

<https://www.cambridgeshire.gov.uk/asset-library/agreed-syllabus-2023-28.pdf>

Area of Learning	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>All about me and my family</p> <p>Harvest – to learn about harvest. Sample food harvested and harvest some of our own food we have grown.</p>	<p>People around the world (unit of work – agreed syllabus page 28.)</p> <p>And Christian harvest festival</p>	<p>Harvest for all (unit of work – agreed syllabus page 29)</p> <p>Discuss how other religions celebrate harvest</p> <p>Christianity (harvest)</p> <p>Jewish (Sukkot)</p> <p>A visit to the church for harvest?</p> <p>Hindu (Diwali)</p> <p>What is Diwali? Why is it celebrated? How is it celebrated and by who?</p>	<p>How was the world created? What do people believe about the creation of our world?</p> <p>(unit of work – agreed syllabus page 36)</p> <p>Christian harvest (revisit)</p>	<p>Harvest/Autumn festivals</p> <p>Why do Christians pray and worship? Where can we pray? Look at a variety of places of worship. Quackers, Pentecostal, Church</p> <p>How and why are churches different?</p> <p>Thinking about worship – could the children write their own prayer or wise words to share?</p>	<p>Christianity</p> <p>Does the Bible help us decide what is right and wrong?</p> <p>Children explore British Values and the 10 commandments.</p> <p>Children explore making their own rules – what would they include?</p> <p>Who else tells us what is right and wrong?</p>	<p>How should we treat each other?</p> <p>Unit of work – agreed syllabus P..34</p>
Autumn 2	<p>Christianity</p> <p>Read the Nativity Story and rehearse Nativity Performance</p> <p>Hindu celebration - Diwali – Discuss</p> <p>Christmas story</p> <p>Discuss Christian Christmas traditions – make Christingles</p> <p>Possible have a Christingle service at the church?</p>	<p>What happens at Christmas?</p> <p>Read the nativity story and practice retelling</p> <p>Nativity Performance</p> <p>Discuss Christian Christmas traditions – make Christingles</p> <p>Possible have a Christingle service at the church?</p> <p>Christmas day – What is involved.</p>	<p>Christianity</p> <p>Why are present given at Christmas? Introduce advent and the meaning.</p> <p>Posada</p>	<p>Who is Jesus? (recap from last year) P.41&42 agreed syllabus</p> <p>Christmas today is it really about Jesus?</p> <p>How do Christians celebrate Christmas (recap Posada from last year) compare and discuss their own traditions and beliefs.</p>	<p>Pilgrimage</p> <p>What does this mean for people of different religions. Compare and discuss.</p> <p>Religions covered so far include; Judaism, Christianity, Islam (Muslim), Hinduism and Sikhism.</p> <p>Hajj – Muslim</p> <p>Christian – travel to different places of worship to be closer to God</p> <p>Discuss what pilgrimage looks like for these religions.</p>	<p>People of Faith Unit of work Agreed Syllabus P. 31 &32.</p>	<p>Christianity: Who do people say Jesus is?</p> <p>What do we know about Jesus? Is this reliable?</p> <p>What did he look like? Can you draw him. Why do you think he would look like this?</p> <p>(Agreed syllabus p.43)</p> <p><i>(extending on previous teaching from year 3)</i></p>

Spring 1	<p>Open the book – Christian visitors during whole school assembly</p> <p>What is lent?</p> <p>New Years Resolutions – helping others</p>	<p>Celebrations of light Looking at Christmas Hannukah and Diwali.</p>	<p>Religious Books and Stories</p> <p>Hindu (Rama and Sita) and Jewish Stories (Maccabees revolt or Chanukah miracle when a small jug of oil used to light the Menorah is believed to have lasted for 8 days. Drama opportunities</p>	<p>The Hindu Community</p> <p>What does it mean to be Hindu's? Think about God's, Mandir (a Hindu temple), Diwali recapping from Year 2.</p> <p>P.44,45&46 agreed syllabus</p>	<p>Buddhism: What does it mean to be a Buddhist?</p> <p>Pilgrimage (compare to last term)</p> <p>What does it mean to be enlightened? 8 paths, Siddhartha, Buddhism around the world.</p> <p>Thoughts – Could I be a Buddhist? Discuss.</p>	<p>Islam - What do Muslims believe?</p> <p>Children explore the 5 pillars of Islam. Recap previous learning about the hold book, what life is like as a Muslim, What happens In a mosque, look at celebrations and how this differ to the Christian weddings from year 2</p>	<p>Christian Bible – Explore new Testament teaching on living a Christian life e.g. The fruits of the Spirit" in Galatians 5 and I Corinthians 13 on love and consider the relevance for today's world.</p>
Spring 2	<p>Christianity – Easter Story</p> <p>Shrove Tuesday</p>	<p>Special Places</p> <p>What makes places special for Christian and Jewish People</p> <p>Easter Story - Christianity</p> <p>Passover – Jewish celebration of "Easter"</p>	<p>Who is Jesus?</p> <p>Compare famous deities</p> <p><u>Christianity</u> – Jesus. What do we know about Jesus? How do we know this? Look at "reliable sources". What did Jesus look like? (compare different pictures/drawings) What do you think?</p> <p><u>Hindu</u> (Rama, Sita, Ramayana epic)</p> <p><u>Judaism</u> - Yahweh, the God of Abraham, Isaac, and Jacob and the national God of the Israelites</p> <p><u>Islam</u> – Allah and Muhammad Peace be upon him</p> <p>Easter story – Jesus</p>	<p>Easter – A festival or a sacrifice of new life?</p> <p>Easter story, Good Friday and New Life.</p> <p>Discuss why Easter is seen as both happy and sad for Christians.</p> <p>Spring – a time of new life, discuss the way Hindu's welcome babies (P.45 Living a Hindu Life Agreed Syllabus)</p>	<p>The Church Year –Liturgical calendar, The holy week and Pentecost and Ascension day.</p>	<p>Why is light important to different faiths?</p> <p>In religious symbolism, light is strongly connected to our ability to see: sacred texts use the theme of blindness to describe those who are spiritually lost, or risk taking the wrong path in life. Recovering sight is associated with 'seeing the light' and spiritual awakening</p>	<p>Holy Qur'an – Understand why Muslims show respect for the Quran and its significance as a guide today in their lives.</p>

Summer 1	<p>Explore Special Times for Christians Welcoming new babies Weddings Children talk about their own experiences of this or their close family's.</p>	<p>Special Books for Christian and Jewish People</p> <p>Learn about the holy books - Bible and Torah.</p> <p>Listen to so stories from</p> <p>Introduce Islam and discuss the holy book the Quran.</p> <p>P.53 agreed syllabus – all about Islam for ks1</p>	<p>Places of worship</p> <p>Visit the local church, compare to a 'Mandir' (Temple) and the synagogue. Find out about Christian weddings and compare with other weddings know by your pupils. Discuss these.</p>	<p>What makes Sikhs special?</p> <p>Who is a Sikh? What do Sikhs believe? Who is special? Learn about their special place of worship?(Gurdwara) Sample some Sikh food. A Kara is a steel or iron bracelet, that identify a Sikh as dedicated to their religious order.</p> <p>Key Vocabulary</p> <p>(See page 59-60 of RE Syllabus)</p>	Christianity/Sikhism/ Buddhist - creation story compared closely	<p>What is Humanism?</p> <p>Agreed syllabus p. 47&48</p>	<p>Humanism- Do you need to believe in a god to have human moral values?</p> <p>Children explore what it means to be human.</p> <p>They reflect on and explore different beliefs and religion</p> <p>Children explore the concept of right and wrong and who tells you that it is so</p> <p>They explore the big question of what happens when you die? What do they believe? What does Hinduism and Buddhism say?</p>
Summer 2		<p>Islam</p> <p>Special Place, Holy book, Muslim life P.53 agreed syllabus – all about Islam for ks1</p>	<p>Special Times Festivals and Celebrations</p> <p>Jewish – Yom Kippur https://picc.org/jewish-life/jewish-holidays-explained/</p> <p>Compare to Islam - Ramadan taught last year (revisit)</p> <p>Weddings/christenings – with different faiths.</p>	<p>Revision and comparison</p> <p>Look at the Muslim, Hindu, Christian and Sikh religions. Discuss the way they live their life. Make comparisons about the way they live their life and we live ours. Where they worship. Who they worship and similarities and differences.</p> <p>What do you believe?</p>	<p>Why is Seva (selfless Service) such an important aspect of human life?</p> <p>What influences the way people behave, and what is expected on an individual choosing the Sikh way of life?</p> <p>In what way do Sikhs make a difference to the local community.</p> <p>What do different faiths have in common in the way they live their lives?</p>	<p>Beliefs and Actions in the world What key beliefs influence Peoples faith and how do people live out their lives?</p>	<p>People of Faith Courage and Commitment – Use examples of real living humans from different faiths. E.g. Bear Grylls, Mo Farrah.</p>