



**I am Religiously Conscious ...**

*I am Religiously Conscious. Through being Religiously Conscious, I have a sense of self and an awareness of my place in the world. I have the knowledge and understanding of the different religions and beliefs which form part of contemporary society. I can ask challenging questions about the ultimate meaning and purpose of life, beliefs about God(s), the self and the nature of reality, issues of right and wrong, and what it means to be human. I understand that different religions share similar and contrasting views. Being Religiously Conscious contributes to my personal development and well-being. I believe and support community cohesion by promoting mutual respect and inclusion of people in a diverse society. I can share my and listen to the personal reflections and spiritual views of others; this deepens my understanding of the significance of religion in the lives of others.*

## Key Concepts for Religious Conscious

| What is Religion?  | Substantive Concepts  | Disciplinary Concepts:  | Personal development   |
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| <p>Religion is a system of beliefs, practices, and values centred around the worship of a higher power or deity, often involving rituals, moral codes, and a sense of community.</p> <p>The origins of human religious practices are deeply rooted in prehistory, with evidence suggesting that early humans engaged in ritualistic behaviour as far back as the Palaeolithic era, around 40,000 years ago. Archaeological findings, such as burial sites with grave goods and cave paintings, indicate that early Homo sapiens had beliefs in an afterlife and possibly revered natural elements or deities. These early forms of spirituality likely evolved from a need to explain natural phenomena, cope with mortality, and foster social cohesion within communities. Over time, these practices became more structured, leading to the development of organised religions.</p> <p>Being religiously conscious means having an understanding and mindfulness of one's own religious beliefs and practices, as well as an appreciation and respect for the beliefs and practices of others. This awareness fosters empathy and respect, among individuals from diverse backgrounds, which in turn helps to build a more cohesive and harmonious society.</p> | <p><i>Key Knowledge and Vocabulary associated with religions.</i></p> | <p><i>Skills of evaluation, research, critical thinking in relation to the enquiry question</i></p> | <p><i>Personal resonance with or reflection on the concept/belief underlying the subject matter of the enquiry.</i></p> <p><i>The child's own thoughts, opinions, belief, empathy.</i></p> |
| <p>The curriculum model is organised for the teaching of no more than 2 worldviews in each year group: Christianity in every year group plus one other worldview alongside it.</p> <p>The following world views are taught:</p> <ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Islam</li> <li>• Judaism</li> <li>• Sanatana Dharma (Hinduism)</li> <li>• Sikhi</li> </ul>  |   |   |  |
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## Key Concepts, Knowledge, Vocabulary and Skills – Religiously Conscious: Year 1

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| <b>Enquiry Question:</b> What do Christians believe about God?<br><b>Theme/Content:</b> Creation, God the Father as an introduction to the Trinity.   |  |  |   |
| Learner Narrative: <i>I know what Christians believe about God. I can describe ways Christians believe God wants them to behave. I can express an opinion about some Christian beliefs about God.</i>   |  | <u>Suggested Assessment Questions</u> <ul style="list-style-type: none"><li>• What do Christians believe about God? How should Christians behave?</li><li>• What is your opinion about Christian beliefs about God?</li></ul>  |   |
| <b>Substantive Concepts</b>   |  | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"><li>• I can retell the Christian Creation story</li><li>• I can tell you how Christians think God wants them to behave (towards the world)</li><li>• I can say some ways Christians believe God wants them to behave (towards others)</li><li>• I can remember some Christian beliefs about God and talk about them</li></ul> | <ul style="list-style-type: none"><li>• create, creation, creator, proud, protective, respect, bible, Christian, Christianity, creation, creator, God, harvest, sacred</li></ul> | <ul style="list-style-type: none"><li>• I can respect the work of a creator</li><li>• I can respect the work of a creator</li><li>• I can say how it felt to take care of something or somebody</li><li>• I can say how it feels to take care of the world or somebody</li></ul> | <ul style="list-style-type: none"><li>• I can apply this knowledge to the enquiry question</li><li>• I can express an opinion about some Christian beliefs about God.</li></ul> |

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| <b>Enquiry Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?<br><b>Theme/Content:</b> Incarnation, God the Son as continued introduction to the Trinity   |  |  |   |
| Learner Narrative: <i>I know Christians believe in the story of the birth of Jesus. I understand the meaning of gifts in the Christmas story. I can retell the Christmas story.</i>  |  | <u>Suggested Assessment Questions</u> <ul style="list-style-type: none"><li>• Can you order the events of the Christmas story?</li><li>• Why do Christians give gifts at Christmas?</li></ul>  |   |
| <b>Substantive Concepts</b>  |  | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"><li>• I can remember some of the Christmas story</li><li>• I can say why the gifts given to Jesus might have been meaningful in Bethlehem</li><li>• I can retell the Christmas story and consider how gifts might be different today</li></ul> | <ul style="list-style-type: none"><li>• gift, meaningful, present, bible, gift. present, gold, frankincense, myrrh, wise men, incarnate, incarnation</li></ul> | <ul style="list-style-type: none"><li>• I can talk about choosing meaningful gifts or presents for different people</li><li>• I can talk about a gift that is special to me</li><li>• I can talk about the feelings of giving and receiving meaningful gifts</li></ul> | <ul style="list-style-type: none"><li>• I can apply this knowledge to the enquiry question</li><li>• I can suggest a gift a Christian might give to Jesus</li></ul> |

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| <b>Enquiry Question:</b> Was it always easy for Jesus to be a friend?<br><b>Theme/Content:</b> Jesus as a friend   |   |   |   |
| Learner Narrative: I can tell who was Jesus is? I know that Jesus was a teacher. He told stories. He was a healer. He could perform miracles I know Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do |   | <u>Suggested Assessment Questions</u> <ul style="list-style-type: none"><li>• What is friendship and how do I value it?</li><li>• How does the story ‘Stilling the storm’ show what a good friend is like?</li><li>• Is it always easy being a good friend?</li><li>• How does the story of Mary, Martha and Lazarus show how Jesus was a good friend?</li><li>• Why do Christians value friendship and what do they do to show friendship?</li></ul>   |   |
| <b>Substantive Concepts</b>  |   | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"><li>• I can discuss who is special to me.</li><li>• I can tell a story about Jesus and His friends that show friendship.</li><li>• I can explain how Christians show friendship and how God helps them do this.</li></ul>                                      | <ul style="list-style-type: none"><li>• Disciples, apostles, bible stories, Son of God, healer, miracles, friendships, worship, Christianity, incarnation</li></ul> | <ul style="list-style-type: none"><li>• Good friends are people that: - Talk and listen to you - Spend time with you - Help you if you are in trouble or are hurt - Can be looked up to - Can be trusted</li><li>• I can retell a bible story Zacchaeus (Luke 19) Mary, Martha and Lazarus (Luke 10) Stilling the Storm (Luke 8) Friendship: a relationship between friends.</li><li>• I can say what Forgiveness is: the action/ process of forgiving. Forgive: stop feeling angry towards someone for a mistake</li></ul> | <ul style="list-style-type: none"><li>• I can Christians believe Jesus taught them they must always try to show friendship even when it is difficult, as that is what God wants them to do.</li></ul> |

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| <b>Enquiry Question:</b> Why was Jesus welcomed like a King or a celebrity on Palm Sunday?<br><b>Theme/Content:</b> Easter  |  |   |   |
| Learner Narrative: Christians believe in the Trinity. This is the complete relationship between God (the Father), Jesus (his son) and the Holy Spirit. Christians believe that Jesus is the Son of God, he was put to death on Good Friday and rose on Easter Sunday.   |  | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• <i>Can you order the Easter Story?</i></li> <li>• <i>Do you know why Easter is special to Christians?</i></li> </ul> |   |
| <b>Substantive Concepts:</b>  |  | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>• I can retell some of the Easter story (Before and during Palm Sunday)</li> <li>• I can explain why Jesus might have been special or important to the people around him</li> <li>• I can recall parts of the Easter story, and I can recognise some symbols in the story</li> </ul> | celebrity, special, important, ad admire, disciples, Messiah celebrity, Judas, miracle, special, tomb, Romans, saviour | <ul style="list-style-type: none"> <li>• I can talk about a person I admire and say why I admire them.</li> <li>• I can think about qualities in people I admire</li> </ul>                         | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can start to show understanding that Jesus is special to Christians and say why</li> </ul> |

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| <b>Enquiry Question:</b> Who is God to Jews?<br><b>Theme/Content:</b> The special relationship Jews have with God.   |   |  |  |
| Learner Narrative: <i>I know the</i> beliefs of Judaism and the symbols associated with it. I know the Holy Book is called the Torah. I know that Jews try to live by the 10 commandments.   |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• <i>Recall the story of Moses</i></li> <li>• <i>How does a Jewish person use the Torah?</i></li> <li>• <i>Using artefacts- What are the symbols? How are the items (Torah/Shofar) used?</i></li> </ul>               |  |
| <b>Substantive Concepts</b>  |   | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can say how some important Jewish beliefs began</li> <li>• I can retell the story of how Judaism began and say that Jews believe in one God</li> <li>• I can talk about the Ten Commandments and explain the rules that Jews believe God wants us to live by</li> <li>• I can tell a story about Abraham and Moses and say why these men are important to Jewish people today</li> <li>•</li> </ul> | God, Judaism, agreement Covenant, Abraham, Commandments, rules, Torah, Rabbi, trust, Charter, promise, consequences Jews, Jewish, Moses Mount Sinai Rules, Torah, Mitzvah/Mitzvot | <ul style="list-style-type: none"> <li>• I can identify a promise and understand that trust is important when making an agreement</li> <li>• I can explain why agreements are important and why they should be kept</li> <li>• I can create a set of rules to help us live a happy life</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can talk about an agreement Jewish people make with God and begin to explain why this is important</li> </ul> |

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| <b>Enquiry Question:</b> Is Shabbat important to Jewish children?<br><b>Theme/Content:</b> Shabbat  |   |  |  |
| Learner Narrative: I know the Jewish Creation Story and the way Shabbat is celebrated. I can discuss why it might be important to give thanks and to share family time.   |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• <i>I can recall how a Jewish child would celebrate Shabbat.</i></li> <li>• <i>What would be put on a table for Shabbat?</i></li> </ul>  |  |
| <b>Substantive Concepts</b>   |   | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can retell the creation story and how it relates to the Sabbath</li> <li>• I can explain how Shabbat is celebrated</li> <li>• I can talk about why a Jewish family might go to a synagogue to celebrate Shabbat</li> </ul> | Priority, routine, sacrifice, creation, sabbath, commandment, Shabbat Torah, Blessings Challah bread, Shabbat candle, Kiddush cup, wine, rest, Shalom | <ul style="list-style-type: none"> <li>• I can say what day might be special to me and explain what I might do on that day and whom I might spend it with</li> <li>• I can explain why having a regular time of peace or rest might be good for me and others</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can say what day might be special to me and explain what I might do on that day and whom I might spend it with</li> </ul> |

## Key Concepts, Knowledge, Vocabulary and Skills – Religiously Conscious: Year 2

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| <b>Enquiry Question:</b> Is it possible to be kind to everyone all of the time?<br><b>Theme/Content:</b> The teachings of Jesus/Jesus as the Son of God  |   |   |  |
| Learner Narrative: I know that Christians might follow Jesus' example of being kind to people. I can retell the Good Samaritan.  |   | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>Recall previous learning regarding Jesus as a friend.</li> <li>Why would Jesus be kind to a Samaritan and an unkind person such as Zaccheus?</li> <li>Relate to a situation where you have shown kindness- charity</li> </ul> |  |
| <b>Substantive Concepts</b>  |   | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>I can recall parts of a story where Jesus spoke about kindness</li> <li>I can talk about a time in the Bible when Jesus showed kindness to somebody that was unpopular</li> <li>I can talk about a time in the Bible when Jesus showed kindness to somebody who had let him down</li> </ul> | kind/kindness, difficult, Jews Samaritan, kind/kindness, Gospel, Zaccheus, parables tax collector, unpopular, disciples, Galilee, gospel, Peter | <ul style="list-style-type: none"> <li>I can tell you how I could be kind to others even if it is difficult</li> <li>I can say why kindness is important and think of ways to show kindness</li> </ul>  | <ul style="list-style-type: none"> <li>I can apply this knowledge to the enquiry question</li> <li>I can say if I think Christians think they should be kind and give a reason.</li> </ul> |

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| <b>Enquiry Question:</b> Why do Christians believe God gave Jesus to the world?<br><b>Theme/Content:</b> Christianity  |   |  |   |
| Learner Narrative I will investigate the Christian belief in Jesus as a gift of love to humanity.  |   | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>How do Christians prepare for Christmas?</li> <li>What traditions might Christians do during Christmas?</li> <li>Can you recall the Christmas story ?</li> </ul> |   |
| <b>Substantive Concepts</b>  |   | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>I can understand that a Christian might believe Jesus came to save the world</li> <li>I can discuss something a Christian might use to prepare for Christmas and what this might look like in different places in the world</li> <li>I can describe the gifts Christians might think Jesus brought to the world</li> <li>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God</li> </ul> | Bible, forgiveness, gift Healing, kindness, Love symbol/symbolise, Advent calendar, diverse diversity, expecting preparation, respect, Environment, pollution recycling, reduce, repair respect, reuse, saving, saviour | <ul style="list-style-type: none"> <li>I can tell you why the world may need special care</li> <li>I can say how I could help people in the world by showing love</li> </ul>   | <ul style="list-style-type: none"> <li>I can apply this knowledge to the enquiry question</li> <li>I can tell you why Christians think God gave Jesus to the world</li> </ul> |

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| <b>Enquiry Question:</b> How important is it to Christians that Jesus came back to life after his crucifixion<br><b>Theme/Content:</b> Christianity/Easter  |   |   |   |
| Learner Narrative I will recall the events of Easter Sunday, Jesus' resurrection, and the impact this has on Christians today.  |   | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>What do Christians believe happened to Jesus when he died and afterwards?</li> <li>What symbols are used that are associated with Easter and why are they used?</li> </ul>  |   |
| <b>Substantive Concepts</b>   |   | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>I can recall parts of the Easter story (to the crucifixion) and say what I think happens next</li> <li>I can recall parts of the Easter story (after the resurrection)</li> <li>I can recall what Christians believe happened on or after Easter Sunday</li> </ul> | Crucifix/crucifixion, Easter Heaven, Last Supper Resurrection, saviour, Easter Garden of Gethsemane Palm Sunday, Spring, Symbol | <ul style="list-style-type: none"> <li>I can talk about what I believe happens when something or somebody dies and how memories help me to remember</li> <li>I can start to explain what I believe happens to you when you die</li> <li>I can consider what symbols I would like to use when celebrating people I love or new life</li> </ul> | <ul style="list-style-type: none"> <li>I can suggest what I think happened to Jesus after the tomb was found empty</li> <li>I can apply this knowledge to the enquiry question</li> </ul> |

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| <b>Enquiry Question:</b> Does visiting the synagogue help Jewish children feel closer to God?<br><b>Theme/Content:</b> Judaism   |  |   |   |
| Learner Narrative: I will learn about Jerusalem as a place of pilgrimage for Jews and how the Synagogue may give Jews a similar feeling of belonging to Judaism.   |  | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>• <i>What is a synagogue?</i></li> <li>• <i>Explain how the Jewish Holy book (Torah) is used.</i></li> <li>• <i>What clothing will Jews wear when visiting a synagogue?</i></li> </ul>  |   |
| <b>Substantive Concepts</b>  |  | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>• I know Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue.</li> <li>• I can talk about the Jewish Holy Book and explain how it is used</li> <li>• I can talk about special clothing Jews wear when visiting the synagogue</li> <li>• I can explain what happens when Jews visit the synagogue for worship and prayer</li> </ul> | Special, Community, Celebrate, Reflect, Kippur or Kippah or Kippot(plural), Prayer, Tallit Prayer shawl, Torah, Reform Orthodox, Synagogue or Shul, Torah, Star of David, Ark, Yad, Torah Scrolls, Hebrew, Bimah | <ul style="list-style-type: none"> <li>• I can talk about my favourite place and say why it is special to me</li> <li>• I can start to explain feelings when I visit a place that is special to me</li> <li>• I can think about how the synagogue might give special feelings to Jews, and include similar features in a special place I have designed</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can talk about how Jewish children may feel closer to God if they visit the synagogue</li> </ul> |

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| <b>Enquiry Question:</b> How important is it to Christians that Jesus came back to life after his crucifixion<br><b>Theme/Content:</b> Easter/Christianity  |  |  |   |
| Learner Narrative I can recall the Easter story. I can recognise symbols used at Easter such as the cross.  |  | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>• <i>Recall the Easter story.</i></li> <li>• <i>What does resurrection mean?</i></li> <li>• <i>Recall what happens after the crucifixion</i></li> </ul>  |   |
| <b>Substantive Concepts</b>   |  | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>• I can recall parts of the Easter story (to the crucifixion) and say what I think happens next</li> <li>• I can recall parts of the Easter story (after the crucifixion)</li> <li>• I can recall parts of the Easter story (after the resurrection)</li> <li>• I can recall what Christians believe happened on or after Easter Sunday</li> </ul> | Arrest, Crucifix/crucifixion Easter, Garden of Gethsemane, Palm Sunday Spring, Symbol, Heaven Last Supper, resurrection Saviour, Autumn Seasons, Spring, Summer Winter | <ul style="list-style-type: none"> <li>• I can talk about what I believe happens when something or somebody dies and how memories help me to remember</li> <li>• I can start to explain what I believe happens to you when you die</li> <li>• I can consider what symbols I would like to use when celebrating people, I love or new life</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can suggest what I think happened to Jesus after the tomb was found empty</li> </ul> |

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| <b>Enquiry Question:</b> What is the best way for a Jew to lead a good life?<br><b>Theme/Content:</b> Judaism   |  |   |  |
| Learner Narrative: I can make links with my own way of life and that of promises and commitment.  |  | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>• <i>Who is Abraham? And why is he important to God?</i></li> <li>• <i>What symbols might you see at a Jewish wedding?</i></li> <li>• <i>What is shabbat?</i></li> </ul>  |  |
| <b>Substantive Concepts</b>   |  | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can share why Abraham is important to Jewish people and talk about his commitment and trust in God</li> <li>• I can share how Jews can commit to each other through marriage</li> <li>• I can share how Jewish believers try to lead a good life through doing good in the world</li> <li>• I can describe some of the ways that Jews choose to live a good life and consider that they do this in different ways</li> </ul> | Agreement, Rules Charter Contract, Relationship, Trust Commitment, Abraham Isaac, sacrifice, lamb, wedding, marriage Ceremony, commitment Promise, Shabbat | <ul style="list-style-type: none"> <li>• I can talk about agreements I have made and say why they are important.</li> <li>• I can give you examples of things I do to live a good life and explain which ones are more or less important to me</li> <li>• I can explain how I choose different ways to live out my understanding of a good life and how I might improve this further</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can express an opinion on which ways I think might be the best ways for Jews to live a good life and start to give reasons</li> </ul> |

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|  | (c)huppah, kippah, vows, sincerity, ketubah<br>Mitzvah/good deeds<br>Mitzvah Day, Tikkun olam/repair of the world<br>Tu B'Shevat /planting of trees |  |  |
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| <b>Enquiry Question:</b> How do Jewish beliefs, teachings and stories impact on daily life?<br><b>Theme/Content:</b> Judaism  |  |  |   |
| Learner Narrative: I know that some Jews will choose to follow kosher rules. I can recall what happens at Passover.   |  | <u>Suggested Assessment Questions</u> <ul style="list-style-type: none"> <li>What does Kosher mean? Give examples</li> <li>Recall how Passover is celebrated</li> </ul>  |   |
| <b>Substantive Concepts</b>   |  | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>I can tell you about some of the foods Jews would choose to eat or not eat if they keep kosher</li> <li>I can retell the story of Passover and begin to explain why it is important to Jews today</li> <li>I can share how Passover is celebrated and why it is important to Jewish people</li> <li>I can describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life</li> </ul> | Food, decision, choices<br>Halal, kosher<br>Vegan, vegetarian, treif<br>Parev, mitzvot, Passover<br>Seder meal, Seder plate<br>Plagues, Pesach, Passover<br>unleavened (without yeast)<br>Parsley Karpas<br>Shank bone (Zro'a), Bitter herb (Marror), Charoset<br>Matzah | <ul style="list-style-type: none"> <li>I can discuss why I would choose to eat certain foods and share who helps me make my food choices and why</li> <li>I can discuss why I would choose to follow an instruction not to eat certain foods, whom I would listen to and why</li> <li>I can show how some people choose to show respect for those in authority by following the rules</li> </ul> | <ul style="list-style-type: none"> <li>I can apply this knowledge to the enquiry question</li> <li>I can start to identify how it might feel to keep Kashrut</li> </ul> |

## Key Concepts, Knowledge, Vocabulary and Skills – Religiously Conscious: Year 3

| <b>Enquiry Question:</b> Who is God to Sanatanis?<br><b>Theme/Content:</b> Hinduism   |  |  |   |
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| Learner Narrative: I will know Sanatani beliefs in God and how these beliefs are formed into images and murtis. I will consider the stories and symbols and how these beliefs impact on a believer's daily life   |  | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>What are the different roles you take in life?</li> <li>What are some Sanatani beliefs about Brahman?</li> <li>How might these beliefs impact the life of a Sanatan?</li> </ul> |   |
| Substantive Concepts:   |  | Personal Development   | Disciplinary Concepts   |
| <ul style="list-style-type: none"> <li>I can start to explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything</li> <li>I can start to explain the Sanatani belief in the Trimurti and what each deity represents</li> <li>I can start to explain the Sanatani belief that there is one God in many different forms</li> <li>I can remember some Sanatani beliefs about Brahman</li> </ul> |  | Creator, respect, spark, Brahma, Brahman<br>Shiva, Vishnua, respect<br>Brahma, Brahman<br>Character, creator<br>Deity, destroyer<br>Ganesha, Lakshmi<br>Personality, preserver<br>Puja, role<br>Shiva, supreme, Sanatana<br>Dharma, Sanatani                 | <ul style="list-style-type: none"> <li>I can apply this knowledge to the enquiry question</li> <li>I can say how these beliefs might impact the life of a Sanatani</li> </ul> |

| <b>Enquiry Question:</b> Has Christmas lost its true meaning?<br><b>Theme/Content:</b> Christianity/Christmas   |  |   |   |
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| Learner Narrative: I will know meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation).  |  | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>I can recall the Christmas story</li> <li>Why did God give Jesus to the world?</li> <li>Locate Bethlehem</li> <li>What symbols are important to Christians at Christmas time?</li> </ul> |   |
| Substantive Concepts:   |  | Personal Development  | Disciplinary Concepts   |
| <ul style="list-style-type: none"> <li>I can start to explain why certain Christmas items or symbols might be meaningful to Christians</li> <li>I can start to explain why kindness might be meaningful to Christians at Christmas</li> <li>I can start to consider how a Christian might explain why Jesus was sent to Earth</li> <li>I can start to explain that Jesus was God in human form and why God gave him to the world</li> </ul> |  | Bethlehem, Christian, Christmas, incarnation<br>Means, meaning, stable, Prince of Glory<br>Lord of love<br>Saviour of the World   | <ul style="list-style-type: none"> <li>I can apply this knowledge to the enquiry question.</li> <li>I can start to tell you what Christmas means to Christians and what its true meaning might be to them and to me.</li> </ul> |



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| <b>Enquiry Question:</b> Could Jesus heal people? Did He perform miracles or was there some other explanation?<br><b>Theme/Content:</b> miracles/Christianity   |  |   |  |
| Learner Narrative: I will know that Christians believe that Jesus' performed Miracles including the healing of the leper, the healing of the wise man and the healing of the paralysed man.   |  | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>• <i>What is a miracle?</i></li> <li>• <i>How did Jesus heal the paralysed man?</i></li> <li>• <i>Recall the story of Jesus and the leper</i></li> </ul>  |  |
| <b>Substantive Concepts</b>   |  | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the leper)</li> <li>• I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the blind man)</li> <li>• I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the paralysed man)</li> </ul> | Health, Injury, Miracle<br>Operation, Sickness, Healing<br>Incarnation, Leper<br>Leprosy, Saliva | <ul style="list-style-type: none"> <li>• I can explain what I think a miracle is</li> <li>• I can talk about some of the things in the world that people think of as miracles and whether there might be another explanation</li> <li>• I can talk about a miracle I would like to see happen in the world today</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can start to say whether I think Jesus actually healed people or not</li> </ul> |

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| <b>Enquiry Question:</b> What is "good" about Good Friday?<br><b>Theme/Content:</b> Salvation/Christianity  |   |  |   |
| Learner Narrative: I will know the Christian concepts of Salvation and the Gospels, where we find the story of Holy Week (the events leading up to Jesus' death and resurrection starting with Palm Sunday and finishing on Easter Sunday).   |   | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>• <i>Recall the Easter story</i></li> <li>• <i>Why do Christians see Jesus's death as important?</i></li> </ul>  |   |
| <b>Substantive Concepts</b>   |   | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>• I can start to tell you why Jesus' death might be important to Christians because of what happened at the Last Supper</li> <li>• I can start to tell you why Jesus' death might be important to Christians because of what happened on Good Friday</li> <li>• I can tell you why Christians might see Jesus' death as important</li> </ul> | Beached, rescue, save<br>Saviour, situation, betray<br>Communion, Covenant<br>Disciples, Gospel<br>Last Supper, salvation<br>Saviour, Easter Sunday<br>Good Friday, | <ul style="list-style-type: none"> <li>• I can explain how somebody might rescue or help others in a difficult situation</li> <li>• I can reflect on what I think might or might not be good about the story of Easter as a rescue</li> <li>• I can reflect on how rescuing somebody by taking action or showing them a better way to live might be a good thin</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can reflect on the Easter story and explain what might be good about Good Friday to a Christian</li> </ul> |

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| <b>Enquiry Question:</b> How can Brahman be everywhere and in everything?<br><b>Theme/Content:</b> Hinduism/Sanatana Dharma  |   |   |  |
| Learner Narrative: I will know how Brahman takes on many forms and these show aspects of the one supreme deity, the Trimurti, the Aum.   |   | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>• <i>Explain how you see different aspects of myself in different roles.</i></li> <li>• <i>What are the links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives?</i></li> <li>• <i>What is your understanding of how Brahman can/cannot be in everything?</i></li> </ul> |  |
| <b>Substantive Concepts</b>  |   | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can explain why Sanatanis believe Brahman takes on many forms</li> <li>• I can explain some Sanatani teachings about God</li> <li>• I can explain how characteristics of Brahman present in different deities show how he can be everywhere and in everything</li> <li>• I can make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives</li> </ul> | Brahman - Aum<br>Essence, Atman, Deity<br>Murti, Vishnu<br>Shiva, Ganesh<br>Arti, Attributes, Deity<br>Murti, Tri - murti<br>Puja | <ul style="list-style-type: none"> <li>• I can think about who I am and what I mean to different people</li> <li>• I can explain how I see different aspects of myself in different roles</li> <li>• I can explain how a belief in the importance of the living world might affect people's actions</li> </ul>  | <ul style="list-style-type: none"> <li>• I can apply this knowledge</li> <li>• to the enquiry question</li> <li>• I can express my understanding of how Brahman can/cannot be in everything</li> </ul> |

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| <b>Enquiry Question:</b> Does visiting the River Ganges make a person a better Sanatani?<br><b>Theme/Content:</b> Hinduism/Sanatana Dharma- Pilgrimage   |   |  |  |
| Learner Narrative I know what a pilgrimage is. I know what a Hindu might carry out during the pilgrimage to the River Ganges.  |   | <u>Suggested Assessment Questions</u> <ul style="list-style-type: none"> <li>• <i>What is a pilgrimage?</i></li> <li>• <i>What happens/celebrations take place at the River Ganges?</i></li> <li>• <i>Why is this ritual important to Hindus?</i></li> </ul> |  |
| <b>Substantive Concepts:</b>   |   | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything</li> <li>• I can say what actions Sanatanis might carry out in the river Ganges</li> <li>• I can describe a ritual that happens at the Ganges and explain why this is important and significant to Sanatanis</li> </ul> | Ashes, Brahman, cremation<br>Deity, impurity, pilgrimage<br>Purifying, supreme<br>Sanatana Dharma, Sanatani<br>dehydrated, fertile, flood<br>plain, nutrients, source<br>Vital, water, waterfalls | <ul style="list-style-type: none"> <li>• I can explain the importance of water</li> <li>• I can explain the importance of water and how I might protect it</li> </ul>  | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can say how or why I think these actions might make somebody a better Sanatani</li> </ul> |

## Key Concepts, Knowledge, Vocabulary and Skills – Religiously Conscious: Year 4

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| <b>Enquiry Question:</b> Is it possible for everyone to be happy?<br><b>Theme/Content:</b> Buddhism   |   |   |  |
| Learner Narrative: I will know the key teachings that the Buddha gave and look at some important events from his life – what could Buddhists learn from these?  |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• <i>It is possible for everyone to be happy? Please explain your reasons for your answer.</i></li> <li>• <i>What are the key points in Buddha's life which made him happy?</i></li> <li>• <i>What might a Buddhist believe makes them happy?</i></li> </ul> |  |
| <b>Substantive Concepts</b>   |   | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can retell key parts of the story of the Buddha</li> <li>• I can retell the story of the Buddha and share a key message from the story about how many Buddhists believe people should live</li> <li>• I can retell the story of the Buddha and explain which I think is the most important part</li> </ul> | Happiness, enough, prince Siddhartha, Buddha, meditation, enlightenment, Bodhi tree, greed, selfishness | <ul style="list-style-type: none"> <li>• I can understand what it means to be happy and can talk about the feelings that happiness brings</li> <li>• I can say how it felt to be happy</li> <li>• I can say how it feels to be spoken to politely and I understand that what people say is important</li> </ul>                           | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can express an opinion about making people happy and why it might be important</li> </ul> |

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| <b>Enquiry Question:</b> What is the most significant part of the Nativity story for Christians today?<br><b>Theme/Content:</b> Incarnation/Christianity   |  |   |  |
| Learner Narrative: I can investigate the significance and symbolism of elements of the Christmas story to Christians today.  |  | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• <i>Can you say what you think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me</i></li> <li>• <i>Describe some of the symbolism of Christmas and explain a Christian belief about Jesus</i></li> <li>• <i>Consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus</i></li> </ul> |  |
| <b>Substantive Concepts</b>  |  | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can explain what Christmas symbols might refer to the Christian story of Jesus' birth</li> <li>• I can explain what parts of the Nativity story might be meaningful to some Christians</li> <li>• I can explain the symbolism within a Christingle</li> </ul> | Christingle, decoration Incarnation, meaningful Religious, significant, symbol, Clergy, diversity Incarnation, lens/lenses Meaningful, worldwide universal | <ul style="list-style-type: none"> <li>• I can explain why symbols are used and the meaning of some symbols to me</li> <li>• I can say what I think about the Christian belief in Jesus as the incarnation of God and explain what Christmas time means to me</li> <li>• I can design a symbolic object to show the significance of Christmas time to me</li> </ul>   | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus</li> </ul> |

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| <b>Enquiry Question:</b> Can the Buddha's teachings make the world a better place?<br><b>Theme/Content:</b> Buddhism   |  |  |   |
| Learner Narrative: I can explain why one of these stories might be meaningful to me  |  | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• <i>Explain why one of these stories might be meaningful to me</i></li> <li>• <i>Explain how the teachings of Buddha might impact on the life of a Buddhist today</i></li> <li>• <i>Explain how these teachings might make the world a better place</i></li> </ul> |   |
| <b>Substantive Concepts:</b>   |  | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>• I can explain how Anicca (change) might bring about Dukkha (suffering) for some people</li> <li>• I can retell a Buddhist story and explain its meaning</li> <li>• I can retell a Buddhist story and explain how it shows compassion</li> <li>• I can explain how the teachings of Buddha might impact on the life of a Buddhist today</li> </ul> | Wonderful (proper definition), Compassion, suffering, change, Buddha Anicca, Dukkha enlightenment meditation | <ul style="list-style-type: none"> <li>• I can consider how the world is a wonderful place for some people and less wonderful for others</li> <li>• I can explain why one of these stories might be meaningful to me</li> <li>• I can talk about changes in my life and how these might bring positive outcomes for me</li> </ul>                | <ul style="list-style-type: none"> <li>• I can explain how these teachings might make the world a better place</li> <li>• I can apply this knowledge to the enquiry question</li> </ul> |

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| <b>Enquiry Question:</b> Is forgiveness always possible for Christians?<br><b>Theme/Content:</b> Easter/Salvation  |  |   |  |
| Learner Narrative: I can give an opinion as to why showing forgiveness might be important to me and others. I can explain how Christians might try to put into practice Jesus' teaching about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think he asked people to follow this example |  | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Give an opinion as to why showing forgiveness might be important to me and others</li> <li>• Explain how Christians might try to put into practice Jesus' teaching about forgiveness</li> <li>• Give examples of when Jesus showed forgiveness and explain why I think he asked people to follow this example</li> </ul> |  |
| <b>Substantive Concepts</b>  |  | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can describe what a Christian might learn about forgiveness from a Bible story</li> <li>• I can retell a Bible story where Jesus forgave somebody</li> <li>• can discuss how some Christians might feel about forgiveness</li> </ul>  | deliberate<br>forgive/ness, hurtful<br>meaningful, resentment,<br>arrested, enemy<br>forgiveness, teaching beliefs<br>crime, diversity, heaven<br>kingdom, Messiah<br>paradise, salvation, saviour | <ul style="list-style-type: none"> <li>• I can explain what forgiveness is and why it might be difficult in some situations</li> <li>• I can say whether I think showing forgiveness might be important</li> <li>• I can explain what forgiveness might mean to me</li> </ul>   | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can show an understanding of how Christians might believe God can help them show forgiveness</li> </ul> |

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| <b>Enquiry Question:</b> What is the best way for a Buddhist to lead a good life?<br><b>Theme/Content:</b> Buddhism/Beliefs into practice  |   |  |  |
| Learner Narrative: I will know more of the Buddha's teachings with a focus on being in control of our minds and putting in effort in order to be the best we can be.   |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Discuss whether or not I think effort and mindfulness are important to me and say why</li> <li>• Explain and the 8-fold path and order it in the way I think shows which steps are the most important</li> <li>• Describe my choices of which are the most important and say why Right Effort and Right Meditation might be important for a Buddhist</li> </ul> |  |
| <b>Substantive Concepts</b>  |   | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can consider examples of the Eightfold Path that a Buddhist might put into action in their lives</li> <li>• I can explain how right mindfulness might help a Buddhist lead a good life</li> <li>• I can discuss how a Buddhist might put Right Effort into practice in their lives</li> </ul> | Choices, consequences,<br>enlightenment, Nirvana,<br>reincarnation, meditation<br>Buddha, enlightenment,<br>teachings | <ul style="list-style-type: none"> <li>• I can consider which choices and consequences might lead to a good life</li> <li>• I can explain what effort and mindfulness might mean to me</li> <li>• I can consider how I can make the world a better place for others</li> </ul>   | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can say why I think some of the steps might be a better way for a Buddhist to lead a good life than others</li> </ul> |

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| <b>Enquiry Question:</b> Do people need to go to church to show they are Christians?<br><b>Theme/Content:</b> Christianity  |   |  |  |
| Learner Narrative: I will look at some of the rites (or Sacraments) that are performed in churches (the Christian place of worship) and investigates how and why Christians might choose to worship in a church (rather than e.g. just pray at home).   |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Reflect on my special place, tell you why it is special and how I feel when I am there</li> <li>• Discuss some of the things that are important to Christians during worship and explain some of the symbolism e.g. bread and wine in Holy Communion</li> <li>• Respectfully answer whether Christians need churches</li> </ul> |  |
| <b>Substantive Concepts</b>   |   | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can discuss some events or services that might happen at a church (with a focus on Baptism)</li> <li>• I can discuss some events or services that might happen at a church (with a focus on Holy Communion)</li> <li>• I can discuss how a church might support a Christian with prayer and worship in their lives today.</li> <li>• I can describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion</li> </ul> | Associate, feelings, impact<br>special Bible<br>church, communion<br>gurdwara, Guru Granth Sahib<br>Holy Communion<br>Langar, mandir<br>Mosque, prayer mat<br>Puja, Qur'an<br>rite(s) of passage, synagogue | <ul style="list-style-type: none"> <li>• I can describe the feelings I associate with a special place</li> <li>• I can explain some of my feelings about a special place and suggest why they exist</li> <li>• I can explain some of my feelings about a special place and suggest why they exist</li> </ul>   | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can say why a Church may have an impact on a Christian</li> </ul> |

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|  | tallit, Torah, communion<br>Holy Communion, Host<br>Last Supper, rite(s) of<br>passage, wafer |  |  |
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Key Concepts, Knowledge, Vocabulary and Skills – Religiously Conscious: Year 5

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| <b>Enquiry Question:</b> How far would a Sikh go for their religion?<br><b>Theme/Content:</b> Sikhi   |   |  |   |
| Learner Narrative: I can talk about how Sikhs live their lives according to their beliefs. This includes things they can do locally or travelling to a place of pilgrimage.   |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Explain why some things I do are more important to me than others and what difference that makes</li> <li>• Use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same</li> <li>• Describe why I think some practices are more important to some Sikhs than others</li> </ul> |   |
| <b>Substantive Concepts</b>   |   | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>• I can explain some key beliefs in Sikhi and begin to explore different ways Sikhs have put their beliefs into practice</li> <li>• I can make links between the Sikh practices of selfless service (Sewa) or self-sacrifice and the Sikh beliefs that underpin this</li> <li>• I can describe some of the actions a Sikh may carry out and the feelings they may experience when putting effort into following their religion</li> <li>• I can make links between how Sikhs practise their religion and the beliefs that underpin this</li> </ul> | Belief, Cause, Commitment<br>Effort, Ideal/ideology,<br>Loyalty, Support Gurus<br>Beliefs, Khalsa<br>Baisakhi or Vaisakhi<br>Sacrifice, 3 Pillars or Key<br>Beliefs, Seva/Swea (Selfless<br>Service)<br>Vandke Chakna (Sharing)<br>Equality, One God<br>Pilgrimage, Harmandir Sahib<br>Waheguru | <ul style="list-style-type: none"> <li>• I can talk about how different beliefs or causes are more important to me than others</li> <li>• I can identify the different amount of effort I show to different things and explain these priorities</li> <li>• I can say what efforts I could increase for beliefs I think are important and what the outcomes might be</li> </ul>   | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can consider some of the ways Sikhs choose to behave and the levels of commitment they show</li> </ul> |

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| <b>Enquiry Question:</b> Is the Christmas story true?<br><b>Theme/Content:</b> Christmas/Christianity   |   |   |  |
| Learner Narrative: I will investigate whether a sacred text has to be “true” to help a believer understand their religion.  |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Explain why people may see an event in different ways</li> <li>• Describe what a Christian might learn from the Christmas story</li> <li>• Explain that true can mean different things relating to the Christmas story</li> </ul>  |  |
| <b>Substantive Concepts: BLUE</b>   |   | <b>Personal Development GREEN</b>   | <b>Disciplinary Concepts RED</b>   |
| <ul style="list-style-type: none"> <li>• I can retell a version of the Christmas story from the Bible</li> <li>• I can start to explain what a Christian might believe is true from the Christmas Story</li> <li>• I can start to explain the Christian belief that Jesus was the incarnation of God</li> </ul> | Account, eye-witness,<br>historical, lens, media,<br>personal, scientific<br>communion, confirmation<br>Denomination, rites of<br>passage | <ul style="list-style-type: none"> <li>• I can understand how there might be different versions of events which are all true to some extent and to some people</li> <li>• I can explain how “true” could mean different things to different people, and how stories can be “true” in different ways</li> <li>• I can explain how people can see truths in stories which may not be completely true</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can express an opinion on whether the Christmas story is true and what this might mean to Christians</li> </ul> |

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| <b>Enquiry Question:</b> How are sacred teachings and stories interpreted by Sikhs today?<br><b>Theme/Content:</b> Sikhism/Beliefs and moral values   |  |   |   |
| Learner Narrative: I can discuss about some important Sikh stories and teachings and consider what message Sikhs can get from these today.  |  | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Explain how some stories can teach people about what is important and how to behave</li> <li>• Recall stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story</li> <li>• Discuss how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs</li> </ul> |   |
| <b>Substantive Concepts</b>   |  | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>• I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important</li> <li>• I can recognise that stories can be an important way of expressing belief and meaning</li> <li>• I can consider how the teachings and example of one of the Gurus changed women's rights in Sikhi</li> <li>• I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story</li> </ul> | Guru, Guru Granth Sahib<br>Teacher, Guru Gobind Singh<br>Bhai Kanaya, Care,<br>Compassion, Share, Kindness<br>Equality | <ul style="list-style-type: none"> <li>• I can give an example of a story that teaches me how to behave towards other people</li> <li>• I can explain how some stories can teach people about what is important and how to behave</li> <li>• I can give my opinion as to why stories may be important to people today</li> </ul>  | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs</li> </ul> |

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| <b>Enquiry Question:</b> How significant is it for Christians to believe that God intended Jesus to die?<br><b>Theme/Content:</b> Salvation/Christianity/Easter  |   |  |  |
| Learner Narrative: I can recall the events of Holy Week (the week leading up to the death and resurrection of Jesus) to investigate the cause and effects of these events  |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Explain your own definitions of purpose and destiny</li> <li>• What evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week</li> </ul>   |  |
| <b>Substantive Concepts: BLUE</b>  |   | <b>Personal Development GREEN</b>  | <b>Disciplinary Concepts RED</b>   |
| <ul style="list-style-type: none"> <li>• I can begin to consider whether the crucifixion was a consequence of the events of Holy Week</li> <li>• I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew, and it was part of God's plan (Last Supper to praying in the garden)</li> <li>• I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew, and it was part of God's plan (The trials, Peter's denial, crucifixion, burial and resurrection)</li> </ul> | Crucifixion, forgiveness<br>Incarnation, life after death<br>Pharisee, resurrection<br>Salvation, saviour | <ul style="list-style-type: none"> <li>• I can understand how some people believe in destiny and how others might believe in having free will to make their own choices</li> <li>• I can explain my own definitions of purpose and destiny</li> <li>• I can give an example of someone with a strong sense of purpose in their life and give my opinion on this</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can start to express an opinion on whether Jesus' crucifixion was his destiny or purpose</li> </ul> |

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| <b>Enquiry Question:</b> What is the best way for a Sikh to show commitment to God?<br><b>Theme/Content:</b> Sikhism prayer/worship  |   |   |  |
| Learner Narrative: I can recognise different Sikh practices and rank them according to which they feel show the most commitment whilst recognising that all are important  |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Describe how people show commitment in different ways</li> <li>• What are the practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others?</li> <li>• Explain what you think about the best way a Sikh could show commitment to God</li> </ul> |  |
| <b>Substantive Concepts</b>  |   | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can describe different ways Sikhs choose to show their commitment to God</li> <li>• I can explain why the three golden rules are important to Sikhs in how they show commitment to God</li> <li>• I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others</li> </ul> | Worship, Gurdwara<br>Congregation, Langar<br>Commitment<br>Maharaja Ranjit Singh, Guru<br>Amar Das / Guru Amardas Ji<br>(3rd Guru) Guru Har Gobind<br>Sahib (6th Guru)<br>Equality, Gender equality | <ul style="list-style-type: none"> <li>• I can express why showing commitment to something may be a good thing</li> <li>• I can show an understanding of why people show commitment in different ways</li> <li>• I can explain some of the ways you can continue to show commitment and how to keep going when facing a difficult challenge</li> </ul>  | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can start to express what I think about the best way a Sikh could show commitment to God</li> </ul> |

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|  | Equal rights, Women's rights<br>Akai Takhat<br>Harmandir Sahib (formally<br>called The Golden Temple)<br>Maharaja Ranjit Singh |  |  |
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| <b>Enquiry Question:</b> What is the best way for a Christian to show commitment to God?<br><b>Theme/Content:</b> Beliefs and practices/Christianity   |   |  |   |
| Learner Narrative: I know why Christians are committed to their faith.   |   | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>• <i>How and why people show commitment in different ways?</i></li> <li>• <i>Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others</i></li> <li>• <i>Explain why you think some ways of showing commitment to God might be better than others for Christians</i></li> </ul> |   |
| <b>Substantive Concepts</b>  |   | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>• I can describe how different practices enable Christians to show their commitment to God (The 10 Commandments)</li> <li>• I can describe how different practices enable Christians to show their commitment to God ('Love your neighbour as yourself' and what that love might look like)</li> <li>• I can describe how different practices enable Christians to show their commitment to God (prayer and worship practices)</li> <li>• I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others</li> </ul> | Commitment, dilemma<br>Ideals, values,<br>Commandments<br>commitment, denominations<br>promises. Trinity, rites of<br>passage | <ul style="list-style-type: none"> <li>• I can show an understanding of why people may show commitment in different ways to something they believe in</li> <li>• I can show an understanding of why people show commitment in different ways</li> <li>• I can show how people may show commitment in different ways to something they believe in</li> </ul>  | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can explain why I think some ways of showing commitment to God might be better than others for Christians</li> </ul> |



## Key Concepts, Knowledge, Vocabulary and Skills – Religiously Conscious: Year 6

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| <b>Enquiry Question:</b> What is the best way for a Muslim to show commitment to God?<br><b>Theme/Content:</b> Islam/Commitment   |   |   |  |
| Learner Narrative: I know the importance of prayer, helping the poor and needy, and purification of wealth. I understand Ramdan. I know the importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment.   |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Name a commitment that is important to me and say why it is important?</li> <li>• Explain some of the ways that Muslims might show commitment to God</li> <li>• Which is the best way for a Muslim to show commitment to God and say why?</li> </ul> |  |
| <b>Substantive Concepts</b>   |   | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can explain why some reasons for prayer might be important to Muslims</li> <li>• I can explain why helping the poor or needy might support a Muslim in showing commitment to God</li> <li>• I can explain how fasting might show commitment to God for a Muslim</li> <li>• I can explain some of the ways that Muslims might show commitment to God</li> </ul> | Commitment, Belonging Allah, Ramadan, Qur'an, Zakat, Charity, Purify, Afterlife, Compassionate Merciful | <ul style="list-style-type: none"> <li>• I can discuss what I have been committed to and what I would like to commit to in the future</li> <li>• I can name a commitment that is important to me and say why it is important</li> <li>• I can identify commitments I could improve upon and say how</li> </ul>                      | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can say which I think is the best way for a Muslim to show commitment to God and say why</li> </ul> |

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| <b>Enquiry Question:</b> How significant is it that Mary was Jesus' mother?<br><b>Theme/Content:</b> Incarnation/Christianity  |  |   |  |
| Learner Narrative: I will investigate the reasons behind the choice of Mary as Jesus' mother and how her conception of Jesus was due to the Holy Spirit.   |  | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Explain the qualities needed in different people because of the important jobs they are chosen to do</li> <li>• Discuss and make links between the Christian beliefs of the Virgin Birth and Incarnation</li> </ul>  |  |
| <b>Substantive Concepts</b>  |  | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can discuss what the Bible says about why Mary was chosen to be Jesus' mother</li> <li>• I can explain how Joseph reacted and was convinced to accept Mary's pregnancy</li> <li>• I can explain the Christian concept of the incarnation</li> <li>• I can make links between the Christian beliefs of the Virgin Birth and Incarnation</li> </ul> | Criteria, selection, significant qualities betrayed conceived, disgrace Incarnation, virgin/virginity, qualities | <ul style="list-style-type: none"> <li>• I can explain the qualities needed in different people because of the important jobs they are chosen to do</li> <li>• I can explain the qualities needed in different people because of the important jobs they are chosen to do</li> <li>• I can explain the qualities needed in a person to carry out an important role</li> </ul> | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can start to consider my own response to the Christian belief in the Virgin Birth, showing respect for Christian views</li> </ul> |

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| <b>Enquiry Question:</b> Is anything ever eternal?<br><b>Theme/Content:</b> Beliefs and meanings/Christianity   |   |   |  |
| Learner Narrative: I will understand the Christian understanding of eternity and the Christian belief that God's love for humankind is eternal in that God will never stop loving humanity.   |   | <b>Suggested Assessment Questions</b> <ul style="list-style-type: none"> <li>• Explain own beliefs about whether anything is ever eternal</li> <li>• Make links between different Christian beliefs and their views on whether anything is ever eternal</li> <li>• Describe what a Christian might learn from the Bible about eternal life and how this might impact their daily lives</li> </ul> |  |
| <b>Substantive Concepts</b>   |   | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can discuss different types of love and whether they may be able to last for ever</li> <li>• I can discuss the Christian beliefs in heaven and what actions a Christian might take to obtain eternal life</li> <li>• I can discuss the Christian beliefs in forgiveness and eternal life and how this might motivate a Christian to do good</li> <li>• I can make links between different Christian beliefs and their views on whether anything is ever eternal</li> </ul> | agape, binding, conditional consubstantial, eternal promise, serious, unconditional covenant law, oath, promise | <ul style="list-style-type: none"> <li>• I can explain why I think some things will last forever and what I mean by that</li> <li>• I can explain my own beliefs about whether anything is ever eternal</li> <li>• I can explain my own beliefs about what it means to lead a good life</li> </ul>  | <ul style="list-style-type: none"> <li>• I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives</li> <li>• I can apply this knowledge to the enquiry question</li> </ul> |

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| <b>Enquiry Question:</b> Is Christianity still a strong religion over 2000 years after Jesus was on Earth?<br><b>Theme/Content:</b> Beliefs and meanings/Christianity   |  |  |  |
| Learner Narrative: I can recall previous learning about the concepts of Christianity that have been studied in earlier enquiries and reflects on their meaning and impact in the world today.   |  | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>• Explain how the influence people have had on me has affected my views</li> <li>• Describe one way that Christianity seems to be a strong religion today</li> <li>• Give my opinion as to whether Christianity is a strong religion and why I think this</li> </ul> |  |
| <b>Substantive Concepts</b>   |  | <b>Personal Development</b>  | <b>Disciplinary Concepts</b>   |
| <ul style="list-style-type: none"> <li>• I can discuss different types of festivals and celebrations and discuss what they demonstrate about Christianity</li> <li>• I can explain some ways in which Christianity is influencing lives today regarding symbols and Christian organisations</li> <li>• I can explain some ways in which Christianity is influencing lives today with its impact on people round the world and in this country</li> <li>• I can explain a reason why people may believe Christianity is still a strong religion today</li> </ul> | British Values, impact Influence, persecution Prejudice, respect, charity Poverty, starvation Symbol, festival Forever, Inspiration legacy | <ul style="list-style-type: none"> <li>• I can explain who has been an influence or inspiration in my life and why</li> <li>• I can explain how the influence people have had on me has affected my views</li> <li>• I can explain a legacy I would like to leave the world</li> </ul>   | <ul style="list-style-type: none"> <li>• I can apply this knowledge to the enquiry question</li> <li>• I can give my opinion as to whether Christianity is a strong religion and why I think this</li> </ul> |

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| <b>Enquiry Question:</b> Does belief in Akhirah (life after death) help Muslims lead a good life?<br><b>Theme/Content:</b> Islam   |   |   |   |
| Learner Narrative: I will look at Akhirah - life after death. Muslims believe that their afterlife is decided by Allah   |   | <b><u>Suggested Assessment Questions</u></b> <ul style="list-style-type: none"> <li>• What examples of times my choices have been influenced and may have changed when I considered the consequences that might follow</li> <li>• Explain how believing in Akhirah influences Muslims to do their best to lead good lives</li> <li>• What motivates or influences me to lead a good life and compare it with what motivates and influences Muslims</li> </ul> |   |
| <b>Substantive Concepts</b>  |   | <b>Personal Development</b>   | <b>Disciplinary Concepts</b>  |
| <ul style="list-style-type: none"> <li>• I can interpret some things the Qur'an says about life after death</li> <li>• I can say how instructions in the Qur'an can help Muslims lead a good life</li> <li>• I can explain some actions a Muslim might take as Jihad</li> <li>• I can explain how believing in Akhirah influences Muslims to do their best to lead good lives</li> </ul> | Motivation, Achievement Satisfaction, Akhirah Qur'an, Surah, Ayat | <ul style="list-style-type: none"> <li>• can consider what motivation means to me and consider how people can be helped when others are motivated to do good deeds</li> <li>• I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow</li> <li>• I can express a vision of how leading a good life could make the world the place I want it to be</li> </ul>                   | <ul style="list-style-type: none"> <li>• I apply this knowledge to the enquiry question</li> <li>• I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims</li> </ul> |