that God is present in all living things            Suggest what Hindus might learn about God from the story of the blind men and the elephant            Talk about how and why Hindus might use statues and images (murtis) in their worship            Suggest symbolic meanings expressed in the images</p>	<p>Know that some Christians welcome babies into God's family (the Church) with baptism ceremonies            Talk about what it might mean to belong to the Church family            Identify features of baptism – e.g. the font, candles, godparents            Talk about why parents might want to have their child baptised</p>
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				trust that God keeps his promises)		
<b>Key considerations for teaching over a two year cycle and related resources</b>	<b>Christianity (God)</b> Related resources in Questful RE Unit 1 2 God and Creation, and Understanding Christianity Unit 1.2 Creation.	<b>Christianity (Jesus)</b> Related resources in Questful RE Unit 2 2 Christmas Good News and Understanding Christianity Unit 1.3 Incarnation	<b>Hindu dharma</b> If children are completing this unit before cycle A it is advised to provide a brief overview lesson on Hindu belief of One God in many forms.	<b>Islam</b> Use Afrah persona doll. If children are completing this unit before cycle A it is advised to provide a brief overview lesson on Islamic belief of one God (Allah).	<b>Christianity (Church)</b> Related resources in Questful RE Units 2 4 Easter signs and symbols, 2 5 Why is the church special for Christians?	<b>Judaism</b> Use Daniel Persona Doll to introduce these stories to pupils.
<b>Year B</b> <b>How do we respond to the things that really matter?</b>	<b>Christianity (God)</b> Creation Care for the planet Harvest	<b>Christianity (Jesus)</b> Jesus as the light of the world Symbolism of light Advent and Christmas celebrations	<b>Hindu dharma</b> Devotion Worship in the home and temple	<b>Islam</b> Submission and gratitude Prayer	<b>Christianity (Church)</b> Worship The church Use of symbols	<b>Judaism</b> Moses Ten Commandments The Sabbath

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<p><b>Key Content</b></p>	<p>Retell (simply) the Genesis 1 story of creation</p> <p>Suggest why Christians might think it is important to look after the world</p> <p>Suggest ways that Christians might express their concern for the natural world</p> <p>Describe how and why Christians might thank God for creation at Harvest festivals</p>	<p>Suggest what Christians might mean when they refer to Jesus as 'the Light of the world'</p> <p>Talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God</p> <p>Identify ways in which Christians might use light as part of their Christmas celebrations (advent candles, candle-light services, Christingle) – and the symbolic meaning</p> <p>Talk about the different ways that Christians might celebrate Christmas</p>	<p>Know that Hindus believe in one God (Brahman) who can be worshipped in many forms</p> <p>Know that these forms (the deities) have different qualities and are portrayed in different ways</p> <p>Suggest why Hindus might believe that it is important to show devotion to the deities</p> <p>Know that Hindus might worship at a Mandir and/or the home shrine</p> <p>Suggest why worship in the home might be important</p> <p>Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray)</p>	<p>Suggest why Muslims believe that it is important to respect God</p> <p>Talk about why Muslims would want to show their gratitude to God</p> <p>Know that submission to God is an important aspect of Islamic life</p> <p>Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis</p> <p>Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat</p>	<p>Suggest beliefs and values that might unite the Christian community</p> <p>Talk about why some Christians might think it is important to come together to worship God</p> <p>Identify symbols (images and actions) used in Christian worship</p> <p>Talk about how and why symbols might be used in Christianity</p> <p>Identify and describe features of a church</p>	<p>Retell the story of Moses being given the Ten commandments</p> <p>Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father</p> <p>suggest ways in which the Ten Commandments might influence the life of a believer</p> <p>Talk about how keeping the Sabbath day holy might influence a Jewish person</p> <p>Talk about how the Sabbath is a way of making time for God and family</p> <p>know about the Jewish tradition of Friday night dinner</p>
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				Suggest how making time for the five daily prayers is an act of submission		
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**Lower Key Stage 2**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Key considerations for teaching over a two year cycle and related resources</b>	<p><b>Christianity (God)</b></p> <p>Related resources in Questful RE Unit 3 1            Called by God and Understanding Christianity Unit 2A.2 People of God.</p>	<p><b>Islam</b></p> <p>For children completing this unit after cycle B they will already be familiar with the 5 pillars and Zakah. Build in extension/challenge work.</p>	<p><b>Christianity (Jesus)</b></p> <p>Related resources in Questful RE Unit 3 3            Jesus the man who changed lives and Understanding Christianity Unit 2A.4 Gospel.</p>	<p><b>Christianity (Church)</b></p> <p>Related resources in Understanding Christianity Unit 2A.5 Salvation.</p>		<p><b>Hindu dharma</b></p> <p>For those children completing this unit after cycle B they will have already studied Rama and Sita in depth. Consider some extension/challenge for this group of pupils.</p>
<b>Year A</b> <b>Who should we follow?</b>	<p><b>Christianity (God)</b></p> <p>Prophets            Service to God            Inspirational people</p>	<p><b>Islam</b></p> <p>The Prophet Muhammed (pbuh)            Zakah</p>	<p><b>Christianity (Jesus)</b></p> <p>Discipleship            Following the example of Jesus            Helping others</p>	<p><b>Christianity (Church)</b></p> <p>The Holy Spirit            Gifts of the spirit            Pentecost</p>	<p><b>Sikhism</b></p> <p>Guru Nanak            The 10 gurus            Baisakhi</p>	<p><b>Hindu dharma</b></p> <p>Religious duty            Hindu scriptures (the Ramayana)            Raksha Bandhan</p>



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	<p>Know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)          Identify Christian beliefs and values contained within stories of the prophets (e.g. Noah, Abraham, Moses, Jonah)          Suggest why these prophets chose to listen to and follow God          Identify Christians who might be described as people who listened to and followed God          Describe how and why some Christians might devote their lives to serving God          Talk about what is meant by a sense of vocation</p>	<p>Develop and understanding of the importance of founders and leaders for religious communities          Identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh)          Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh)          Describe and give reasons for the Islamic practice of Zakah          Suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable</p>	<p>Know what is meant by discipleship          Know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus          Identify beliefs and values within religious teachings (e.g. 'Follow me and I will make you fishers of men' – Matt 4:19)          Describe how and why Christians might try to follow the example of Jesus through mission and charity work          Describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</p>	<p>Know what Christians mean by the Holy Spirit          Suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities          Identify Christian values exemplified in the gifts of the Spirit          Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations          Describe how and why Pentecost is celebrated          Describe why some Christians might take part in a procession of witness</p>	<p>Develop an understanding of the importance of founders and leaders for religious communities          Identify Sikh beliefs and values contained within the stories of the lives of the Gurus          Describe how and why the Guru Granth Sahib is treated with great respect          Suggest how and why Sikhs might show commitment to their faith</p>	<p>Develop an understanding of the importance of duty and commitment to many religions          Know that following Dharma (religious duty) is an important part of Hindu life          Suggest the impact of belief in Dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family          Describe how and why Hindus might celebrate Raksha Bandhan          Identify aspects of the celebration which remind Hindus of their Dharma          Identify religious teachings contained within a Hindu story</p>
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						– and suggest how these stories might be used to teach Hindu children about Dharma (e.g. What teachings about duty to family are expressed in the story of Rama and Sita?)
<b>Key considerations for teaching over a two year cycle and related resources</b>	<p><b>Hindu dharma</b></p> <p>The Story of Rama and Sita will need to be shared at the start of this unit for those children who are completing this unit before cycle A.</p>	<p><b>Christianity (God)</b></p> <p>Related resources in Understanding Christianity Unit 2A.4 Gospel.</p>	<b>Sikhism</b>	<p><b>Christianity (Jesus)</b></p> <p>Related resources in Questful RE Unit 4 4 Exploring Easter and Understanding Christianity Unit 2A.5 Salvation.</p>	<p><b>Islam</b></p> <p>For children visiting this unit prior to Cycle A revisit learning in KS1 that Muslims believe in one God Allah and talk about what they know about prayer and why this is important to Muslims.</p>	<p><b>Christianity (Church)</b></p> <p>Related resources in Questful RE Unit 4 3 Jesus Son of God and Understanding Christianity Units Unit 2A.3 Incarnation/God, 2A.4 Gospel and 2A.5 Salvation.</p>

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<b>Year B</b>	<b>Hindu dharma</b>	<b>Christianity (God)</b>	<b>Sikhism</b>	<b>Christianity (Jesus)</b>	<b>Islam</b>	<b>Christianity (Church)</b>
<b>How should we live our lives?</b>	Vishnu Rama and Sita Diwali	The Bible Christian life – guided by wisdom, teachings and authority	The 5 Ks Equality The Gurdwara	Jesus in the wilderness Lent Sacrifice	The Five Pillars of Islam Ramadan	Parables Love for all

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	<p>Explore teachings about good and evil in the story of Rama and Sita</p> <p>Describe what moral guidance Hindus might gain from the story of Rama and Sita</p> <p>Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma</p> <p>Use subject specific language to describe how and why Hindus celebrate Diwali</p> <p>Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil</p>	<p>Explore different Christian beliefs about the Bible as the word of God</p> <p>Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible</p> <p>Describe why some Christians might view the Bible as an important source of authority and moral guidance</p> <p>Explain why Christians might have different views about how to interpret and apply the Bible</p> <p>Explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer,</p>	<p>Explore teachings and stories from Sikhism</p> <p>Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus</p> <p>Make links between the beliefs, values and practices of Sikhism</p> <p>Use subject specific language to describe how and why Sikhs show their religious commitments and values</p> <p>Explain how clothing and behaviour might be symbolic of beliefs, values and commitments</p>	<p>Retell the story of Jesus in the wilderness</p> <p>Identify Christian beliefs about Jesus reflected in this story</p> <p>Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)</p> <p>Describe what a Christian might do during Lent and why</p> <p>Explain what is meant by sacrificial love – agape – and give examples of how Christians might do this</p> <p>Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were</p>	<p>Explore Islamic teachings about Ramadan from the Qur'an</p> <p>Make links between Islamic values and the beliefs explored so far in their study of Islam</p> <p>Use subject specific language to describe how and why Muslims fast at Ramadan</p> <p>Explain the importance of Ramadan in the context of the Five Pillars of Islam</p> <p>Consider the impact that fasting might have on individuals, families and communities</p>	<p>Retell some of the main parables of Jesus</p> <p>Explain how and why these might be an important source of guidance for Christians</p> <p>Suggest ways that Christians might put these teachings into action in the 21st century</p> <p>Describe and explain (with examples) Christian attitudes about how to treat others</p> <p>Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</p>
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		conscience)		motivated by their faith		
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**Upper Key Stage 2**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Key considerations for teaching over a two year cycle</b>	<p><b>Christianity (God)</b></p> <p>Related resources in Understanding Christianity Unit            Unit 2B.1 God, Unit 2B.2 Creation/Fall.</p>	<p><b>Islam</b></p>	<p><b>Hindu dharma</b></p>	<p><b>Christianity (Jesus)</b></p> <p>If children are completing this unit after cycle B then they should be familiar with the word pilgrimage from their study on Hajj.</p>	<p><b>Christianity (Church)</b></p> <p>In Y3/4 children will already have learnt about God the Father, Son and Holy Spirit. Revisit this learning at the beginning of this unit.</p>	<p><b>Judaism</b></p> <p>Children will last have learnt about Judaism in KS1. For some pupils this could have been when they were in Y1. Spend time at the start of the unit revisiting what they know and can remember about Judaism.</p>
<b>Year A</b> <b>Where can we find guidance about how to live our lives?</b>	<p><b>Christianity (God)</b></p> <p>Sin</p> <p>Adam and Eve's disobedience</p> <p>Temptation and morality</p>	<p><b>Islam</b></p> <p>The Qur'an</p> <p>The Night of Power</p>	<p><b>Hindu dharma</b></p> <p>Krishna</p> <p>Holi</p>	<p><b>Christianity (Jesus)</b></p> <p>Miracles of Jesus</p> <p>Pilgrimage</p>	<p><b>Christianity (Church)</b></p> <p>The Trinity</p> <p>Use of symbols and metaphors</p> <p>The Worldwide Church</p>	<p><b>Judaism</b></p> <p>The Torah</p> <p>The synagogue</p>

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<p><b>Key Content</b></p>	<p>Describe Christian beliefs about sin and forgiveness  Describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God  Suggest different ways that this story might be understood by Christians  Describe and explain how and why Christians might use the Lord's Prayer  Analyse and interpret the Lord's Prayer – and what guidance it provides for Christians  Suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</p>	<p>Explore Islamic beliefs about the Qur'an as the word of God  Explain how and why the Qur'an is a source of guidance for life for a Muslim  Explain the impact of believing that the Qur'an is divine revelation  Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets  Explain how and why Muslims might commemorate the Night of Power  Describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God  Explain how the teachings of</p>	<p>Make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty  Explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus  Explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer  Describe and explain a variety of ways that Hindus might celebrate the festival of Holi  Suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate</p>	<p>Describe Christian beliefs about miracles as 'signs' of the divinity of Jesus  Retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus  Describe why some Christians might go on pilgrimage to places associated with miraculous events  Explain the impact that belief in miracles and the power of prayer might have on a Christian</p>	<p>Describe what Christians mean when they talk about one God in Trinity  Identify the beliefs contained within the Apostle's Creed  Explain why the Christian community (The Church) might want/need an agreed statement of belief  Describe and explain the meaning of a range of symbols that might be used for the Trinity  Explain how symbols might unite the worldwide Christian Church  Describe the role of places like Taizé where Christians from different backgrounds might come together to worship</p>	<p>Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers  Explain the impact of Jewish beliefs and values – including reasons for diversity  Explain differing forms of expression within the context of Jewish worship.  Describe diversity of religious practices and lifestyle within t  Interpret the deeper meaning of symbolism – contained in stories, images and actions</p>
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		the Qur'an might influence the actions and choices of a Muslim	Explain how Holi celebrations might express Hindu beliefs about equality			
<b>Key considerations for teaching over a two year cycle and related resources</b>	<b>Christianity (Church)</b> Related resources in Questful RE Unit 6 1 Life as a journey and Understanding Christianity Units 2B.3 People of God and Unit 2B.6 Salvation.	<b>Hindu dharma</b>	<b>Islam</b> For children completing this unit of work before cycle A it is recommended that the start of the unit begins with an overview of the 5 pillars- some children will have least learnt about this in Y3.	<b>Christianity (Jesus)</b> Related resources in Questful RE Unit 6 3 Why do Christians celebrate the Eucharist and Understanding Christianity Unit 2B.6 Salvation.	<b>Buddhism</b> This unit is designed to be taught at the top end of KS2. SACRE recommend that differentiation is used to support younger Y5 pupils when this unit is taught.	<b>Christianity (God)</b> Related resources in Questful RE Unit 6 4 Easter who was Jesus and Understanding Christianity Unit 2B.6 Salvation.
<b>Year B</b> <b>Is life like a journey?</b>	<b>Christianity (Church)</b> Christian rites of passage Denominational differences	<b>Hindu dharma</b> Reincarnation Karma The 4 ashramas	<b>Islam</b> The Ummah Hajj	<b>Christianity (Jesus)</b> Holy Week The Eucharist Denominational differences	<b>Buddhism</b> The Buddha The Four Noble Truths The Eightfold path	<b>Christianity (God)</b> Salvation Forgiveness



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<p><b>Key Content</b></p>	<p>Explain how rituals (sacraments/ rites of passage) might reflect Christian beliefs about their relationship with God          Explain how these rituals might differ between different denominations (e.g. infant baptism and believer's baptism)          Analyse the important of Christian rites of passage as an expression of faith and commitment          Use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</p>	<p>Analyse Hindu beliefs about samsara, karma and moksha and how these are linked          Explain how belief in reincarnation might affect the way in which a Hindu views the 'journey of life'          Explain how belief in reincarnation and the law of karma might affect the way a Hindu lives          Describe and explain the four ashramas (stages of life) in the life of a Hindu          Explain how a person might change as they move from one ashrama to the next          Consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama</p>	<p>Analyse the Five Pillars of Islam and how they are linked          Explain how the beliefs and values of Islam might guide a person through life          Explain the importance of the Ummah for Muslims and that this is a community of diverse members          Describe and explain the importance of Hajj, including the practices, rituals and impact          Explain how a person might change once becoming a hajji          Consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage</p>	<p>Retell the events leading up to and including the death of Jesus          Explain how beliefs about the suffering, death and resurrection of Jesus might guide a Christian during difficult times in their own life          Explain how and why Christian individuals and communities might celebrate the events of Holy Week          Use religious vocabulary to describe and explain the Eucharist          Explain different Christian beliefs about the Eucharist and its importance</p>	<p>Analyse Buddhist beliefs and teachings about how to be content          Explain Buddhist beliefs and values contained within the story of Prince Siddhartha          Make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about The Four Noble Truths          Describe and explain what is involved in following the Eight-Fold Path of Buddhism – and the impact that following this might have on the life of a Buddhist.          Consider the importance of daily meditation in Buddhism</p>	<p>Explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian          Explain (simply) Christian beliefs about salvation          Explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life          Explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)          Analyse Christian teachings</p>
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