



**What does Religious
Education look like at
Hambleton?**



What are our intentions for RE at Hambledon?

In RE we aim to encourage children to think deeply on big questions and make links between how concepts are expressed in differing religions, posing their own questions whilst being open-minded and respectful towards the views of others. Driven by the fundamental British Value of Tolerance and our school learning values of Respect and Reflection, we aim to encourage children to reflect on their own beliefs and values whilst developing a respectful attitude towards all that we share our world with. By exposing children to a variety of religions, both through our agreed syllabus and through assemblies, we want our pupils to embrace diversity and recognise the impact that people from a range of backgrounds have on our lives, both within our local community and beyond.



Living Difference III

Living Difference III is the agreed syllabus for the teaching of RE in Hampshire, Portsmouth, Southampton and the Isle of Wight. It offers an educative approach to religious education, emphasising a process of enquiry into concepts. Children and young people have the opportunity to respond from their own experience before being introduced to the way others appreciate things. Living Difference III gives young people the opportunity to evaluate; that is to make a judgement about why something is important for someone else as well as to discern what may be important for themselves.

Living Difference III identifies three groups of concepts:

- ~ concepts common to all people
- ~ concepts shared by many religions
- ~ concepts distinctive to particular religions.

The Living Difference Enquiry Approach

The process of enquiry has five steps: **communicate, apply, enquire, contextualise and evaluate.**

Each enquiry begins with the teacher inviting the children and/or young people into the enquiry by **communicating** the concept; bringing the child or young person to attend first to their own experience of the concept through an activity, before at **apply** exploring their own responses in relation to others' experience.

At **enquire**, material that is new to the children and young people is introduced in varying complexity, children may also reflect collaboratively, for example in a community of philosophical enquiry, recognising that there are many different ways of looking at things.

At the **evaluate** step children and young people are asked to weigh up their experience of the concept in two ways. First from the viewpoint of someone living a religious (or non-religious) life, as in the context studied. Secondly, the children and young people come to discern what may be of value from their own point of view.

Long Term Overview KS1

Y1/2 Christianity & Hinduism CYCLE A	Concept: Authority Theme: The Bible	Concept: Journey Theme: Nativity Journeys	Concept: Persuasion Theme: Why did people do what Jesus asked them?	Concept: Sad & Happy Theme: Easter	Concept: Special Theme: Church	Concept: Remembering Theme: Janmashtani
Y1/2 Christianity & Hinduism CYCLE B	Concept: Creation Theme: Creation Stories	Concept: Symbol Theme – Candle Light as a symbol at Advent and Diwali	Concept: Remembering Theme –Holi	Concept: Authority Theme – Key events in the life of Jesus	Concept: Special Theme –Special food	Concept: God Theme –Ideas about God

Long Term Overview KS2

<p>Y3/4 Christianity & Judaism CYCLE A</p>	<p>Concept: Symbols Theme: Trees</p>	<p>Concept: Prophecy Theme- Christmas The Magi and their gifts</p>	<p>Concept: Stewardship Theme: Neighbours</p>	<p>Concept: Ritual Theme: Paschal Candle</p>	<p>Concept: Freedom Theme: Passover</p>	<p>Concept: Ritual Theme: Prayer</p>
<p>Y3/4 Christianity & Judaism CYCLE B</p>	<p>Concept: Ritual Theme- Sukkot</p>	<p>Concept: Holy Theme: Mary – Mother of God</p>	<p>Concept: Identity Theme- Purim</p>	<p>Concept: Temptation Theme – Making Choices</p>	<p>Concept Remembering Theme: Shabbat</p>	<p>Concept: Jesus as Divine Theme- Christian miracle stories about Jesus</p>
<p>Y5/6 Christianity & Islam CYCLE A</p>	<p>Concept: God Theme: God Talk</p>	<p>Concept: Interpretation Theme: 2 Birth Narratives</p>	<p>Concept: Belonging Theme: Belonging in Christianity & Islam</p>	<p>Concept: Ceremony Theme: Death Ceremonies in Christianity and Islam</p>	<p>Concept: Sacrifice Theme: (Eid ul Adha)</p>	<p>Concept: Persuasion Theme: The First World War</p>
<p>Y5/6 Christianity & Islam CYCLE B</p>	<p>Concept: Messages Theme: Jesus' Teachings</p>	<p>Concept: Incarnation Theme: An extraordinary Baby</p>	<p>Concept: Ritual Theme: Ramadan & Eid Ul Fitr</p>	<p>Concept: Symbol Theme: Eucharist</p>	<p>Concept: Sacred Theme - Mosque as a sacred place</p>	<p>Concept: Power Theme – Power structures, God's power</p>

RE in EYFS

Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others.
	Understanding the World		<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	Reception
Communicate	Children can begin to talk about their experiences of the concepts explored.
Apply	Children can recognise special times and events in their own lives.
Enquire	Children can begin to talk similarities and differences in relation to themselves and others within the key concept.
Contextualise	Children are beginning to recognise that the concept is expressed in the way of life of the people studied.
Evaluate	Children are beginning to evaluate human experience of the concept by talking about it in simple terms.

KS1 Autumn Term (Cycle A)

Focus	Concept: Authority Theme: The Bible	Concept: Journey Theme: Nativity Journeys
Key Vocabulary	Christianity, Christians, gospel, beliefs, special, sacred book, authority, sermon, prayer, belonging, promise, worship, Bible, holy	Special journey, Christian, The Bible, God, Christmas, angel, Nazareth, Bethlehem, The Magi, Jesus, Mary, Joseph, shepherds

	Year 1	Year 2
Communicate	Children can talk about their own responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to their experiences of the concepts studied
Apply	Children can identify how their responses relate to events in their own lives.	Children can identify simple examples of how their responses relate to their own lives and those of others.
Enquire	Children can identify and talk about key concepts explored that are common to all people (Group A concepts).	Children can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).
Contextualise	Children can recognise that the concept is expressed in the way of life of the people studied.	Children can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

KS1 Spring Term (Cycle A)

Focus	Concept: Persuasion Theme: Why did people do what Jesus asked them?	Concept: Sad & Happy Theme: Easter
Key Vocabulary	Jesus, God, teachings, beliefs, following, belonging, promise	Garden of Gethsemane, tomb, Easter, celebration, resurrection

	Year 1	Year 2
Communicate	Children can talk about their own responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to their experiences of the concepts studied
Apply	Children can identify how their responses relate to events in their own lives.	Children can identify simple examples of how their responses relate to their own lives and those of others.
Enquire	Children can identify and talk about key concepts explored that are common to all people (Group A concepts).	Children can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).
Contextualise	Children can recognise that the concept is expressed in the way of life of the people studied.	Children can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

KS1 Summer Term (Cycle A)

Focus	Concept: Special Theme: Church	Concept: Remembering Theme: Janmashtani
Key Vocabulary	Church, place of worship, God, Jesus, prayer, reflection, lectern, candle, font, altar, pew, cross, Baptism, Christening, Marriage, Communion	remembering, Hindu, Krishna, puja

	Year 1	Year 2
Communicate	Children can talk about their own responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to their experiences of the concepts studied
Apply	Children can identify how their responses relate to events in their own lives.	Children can identify simple examples of how their responses relate to their own lives and those of others.
Enquire	Children can identify and talk about key concepts explored that are common to all people (Group A concepts).	Children can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).
Contextualise	Children can recognise that the concept is expressed in the way of life of the people studied.	Children can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

KS1 Autumn Term (Cycle B)

Focus	Concept: Creation Theme: Creation Stories	Concept: Symbol Theme – Candle Light as a symbol at Advent and Diwali
Key Vocabulary	creation, beginnings, beliefs, God, Genesis, Heaven and Earth, Adam and Eve, lotus flower, Brahma, Vishnu	Diwali, Diva lights, Rama and Sita, Ravana, Lakshman, Hanuman, Advent, Advent candles

	Year 1	Year 2
Communicate	Children can talk about their own responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to their experiences of the concepts studied
Apply	Children can identify how their responses relate to events in their own lives.	Children can identify simple examples of how their responses relate to their own lives and those of others.
Enquire	Children can identify and talk about key concepts explored that are common to all people (Group A concepts).	Children can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).
Contextualise	Children can recognise that the concept is expressed in the way of life of the people studied.	Children can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

KS1 Spring Term (Cycle B)

Focus	Concept: Remembering Theme –Holi	Concept: Authority Theme – Key events in the life of Jesus
Key Vocabulary	Vishnu, Prahlad, seasons, Holi, remembering, goodness, shrine, prayer, Gulal, Rang	Jesus, God, obeying, Baptism, temple, messenger, moral, miracles, Disciple

	Year 1	Year 2
Communicate	Children can talk about their own responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to their experiences of the concepts studied
Apply	Children can identify how their responses relate to events in their own lives.	Children can identify simple examples of how their responses relate to their own lives and those of others.
Enquire	Children can identify and talk about key concepts explored that are common to all people (Group A concepts).	Children can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).
Contextualise	Children can recognise that the concept is expressed in the way of life of the people studied.	Children can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

KS1 Summer Term (Cycle B)

Focus	Concept: Special Theme –Special food	Concept: God Theme –Ideas about God
Key Vocabulary	Last Supper, Communion, symbolism, Prashad, offerings	God, power, creation, protection, Moses, Daniel, David and Goliath, Ganesh, Lakshmi, Rama, Ramayana, deity

	Year 1	Year 2
Communicate	Children can talk about their own responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to their experiences of the concepts studied
Apply	Children can identify how their responses relate to events in their own lives.	Children can identify simple examples of how their responses relate to their own lives and those of others.
Enquire	Children can identify and talk about key concepts explored that are common to all people (Group A concepts).	Children can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).
Contextualise	Children can recognise that the concept is expressed in the way of life of the people studied.	Children can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

LKS2 Autumn Term (Cycle A)

Focus	Concept: Symbols Theme: Trees	Concept: Prophecy Theme- Christmas The Magi and their gifts
Key Vocabulary	symbolism, life, power, strength, imagery, Garden of Eden	Prophecy, prophet, foretelling, The Magi, gifts, symbolism, gold, frankincense, myrrh, Nativity, Jesus

	Year 3	Year 4
Communicate	Children can describe their own response to an experienced based on a concept studied	Children can describe their own responses to the human experience of the concepts studied.
Apply	Children can describe examples of how their responses can be applied to others.	Children can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
Enquire	Children can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)	Children can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
Contextualise	Children can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

LKS2 Spring Term (Cycle A)

Focus	Concept: Stewardship Theme: Neighbours	Concept: Ritual Theme: Paschal Candle
Key Vocabulary	Compassion, parable, Good Samaritan, care, respect	Ritual, special, ceremony, celebration, Paschal Candle, representation, meaning

	Year 3	Year 4
Communicate	Children can describe their own response to an experienced based on a concept studied	Children can describe their own responses to the human experience of the concepts studied.
Apply	Children can describe examples of how their responses can be applied to others.	Children can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
Enquire	Children can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)	Children can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
Contextualise	Children can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

LKS2 Summer Term (Cycle A)

Focus	Concept: Freedom Theme: Passover	Concept: Ritual Theme: Prayer
Key Vocabulary	Freedom, Passover, Seder, Haggadah, Beitzah, Zeroa, Maror, Charoset, Chazeret, Karpas	Ritual, routine, Catholic, Rosary, prayer, Hail Mary, Lord's Prayer, Mezuzah, Shema

	Year 3	Year 4
Communicate	Children can describe their own response to an experienced based on a concept studied	Children can describe their own responses to the human experience of the concepts studied.
Apply	Children can describe examples of how their responses can be applied to others.	Children can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
Enquire	Children can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)	Children can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
Contextualise	Children can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

LKS2 Autumn Term (Cycle B)

Focus	Concept: Ritual Theme- Sukkot	Concept: Holy Theme: Mary – Mother of God
Key Vocabulary	ritual, routine, Sukkot, Leviticus, Sukkah	Mary, Jesus, God, Annunciation, angel, holy, blessed, Hail Mary, Catholic, prayer

	Year 3	Year 4
Communicate	Children can describe their own response to an experienced based on a concept studied	Children can describe their own responses to the human experience of the concepts studied.
Apply	Children can describe examples of how their responses can be applied to others.	Children can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
Enquire	Children can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)	Children can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
Contextualise	Children can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

LKS2 Spring Term (Cycle B)

Focus	Concept: Identity Theme- Purim	Concept: Temptation Theme – Making Choices
Key Vocabulary	Judaism, Purim, Haman, remembering, celebration, identity, belonging	Jesus, temptation, devil, Golden Calf, devotion, fasting, Lord's Prayer

	Year 3	Year 4
Communicate	Children can describe their own response to an experienced based on a concept studied	Children can describe their own responses to the human experience of the concepts studied.
Apply	Children can describe examples of how their responses can be applied to others.	Children can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
Enquire	Children can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)	Children can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
Contextualise	Children can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

LKS2 Summer Term (Cycle B)

Focus	Concept Remembering Theme: Shabbat	Concept: Jesus as Divine Theme- Christian miracle stories about Jesus
Key Vocabulary	creation, rest, Shabbat, Challah, Pareve, blessed	miracle, Lazarus, Transfiguration, resurrection, divine intervention, divinity

	Year 3	Year 4
Communicate	Children can describe their own response to an experienced based on a concept studied	Children can describe their own responses to the human experience of the concepts studied.
Apply	Children can describe examples of how their responses can be applied to others.	Children can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.
Enquire	Children can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)	Children can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).
Contextualise	Children can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	Children can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.
Evaluate	Children can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	Children can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.

UKS2 Autumn Term (Cycle A)

Focus	Concept: God Theme: God Talk	Interpretation Theme: 2 Birth Narratives
Key Vocabulary	God, Father, Son, Holy Spirit, prayer, hymn, Bible, Trinity, incarnate, omnipotent, Quran, Allah, <i>Explore Allah's 99 names</i>	interpretation, perspective, Gospel, Matthew, Luke, Nativity, Gabriel, Nazareth, Bethlehem, The Magi, Jesus, Mary, Joseph

	Year 5	Year 6
Communicate	Children can explain their own experience in response to concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	Children can explain example of concepts and how they can be applied to the life of others.	Children can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	Children can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). Children can also describe some concepts related to a specific religious study (C concepts)	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and Children can describe some key concepts that are particular to the specific religions studied (C concepts).
Contextualise	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate	Children can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.	Children can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

UKS2 Spring Term (Cycle A)

Focus	Concept: Belonging Theme: Belonging in Christianity & Islam	Concept: Ceremony Theme: Death Ceremonies in Christianity and Islam
Key Vocabulary	Sajjāda (prayer mat), misbaha (prayer beads), Quran, mosque, Five Pillars of Islam	funeral, ritual, ceremony, prayer, reflection, vigil, commendation, committal

	Year 5	Year 6
Communicate	Children can explain their own experience in response to concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	Children can explain example of concepts and how they can be applied to the life of others.	Children can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	Children can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). Children can also describe some concepts related to a specific religious study (C concepts)	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and Children can describe some key concepts that are particular to the specific religions studied (C concepts).
Contextualise	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate	Children can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.	Children can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

UKS2 Summer Term (Cycle A)

Focus	Concept: Sacrifice Theme: (Eid ul Adha)	Concept: Persuasion Theme: The First World War
Key Vocabulary	Eid ul Adah, wudu, Ibrahim, Ismael, Jibreel, Zuhr, khutbah, Imam, Hajj, sacrifice, share	perspective, interpretation, persuasion, morals

	Year 5	Year 6
Communicate	Children can explain their own experience in response to concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	Children can explain example of concepts and how they can be applied to the life of others.	Children can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	Children can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). Children can also describe some concepts related to a specific religious study (C concepts)	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and Children can describe some key concepts that are particular to the specific religions studied (C concepts).
Contextualise	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate	Children can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.	Children can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

UKS2 Autumn Term (Cycle B)

Focus	Concept: Messages Theme: Jesus' Teachings	Concept: Incarnation Theme: An extraordinary Baby
Key Vocabulary	parables, Galilee, Sermon on the Mount, Zacchaeus, Sabbath, Beatitudes	incarnation, God Incarnate, prophecy, Nativity, Gabriel, Nazareth, Bethlehem, The Magi, Jesus, Mary, Joseph, shepherds

	Year 5	Year 6
Communicate	Children can explain their own experience in response to concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	Children can explain example of concepts and how they can be applied to the life of others.	Children can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	Children can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). Children can also describe some concepts related to a specific religious study (C concepts)	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and Children can describe some key concepts that are particular to the specific religions studied (C concepts).
Contextualise	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate	Children can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.	Children can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

UKS2 Spring Term (Cycle B)

Focus	Concept: Ritual Theme: Ramadan & Eid Ul Fitr	Concept: Symbol Theme: Eucharist
Key Vocabulary	fasting, ritual, spiritual, Eid Mubarak, Zakat (revisit Five Pillars of Islam)	Mass, Liturgy of the Word, Liturgy of the Eucharist, sacrament, communion

	Year 5	Year 6
Communicate	Children can explain their own experience in response to concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	Children can explain example of concepts and how they can be applied to the life of others.	Children can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	Children can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). Children can also describe some concepts related to a specific religious study (C concepts)	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and Children can describe some key concepts that are particular to the specific religions studied (C concepts).
Contextualise	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate	Children can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.	Children can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.

UKS2 Summer Term (Cycle B)

Focus	Concept: Sacred Theme - Mosque as a sacred place	Concept: Power Theme – Power structures, God’s power
Key Vocabulary	Masjid, mihrab, qubba, minaret, misbaha, Tasbih	God, Bible, Noah’s Ark, Israelites, Moses <i>Study a selection of hymns for vocabulary that reflects God’s power</i>

	Year 5	Year 6
Communicate	Children can explain their own experience in response to concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	Children can explain example of concepts and how they can be applied to the life of others.	Children can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	Children can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). Children can also describe some concepts related to a specific religious study (C concepts)	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and Children can describe some key concepts that are particular to the specific religions studied (C concepts).
Contextualise	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.	Children can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate	Children can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.	Children can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.