



RE in Nursery

All learning is guided in line with the Nottinghamshire. Agreed Syllabus. At Edna G Olds Academy our approach to RE celebrates and embraces the diverse richness of our community. Through consideration of our whole school concepts, British values, our core behaviours and multi-faith links children develop both the skills and knowledge so that they grow in understanding of one another, can consider 'The Big Questions', and develop **spiritually, morally, socially and culturally**.

Autumn 1

We learn about –

Harvest Festival
Black History

Special Stories - What stories are special and why

I can be curious about people and show interest in stories about myself and my family.

Autumn 2

We learn about -

Eid
Diwali
Advent/Christmas
Advent

Special People - Which people are special and why?

I can be curious about the people around me.

Spring 1

We learn about –

Special Places – What places are special and why?

I can explore a special place (place of worship)

Spring 2

We learn about –

Easter

Celebrations and Festivals – What times are special?

I can recognise some people have similar features. (beliefs)

Summer 1

We learn about –

Hajj
Eid-al-Adha

All about Me - Who are we?

I can enjoy pictures and stories about myself my family and other people.

Summer 2

We learn about – Windrush

Our Wonderful World - How can we care for living things and the earth?

I can understand how I can influence their environment and make changes to the space around me

Key Vocabulary - Bible special books special places special stories prayer church gurdwara mosque temple unique celebration, belonging religion, festival, Easter birthday Earth caring living

** Whilst the curriculum is compulsory, lessons should allow for timely and sensitive responses to be made to unforeseen events locally, nationally or globally of a religious, moral or philosophical.*



RE in Reception

All learning is guided in line with the Nottinghamshire. Agreed Syllabus. At Edna G Olds Academy our approach to RE celebrates and embraces the diverse richness of our community. Through consideration of our whole school concepts, British values, our core behaviours and multi-faith links children develop both the skills and knowledge so that they grow in understanding of one another, can consider 'The Big Questions', and develop **spiritually, morally, socially and culturally**.

Autumn 1

We learn about –

Harvest Festival
Black History

Special Stories – What is special about this story?

I can be curious about people and show interest in stories about myself and my family.

Autumn 2

We learn about -

Eid
Diwali
Advent/Christmas

Advent

Special People - Which people are special and why?

I can be curious about the people around me and ask relevant questions.

Spring 1

We learn about –

Special Places – What places are special and why?

I can talk about my home and special places that I go to.

Spring 2

We learn about –

Easter

Belonging – who are we and how do you belong?

I can recognise that beliefs can be different.

Summer 1

We learn about –

Hajj
Eid-al-Adha

All about Me - Who are we?

I share can enjoy pictures and stories about myself and others.

Summer 2

We learn about – Windrush

Our Wonderful World - Why is it important that we care for living things?

I can understand why I must take care of the world and environment around me.

Key Vocabulary - Bible special books special places special stories prayer church gurdwara mosque temple unique celebration, belonging religion, festival, Easter birthday Earth caring living

** Whilst the curriculum is compulsory, lessons should allow for timely and sensitive responses to be made to unforeseen events locally, nationally or globally of a religious, moral or philosophical.*



RE in Year 1

All learning is guided in line with the Nottinghamshire. Agreed Syllabus. At Edna G Olds Academy our approach to RE celebrates and embraces the diverse richness of our community. Through consideration of our whole school concepts, British values, our core behaviours and multi-faith links children develop both the skills and knowledge so that they grow in understanding of one another, can consider 'The Big Questions', and develop **spiritually, morally, socially and culturally**.

Autumn 1

We learn about –
Harvest Festival
Black History
Unit Unit 1.1 Celebrations and Festivals.
Who celebrates what and why? Christianity and Judaism
Our learning will link to our whole school concept – Slavery
We will consider the life and works of Aesop.

Autumn 2

We learn about –
Eid
Diwali
Advent/Christmas
Advent - How do Christian families prepare for Christmas?

Our learning will link to our whole school concept – Symbols and Pilgrimage. We will consider Mary's Journey to Bethlehem.

Spring 1

We learn about –

R.E: Unit 1.2
Myself and Caring for Others

Our learning will link to our whole school concept – Natural Disasters.
We will learn about Noah's Ark.

Spring 2

We learn about –
Lent/Easter
Ramadan
Eid-al- Fitr
Vaisakhi
Eastertime – What are the big surprises?

Our learning will link to our whole school concept – Innovations and Inventions. We will learn about Palm Sunday.

Summer 1

We learn about –
Hajj Eid-al-Adha
R.E: Unit 1.3 Beliefs and Teachings
What can we learn from stories of Jesus?
How do they make a difference to people's lives?
Christianity
Our learning will link to our whole school concept – Power. We will consider how the power of Joy impacts on our lives and the lives of others.

Summer 2

We learn about –
Windrush
Unit 1.4 In what ways are churches and Synagogues important to believers?
Christianity and Judaism

Our learning will link to our whole school concept – Bridges and Structures. We explore weddings and how this rite of passage brings about change.

** Whilst the curriculum is compulsory, lessons should allow for timely and sensitive responses to be made to unforeseen events locally, nationally or globally of a religious, moral or philosophical.*



RE in Year 1

Celebrations and Festivals Autumn 1

I can find out how different religions and world views celebrate the 'fruitfulness of the earth' (e.g. in Harvest Festivals).

I can notice and talk about the fact that people come from different religions.

Eastertime Spring 2

I can retell and compare different stories about Jesus and consider what they mean and what Christians today can learn from them.

Advent Autumn 2

I can explore stories and celebrations, such as Christmas, Easter, Hanukah and Pesach and find out what the stories told at these festivals mean.

I can select examples of religious artefacts and generate questions about them from Christianity and Judaism, in order to find out what they are and how they are used.

Beliefs and Teachings Summer 1

I can develop an understanding about what happens at a church or a synagogue during special events such as a wedding.

I can ask and answer 'who', 'where', 'how', 'what' and 'why' questions about religious stories.

Myself and Caring for Others Spring 1

I can explore questions creatively about:

Who am I? Where do I belong?

Who cares for me?

Who do I care for?

How does it show?

I can respond to the parables Jesus told and consider and talk about what they mean, recognising that they come from Christianity.

Worship and Practice Summer 2

I can develop an understanding about what happens at a church or a synagogue during special events such as a wedding.

Key Vocabulary:

Religion Special books Special places Special stories prayer Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel Jewish, synagogue, Torah, Bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid Humanist, Golden Rule, non-religious





RE in Year 2

All learning is guided in line with the Nottinghamshire. Agreed Syllabus. At Edna G Olds Academy our approach to RE celebrates and embraces the diverse richness of our community. Through consideration of our whole school concepts, British values, our core behaviours and multi-faith links children develop both the skills and knowledge so that they grow in understanding of one another, can consider 'The Big Questions', and develop **spiritually, morally, socially and culturally**.

Autumn 1

We learn about –
Harvest Festival
Black History
R.E: Leaders

What makes some people inspiring to others?

Moses and St Peter

Our learning will link to our whole school concept – Slavery
We will consider the life of Saint Patrick.

Autumn 2

We learn about –
Eid
Diwali
Advent/Christmas

Advent

Gift-bringers: Why is the Christmas story good news' for Christians?

Our learning will link to our whole school concept – Symbols and Pilgrimage. We will consider how Judah Maccabee and his army freed the Jewish people, and how this became symbolic.

Spring 1

We learn about –

R.E: Unit 2.2 Believing

Enquiry question

What do Jewish people about God, Creation, Humanity and the Natural World?

What are some ways Jewish people show their beliefs and how do they belong?

Judaism

Our learning will link to our whole school concept – Natural Disasters. We will explore The Great Plague of London and the how religious beliefs were significant.

Spring 2

We learn about –
Lent/Easter
Ramadan
Eid-al- Fitr
Vaisakhi

Easter- Why were the people so excited to welcome Jesus?

Our learning will link to our whole school concept – Innovations and Inventions. We will explore Maundy Thursday.

Summer 1

We learn about –
Hajj
Eid-al-Adha

Beliefs and Teaching – Unit 2.3 What does it mean to belong?

What is it like to belong to the Christian religion Nottingham today

Our learning will link to our whole school concept – Power.

We will explore how the power of love impacts upon our lives and the lives of others.

Summer 2

We learn about –
Windrush

Jewish and Christian Stories: How and why are some stories important in religions?

What can we learn from these stories and from the Torah and the Bible?

Our learning will link to our whole school concept – Bridges and Structures. We will consider how entering into faith though the acts of Christenings/ Baptism can alter lives.



* Whilst the curriculum is compulsory, lessons should allow for timely and sensitive responses to be made to unforeseen events locally, nationally or globally of a religious, moral or philosophical.

RE in Year 2

Leaders and Inspirational People Autumn 1

I can retell stories of key leaders from Christianity and Judaism, such as Moses, Jesus and Peter and talk about how these leaders made a difference and how leaders today make a difference to our lives.

I can think about the behaviour shown by these leaders and consider questions about being good, kind and forgiving.

Advent Autumn 2

I can explore the ways in which Christians belong and show why these are important to some Christians.

Believing Spring 1

I can explore how different people, including Jewish people, have expressed their ideas about God and think and talk about their own ideas.

I can retell the Jewish story of creation, considering ways in which people care for the earth and making links with the Environment and Science.

Celebrations and Festivals Spring 2

I can explore the ways in which Christians belong and show why these are important to some Christians.

I can retell some Christian and Jewish stories and suggest reasons why they are important to Jewish and Christian people.

Beliefs and Teaching Summer 1

I can ask and find out how to answer a range of 'how' and 'why' questions about how people practise their religion.

I can list the different communities I belong to and consider the ways in which these contribute to human happiness.

Story Summer 2

I can ask and find out about where the above stories come from (The Torah and Old Testament in the Bible).

I can consider what is special about the Torah.

Key Vocabulary:

Religion Special books Special places Special stories prayer Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel Jewish, synagogue, Torah, Bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid Humanist, Golden Rule, non-religious





RE in Year 3

All learning is guided in line with the Agreed Syllabus Nottinghamshire. At Edna G Olds Academy our approach to RE celebrates and embraces the diverse richness of our community. Through consideration of our whole school concepts, British values, our core behaviours and multi-faith links children develop both the skills and knowledge so that they grow in understanding of one another, can consider 'The Big Questions', and develop **spiritually, morally, socially and culturally**.

Autumn 1

We learn about –
Harvest Festival Black History
Unit Number 3.1 Theme Beliefs and questions
Enquiry Questions What difference does it make to be a Christian?
How do Christian people's beliefs about God, Jesus, the world and others have impact on their lives?
Religion: Christianity
Our learning will link to our whole school concept – Slavery We will consider the life of Moses and how he led the enslaved from Egypt.

Spring 2

We learn about –
Lent/Easter
Ramadan
Eid-al- Fitr
Vaisakhi
Easter - Remembering Easter: How are the events of Easter remembered by Christians?
Our learning will link to our whole school concept – Innovations and Inventions. We will explore The Ten Commandments and how they innovate the lives of followers.

Autumn 2

We learn about –
Eid
Diwali
Advent/Christmas
Advent - Mary – Why is Mary such an important part of The Nativity Story?
Our learning will link to our whole school concept – Symbols and Pilgrimage. We will explore why Hindus make the pilgrimage to the River Ganges

Summer 1

We learn about –
Hajj
Eid-al-Adha

Unit 3.3 worship and Sacred Places
When, How and Why do people worship? Investigating places of worship in Nottingham(shire) Christianity, Islam and Hinduism

Our learning will link to our whole school concept – Power. We are considering Kindness and how this enhances our lives.

Spring 1

We learn about –Unit 3.2 Religion, Family and Community Prayer
Enquiry Question
How do religious families and communities practise their faith?
The example of prayer Christianity and Judaism
Our learning will link to our whole school concept – Natural Disasters. We will explore wild fires and how faith can play a part in community recovery following disaster.

Summer 2

We learn about –
Windrush
What can we learn from inspiring people in sacred texts and in the history of religions?
Our learning will link to our whole school concept – Bridges and Structures. We will explore the structure of a temple. Following a visit to the local Gurdwara we will consider the different areas and why they are important.



** Whilst the curriculum is compulsory, lessons should allow for timely and sensitive responses to be made to unforeseen events locally, nationally or globally of a religious, moral or philosophical.*

RE in Year 3

Beliefs and Questions Autumn 1

I can find out about and explore beliefs and worship, God and human life for Christian and Muslim people.

I can pursue an enquiry into local places of worship and belief about worship and relate the meanings of symbols and actions used in worship to events and teachings from the religions I study.

Advent Autumn 2

I can explore the lives of key religious people in Christian and Jewish stories.

I can respond thoughtfully to Christian stories about Jesus as God come down to earth.

Religion, Family and Community Spring 1

I can express and communicate my understanding of the challenges of commitment for a Christian person and a Christian community.

I can pursue an enquiry into Christian and Jewish prayer.

Remembering Easter Spring 2

I can describe and understand links between Bible stories of creation and Christian beliefs about God as the creator.

Worship and Sacred Places Summer 1

I can describe some spiritual ways of celebrating Christian festivals.

Summer 2

I can respond thoughtfully to Jewish stories about Moses as the servant of God.

How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?

Key Vocabulary:

Consolidation of KS1 vocabulary Pentecost, Harvest Festival, Messiah, liturgy, Holy Spirit, God the Creator, Trinity, Heaven Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shema Five Pillars of Islam, Shahadah, Sawm, Zakat, Ramadan, Hajj, surah, paradise Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana 'spiritual but not religious', atheist





RE in Year 4

All learning is guided in line with the Agreed Syllabus Nottinghamshire. At Edna G Olds Academy our approach to RE celebrates and embraces the diverse richness of our community. Through consideration of our whole school concepts, British values, our core behaviours and multi-faith links children develop both skills and knowledge so that they grow in understanding of one another, can consider 'The Big Questions', and develop **spiritually, morally, socially and culturally**.

Autumn 1

We learn about –
Harvest Festival Black History
Unit Number 4.1 The journey of life and death:
Enquiry Question
Why do some people think life is like a journey? Where do we go?
What do different people think about life after death? Our learning will link to our whole school concept – Slavery We will consider the life of Spartacus and how he escaped slavery.

Autumn 2

We learn about –
Eid
Diwali
Advent/Christmas
Advent Light – Why is light an important symbol of Christmas?
Our learning will link to our whole school concept – Symbols and Pilgrimage. We will explore how the city of Varanasi is symbolic to Hindus.

Spring 1

We learn about –
Unit Number 4.2 Symbols and Religious Expression
Enquiry Question
How do people express their religious and spiritual ideas on pilgrimage?
Our learning will link to our whole school concept – Natural Disasters.
We will consider why following the eruption of Mount Vesuvius the people of Pompeii thought they had been punished by God.

Spring 2

We learn about –
Lent/Easter Ramadan Eid-al- Fitr
Vaisakhi
Easter – The Cross What is the significance throughout the Easter story.
Our learning will link to our whole school concept – Innovations and Inventions. We will reflect upon the story of Lent and how Jesus spent 40 days and 40 nights in the desert.

Summer 1

We learn about –
Hajj Eid-al-Adha
Unit 4.3 Spiritual Expression Christianity,
Music and Worship
Our learning will link to our whole school concept – Power. We will explore the core behaviour of respect and consider how this value impacts upon society and our lives.

Summer 2

We learn about –
Windrush
How do Hindu families practise their faith?
What are the deeper meanings of some Hindu festivals
Our learning will link to our whole school concept – Bridges and Structures. We will learn about The Rites of Passage – Tirtha and how this is a place of spiritual transition.

** Whilst the curriculum is compulsory, lessons should allow for timely and sensitive responses to be made to unforeseen events locally, nationally or globally of a religious, moral or philosophical.*



RE in Year 4

The Journey of Life and Death Autumn 1

I can find out and describe some of the ways religions see life as a journey.

Advent Autumn 2

I can explore how do religious families and communities practice their faith?

Symbols and Religious Expression Spring 1

I can consider why some people go on pilgrimages and make connections between journeys to Varanasi for Hindus, Hajj for Muslims and pilgrimages to Lourdes, Iona or the 'Holy Land' for Christians.

Easter People Spring 2

I can pursue an enquiry into worship, festivals and celebrations.

Prayer and worship Summer 1

I can explore and respond thoughtfully to examples of Christian music.

Worship and Celebrations Summer 2

I can say how Hindu families practise their faith?
I can explore the deeper meanings of some Hindu festivals?

Key Vocabulary:

Consolidation of KS1 vocabulary Pentecost, Harvest Festival, Messiah, liturgy, Holy Spirit, God the Creator, Trinity, Heaven Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shema Five Pillars of Islam, Shahadah, Sawm, Zakat, Ramadan, Hajj, surah, paradise Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana 'spiritual but not religious', atheist





RE in Year 5

All learning is guided in line with the Agreed Syllabus Nottinghamshire. At Edna G Olds Academy our approach to RE celebrates and embraces the diverse richness of our community. Through consideration of our whole school concepts, British values, our core behaviours and multi-faith links children develop both the skills and knowledge so that they grow in understanding of one another, can consider 'The Big Questions', and develop **spiritually, morally, socially and culturally**.

Autumn 1

We learn about –
Harvest Festival
Black History

Unit 5.1 Inspirational people in today's world

Enquiry question What can we learn from great leaders and inspiring examples in today's world?

Our learning will link to our whole school concept – Slavery

We will consider the life and work of **Sojourner Truth**

Autumn 2

We learn about –
Eid
Diwali

Advent/Christmas

Enquiry question

Advent

The Prince of Peace- What is peace?

Our learning will link to our whole school concept – Symbols and Pilgrimage. We will explore the Muslim pilgrimage of Hajj.

Spring 1

We learn about –

Unit 5.2 Religion and the Individual: What matters for Christians?

Our learning will link to our whole school concept – Natural Disasters.

We will explore avalanches in History, and how humanitarian aid supports such disasters.

Spring 2

We learn about –
Lent/Easter
Ramadan
Eid-al- Fitr
Vaisakhi

Easter - The Resurrection: What does Jesus' death and Resurrection mean to Christians?

Our learning will link to our whole school concept – Innovations and Inventions. We will consider how the sacrifices made during Ramadan may inspire others.

Summer 1

We learn about –
Hajj Eid-al-Adha

Beliefs and Questions Unit 5.3 How do people's beliefs about God, the world and others have impact on their lives?

Our learning will link to our whole school concept – Power. We will consider the power of democracy and the democratic systems that are familiar to us in school and in the wider world.

Summer 2

We learn about –
Windrush

Unit 5.4

Religion family and community: worship, celebration, way of living: How do Hindu families practise their faith?

Our learning will link to our whole school concept – Bridges and Structures. Through the story of 'Rama and The Demon King' we will explore how metaphorical bridges can transform darkness into light.



** Whilst the curriculum is compulsory, lessons should allow for timely and sensitive responses to be made to unforeseen events locally, nationally or globally of a religious, moral or philosophical.*

RE in Year 5

Leaders and Inspirational People Autumn 1

I can describe and respond thoughtfully to the lives of some inspirational spiritual and leaders from the modern world, e.g. Dr M L King, Gandhi and William Booth of Sneinton.

I can understand how key leaders can be sources of wisdom for religious believers.

Advnt Autumn 2

I can develop an understanding of devotion and commitment in Christianity.

I can develop an understanding of the deeper meaning of the celebrations of Christmas, Easter, Pentecost and Eucharist

Religion and the individual Spring 1

I can discuss and debate reasons why different people have different ideas about religious questions including whether God is real and what God is like.

Easter Spring 2

I can develop an understanding of devotion and commitment in Christianity.

Beliefs and Questions Summer 1

I can discuss and debate reasons why different people have different ideas about religious questions including whether God is real and what God is like.

Religion, Worship and Community Summer 2

I can explore and respond thoughtfully to Muslim and Hindu beliefs about God.

Key Vocabulary:-Consolidation of KS1/LKS2 vocabulary Harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, vision, sources of wisdom, Golden Rule, charity, place of worship, sacred text, compassion, prejudice, persecution, teachings, diversity and expression Letters of Saint Paul, Incarnation, resurrection, Eucharist, agape, 'Green Christianity' synagogue, shul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam Prophethood, Ummah, Iman (faith), akhlaq (character or moral conduct), Hadith ahimsa, karma, dharma, Brahman, shrines, Mahatma agnostic, rationalist





RE in Year 6

All learning is guided in line with the Agreed Syllabus Nottinghamshire. At Edna G Olds Academy our approach to RE celebrates and embraces the diverse richness of our community. Through consideration of our whole school concepts, British values, our core behaviours and multi-faith links children develop both the skills and the knowledge so that they grow in understanding of one another, can consider 'The Big Questions', and develop **spiritually, morally, socially and culturally**.

Autumn 1

We learn about –
Harvest Festival Black History
Number 6.1 Teachings, wisdom and authority
Enquiry Question: What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life? Our learning will link to our whole school concept – Slavery
We will consider the life and work of George Africanus.

Autumn 2

We learn about –
Eid Diwali Advent/Christmas
Advent
Religious Christmas: Secular Christmas
Is Christmas only for Christians? What does Christmas mean to me?
Our learning will link to our whole school concept – Symbols and Pilgrimage. We will explore the Muslim pilgrimage of Hajj.

Spring 1

We learn about – **Unit Number 6.2 Religion, World views, Family and Community**
Enquiry Question: What contributions do religions make to local life in Nottingham(shire) a county of tolerance and respect?
Our learning will link to our whole school concept – Natural Disasters. Reflecting upon The Ten Plagues of Egypt we will create our own humanitarian aid plans with community and faith underpinning our ideas.

Spring 2

We learn about –
Lent/Easter Ramadan Eid-al- Fitr Vaisakhi
Easter - Power and Hope: What is the message of Easter to the World
Our learning will link to our whole school concept – Innovations and Inventions. By considering the sacrifices made during Ramadan, we will work together in a charitable act to aid someone/something in our community or wider?

Summer 1

We learn about –
Hajj Eid-al-Adha
Beliefs in Action in the World How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?
Our learning will link to our whole school concept – Power. We will consider the power of prayer – this will also be explored from a non-faith perspective.

Summer 2

We learn about –
Windrush
Our learning will link to our whole school concept – Bridges and Structures.
We consider the question - Can bridges be built to make right the wrongs that the Windrush generation suffered?



RE in Year 6

Teaching, Wisdom and Authority Autumn 1

I can persuasively discuss the reasons why members of different religions and beliefs try to help people who are vulnerable.

I can list and describe similarities and differences between the ways different communities show they belong.

Easter 2

I can consider moral codes, e.g. the Ten Commandments (Jewish), St Paul's advice for believers (Christian - Romans 12) and the Five Precepts (Buddhist) and express thoughtful ideas about what is right and wrong in the light of my learning.

Advent Autumn 2

I can discover and explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other.

I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.

Beliefs in Action on the World Summer 1

I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different religions.

Religion, World views, Family and Community Spring 1

I can describe some ways charities such as Tzedek, Sewa International, Christian Aid and Muslim Hands express spiritual ideas.

I can investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer.

Worship and Celebrations Summer 2

I can describe some ways religious art and architecture express spiritual ideas.

I can understand how buildings and creative arts can put the spirituality of a religion into visual forms.

Key Vocabulary:- Consolidation of KS1/LKS2 vocabulary Harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, vision, sources of wisdom, Golden Rule, charity, place of worship, sacred text, compassion, prejudice, persecution, teachings, diversity and expression Letters of Saint Paul, Incarnation, resurrection, Eucharist, agape, 'Green Christianity' synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam Prophethood, Ummah, Iman (faith), akhlaq (character or moral conduct), Hadith ahimsa, karma, dharma, Brahman, shrines, Mahatma agnostic, rationalist

