

RE Recovery Plan

EYFS Framework

Communication and Language

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Understanding the World

ELG: People, Culture and Communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Hackney SACRE Assessment Areas

<p>‘What do people believe and do?’</p> <p><i>Gaining a knowledge and understanding of what people believe and do.</i></p>	<p>‘How do people respond to ultimate questions and big issues?’</p> <p><i>Responding and understanding how others respond to ultimate questions and big issues.</i></p>	<p>‘How do beliefs and values make a difference to lives?’</p> <p><i>Gaining a knowledge and understanding of the difference that beliefs and values can make to people’s lives.</i></p>
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Y3 End Points	Term	Autumn		Spring		Summer 1
	¼ Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
	Topic	What is special about Guru Nanak?	What can we learn from the Bible?	Who are the Jews?	How do the features of a Mosque help Muslims pray?	Why do believers go on Pilgrimage?
<ul style="list-style-type: none"> Describes the beliefs, practices and sources in detail and with correct vocabulary Identifies similarities, differences and connections between beliefs, practices and sources Identifies and describes the similarities and differences in response to ultimate questions. Suggest lines of enquiry or sources to investigate these responses. Describes the actions, features and symbols of a believer in detail and with correct vocabulary Identifies the similarities and differences and how certain beliefs and values are shown 	Key Knowledge	<ul style="list-style-type: none"> Sikhs believe that Guru Nanak, the founder of the Sikh religion, received messages from God to teach people how to follow a simple faith To know the significance of Sikh names and how they are chosen Sikhs believe there is one God and everyone is equal. Sikhs believe that God is a spiritual power, not a person, and should always be in Sikhs' minds; <i>Waheguru simran</i>, meditating on God, is a way to worship. To know the 5 Ks and their symbolic meaning Naam Karan is the Sikh birth ceremony for naming a child and it always takes place in a Gurdwara (Sikh place of worship). 	<ul style="list-style-type: none"> Like Jews and Muslims, Christians believe in just one God who created the world and all that is in it. To know why the bible is important to Christians and that Christians believe it is the word of God. The Christian Bible contains the Old Testament and the New Testament. The Old Testament contains the same books as the Jewish Holy Book and it was written before Jesus's birth. The New Testament contains stories about Jesus written by people who met him or had heard of him. To know examples of stories from the bible and the meanings and morals they convey to know how to use a bible (find chapter and verse) 	<ul style="list-style-type: none"> Diaspora is term that relates to the time when many Jewish people were forced to leave their home in Jerusalem in 70AD To know some of the features of the second temple of Jerusalem and the western wall and their significance as a place of pilgrimage in the Jewish Faith. To develop knowledge of Jewish beliefs and practices through a range of sources, including secondary resources (video documentary) and primary sources (images, and artefacts at the Jewish museum). To know the origins of Judaism through the story of Abraham. 	<ul style="list-style-type: none"> (Development of Y1 Knowledge) The Five Pillars of Islam are the five duties that the Qur'an states any Muslim must follow. A mosque is a place of prayer and worship for Muslims. A religious teacher called an <i>imam</i> (a 'man of knowledge') leads local prayer and takes care of the mosque. The very first mosque was the courtyard in the home of Muhammad (pbuh), who founded the religion of Islam. If you look inside a mosque, you will see a big open space for people to pray and worship Allah. You won't find pews and seats like in churches; rugs or mats usually cover the floor instead. Mosques are often large buildings with beautiful towers and domes. Outside most mosques is a tall tower, called a minaret. In some mosques this is where a crier or <i>muezzin</i> calls Muslims to prayer from. Every mosque must also have running water as Muslims must wash their face, hands and feet before they pray (ablution). They also take off their shoes when they enter the mosque. Women and men don't worship together in mosques and music and singing are not part of worship in Islam, to avoid distraction There are no pictures of people or animals in a mosque; the Qu'ran forbids the worship of images, and Muslim people also believe that art could never reflect the magnificence of Allah's creation well enough. Islamic art is dedicated to the design of intricate, colourful patterns and to calligraphy, beautiful writing. Ramadan is part of the Islamic calendar and is the ninth month of the Muslim year. It is a time when Muslims celebrate Allah's message to Muhammad (pbuh) During Ramadan Muslims are expected to fast – not eat or drink – during daylight hours. Eid means festival in Arabic. The end of Ramadan is marked by the festival of Eid al-Fitr (Festival of Breaking the Fast). 	<ul style="list-style-type: none"> Compromised content: Christians have many pilgrimages because of the number of saints and churches, and also the paths of Jesus. There is a Hindu pilgrimage every 12 years, where they go to the River Ganges to wash and pray. In Judaism, there are 3 specific pilgrimages: Pesach, Shavot and Sukkot. Sikhs don't believe in pilgrimages. Buddhists visit 8 important places in India and Nepal to trace the Buddha's life The most important pilgrimage for a Muslim to do in their life is the Hajj.
	Cross Curricular Links	History – Founding of Sikhism Literacy - story sequencing / retelling / stories from other cultures PSHE: Being me in my world/Celebrating Differences	Literacy - story sequencing / retelling / stories from other cultures PSHE - relating stories to one's own life History – Chronology BC and AD	<ul style="list-style-type: none"> History: Jewish persecution (Discrimination) Significant Historical buildings PSHE/International Themes:- war and refugees. 	<ul style="list-style-type: none"> Understanding history and the importance of buildings. PSHE - Cleanliness / Self care 	<ul style="list-style-type: none"> History: Significant Events Geography: Significant Places and Buildings
	Key Skills	<ul style="list-style-type: none"> Recognise features and symbols in images of Guru Nanak recall Sikh beliefs and values. Describe features and symbols in images of Guru Nanak, and make links with Sikh values and beliefs identify similarities and differences between beliefs, values and features shared with other special/religious figures. To describe ways in which people can be treated equally and how equality might be shown. 	<ul style="list-style-type: none"> To find chapter and verse in the bible To understand the meaning and message behind stories Relate events and themes in stories to own life (e.g. the lost sheep, the prodigal son, the birth of Jesus) Find similarities and common themes in different biblical stories and known stories from other religions. Make links between key beliefs/values shown in Christian stories. Describe how the beliefs of a Christian might influence the way they live their life and consider Which values in the stories they can relate to. 	<ul style="list-style-type: none"> Suggest lines of enquiry or sources to develop knowledge of the Temple in Jerusalem and its significance. To use sources (including pictures and literature) to identify the different ways in which shapardi and akdenezi Jews practice their faith and be able to describe the actions, features and symbols of different believers. Make connections between the plight of Jewish refugees in history and refugees and their circumstances in the present. Recall the features of the story of Abraham; make links between these beliefs and arguments with other beliefs and reasons for believing – and not believing- that there is one God. Recount the story of Abraham and Isaac; explain how the story shows his commitment through sacrifice; make links with other examples, and suggest the value and impact for Jews remembering Abraham today. Recall features and events in Temple in Old Judaism; explain why some Jews may still feel strongly about Israel today. Recall the features, beliefs and practices of Judaism today; suggest how certain practices/features may have an impact on Jews today 	<ul style="list-style-type: none"> Recall, describe and explain the 5 Pillars of Islam. Name the features visible from the outside of a mosque and suggest why these are used in mosques; explain how these are linked with stories and Muslim beliefs learnt previously. Recall parts of the body washed before prayer and suggest meaning and significance. Identify features and suggest meaning of internal features of a mosque, identify and suggest how they are similar or different to other examples, including prayer actions in other religions. Consider how respect is shown in different situations in a non-religious context Make links to worship traditions in different religions 	<ul style="list-style-type: none"> Compromised content: Describe with correct vocabulary the features of different religions (pilgrimage, celebrations, worship and rituals marking important stages in life) Suggest how these features are important/significant in the lives of followers Suggest the challenges and the values of belonging to a community of shared faith and belief Describe the similarities and differences between religions and communities Describe and present their own ideas about truth and meaning, and ethical values (e.g. on morality, justice, respect) Identify how these values and beliefs enable different religions and communities to live together and work towards the well-being of all Identify own special places and give reasons for why it is special. Describe their feelings associated with this special place To recall the places in Jerusalem that are special to Muslims, Jews and Christians. Be able to explain how going there might help the believer to feel closer to G-d/Allah, and/or Jesus/ Muhammad (pbuh)? Be able to discuss how the believer might be different when they return home from a pilgrimage? Recalling some of the actions/places visited by Muslims on Hajj; link with Muslim beliefs and values; suggest how performing these actions may make a difference to Muslim pilgrims
School Context						

	<ul style="list-style-type: none"> Recognise similarities and differences amongst each other (e.g. Who else in the school has the same name as you?) 	<ul style="list-style-type: none"> Christmas Show 	<ul style="list-style-type: none"> Utilise links with the local community (Jewish History Museum Trip) 	<ul style="list-style-type: none"> links with families and local community - Olive School Visit/Mosque Visit Eid Party Day / Ramadan assemblies 	<ul style="list-style-type: none"> Share experiences from School community (PPT photos of staff member's Haj and Q&A)
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Year 4 2020-21

Y4 End Points	Term	Autumn		Spring		Summer 1
	½ Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
<ul style="list-style-type: none"> Suggests reasons for connections, similarities and differences between sources, beliefs and practices, in detail, and using examples to support these. Identifies links with historical events and cultural traditions Suggests reasons for differences and similarities in shared values and responses to ultimate questions and issues. Suggests sources that support/link to their reasons Explains how actions, symbols and features demonstrate certain beliefs and values. Suggests how these may affect, improve or provide challenge in the lives of believers 	Topic	How does the Synagogue show what is important to Jews?	How do those who believe, build a relationship with God?	How do different Christians show their beliefs?	Why is the Qu'ran special to Muslims?	What happens when we die?
	Key Knowledge	<p>Compromised content:</p> <ul style="list-style-type: none"> The Synagogue is a place of worship for Jewish people. The word Synagogue means 'meeting place' in Greek. Teachers in the Jewish faith are called rabbis. They lead worship in the synagogue. To know the features of a synagogue (such as the 'ark', an 'eternal light', two candelabra, pews, and a raised platform (bimah) from which scriptural passages are read and services often conducted). The Sabbath (from Sunset on Friday to Sunset on Saturday) is the Jewish holy day. The Torah is the most holy Jewish text, given to the Jews by Moses around 1250BC. Torah means 'teachings in Hebrew'. Jewish festivals are a point of remembrance of key events in Jewish history (these include Rosh Hashanah (Jewish New Year, Yom Kippur (the day of atonement), Passover and Hanukkah, the festival of lights, Sukkot is one of three biblically based pilgrimage holidays that is a thanksgiving for a good harvest). A sukkah is a temporary dwelling built by a family/community to celebrate Sukkot. It commemorates the time when the Jewish were freed from slavery in Egypt and wandered the desert for forty years, building temporary shelters from Palm leaves, before reaching the promised land of Israel. The waving ceremony signifies being closer to God and each type of plant matter represents a part of the body: The Lulav (from the palm tree), the spine; hedasim (myrtle twigs) eyes, Aravot (willow branch), lips and etrog (citrus fruit), the heart. 	<ul style="list-style-type: none"> Hindus believe there is one God, called Brahman and that at different times, part of Him has come to earth as an avatar, such as Ganesh, Krishna. Neither Muslims nor Jews, who also believe in one God, allow any images of God. Jews, like Hindus and Muslims, believe in God as Creator of the world, and often refer to Him as Father. They believe that each year, he acts as Judge for their sins and good deeds on the festival of Yom Kippur. Christians also believe there is one God, attributed with 3 parts, called the Trinity- The Father, The Son (Jesus) and the Holy Spirit. Those who believe in one God are called Theists and those who do believe there is no God are Atheists. Those who are unsure are referred to as Agnostic. A Synagogue, Church and Mosque are all places of worship. A Mandir is a Hindu place of worship. 	<ul style="list-style-type: none"> To know some of the features of a church and their significance to Christians (including the altar, stained glass windows depicting key figures and biblical events, the chancel, steeple, bell tower, shape of the cross) Christianity follows the teachings of Jesus Christ. Christianity is made up of different denominations who believe in different variations of those teachings and have different leaders. The different denominations of Christianity share common elements of belief. The Holy Trinity is one God but three entities. A sacrament is a Christian ritual or ceremony. There are seven sacraments in Christianity. The Eucharist is a Christian ceremony commemorating the Last Supper. Not all denominations observe all the sacraments. 	<ul style="list-style-type: none"> The Qur'an, or Koran is it is sometimes known, is the holy book of Muslims who believe it contains the message of Allah. There are strict criteria in handling the Qur'an. The Qur'an is written in Arabic and Muslims always try to read and recite it in this language. Muhammad (pbuh) was born in Makkah (also known as Mecca), which is now modern-day Saudi Arabia, in AD 570. Muslims believe that in a cave on mount Nur, near Makkah, Allah spoke to Muhammad (pbuh) for the first time through the angel Jibril and revealed the first verse of the Qur'an to him. (Expansion of Y1 knowledge) A Surah is the term for a chapter of the Qur'an. 	<ul style="list-style-type: none"> Hindus believe that in each living thing there is a part of God, Brahman; when that person dies this part leaves the body and is reincarnated into another body. Hindus believe that if a person has been good they will have good 'Karma' (a type of energy). Hindus believe that if a person has been bad they will have bad karma and might be reincarnated into an animal, rather than a human person. Hindus believe that if you have good karma, when you die your 'soul' will be released from this cycle of birth, death and reincarnation, and will go back to God (Brahman) - this is called moksha. Muslims believe that when they die the angel of death takes souls to Al-Barzakh, where they wait until the day of judgement. On the day of judgment everyone will be raised to life again and stand before Allah, who will judge their souls. The reward for good souls will be Heaven, which is described as a beautiful garden. Bad souls will be sent to Hell (Jahannam) where they will be without Allah's love. Christians believe that only Jesus was resurrected and came back to life. Christians believe that every person has a soul and when they die, God will judge whether the soul is good or bad. Some Christians believe that if a person has been good, their souls will be rewarded by going to Heaven. Christians believe that this is where god is and may describe it in different ways. Some Christians call this 'The Kingdom of God'. Some Christians believe that if a person has been bad, their souls will be punished in a place called Hell.
	Cross Curricular Links	D&T - building a model of a sukkah - what is sturdy? what is temporary? what materials can I use? History of Jewish people.	<ul style="list-style-type: none"> Literacy - features of biography. PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences
	Key Skills	<p>Compromised content:</p> <ul style="list-style-type: none"> Identifies links between historical events and religious practices. Suggests reasons for connections and similarities behind specific practices (for example, the common practice of removing shoes in a place of worship). Can state the connection between Torah and the old testament of the Bible Can give examples of how the synagogue and specific acts of worship show what is important to Jews, referring to different sources of information. Can explain how actions, symbols and features demonstrate certain beliefs and values in the Jewish faith. Suggests how actions and religious practices might affect, improve or provide challenge in the lives of believers (for example, in considering how the sabbath is observed). Recall some main Jewish beliefs and some of the 10 commandments; make links between own and others' beliefs and values. Suggest how and why some of the 10 commandments might be more important or harder for Jews to keep. Recall some of the Jewish beliefs about and contents of the Torah; explain why the contents of the Torah is so important for Jews today; suggest how hearing the Torah being read in the synagogue with other Jews could be important to Jews. Identify some of the key items in a synagogue; explain what beliefs or values these show and how. Suggest how the beliefs and values these items show might impact on the life of a Jew who goes to synagogue. 	<ul style="list-style-type: none"> I can recall others' and express my own beliefs about God. I can make links between shared beliefs, opinions and values. I can suggest how these beliefs and opinions might have an impact on the life of a believer. I can describe what believers do in their home and can make links between these actions their beliefs I can suggest how these beliefs/actions may impact on the life of a believer. I can recall the features of a Mandir and can link these features with Hindu beliefs. I can suggest how these features/beliefs may impact on the life of a believer. 	<ul style="list-style-type: none"> Design of a symbol to show understanding of the Trinity, label each part to reflect Christian belief. Evaluate reasons for differences and similarities in shared values between different denominations. Recognise the significance of the Last Supper in the sacrament of the Eucharist. 	<ul style="list-style-type: none"> Identifies links with historical events and cultural traditions for example, the importance of Muhammad in Islam. Suggests reasons for differences and similarities in shared values for example the importance of the Quran and the significance of the rules for handling the Quran. Explains how the practice of memorization of the Quran by Hafiz demonstrates belief and values. 	<ul style="list-style-type: none"> Identify similarities and differences in the features of different religions and different religious beliefs about what happens after death and articulate these using key vocabulary describe connections, similarities and differences between religious sources, beliefs, values and practices and within religions. Suggest the ways in which a moral code might influence those who follow it and others and explore the concept of a moral code in a non-religious context - analyse and explain the impact of religion and beliefs on individuals and communities. Apply learning about religion and belief to their own and other people's lives eg in relation to religious identity and their own identity. Communicate their own and others' ideas, reflections and responses about ultimate questions and ethical issues. suggest meanings for a range of forms of expression. recognise that some questions about life are difficult to answer/identify a possible meaning of a feature of a religion or belief.

School Context				
Utilise Community Links: Visit from Rabbi		<ul style="list-style-type: none"> St Mary's Church Visit/Local Walk (old and new Church) - identifying similar features. 	<ul style="list-style-type: none"> Children share their experiences of reading/handling and learning from the Quran. 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences

Year 5 2021-22						
Y5 End Points	Term	Autumn		Spring		Summer 1
	½ Term Coverage	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
	Topic	What did the Buddha teach about leading a better life?	What Happened to Islam in the Middle Ages?	What are some of the beliefs and values of Sikhism?	What can we learn from the past?	How are women valued and treated in religion and beyond?
	Key Knowledge	<ul style="list-style-type: none"> To know some of the key events of Buddha's early life. To know each aspect of the eightfold path, taught by Buddha Meditation is a very important part of Buddhism. Through meditation, Buddhists believe they can calm and clear the mind, making it peaceful. To know some of the symbols associated with Buddhism and what they represent The Buddha's teachings are known as <i>dharma</i>. They include Buddhism's Four Noble Truths, as well as the Eightfold Path (or Middle Way). 	<p>Recovery content (Y3 Pilgrimage):</p> <ul style="list-style-type: none"> Show children the following clip https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-muslim-pilgrimage-haj/zndfoq Contrast the above experience of the Haj with a Hindu pilgrimage – what is the same and different about each journey and the pilgrim's reasons for making it? <p>https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-pilgrimage-hinduism/z4ghf4</p> <ul style="list-style-type: none"> Teach new unit, if this isn't ready from Hackney, teach the Y3 pilgrimage topic in its entirety. The Golden Age of Islam began in Baghdad. The 5 pillars of Islam promote the values and virtues of the Islamic Faith Muslim and non-Muslim scholars translated important academic studies in the House of Wisdom. The Islamic empire was the first 'truly universal civilisation' which brought together for the first time 'peoples as diverse as the Chinese, the Indians, the people of the Middle East and North Africa, black Africans and white Europeans'. Many of the inventions and discoveries of the Muslims at this time are still significant today. The crusades contributed to the decline of the Islamic golden age (understanding why this happened). Jerusalem is significant for Muslims and Christians. 	<ul style="list-style-type: none"> To understand and know what the five Ks show about Sikhs. The Amrit ceremony is a confirmation ceremony, when boys join the Khalsa. Boys wear the turban for the first time and drink the amrit, a holy nectar prepared by mixing water and sugar. It is also sprinkled on the person's hair and eyes. The Sikh philosophy is that all human beings are equal. Sikhs must remember God in their daily life, work honestly and share with others. Sikhs respect other religions, even though they themselves choose to follow the teachings of the gurus. To know that a Gurdwara is a Sikh place of meeting and worship. 	<ul style="list-style-type: none"> Know and recall the Pesach (Passover) story of what happened to Jews in Egypt. Know how events in the story link with symbols on the Seder table; Knows how eating the foods on the Seder table helps Jews today to relive the Passover story. Know and recall events of the Holocaust and key words; suggest how and why people acted/thought as they did; suggest why it is important for people to remember the Holocaust/Shoah today. Knows and can describe the ethical values and beliefs of others and make links with features, words and symbols. Knows and can explain why it is important for people to remember the Shoah and Passover today. Knows and can recall examples of persecution and what key words mean Show how persecution goes against the teachings of world views and religions; suggest why it is important for people to learn about and remember the persecution today. 	<ul style="list-style-type: none"> To make connections and see/know differences between people's views on the role of women To know that opinions may change To know specific actions of some women and link these with events, beliefs and values; Describe how the actions of significant women in religion and history demonstrate/are linked to beliefs/values; suggest the impact of certain beliefs/values on lives To know and Describe what some Muslim wear to show their identity and belonging, and make links with beliefs and values; suggest how wearing these may impact and affect the lives of these women. To know key events in the role of women in religion throughout history
Cross Curricular Links	PSHE: Being me in my world/Celebrating Differences	<ul style="list-style-type: none"> History (Y5 Summer): Ancient Islamic Civilisation 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences History: Discrimination (Y6 Unit) and WWII (Y3 Unit) 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences 	

	Key Skills	<ul style="list-style-type: none"> Describe the events in the Buddha's life Describe events in the story of the Buddha, what he realised/learnt from them and suggest how this learning might apply to our lives today. Recall the Four Noble Truths and show how these might apply to own life and other people's lives. Describe what meditation is Describe what meditation feels like Suggest how meditation may help Buddhists. Recall the parts of the Eightfold Path Suggest how some of the Eightfold Path might be hard(er) to keep than others. 	<ul style="list-style-type: none"> Make connections between the revelation of the Qur'an* and the Prophet Muhammad (pbuh) as the messenger of Allah eg the first revelation on Mount Hira Make connections between Islam and other religions in relation to, for example, teachings about loving Allah and a responsibility to care for others (eg zakah and sadaqah) which motivate individuals, communities and Muslim aid agencies (eg Islamic Relief, Muslim Aid). Make connections between an awareness that there are Muslims of many nationalities, races and cultures within Britain and around the world and their unity in the ummah. Use and interpret a range of sources including the Qur'an, stories from the Muslim tradition, the mosque, artefacts, art, pattern and calligraphy; the media and ICT/ the internet 	<ul style="list-style-type: none"> Can explain how the 5 Ks show certain beliefs and values Can understand how Guru Gobind Singh introduced Amrit and how that influenced Sikhism Can understand what equality and service means to Sikhs and how Sikhs themselves and others may benefit from these beliefs Can understand that the Bhai Khanaya story reflects key Sikh beliefs 	<ul style="list-style-type: none"> Make connections between narratives about key figures and events (e.g. Moses; the giving of the Torah), and the Jewish understanding of their people's relationship with God; Make connections between the way the Sefer Torah is treated with reverence and love and the belief that it is precious because it contains God's word; Make connections between Judaism and other religions in relation to, for example, teachings about loving God and a responsibility to care for others, which motivate individuals, communities; Make connections between an awareness that there are Jewish people of many nationalities in communities around the world and a sense of shared Jewish identity. Make connections between the belief in One God and the way this is reflected in the synagogue e.g. the Ner Tamid, the position of the Ark and the Torah; how the prohibition of idolatry is reflected in an absence of representations of humans; use and interpret a range of sources including the Tenakh, stories from the Jewish tradition, the synagogue, artefacts, pictures, the media and ICT/ the internet, to gain knowledge and understanding of Jewish beliefs, teachings and practices. 	<ul style="list-style-type: none"> Make connections and see differences between people's views on the role of women understanding how opinions may change Recall the actions of some women and link these with events, beliefs and values. Describe how these actions demonstrate/are linked to beliefs/values. Suggest the impact of certain beliefs/ values on lives Describe what some Muslim wear to show their identity and belonging, and make links with beliefs and values; suggest how wearing these may impact and affect the lives of these women. Give their opinion about how women are/were treated Identify and describe links between examples from the timeline or that they have studied and the historical beliefs and quotes. Give and explain their opinion about how women are valued/treated, giving reasons and making links with evidence and examples Explain their opinion, giving reasons and justifications, showing how examples and evidence support their view. Describe in detail the stories, teachings, texts of the communities (local, national and global) and using the correct and specific vocabulary to explain the principle beliefs, values or teachings about women in their religion, and suggest some of the challenges and values of belonging to a community of shared faith and belief.
	School Context					
					<ul style="list-style-type: none"> Children to consider what they have learnt from the past. 	<ul style="list-style-type: none"> Refer to wider curriculum learning: Significant women in History

Year 6 2022-23

Y6 End Points	Term	Autumn		Spring	Summer		
	½ Term Coverage	Autumn 1 Week 1 and Week 2 (first half)	Autumn 2 Week 3	Spring 1 Week 2	Spring 2 Week 3	Summer 1 Week 3	Summer 2
	<ul style="list-style-type: none"> Explain how similarities and/or differences in beliefs and practices occur through different interpretation, or through the influence of sources and/or historical events and cultural traditions. Evaluates strengths and weaknesses of examples of beliefs, sources, historical events and cultural traditions that are used to explain the similarities and differences in shared values and/or responses to ultimate questions and issues. Evaluates the impact of holding certain beliefs and values and of belonging to their community of shared beliefs/values. 	<p>What do Jews believe are their responsibilities to God?</p>	<p>How does being in a community help Buddhists to follow the Buddha's teachings?</p>	<p>How did the world begin?</p>	<p>How are Christian values explored in the world today?</p>	<p>Alevism</p>	
<p>Key Knowledge</p>	<p>Recovery content: Show children the following film and use to teach about the importance of the Synagogue to Jewish people – https://youtu.be/73Wslne-FKg</p> <ul style="list-style-type: none"> Elaborate on each of the Jewish festivals in the programme of study and remind children that the Shabbat is the Jewish sabbath or holy day. A Shofar is an ancient musical horn, typically made of a ram's horn and used for Jewish religious purposes Rosh Hashanah, in September or October, is the Jewish New year festival. People eat apple dipped in honey to wish each other a sweet and happy year. Yom Kippur is the most important Jewish holiday and takes place ten days after Rosh Hashanah. Jews usually fast for 25 hours and pray, spending most of the day in the Synagogue. To know that the Shema is a Jewish prayer and the Adhan is the Muslim call to prayer. 	<ul style="list-style-type: none"> That Buddhists follow the teachings of Siddhartha Gautama (or Siddhartha Gotama), who became known as the Buddha. The word 'Buddha' means 'the enlightened one', 'the one who knows'. Sangha is the Buddhist community, it often refers specifically to the community of Buddhist monks and nuns. Some Buddhists choose to leave their families and live as monks (if they are men) or nuns (if they are women) and dedicate their lives to sharing the teachings of Buddha. Buddhist monks and nuns wear orange and shave their heads. A Buddhist temple is a place of worship for Buddhists, the followers of Buddhism. They include the structures called vihara, chaitya, stupa, wat and pagoda in different regions and languages. In a Buddhist temple, Buddhists may sit on the floor barefoot facing an image of Buddha and chanting. It is important that their feet face away from the image of Buddha. They listen to monks chanting from religious texts and take part in prayers. A Buddhist shrine is a place where an image or statue of the Buddha is used in worship. 	<ul style="list-style-type: none"> The Iroquois are a native American people. Their creation story is one that was passed down orally, from generation to generation. ** The Iroquois creation myth states that: before the earth was fully formed there were two realms—that of the sky and the lower world. When the sky fell to the water she was saved by two swans and supported by a giant turtle who brought earth from the bottom of the sea resulting in the world's creation. ** Muslims, Jews and Christians all believe that the Genesis account is how the world started. ** The genesis creation story states that God created the heavens and the earth, and all living creatures in 6 days and rested on the 7th. ** Hindus believe that Brahma the creator created the world from a lotus flower under the order of Lord Vishnu.** The Sanema are an indigenous tribal people of Brazil and Venezuela. Their creation story shows the importance of the forest to their way of life; the Sanema try to live in harmony with the natural world, seeing the forest as a living thing to be treated with respect and care.** The Big Bang theory is a scientific theory that explains the creation of the world from an initial 'big bang'. ** Newton believed that the fact that each person had an individual finger print was evidence that God existed. Only he could take the time and care to ensure that each person was individual, even down to their thumbprint. ** Paley thought that just as the watch has a designer, so must the world. Both are intricate and work with precision and have a lot of detail. He believed in God and that he was the designer and creator of the world. ** The scientist Charles Darwin suggested that animals could change or evolve from primitive species over a period of time through a process called natural selection. ** 	<ul style="list-style-type: none"> To know and be able to relate the Leo Tolstoy story 'Papa Panov' story to Christian values To know examples of biblical stories (such as and including the Good Samaritan) and how their morals support Christian beliefs To know how Christian charities and organisations such as Christian Aid and the Salvation Army offer support to those in need To recognise the symbol for fair trade and understand what it means 	<p>New Hackney SACRE Unit: Knowledge and skills mapping to fit progression.</p>		

	Cross Curricular Links	PSHE: Being me in my world/Celebrating Differences	PSHE: Being me in my world/Celebrating Differences	<ul style="list-style-type: none"> Science: Big Bang Theory, Darwin's 'Natural Selection' theory. PSHE: Being me in my world/Celebrating Differences 	<ul style="list-style-type: none"> PSHE: Being me in my world/Celebrating Differences 		
	Key Skills	<ul style="list-style-type: none"> To interpret, analyse and explain the similarities in the words of the Adhan and Shema considering the context of each of the two religions. To evaluate and understand the symbolism of the shofar in the shared beliefs of Judaism and the impact this has on their beliefs To consider the ways in which different groups of people celebrate new year contribute to a sense of belonging within their community. Describe what Jews believe and how they might show these beliefs in action List ways Jews and other religions may look after the world and its creatures; suggest how looking after the world and its creatures may affect the life of Jewish people; give reasons why some of these actions might be more difficult or more important than others Give reasons why Jews may give to charity and suggest how giving to charity may make a difference to the Jewish giver explain why certain acts of charity might be harder for people to do than others 	<ul style="list-style-type: none"> Identify and explain shared practices across religions, such as the removal of shoes in a Buddhist temple, or Mosque, before an act of worship and commonality in the reasons behind these. Analyse and express opinions on how being in the Buddhist community helps Buddhists to follow his teachings. to reflect on moral dilemmas and apply Buddhist teachings to resolve issues 	<ul style="list-style-type: none"> To interpret, analyse and explain the similarities and differences of how the world began. To consider and reflect the different cultural beliefs of how the world began. to respond and evaluate evidence and interpretation in their response to ultimate questions. To discuss and share their opinions on how the world began To know the similarities and differences between different creation stories according to different beliefs To evaluate their communities' shared values and creation story To evaluate strengths and weaknesses of beliefs, sources and shared values in order to respond to ultimate questions independently 	<ul style="list-style-type: none"> To consider how lives can be affected and improved through certain values, considering the actions presented in texts. Use an historical religious story to consider how specific Christian values can be applied in a modern context. Consider how certain values can be applied to specific issues on a global scale (focussing on fair trade) 	New Hackney SACRE Unit: Knowledge and skills mapping to fit progression.	
School Context							
					Link to Fairtrade Fortnight		