



Subject: RE

Class: Neptune Year: A Term: Autumn 1

<p>Key Knowledge</p> <ul style="list-style-type: none"> • How do Sikhs put their belief about equality into practice? • Sikh belief God is in each heart • How and why equality is important • Teachings from the Gurus • Inclusivity in naming: Singh, Kaur • Collective worship in the Gurdwara • Role and function of the langar • Equality through personal contribution • How Diwali has different representations to Sikhs and Hindus

<p>Vocabulary</p> <ul style="list-style-type: none"> • Gurdwara • langar • Guru Nanak • Guru Granth Sahib • Equality, worship • Singh, Kaur • Guru Amar Das, Guru Hargobind • Diwali
<p>Help at home</p> <ul style="list-style-type: none"> • Prepare, cook and eat a meal together in which all members of the family help. • Discuss ways your family promotes equality

Enrichment
 Study of a Sikh festival - Diwali, the story of Guru Hargobind. Food tasting of recipes from a langar. Rolling programme - visit to Gurdwara

Skills Development
 To engage with religious practice and teachings. To experience different practical ways Sikhs demonstrate faith.

Outcomes and assessment
 Explain why equality is a faith based concept for Sikhs. To explain the importance and relevance of different activities in the Gurdwara and Langar. To use specific religious vocabulary and to compare with practice from other faiths.

SMSC	Spiritual Comparing Sikh, Hindu and Christian beliefs about God within humans	Moral Duty of Sikhs to treat everyone equally	Social The role of shared food in faith practices	Cultural Sikh festival of Diwali
British Values	Democracy Inclusivity of the langar	Rule of Law How is equality enshrined in law?	Individual Liberty	Mutual Respect How this is shown in the Gurdwara

Links to our vision statement:

Challenge - to explore hoe Guru Hargobind responded to challenge with creativity and compassion

Creativity - to explore recipes as a way of sharing faith

Compassion - to explore how duty to a spiritual authority inspires equality by respecting the God within



Subject: RE

Class: Neptune Year: A Term: Autumn 2

Key Knowledge

- Why is the Gospel such good news to Christians?
- Understanding of term gospel
- Christian belief that Jesus is good news
- The names of the 4 Gospels, location in Bible
- How the Gospels are shared in church
- Development of Gospel music
- Modern influences in gospel - eg Blinded by your faith - responses to music as communication
- Gospel as Christian living

Vocabulary

- Gospel, good news
- Lectern, stained glass
- Matthew, Mark, Luke, John
- New Testament
- Church community
- Christingle

Help at home

- Share gospel music together
- Visit a church and look for images together
- Come and join us at our nine lessons and carols service

Enrichment

Visit to church to see lectern, Gospel stories through visual art.

Skills Development

To be able to locate key texts within the Bible. Understanding of Bible referencing rather than page numbers. To interpret visual and musical representations.

Outcomes and assessment -

To be able to explain that for Christians the Gospel is good news because it contains the teachings, life and stories told by Jesus. To offer example of the media through which this is shared in the Christian community. To give examples of the impact specific teachings may have on the way Christians live their lives.

SMSC	Spiritual To engage with a key Christian concept	Moral To consider how Christians see living through the Gospels as a moral duty	Social To explore how churches support and develop communities	Cultural Explore the range and impact of Gospel music globally
British Values	Democracy How mixed media supports an accessible message of inclusion	Rule of Law How Christians work internationally to support human rights	Individual Liberty How the Gospels show Jesus as an individual	Mutual Respect How the teachings of Jesus emphasise respect for all

Links to our vision statement:

Challenge - to engage with key theological debate and thinking

Creativity - how creative media helps to support understanding of Christian teaching and overcomes lack of resources or literacy

Compassion - how for Christians, the concept of compassion can be seen as a way to be a living embodiment of the good news of Jesus



Subject: RE

Class: Neptune Year: A Term: Spring 1

<p>Key Knowledge</p> <ul style="list-style-type: none"> • What spiritual pathways to Moksha are written about in Hindu scriptures? • Understand terms samsara and reincarnation • Explain meaning of Moksha • Different spiritual pathways are yogas • That there is individual choice • Holy Texts - Bhagavad Gita Prince Arjuna • Bhakti Yoga - loving devotion • Karma Yoga - selfless actions • Jnana Yoga - knowledge and study • Raja Yoga - meditation • Importance of Krishna • How following karma and dharma influences daily life

<p>Vocabulary</p> <ul style="list-style-type: none"> • Moksha • Samsara • Bhagavad Gita • Yogas • pathways • Karma, dharma • Reincarnation • Krishna, Janmashtami
<p>Help at home</p> <ul style="list-style-type: none"> • Share activities together that would represent each pathway • Discuss your own influences on personal behaviour

<p>Enrichment</p> <p>Study of a Hindu festival - Janmashtami. Practical workshop for activities linked to each of the 4 yogas.</p>

<p>Skills Development</p> <p>To engage with religious texts and teachings. To experience different ways people demonstrate their faith and reflect on actions which support our own well-being</p>

<p>Outcomes and assessment</p> <p>Explain some of the key teachings about life as a journey towards re-union with Brahman, referring to religious text and practice. To use specific vocabulary to explain key concepts. Give examples of different choices and which pathway these represent. Make comparison to another faith.</p>

SMSC	Spiritual Variations of approach within a faith	Moral Concept of dharma as dutiful action	Social How following karma benefits society	Cultural Hindu festival of Janmashtami
British Values	Democracy How collective responsibility can lead to difficult personal choice	Rule of Law How individuals set their own rule of law based on faith guidance	Individual Liberty Freedom to choose own pathway reflecting individual interests	Mutual Respect How each pathway choice is equally valid

<p>Links to our vision statement:</p> <p>Challenge - to engage with religious thinking about the spiritual purpose of live</p> <p>Creativity - to explore how each yoga provide opportunity for creativity</p> <p>Compassion - to explore how duty to a spiritual authority inspires loving devotion and kind actions to others</p>



Subject: RE
Class: Neptune Year: A Term: Spring 2

Key Knowledge

- What is the great significance of the Eucharist to Christians?
- Understanding of term Eucharist
- Events of the Last Supper - link to Passover
- Events of Last Supper within Easter Story
- Symbolism of bread and wine
- The structure of a Eucharist service
- Christian view of love, forgiveness and sacrifice
- Key differences of interpretation today

Vocabulary

- Eucharist, Holy Communion
- Symbolism
- transubstantiation
- Passover feast
- Last supper
- Chalice, pattern
- Anglican

Help at home

- Discuss which meals are special in your family
- Watch Prince of Egypt for the context of the Passover
- Come and join us at our Easter service

Enrichment

Visit by priest to explore structure Anglican communion service. Examples of different chalices and patterns,

Skills Development

To be able to compare similarities and differences within some Christian denominations. To engage in oral discussion, asking questions to further understanding and gather the viewpoints of others

Outcomes and assessment -

To be able to recognise bread and wine as Christian symbols and link this to the meaning of Eucharist. To be able to explain how this represents both sacrifice and God's love. Examples of the link between love and forgiveness. To recognise that within an Anglican framework there are differences of interpretation within the celebration of Eucharist

SMSC	Spiritual To engage with a key Christian concept	Moral Our duty to give thanks and show gratitude in a variety of ways	Social To explore how churches support and develop communities	Cultural Explore how the Eucharist is celebrated in different ways
British Values	Democracy How the Faith Council gathers view for school worship	Rule of Law How Christians work internationally to support human rights	Individual Liberty Individual acts of bravery and sacrifice for others	Mutual Respect How Christians try to follow the example of forgiveness and love for others

Links to our vision statement:

Challenge - to explore difference in theological belief within a single faith

Creativity - Different styles of chalice and patterns

Compassion - how for Christians, the Eucharist is central to understanding sacrificial love, forgiveness and acceptance



Subject: RE

Class: Neptune Year: A Term: Summer 1

Key Knowledge

- What does the Qur'an reveal about Allah and his guidance?
- Story about the revelation of content in the Qur'an
- Meaning and importance of pbuh
- How content of Qur'an is shared today
- Extracts of text - meaning and comparison to Christianity /Judaism
- How teachings of Qur'an influence attitudes towards money and poverty
- Importance of memory and recitation

Vocabulary

- revelation
- Qur'an, Hafiz
- Prophet Muhammad (pbuh), Allah
- Angel Jibreel
- Cave Hira
- Mosque
- Madrassah, Al Fatiha

Help at home

- Discuss morals, codes or beliefs important in your family
- Look at examples of Islamic art

Enrichment

Visit to Cambridge Mosque - how features of a mosque and religious guidance impacts on the lives and choices of Muslims

Skills Development

To be able to consider wider questions about safety and support. To use stories and visual art to engage with abstract concepts

Outcomes and assessment -

To be able to explain how for Muslims the text of the Qur'an is a direction revelation to Prophet Muhammed (pbuh) from Allah. To give examples of these teachings and show how they influence the lives of Muslims.

SMSC	Spiritual How religious text provides guidance for living	Moral How Zakat informs duty of charity and giving	Social Ways in which the mosque has different areas for different provision	Cultural Impact of Islamic guidance for art
British Values	Democracy How the content of the Qur'an is shared with others	Rule of Law Comparing the Al Fatiha and Shahadah with other faith rules eg 10 commandments	Individual Liberty Considering individual liberty through the Muslim concept of obedience	Mutual Respect Respect for precious items eg Qur'an. Showing respect as a visitor to the mosque.

Links to our vision statement:

Challenge - how expectations in faith can led to personal challenge in striving to meet them

Creativity - how non-representational art supports understanding and celebrates faith

Compassion - how guidance from the Qur'an informs the actions of Muslims towards others



Subject: RE

Class: Neptune Year: A Term: Summer 2

Key Knowledge

- How does Tawhid create a sense of belonging to the Muslim community?
- Meaning of Tawhid and Ummah
- How following the 5 pillars supports Muslim Ummah
- Key beliefs about Allah
- How specific vocabulary supports belief of uniqueness and one-ness
- How religious stories and teachings from Qur'an support and underpin Muslim belief
- Impact and purpose of Hajj
- That Tawhid can be expressed in different ways

Vocabulary

- Tawhid
- Ummah, community
- Hajj, pilgrimage
- Kaaba, Mecca, shrine
- 5 pillars of Islam
- eternal
- infinite

Help at home

- Discuss morals, codes or beliefs important in your family
- Look at examples of different community groups

Enrichment

Visit to Cambridge Mosque - exploring how the mosque supports and fosters community amongst Muslims

Skills Development

To be able to consider discuss and respond to viewpoints about abstract concepts such as community, belief, eternity and purpose.

Outcomes and assessment -

To be able to explain the concept of tawhid and its centrality in Muslim belief, supported by specific examples. To use specific vocabulary to explain the concept of belonging, and activities within the Ummah which illustrate this, based on the 5 pillars.

SMSC	Spiritual How religious text informs belief	Moral How Muslims create unity through Salah	Social How the religious festivals and celebrations support coming together	Cultural How Islamic art seeks to represent the infinite
British Values	Democracy How the Ummah supports different groups	Rule of Law How religious teachings provide rules and codes for living	Individual Liberty Considering individual liberty through the Muslim concept of duty	Mutual Respect Respect for individual viewpoints. Showing respect as a visitor to the mosque.

Links to our vision statement:

Challenge - how expectations in faith can led to personal challenge in striving to meet them

Creativity - how non-representational art supports understanding and celebrates faith

Compassion - how guidance from the Qur'an informs the actions of Muslims towards others



Subject: RE

Class: Neptune Year: B Term: Autumn 1

Key Knowledge

- What is holiness for Jewish people: a place, a time, an object or something else?
- Understanding of term holy
- How the Torah is treated (Rhodes Torah - cross curricular link)
- Holy ground - Burning bush, Exodus
- Expressive art - Marc Chagall Burning bush
- Moses and the Luchot
- What happens at Shabbat
- Festival of Sukkot

Vocabulary

- Torah Scrolls, yad
- Synagogue
- Sukkot, Sukkah
- Exodus,
- Shabbat, Challah, candles, blessings
- 10 commandments
- Luchot, burning bush

Help at home

- Share what makes a time special in your home
- Watch Prince of Egypt together for the story of the life of Moses

Enrichment

Building a Sukkah. Exploring festival of Sukkot as a holy time, place and object. Synagogue visit - rolling programme.

Skills Development

To be able to consider a key abstract concept - holiness through exploration in a variety of media. To compare Jewish practices and traditions with own experiences and Christian teachings.

Outcomes and assessment -

To be able to explain holiness can be seen as: a place - burning bush, Sukkah; a time Shabbat, Sukkot; an object Torah Scrolls. Luchot. Give examples of how this belief influences ways Jewish people live their lives.

SMSC	Spiritual To engage with a key Jewish concept	Moral To consider our moral duty to guard against intolerance and prejudice	Social How Shabbat and Sukkot are social times for Jewish cultures	Cultural Explore key festivals and practice of faiths in Britain today
British Values	Democracy How peoples from this faith have been previously excluded	Rule of Law Which of the 10 commandments are the same as British Law	Individual Liberty That everyone should have the right to worship according to their beliefs	Mutual Respect Cross faith support for the Rhodes Torah in WW2

Links to our vision statement:

Challenge - to engage with key theological debate and thinking

Creativity - how creative media helps to support understanding of and expression of faith

Compassion - how duty of care to others is linked in the teachings of many faiths



Subject: RE

Class: Neptune Year: B Term: Autumn 2

Key Knowledge

- How do Christians show their belief that Jesus is God incarnate?
- Understanding of term incarnation
- Christian belief God as human in Jesus Christ
- The 7 I am statements from Bible, John 6-15
- Incarnation through church practice
- Incarnation through Christian Living
- Role of Children's Society
- How compassionate acts are seen by Christians as a way to "incarnate" God's love
- Artistic responses: If God was one of us; Jesus on the tube; Jesus in non western art

Vocabulary

- Incarnate, incarnation
- Emmanuel - God is with us
- Divine, human
- Imagery, symbolism, metaphor
- Trinity
- Christingle

Help at home

- Share different types of Christian music together
- Visit a church and look for images together
- Come and join us at our Christingle service

Enrichment

Visit to church to find symbolism of the Trinity and seven I am images. Christingle service.

Skills Development

To be able to locate key texts within the Bible. Understanding of Bible referencing rather than page numbers. To interpret visual representations. To engage with the meaning of abstract statements.

Outcomes and assessment -

To be able to suggest reasons why Christians believe Jesus was God incarnate. To support ideas with reference to the Bible. To be able to comment on artistic interpretation through image and song. To explain how Christian charities can be seen as an incarnation of God's love.

SMSC	Spiritual To engage with a key Christian concept	Moral To consider how Christians see charitable works as a moral duty	Social To explore how song supports Christian communities - carols, gospel, popular music	Cultural Explore Christianity as a global faith through image and non western representation
British Values	Democracy How the Children's society supports the underrepresented	Rule of Law Which laws protect the vulnerable	Individual Liberty To celebrate difference through the concept of God as one of us.	Mutual Respect How respect for all is an extension of Christian compassion

Links to our vision statement:

Challenge - to engage with key theological debate and thinking

Creativity - how creative media helps to support understanding of and expression of faith

Compassion - how for Christians, the concept of compassion can be seen as a way to incarnate God's love



Subject: RE

Class: Neptune Year: B Term: Spring 1

<p>Key Knowledge</p> <ul style="list-style-type: none"> • How do questions about Brahman and atman influence the way a Hindu lives? • Brahman as Supreme Being • Different ways of exploring concept of Brahman • Holy Texts - Upanishads - salt experiment • Holy Texts - Rig Vedas • Story of the land of the blind • Qualities of different Hindu deities • How different theisms can apply to Hinduism • Meaning of Namaste • Atman as the self • How belief in Brahman influences daily life

<p>Vocabulary</p> <ul style="list-style-type: none"> • Brahman • Atman • Theism, Polytheism, Pantheism, Henotheism • Deity, Mandir, Shrine • Upanishads, Rig Vedas • Religious teachings • Diet, worship, attitudes, behaviours • reincarnation
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<p>Help at home</p> <ul style="list-style-type: none"> • Research some different Hindu deities • Try some traditional Hindu vegetarian recipes • Discuss your own views and beliefs about the world

<p>Enrichment Study of a Hindu festival, preferably linked to time of teaching eg Vasant Panchami; comparison to Diwali</p>

<p>Skills Development To engage with religious texts and teachings using discussion, reflection and following practical teachings to further aid understanding. To understand and apply specific vocabulary.</p>
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<p>Outcomes and assessment Explain some of the key teachings about Brahman and Atman, linked to key religious texts. Explain how belief that life is sacred affects the way a Hindu lives, including diet, worship, work and social choices. Make comparison to another faith.</p>
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SMSC	Spiritual Variations of approach within a faith	Moral Duty of care to creation	Social How respecting the Atman influences social behaviour	Cultural Hindu art in the home and Mandir
British Values	Democracy Exploring the concept of fairness within this faith	Rule of Law How sanctity of life is upheld in law	Individual Liberty Within Hinduism, different deities resonate with different worshippers	Mutual Respect How different faiths live

<p>Links to our vision statement:</p> <p>Challenge - to engage with religious thinking about the meaning of the universe</p> <p>Creativity - to explore how visual representations of deities reveal characteristics</p> <p>Compassion - to explore how value for life and theological concepts inform daily practise towards humans and animals</p>
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Subject: RE

Class: Neptune Year: B Term: Spring 2

Key Knowledge

- Should believing in the resurrection change how Christians view life and death?
- Understanding of term resurrection
- Bible account of death and resurrection of Jesus
- How the word Hallelujah is used at Easter
- Christian belief is expressed through the creed
- Key events at Church celebrations of Easter
- How Christian beliefs inform attitudes to living
- How Christian beliefs inform attitudes to death

Vocabulary

- Life, death
- Resurrection, creed
- Easter Sunday, Good Friday, sacrifice
- hallelujah
- funeral
- remembrance
- mourn, celebration, commemorate

Help at home

- Share time to talk about loss
- Watch or read *The Lion, the Witch and the Wardrobe* to see the story through Christian concepts

Enrichment

How is the resurrection depicted? Exploring evidence at local church. Q&A about life and death with priest. School Easter service.

Skills Development

To be able to consider wider questions and to have a safe place to discuss feelings about life and death. To compare Biblical text with artistic interpretation.

Outcomes and assessment -

To be able to explain Christian teaching about resurrection with reference to stories in the Bible. To recount and explain practices and experiences in the Christian celebration of Easter. To suggest how Christian belief about resurrection may influence attitudes towards life and death.

SMSC	Spiritual To celebrate life whilst accepting loss	Moral That religious belief informs moral duties	Social Ways Easter is celebrated in different societies	Cultural Explore key teaching behind festival of Easter and our linked Bank holidays
British Values	Democracy How C of E offers funerals and burials to all in local parish	Rule of Law Duty to register all births and deaths	Individual Liberty That everyone should have the right to worship according to their beliefs	Mutual Respect How to share condolences. Memorials and gravestones

Links to our vision statement:

Challenge - how the Easter story gives many examples of challenge

Creativity - how creative media helps to extend the meaning of resurrection through song, art and artefacts

Compassion - how the notion of sacrifice and compassion is a key thread throughout Christian teaching and the life and death of Jesus



Subject: RE

Class: Neptune Year: B Term: Summer 1

Key Knowledge

- How does the triple refuge help Buddhists in their journey through life?
- Understanding of term refuge
- Refuge as a place or person
- The representation of the 3 jewels
- Buddha as the guide
- Dharma as the path
- Sangha as community
- The 5 moral precepts
- Extracts from Buddhist scripture - the Dhammapada
- How stories such as Angulimala can help understanding

Vocabulary

- Refuge, fugitive, refugee
- Buddha, Buddhist
- Dharma, Sangha
- The 3 jewels
- 5 moral precepts
- Enlightenment, suffering
- Dhammapada

Help at home

- Discuss morals, codes or beliefs which are important in your family
- Where are your safe places? Who supports you?

Enrichment

How the Sangha supports each other through festivals such as Wesak.

Skills Development

To be able to consider wider questions about safety and support. To use stories and visual art to engage with abstract concepts

Outcomes and assessment -

To be able to explain how each of the three jewels represents a different aspect of Buddhist belief. To give examples of guidance from Buddhist teachings about how these support an individual's life journey and how beliefs impact on actions. That refuge can be a place, person or spiritual support.

SMSC	Spiritual To see ways of supporting spiritual need through refuge	Moral That religious belief of dharma informs behaviour and choices	Social How religious communities provide refuge and support for individuals	Cultural How the Sangha supports and celebrates Wesak
British Values	Democracy Inclusivity within this pathway	Rule of Law Comparing the 5 moral precepts to school golden rules	Individual Liberty How dharma can influence personal choice	Mutual Respect The importance of respect within the Sangha

Links to our vision statement:

Challenge - what are the challenges faced by Buddhists in following the 5 moral precepts

Creativity - how visual representation supports the concept that the ideas of the three jewels are precious

Compassion - how the Sangha as a community can support individual need for refuge and solace



Subject: RE

Class: Neptune Year: B Term: Summer 2

Key Knowledge

- Why do Humanists say happiness is a goal of life?
- Understanding of term humanism
- Reasons for a non religious approach
- Meaning of atheist, agnostic, secular
- Humanist life ceremonies
- Humanist attitudes towards equality and inclusion
- Concept of happiness
- Humanist attitude towards golden rule
- Humanist concepts in creating codes/ charters/ guidance

Vocabulary

- Humanism, humanist
- Non-religious, secular
- Atheist, agnostic, secular
- Pursuit, goal
- Fulfilling, responsibility
- human rights
- life ceremonies

Help at home

- Discuss which concepts about life are most important
- Books such as *What is humanism?* by Michael Rosen

Enrichment

Visit from a speaker from the Humanist Society. Q& A session with children

Skills Development

To be able to consider wider questions about creation and purpose of life. To engage in discussion using a range of speaking, listening and reflection skills.

Outcomes and assessment -

To be able to explain key principles of humanism. To describe some common practices and celebrations. To compare both non-religious and religious approach.

SMSC	<p>Spiritual To explore humanist approaches to mental wellbeing</p>	<p>Moral The link between humanism and human rights</p>	<p>Social How humanists work to support justice</p>	<p>Cultural How Humanist celebrate key life moments</p>
British Values	<p>Democracy How humanists work to support equality</p>	<p>Rule of Law Creating your own code or charter</p>	<p>Individual Liberty How Humanists take responsibility for own actions</p>	<p>Mutual Respect The importance of respect in a non faith community</p>

Links to our vision statement:

Challenge - to consider a range of perspectives regarding the world and our role within this

Creativity - to consider how creativity supports a meaningful and happy life

Compassion - how Humanists mark aspects of different life stages