

Religious Education Overview 2025 – 26

Year	Literacy (Reading)	Communication and Language	Personal, Social and Emotional Development	Understanding the World (People, Culture and Communities)	Understanding the World (Past and Present)
N1	<i>I explore books independently I listen to stories being read I imitate reading a book out loud</i>	<i>I am able to tell a long story I can understand 'why' questions I enjoy listening to stories and remember what happens</i>		<i>I can explore my own life stories I can show interest in a range of occupations I am developing positive attitudes to other cultures through Diwali, Christmas, Chinese New Year, etc. and listening to stories, puppets, small world</i>	<i>I know that before 'now' there was 'the past' I know that life could be different in the past I can engage with stories set in the past I can say how life in the past is different to now</i>
	N2	<i>I can use a sentence of 4-6 words I can use 'because' and 'and' I can answer simple 'why' questions using past and future tenses</i>	<i>I am beginning to understand how others feel</i>		
Notes for teachers	The objectives above have been chosen as they will allow children to access their learning in future RE lessons. They are taught through planned activities and free flow activities. Nursery does not have specific RE teaching, but they may learn about religious and cultural festivals as part of their topics				
R	Communication and Language	Personal, Emotional and Social Development	Literacy (Reading)	Understanding the World (People, Culture and Communities)	Understanding the World (Past and Present)
	<i>I can engage with stories I can start a conversation I can learn new vocabulary I can show active listening I can engage with non-fiction books I can describe an event I can use new vocabulary and ask relevant questions I can connect ideas using connectives I can retell stories I can articulate ideas in sentences I can hold a back-and-forth conversation and explain why things happen</i>	<i>I know right from wrong I think about others and wait my turn I express my feelings and consider others' feelings</i>	<i>I can retell a story that has not been read to them I can predict what will happen next I can retell the main parts of a story— who/what/when/where/how/why I can arrange a story in sequence</i>	<i>I can talk about my own family and look at real life families in books and discuss different types of families I am able to talk about important people in the community – lollipop man, nurse, doctor, dentist, etc. I can learn about people in the past – bonfire night, Xmas story, Homes in the past, etc. I can look at important place in the community churches, mosques, etc.</i>	<i>I can talk about the lives of the people around me and their roles in society I can describe some similarities and differences between things in the past and now I can understand the past through settings, characters and events encountered in class</i>
RE objectives taught	Theology		Philosophy		Human / Social Sciences
	<i>I can recognise simple religious beliefs or teachings I can talk about some aspects of a religious or belief story I can use key theological vocabulary such as 'God' I can recreate religious and belief stories with 'small world' play I can talk about sacred texts</i>		<i>I can ask interesting and puzzling questions about religious and belief stories I can ask puzzling and interesting questions about the world around me I can talk about what concerns me about different ways in which people behave I can say what is important, or has value, to me I can use my senses to investigate religion and belief</i>		<i>I can identify simple features of religious life and practices in a family context I can recognise a number of religious words I know where some religious worldviews originated I can name some religious symbols I can name some religious artefacts I can talk about religious events I see or hear (festivals, ceremonies, etc) I can talk about what people wear because of my beliefs I can visit a local place of worship I can talk to someone who holds a particular religious or non-religious belief</i>
Specific units	Autumn Term		Spring Term		Summer Term
	Religions: Christianity / Judaism Unit Name: Special People Religion: Christianity Unit Name: Christmas		Religion and beliefs: Hinduism (also Nowruz and Chinese New Year) Unit Name: Celebrations Religion: Christianity Unit Name: Easter		Religions: Christianity, Islam, Hinduism, Sikhism Unit Name: Story time Religions: Christianity, Islam, Judaism Unit Name: Special places
Notes for teachers	Specific units that are taught in RE are based around key stories from the religions that children will study in KS1 and KS2 The specific RE objectives are adapted from the 2022 Essex Agreed Syllabus – these are taught through free flow and direct teaching activities The areas of the EYFS that are covered are the essential skills needed for children to be able to fully access their RE learning in subsequent years; children may learn about cultural and religious festivals as part of their topics, as well as gaining a wider understanding of the world beyond Basildon				
Links to future learning	Children's learning in the EYFS provides them with the foundation for them to access RE teaching in later years. They are able to engage with and understand stories, and ask questions about these stories. They gain an understanding that there is a world beyond Basildon, and that the world is made up of people with different ideas and faiths				

Year	Autumn Term Unit 1	Autumn Term Unit 2	Spring Term Unit 1	Spring Term Unit 2	Summer Term Unit 1	Summer Term Unit 2
	<p>Christianity Does God want Christians to look after the world? <i>I can say what Christians can learn from Genesis</i> <i>I can say what I find confusing about the Christian creation story</i> <i>I can talk about how Christians might decide what is 'right' and 'wrong'</i> <i>I can create my own questions about the Christian creation story</i> <i>I can say how I think the universe began</i> <i>I can say how the Christian creation story might influence people's behaviour</i></p>	<p>Christianity What gifts might Christians in Basildon might have given Jesus if he had been born here rather than Bethlehem? <i>I can recount the key parts of the Christmas story</i> <i>I can explain why Jesus was given gold, frankincense and myrrh</i> <i>I can describe some differences and similarities between different versions of the Christmas story</i> <i>I can describe how Christians celebrate Christmas</i> <i>I can explain why Christians celebrate Christmas</i> <i>I can suggest ways the Christmas story might be different if it happened in modern times</i></p>	<p>Christianity Was it always easy for Jesus to show friendship? <i>I can recount some key stories about the life of Jesus</i> <i>I can say why Jesus chose to be friends with outcasts</i> <i>I can create and ask my own questions about Jesus</i> <i>I can explain which behaviours I think are 'right' and 'wrong'</i> <i>I can say how Jesus' teachings might affect the behaviour of modern Christians</i> <i>I can say how I think Jesus might treat outcasts in the modern world if he were around today</i></p>	<p>Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <i>I can recount some of the key points of the Easter story</i> <i>I can describe my own feelings about the Easter story</i> <i>I can describe why Christians believe Jesus was a special person</i> <i>I can explain how important people are treated in modern times</i> <i>I can explain why Palm Sunday is important to modern Christians</i> <i>I can describe how Easter is celebrated in modern Britain</i></p>	<p>Judaism Is Shabbat important to Jewish children? <i>I can say how Jewish people celebrate Shabbat</i> <i>I can say how I like to spend my rest time</i> <i>I can compare my rest time to that of other people</i> <i>I can give reasons for my answers to questions</i> <i>I can describe what the Shabbat meal is like</i> <i>I can describe special meals in my family</i></p>	<p>Judaism Are Rosh Hashanah and Yom Kippur important to Jewish children? <i>I can say how Rosh Hashanah brings people together</i> <i>I can describe what happens on Yom Kippur</i> <i>I can describe how Yom Kippur can help Jewish people across the whole year</i> <i>I can reflect on my own behaviour and mistakes I have made</i> <i>I can choose ways to solve disagreements with people</i> <i>I can imagine or describe what it is like to take part in a festival</i></p>
Notes for teachers	In this enquiry, the children focus on the Christian story of Creation and the responsibility a Christian might feel for caring for the world	The enquiry is focussed on the first Christmas and more specifically the gifts that Jesus received, their meaning and symbolism and how that compares with gifts today	The enquiry is focussed on the Christian belief in the Incarnation and the relationships that Jesus, who Christians believe is God's son, had with the people around him	The enquiry looks at the events of Palm Sunday and their significance to Christians today.	In this enquiry, the children talk about the Jewish Creation Story and the way Shabbat is commemorated. They can discuss why it might be important to give thanks and to share family time	In this enquiry, children look at how Jews try to solve any problems that have arisen in the previous year. They will reflect on what they might like to solve in the recent past
Links to prior learning		Link/recap to EYFS "What is Christmas?" enquiry	Link to PSHE work about friendship Link to "Special people" in EYFS – Jesus is a special person to Christians today	Links can be made to the EYFS Spring unit	Link to Christian story of Creation studied in Year 1 Autumn 1	Lesson 2 – refer back to the creation story from lesson 1 – Rosh Hashanah celebrates the creation
Links to future learning	Links to Judaism later in Year 1 can be made to ensure children understand the two religions believe in God as creator				Lesson One on Judaism – ask students what they already know	

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2	<p>Christianity Is it possible to be kind to everyone all of the time? <i>I can recount some key details from some of Jesus' parables</i> <i>I can explain why Jesus told parables</i> <i>I can explain what Christians can learn from Jesus' stories</i> <i>I can give examples of how Christian beliefs may affect people's behaviour in modern times</i> <i>I can give examples of modern parables and the messages they try and teach us</i> <i>I can explain how I think we should treat other people and give reasons for my beliefs</i></p>	<p>Islam Does praying at regular intervals help a Muslim in their everyday life? <i>I can describe how Muslims pray</i> <i>I know why Muslims pray every day</i> <i>I can describe how praying impacts a Muslim's daily life and helps them</i> <i>I can compare Islamic prayer rituals to those of other religions</i> <i>I can describe key routines in my life and how these make me feel</i> <i>I can compare the daily routine of a Muslim child and a non-Muslim child</i></p>	<p>Judaism How importing is it for Jewish people to do what God asks them to do? <i>I can recount the key points of the Passover story</i> <i>I can say how the key people in the story showed courage</i> <i>I can identify times in my life I have been (or will be) brave</i> <i>I can say what the parts of the Seder meal represent and why they are important</i> <i>I can describe how Jewish people celebrate Passover today</i> <i>I can describe some key events from history that I commemorate</i></p>	<p>Christianity How important is it to Christians that Jesus came back to life after his crucifixion? <i>I can recount the main events of Good Friday and Easter Sunday</i> <i>I can explain what Christians are remembering when they celebrate Easter</i> <i>I can say what Christians may learn from the Easter story</i> <i>I can explain the impact the Easter story may have on the behaviour of Christians</i> <i>I can think of examples from everyday life where people make sacrifices for other people</i> <i>I can think of situations in my life where I may have to make sacrifices for other people</i></p>	<p>Islam Does going to a mosque give Muslims a sense of belonging? <i>I can describe how Muslims worship and pray in a mosque</i> <i>I can explain some of the rules for going in a mosque</i> <i>I can describe places that are special to me</i> <i>I can identify places where I have to behave in a special way</i> <i>I can explain why a mosque is important to a Muslim community</i> <i>I can describe some of the key features of a mosque</i></p>	<p>Islam Does completing Hajj make a person a better Muslim? <i>I can describe why people travel to Mecca for Hajj</i> <i>I can explain what a pilgrimage is</i> <i>I can describe long journeys I have been on</i> <i>I can describe the key parts of the Hajj pilgrimage</i> <i>I can explain which people need to take part in Hajj</i> <i>I can create my own questions to ask about Hajj</i></p>
Notes for teachers	This enquiry is based on Jesus summing up the 10 commandments from the Old Testament into two commandments	In this enquiry, the children look at Muslim beliefs about prayer (mostly from a Sunni perspective) They will reflect on the movements, preparations and timings and consider why prayer is so important	In this enquiry, the children look at the festival of Passover They reflect on the stories behind the celebrations and consider the importance of symbols and symbolic actions	This enquiry examines the events of Easter Sunday, Jesus' resurrection, and the impact this has on Christians today	In this enquiry, the children look at the mosque and how it features in worship. They will consider the significance of the design and the important role it plays in the community	This enquiry looks at the significance of Mecca and the events that took place here in Muslim history
Links to prior learning			Recap on Year 1 work on Shabbat, Rosh Hashanah and Yom Kippur. Bring Abraham and Moses to the fore as people who led these key events in Jewish history	Builds on Year 1 Spring 2 Easter enquiry Also links to the love of agape from Yr 2 Autumn 2 in that Christians believe that Jesus selflessly gave himself for their salvation	Refer to Yr2 Autumn 2 and some key beliefs in Allah – wanting to show respect to Allah leads Muslims to wish to pray in a clean place	Refer to the 2 previous lessons on prayer and the mosque
Links to future learning	Links to Judaism later in Year 2 with relevance to the 10 Commandments Yr3 Spring 1: Jesus' healing miracles Yr 5 Summer 2: What is the best way for a Christian to show commitment to God would build on this teaching	As this is the first lesson on Islam a few basics are needed: Muslims believe in one God, Allah Allah is the creator and is beyond comparison Muslims show respect to Allah via regular worship and by living a life according to His wishes	Yr4 Autumn 1 looks at the 10 Commandments in more detail, which follows on in Jewish history from this event		Meeting together in the mosques and praying on the floor reinforces the belief that 'All are equal in the eyes of Allah' which is stated in the Qur'an	The pilgrimage gives pilgrims the chance to stand before Allah and ask forgiveness for their sins The Yr6 Islam enquiry builds on the learning in this enquiry

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3	<p>Hinduism Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? <i>I can explain why Hindus celebrate Divali</i> <i>I can recount the key parts of the story of Rama and Sita</i> <i>I can describe some of the ways Hindus may celebrate Divali</i> <i>I can compare Divali celebrations in the UK and India</i> <i>I can say how celebrating Divali is similar and different to other religious festivals I have learnt about</i> <i>I can think of other stories where good has triumphed over evil, and compare these to the Divali story</i></p>	<p>Islam How special is Allah to Muslims? <i>I can say how Muslims show respect to Allah</i> <i>I can say why the 99 names of Allah are important to Muslims</i> <i>I can say why some Muslims use calligraphy and calligrams in their art</i> <i>I can say if I think it is important to show respect to different religions and why</i> <i>I can describe how I can show respect to other people</i> <i>I can describe how I would feel if someone disrespected me or something important to me</i></p>	<p>Christianity Could Jesus heal people? Were these miracles or is there some other explanation? <i>I can recount the key details of some key stories about Jesus' miracles</i> <i>I can explain what Christians can learn from the stories of Jesus' miracles</i> <i>I can explain the difference between believing something and knowing something</i> <i>I can explain why different people may interpret the same events in different ways</i> <i>I can think about if events can have more than one explanation and give reasons why</i> <i>I can decide if I think a religious source is reliable or not and give reasons for my answer</i></p>	<p>Christianity What is good about Good Friday? <i>I can name the four Christian gospels and describe what they tell us about</i> <i>I can say what happens in the communion ceremony</i> <i>I can say what Christians are remembering during the communion ceremony</i> <i>I can say what Christians believe happened on the key days of Holy Week</i> <i>I can describe some key beliefs about the communion ceremony and how these can be different for different Christians</i> <i>I can explain why Good Friday is called 'good'</i></p>	<p>Hinduism Would visiting the River Ganges feel special to a non-Hindu? <i>I can describe why the River Ganges is important to Hindus</i> <i>I can describe some of the ceremonies that take place at or near the river</i> <i>I can describe the similarities and differences between pilgrimages from other religions</i> <i>I can explain how Hindus who are not in India may celebrate the Ganges</i> <i>I can explain why the River Ganges is the way it is</i> <i>I can describe how I think the Ganges should be and explain why I think this</i></p>	<p>Sikhism Do Sikhs think it is important to share? <i>I can describe the ways that Sikhs show their faith</i> <i>I can describe the lessons learnt from key Sikh stories</i> <i>I can say if Sikh teachings and beliefs are similar to other religions I have learnt about</i> <i>I can decide if sharing makes the world a better place or not</i> <i>I can talk about different ways people can help the less fortunate</i> <i>I can decide if being part of a religion can influence someone's actions</i></p>
Notes for teachers	In this enquiry, the children look at the story and beliefs behind the Divali festival They look at celebrations and the symbols used to remember the story	In this enquiry, the children look at some of the key beliefs about Allah and how important it is for Muslims to put Allah first in their lives	This enquiry investigates two miracles of Jesus where healing took place and children evaluate whether they think they were miracles or if there could be another explanation	This enquiry considers 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)	In this enquiry, the children look at the importance of the River Ganges to Hindus They learn about some key beliefs and practices that happen here	In this enquiry, the children learn about why sharing is so important to Sikhs They look at key festivals and begin to understand how important the community is to Sikhs Keeping the stories fresh in their minds helps Sikhs live their daily lives in what they believe is the correct way Ensure that some key parts from the about the khalsa are covered e.g. the story of the Khalsa and the 5 K's symbolism
Links to prior learning		The Yr2 Autumn 2 enquiry on prayer and a Muslim's commitment to this, will help to illustrate how Allah is respected and how Muslims hold him central to their lives	Yr 2 Autumn 1: Jesus' parables and miracles	Yrs 1&2 Spring 2 Easter units Other units which speak of sacrifice for faith such as Yr 1 Summer 1 (Judaism: Shabbat)	Lesson 3 builds on the previous lessons – some of the deities of Brahman have stories involving the Ganges Pilgrimage to a sacred site would connect Hindus with their history Year 2 Summer 2 gives a comparable unit on pilgrimage for Muslims on the Hajj	Links to the Divali unit – Yr 3 AI
Links to future learning	This is the first enquiry on Hinduism – check what the students already know Start with the belief in God before heading into the story of Divali					

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4	<p>Judaism How special is the relationship Jews have with God? <i>I can recount the key events of the story of Abraham</i> <i>I can say the key lessons that people can learn from the story of Abraham</i> <i>I can explain why the ten commandments were important to Jewish people in the time of Moses</i> <i>I can say how modern Jewish people interpret the ten commandments</i> <i>I can say if I think rules are important</i> <i>I can decide if rules should always be followed and explain my reasoning</i></p>	<p>Buddhism Is it possible for everyone to be happy? <i>I can recount the key parts of the Buddha's life story</i> <i>I can say what Buddhists can learn from the Buddha's life story</i> <i>I can describe what Buddhists think about key moral issues</i> <i>I can explain why Buddhists try not to be materialistic</i> <i>I can explain if I agree or disagree with religious ideas and say why</i> <i>I can think about what I believe the meaning of life is</i></p>	<p>Islam How important is the prophet Muhammad to Muslims? <i>I can talk about some key events from the life of Muhammad</i> <i>I know how Islam began</i> <i>I can say what the 5 pillars of Islam are</i> <i>I can say why different groups in Islam started after Muhammad died</i> <i>I can explain why Muslims respect Muhammad and why he is important to them</i> <i>I can compare Muhammad to important people from other religions</i></p>	<p>Christianity Is forgiveness always possible for Christians? <i>I can describe what happened when Jesus visited the temple in Jerusalem</i> <i>I can explain why Jesus' actions in the temple were unusual</i> <i>I can explain what Christians believe about forgiveness</i> <i>I can explain what I think forgiveness means and compare my ideas to that of a Christian</i> <i>I can explain if I think if forgiveness should always be given or not and why I think this</i> <i>I can think of times I have forgiven others or been forgiven by others</i></p>	<p>Buddhism Could the Buddha's teachings make the world a better place? <i>I can describe the key parts of the Eightfold Path</i> <i>I can say how being a Buddhist affects people's daily life</i> <i>I can explain if I think following a set of teachings makes someone a better person</i> <i>I can describe the type of world I would like to live in</i> <i>I can explain Buddhist views about the nature of suffering and existence</i> <i>I can explain why looking after the environment is important to Buddhists</i></p>	<p>Islam How does the Qur'an influence Muslims today? <i>I can explain why the Qur'an is important to Muslims</i> <i>I can explain how Muslims show respect for the Qur'an</i> <i>I can explain how Muslim beliefs and practices affect their daily lives in Britain today</i> <i>I can explain some of the lessons that Muslims can learn from the Qur'an</i> <i>I can explain the differences between the Qur'an and the hadith</i> <i>I can explain why some objects are treated with great respect</i></p>
Notes for teachers	In this enquiry, the children look at how Jews commemorate key people and key stories They reflect on how these stories are relevant in their lives today and on the special relationship Jews believe they have with God	In this enquiry, the children talk about the story of the Buddha They consider the choices he made and the outcomes of his actions and reflect on these from a Buddhist's point of view as well as their own	In this enquiry, the children look at Muhammad, the prophet who gave structure to Islam They learn about key events in his life and instructions he left for Muslims to follow	This enquiry investigates how Jesus' life, death and resurrection impacts on a Christian's understanding of forgiveness	This enquiry focusses on key teachings given by the Buddha and the children have the opportunity to consider how they could apply some of these to their own life	In this enquiry, the children look at the Qur'an, how it was produced, how it is used and how it is respected They learn that it is more than a book for Muslims
Links to prior learning	This enquiry builds on learning from the enquiries in Yrs 1&2 Revisit the stories of Abraham and Moses	This is the first lesson on Buddhism so concentrating on the life of the Buddha is essential as the foundation for all future learning	Belief in Allah (from Yr 3) and this enquiry on Muhammad tie in with the Yr2 enquiries on prayer, worship and pilgrimage All these threads link together to show how a Muslim's life is dedicated to Allah	Builds on previous (and links to future) Easter enquiries	This enquiry refers back to the life of the Buddha in the first enquiry (Yr4 Autumn 2) Recap the story and the impact of the 4 sights on the prince	This enquiry, with the earlier optional enquiry on Allah and Muhammad, can be used to explore the Yr2 units on prayer and pilgrimage further, if these were selected at the time
Links to future learning				Builds on previous (and links to future) Easter enquiries		The Year 6 enquiries will focus on how these beliefs may lead to different types of commitment from believers

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5	<p>Judaism What is the best way for a Jew to show commitment to God? <i>I can explain how Jewish people show commitment to God</i> <i>I explain how Jewish people show respect to God and other people</i> <i>I can describe how I show respect to other people</i> <i>I can explain what the Jewish faith says about the environment</i> <i>I can compare Jewish beliefs about the environment to those of other religions</i> <i>I can say if I think religions are a force for good or not in the world and explain why</i></p>	<p>Christianity Is the Christmas story true? <i>I can describe what Christians believe about the Gospels</i> <i>I know when the Gospels were written and how this might be different to what Christians believe</i> <i>I can describe if I think a text is a reliable source of information or not and give reasons for my answer</i> <i>I can explain what I think 'truth' is and give reasons for my thoughts</i> <i>I can explain if I think it matters if a story is completely true</i> <i>I can describe why people might choose to believe something that may not be true</i></p>	<p>Sikhism How far would a Sikh go for their religion? <i>I can describe some key things that happen in a Gurdwara</i> <i>I can explain some key ways in which Sikhs demonstrate their commitment to their faith</i> <i>I can describe ways in which Sikhs contribute to their communities</i> <i>I can explain the global significance of the Golden Temple and Amritsar</i> <i>I can explain the Sikh perspective on moral issues</i> <i>I can say how Sikhism is similar and different to other faiths I have studied</i></p>	<p>Christianity How significant is it for Christians to believe that God intended Jesus to die? <i>I can explain why Jesus allowed himself to be sacrificed in the Easter story</i> <i>I can explain why Jesus was executed in the Easter story</i> <i>I can explain the effects of Jesus' sacrifice on the people who were close to him</i> <i>I can say why Christians believe it was important for Jesus to suffer in the Easter story</i> <i>I can explain how Christians may be inspired by the example Jesus set</i> <i>I can describe any sacrifices I would be prepared to make or have made and why I would do this</i></p>	<p>Hinduism Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? <i>I can say how Hindus explain suffering in the world</i> <i>I can describe the key Hindu beliefs surrounding life, death and rebirth</i> <i>I can explain how Hindu beliefs may have an effect on someone's daily life</i> <i>I can think about the good deeds I could perform in my life</i> <i>I can describe the consequences that different actions can have</i> <i>I can explain how an individual's actions can affect others around them</i></p>	<p>Humanism How can Humanists lead good lives? <i>I can describe some key aspects of humanism</i> <i>I can explain the key differences between atheism and agnosticism</i> <i>I can identify similarities and differences between Humanism and other belief systems</i> <i>I can make comparisons between different belief systems</i> <i>I can explain the difference between a belief and religion</i> <i>I can start to explain what I believe about how the universe was created</i></p>
Notes for teachers	In this enquiry, the children look at how the scriptures inspire Jews to help others and perform good deeds These deeds are ways of thanking God for all he has done as well as reaching out to those in need	This enquiry asks the children to investigate whether a sacred text has to be "true" to help a believer understand their religion	In this enquiry, the children 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	In this enquiry, children look at 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	In this enquiry, the children look at the key beliefs concerning the cycle of life, death and rebirth They consider the importance of doing good deeds	Children learn about what Humanists believe is important and how this might affect how they choose to live their lives
Links to prior learning	Revisit how commitment plays a large part in the Jewish faith including the covenant, Shabbat, Seder, Bar and Bat Mitzvah General stewardship of the earth links to Yr1 Autumn 1 and Yr 3 Summer 1 enquiries.	All previous Christmas units	These lessons can build on the foundations of the Yr3 lessons, it would be wise to revisit these and see what children can remember If they have not, they might need some pre-teaching on commitment and core beliefs	Builds on all previous Easter enquiries but especially Year 4 Spring 2 which details Jesus' actions in the temple Also links to the love of agape from Yr 2 Autumn 1 in that Christians believe that Jesus selflessly gave himself for their salvation	This unit brings together aspects of all the previous units as it concerns actions and their consequences It will refer to belief in Brahman, how people live their lives, show commitment and prepare for what happens after this life is over	This unit is an introduction to Humanism, and children are encouraged to compare the beliefs to the religions they have studied previously
Links to future learning	This will lead on to the enquiry which looks at opportunities for Jews to show their faith through outreach work					

Year	Autumn Term Unit 1	Autumn Term Unit 2	Spring Term Unit 1	Spring Term Unit 2	Summer Term Unit 1	Summer Term Unit 2
6	<p>Islam What is the best way for a Muslim to show commitment to God? <i>I know what the Five Pillars of Islam are</i> <i>I can describe some differences between different versions of Islam</i> <i>I can explain some key Islamic beliefs about money</i> <i>I know how Muslims celebrate key festivals</i> <i>I can explain how Muslim beliefs may affect their daily lives</i> <i>I can explain how I show commitment to things in my life</i></p>	<p>Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? <i>I can describe some symbols that Christians use to remind them of the birth of Jesus</i> <i>I can explain how the actions of modern-day Christians relate to the Christmas story</i> <i>I can explain what Christians are celebrating at Christmas and why it is important to them</i> <i>I can describe the symbolic meanings of some key aspects of the Christmas story</i> <i>I can identify some key differences and similarities between Jesus and key people from other religions</i> <i>I can describe how what (if anything) my family do at Christmas time and what this means to me</i></p>	<p>Sikhism Are Sikh stories important today? <i>I can recount some key Sikh stories</i> <i>I know why the Guru Granth Sahib is revered by Sikhs</i> <i>I can describe some ways Sikhs show respect to the Guru Granth Sahib</i> <i>I can describe the key messages that Sikhs may learn from stories and the Guru Granth Sahib</i> <i>I can explain how the teachings in the Guru Granth Sahib affect a Sikh's daily life</i> <i>I can decide if the messages I hear in religious stories are relevant to my life and explain why I think this</i></p>	<p>Christianity Is Christianity still a strong religion 2000 years after Jesus was on Earth? <i>I can describe some key Christian traditions</i> <i>I can explain the meanings behind some Christian rituals and traditions</i> <i>I can describe how some Christians put Jesus' teachings into practice in the modern world</i> <i>I can explain the meaning and history behind the Christian fish symbol and why it is used today</i> <i>I can explain how Christianity has affected modern Britain and the world</i> <i>I can use my prior learning to explain if Christianity is relevant in the modern world and explain my reasons</i></p>	<p>Islam Does belief in Akhirah (life after death) help Muslims lead good lives? <i>I can explain what Muslims believe will happen after they die</i> <i>I can compare Muslim beliefs to those of other religions</i> <i>I can say how Muslim beliefs impact people's daily life</i> <i>I can describe the different forms of Jihad</i> <i>I can say if I think actions are right or wrong and explain why</i> <i>I can describe actions that might sometimes be right and sometimes be wrong</i></p>	
Notes for teachers	<p>In this enquiry, the children look at the importance of the five pillars to most Muslims They learn the beliefs behind the practices and understand how Muslims show commitment each day, highlighting the importance of Allah to Muslims</p>	<p>This enquiry investigates the relevance of modern-day actions at Christmas to Christians today in regard to the Christmas story</p>	<p>In this enquiry, the children talk about some important Sikh stories and consider what message Sikhs can get from these today.</p>	<p>This enquiry draws on all 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</p>	<p>In this enquiry, the children look at how belief in life after death has different interpretations for Muslims They will look at the different ways that Muslims live their view of a good life The enquiry includes some controversial content and it is important that the children get the opportunity to explore this aspect fully</p>	
Links to prior learning	<p>This enquiry looks at the 5 pillars, 2 of which have been studied in previous enquiries (Prayer and the Hajj pilgrimage Yr2 Autumn 1 and Summer 2) These will need referral to as part of the learning</p>	<p>Link with the commitment studies about Christianity in Year 4 Spring 1 and Year 5 Autumn 1</p>	<p>This enquiry refers the Khalsa and commitment The teacher should revisit the story of Guru Gobind Singh and the formation of the Khalsa from the Year 3 enquiry</p>	<p>Final Christianity unit. This enquiry draws all previous learning together</p>	<p>Builds on previous Islam enquiries Refer to previous learning on the Five Pillars (Yr6 Autumn 1) as these will play a big part in leading a good life Remind students of how important Allah is to Muslims as it will help them understand Jihad</p>	