



Curriculum Sequence

Religious Education (RE)

| Year Group | Autumn | Spring | Summer |
|------------|--|---|---|
| Year 5 | The origins of the Bible Knowledge and understanding of the origins of the Bible as a collection of books What makes something true or sacred? Is the Bible true? | Jews Knowledge and understanding of Jewish worship How belonging to a community effect actions? Why are rituals important? | Muhammad Knowledge and understanding of Muslim beliefs about Muhamad's life How does Muhamad's life affect Muslims today? How and why are role models important to me? |
| Year 6 | Stories of the Bible • Significant Biblical stories • Naomi, Ruth, Daniel, Parable of the Lost Sheep, St Paul • Influence of the stories on Christians today | What is Church? Different meanings of the word Church How churches support their local community How churches support the global community How churches are influenced by their local communities | Buddhists The life and teachings of Buddha The Eightfold Path and how it links to the Four Nobles Truths Concepts of karma and dukkha Beliefs and reincarnation |
| Year 7 | God and the meaning of life • Beliefs about life after death • The value of human life • How do fundamental beliefs impact action • Theist • Atheist • Agnostic | Was Jesus a radical? Knowledge of the teachings of Jesus including: Authority Wealth Poverty Justice How do Christians respond? Are Jesus' teachings too radical? | Sikhism Origin story Beliefs Sacred texts The Five Ks Guru Granth Sahib The gurdwara and why it is important Khalsa Equality, community and service |
| Year 8 | Spirituality What is spirituality? What is worship? What different forms does it take? | Muslims The Five Pillars of Islam Why they are important to Muslims Impact on the life of British Muslims | Hindus Hindu concepts of God, karma and dharma Stories from sacred texts |

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| How spirituality affects action | Value of rituals | How karma, dharma and ahimsa affect how |
|--|------------------|--|
| Beliefs about the value of life | Ramadan | Hindus live |
| • Evaluate: is worship still relevant in a secular | | Gandhi's non-violence |
| society? | | Dharma and purpose |
| | | The symbolism of light |
| | | • Evaluate: is non-violence the best response? |
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