












































| MTP RE Autumn Humankind | Engages with Debate | Vocabulary | Spiritual | Moral | Social | Cultural |
|--|----------------------------------|--|---|--|--|---|
|  <p>KS1</p> | <p>Why should I say sorry?</p> | <p>Apology Acceptance Forgiveness Genuine</p> |  <p>Children know that their actions have consequences.</p> <p>Study Jonah and the Whale – bible story and 'Sorry Really Sorry' by Joanna Cotler.</p> | <p>Children can explain what good choices look like in relation to relationships.</p> <p>Children Explore why it is important to say sorry and mean it.</p> | <p>Children understand that in a social situation you have to make good choices for a happy society.</p> <p>Consider school “rules” Respect, Ready, Safe.</p> |  <p>Children can understand how we say sorry in British culture. Cards, gifts, physical display (hug).</p>  |
|  <p>LKS2</p> | <p>Should we always forgive?</p> | <p>Conscience Penance Repentance Penal reform Corporal Punishment Capital Punishment</p> | <p>Children consider if there are wrongs that can not be forgiven.</p> <p>What might they be?</p> <p>Teach the Parable of the Unmerciful Servant.</p> <p>See Matthew 6:14-15</p> | <p>Children learn that there are consequences for actions.</p> <p>Children know that consequences are proportionate to the action (i.e. time out, missing break time, for adults - community service or prison).</p> | <p>Children learn the meaning of forgiveness.</p> <p>Debate whether any action can be forgiven.</p>  | <p>Children have explored whether forgiveness looks different in different religions. Compare Catholicism and Sikhism.</p> |
|  <p>UKS2</p> | <p>Should we all be equal?</p> | <p>Equality Persecution Holocaust Discrimination Belief</p> | <p>Consider events that have happened in recent history that are related to religions - Holocaust, Israel and Gaza.</p> <p>Children discuss why Religions and conflict are sometimes interwoven.</p> | <p>Children know about the Human Rights Act of 1998 and that people have a right to Freedom of religion and political belief.</p> | <p>Children identify how we can encourage integration of religion and culture in our society through sport, art and education.</p> | <p>Children understand the term religious equality.</p> <p>Children understand that religious extremists are often politically motivated views.</p>  |

| MTP RE Spring Inventions | Engages with Debate | Vocabulary | Spiritual | Moral | Social | Cultural |
|---|---|---|--|---|---|---|
|  <p>KS1</p> | <p>How do Christians believe the world began?</p> | <p>Creation Garden of Eden Genesis</p> | <p>Children learn about the story of creation in the Bible .</p>  | <p>Children Learn that this is not what everyone believes. Children learn that scientists believe in the big bang theory. Children know how to respect others' ideas even when they are different from their own.</p> | <p>Children read traditional hymns: All Things Bright and Beautiful. He's Got the Whole World in His Hands.</p> | <p>Children can compare the Christian creation story to the Hindu story of Brahma. Children demonstrate their own belief relating to Creation.</p>  |
| <p>LKS2</p> | <p>If there is a God why do bad things happen in religious stories?</p> | <p>Faith Moral</p> | <p>Study the story of Kisa Gotami (The Mustard Seed) from the Buddhist faith. Children understand that we all experience sad things from time to time.</p>  | <p>Children know Faith is a comfort and can be a great healer for some. Children compare The Mustard seed to stories from the Bible. <i>Biblical characters</i></p> | <p>Children know that religious stories are similar to morals and can say what is the same and different.</p> | <p>Children can retell a religious story with a moral.</p>  |
| <p>UKS2</p> | <p>If there is a God why do bad things happen to people?</p> | <p>Human nature Multicultural Tolerance Diversity</p> | <p>Children can consider how faith helps people through times of difficulty.</p>  | <p>Children know that religious stories teach the reader about sin. Understand what some believe to be sins. Understand how different faiths view sin</p> | <p>Children know some strategies that people use to deal with negative emotional events. Know that there are people and groups who help others in time of need</p> | <p>Children work collaboratively to help people in need through social action. (raise money for a charity)</p> |

| MTP RE Summer Legacy | Engages with Debate | Vocabulary | Spiritual | Moral | Social | Cultural |
|---|---|--|---|---|--|--|
|  KS1 | <p>Are we all the same?</p> | <p>Similarities Differences Compare Contrast Religious Beliefs</p> | <p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> |  <p>Children can ask questions about puzzling aspects of life.</p> | <p>Children recognise some similarities and differences between each other.</p> | <p>Children begin to understand that children around the world value things differently.</p> |
|  LKS2 | <p>Is it okay to be different?</p> | <p>Differences Festivals Celebrations Religion Deity Compare Contrast Agree Disagree</p> | <p>Children know that people believe in different faiths and can name a range of religions and their deity.</p> <p>Children learn that having different beliefs and opinions brings diversity to the community.</p> | <p>Children can explain how 2 different faiths are similar and different.</p> <p>Children demonstrate an understanding of respect and diversity through sharing opinions and listening to others.</p> | <p>Children demonstrate their understanding and acceptance of difference through a social action project.</p>  | <p>Children understand that differences can be visual, emotional or faith related. Children know the importance of celebrating in groups or families (i.e. birthdays, Eid, Ramadan).</p> |
|  UKS2 | <p>What does it mean to be multicultural?</p> | <p>Multicultural Respect Diversity Beliefs Religion Faith Tolerance</p> | <p>Children know how religious beliefs shape the lives of individuals and communities.</p> <p>Children know that some teachings and beliefs are shared between religions.</p> | <p>Children can identify how peace and conflict are affected in some multicultural societies.</p>  | <p>Children can compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> | <p>Children can identify ways in which multiculturalism is visible in Britain. (Food, celebrations, music, language, customs.)</p> |

| MTP RE Autumn Conflict | Engages with Debate | Vocabulary | Spiritual | Moral | Social | Cultural |
|--|--|--|---|---|--|--|
|  <p>KS1</p> | <p>What stories are important to people of faith?</p> | <p>Fiction Non-Fiction Literature Bible</p> | <p>Children learn about key bible stories e.g. <i>Old Testament: Daniel in the Lion's Den, Joseph, David and Goliath.</i></p> <p><i>New Testament: Feeding of the 5000, Calming of the storm, The Prodigal Son, The Good Samaritan.</i></p> | <p>Children learn the moral lessons in some religious stories.</p>  | <p>Children know why Hindu's celebrate Diwali and Christians celebrate Christmas.</p> | <p>Children compare Bible stories to Hindu stories (Rama and Sita).</p> <p>Children learn the importance of stories in religious Festivals.</p> |
|  <p>LKS2</p> | <p>What do key stories in holy books have in common?</p> | <p>Culture Heritage Legacy</p> | <p>Children recap stories they know from KS1 (Christian Bible stories and compare these to famous stories from other religions e.g. Rama and Sita – Hindu, The Blind Men and the Elephant – Buddhism, The Binding of Isaac – Judaism, Malik Bhago and Lalo Sikhism.</p> | <p>Children learn that different religions have moral link.</p> <p>Explore similarities and differences between the beliefs in two religions.</p> | <p>Children understand the importance of the retelling of stories. (Pre technology)</p>  | <p>Children learn that people with different beliefs and opinions can live in peace.</p>  |
|  <p>UKS2</p> | <p>Why is story telling important in religion?</p> | <p>Conscience Meditation Curiosity Respect</p> | <p>Revisit stories of religions they learnt previously.</p> <p>Consider why these stories have survived.</p> <p>Understand that the retelling of a story verbally may change the story over time.</p> |  <p>Children are able to discuss their opinions and listen to others respectfully.</p> | <p>Children understand how the use of images in stories can maintain key information.</p> | <p>Children explore the use of stained glass windows and frescos in story telling.</p> <p>Children can identify famous religious artworks such as the Sistine Chapel, Statues of Budha and Rembrant's Moses.</p>  |

| MTP RE Spring Planet Earth | Engages with Debate | Vocabulary | Spiritual | Moral | Social | Cultural |
|---|---|--|---|--|---|---|
| KS1 | Who is important to you? | Characteristic Moral Bible Samaritan Qualities | Children learn stories from The Bible relating to special people i.e. The good Samaritan.  | Children can retell the Bible story that focuses on a special person.  | Children recognise, name and describe the characteristics of people who are important to them. | Children know people in their lives who are important and can name them e.g. parents, teachers, doctors, nurses etc. Children discuss what makes a particular person important. |
|   LKS2 | Do all religions have an inspirational figure? | Sikh Sikhism Christian Christianity Similarities Difference | Different religions have figures who are considered inspirational Children learn the significance of 2 religious figures e.g. Jesus, Mohammed, Guru Nanek | Recall and retell stories about inspirational religious figures. | Children can compare two inspirational religious figures from different religions i.e. Jesus compared to Guru Nanek  | Recognise, name and describe the characteristics of figures from different religions |
|   UKS2 | Why are some people seen to be inspirational in religion? | spiritual inspirational Belief compare religion Leader | Different religions have people who are considered spiritual leaders e.g. Mother Theresa, Dali Lama, Gandhi, Pope etc.  | Recognise and express feelings about their beliefs. Relate these to religious beliefs and compare with those of spiritual leaders. | Children can give reasons to explain which spiritual leader they most align with. | Consider people in British culture that are leaders – compare these to spiritual leaders Discuss why these people are considered inspirational |

| MTP RE Summer Britain | Engages with Debate | Vocabulary | Spiritual | Moral | Social | Cultural |
|---|--|---|--|--|--|--|
|  <p>KS1</p> | <p>Where can we worship?</p> | <p>Christian Church Symbol Moral Artefact Mosque Temple</p> | <p>Children experience going to a Christian Church. Know that the Church is a symbol of Christian community.</p> <p>Recognise and name some religious symbols and artefacts.</p>  | <p>Children understand:</p> <p>What is a moral code and why should we live by one?</p> <p>Do we need to be in a religious building to live by a good moral code?</p> | <p>Children know what happens during a church service. They understand the importance of prayers to people with a faith.</p> <p>Children hear the Lord's prayer and learn the vocabulary associated with this.</p> | <p>Children compare a Mosque to a Church and identify what is the same and what is different virtual mosque.</p>  |
|  <p>LKS2</p> | <p>Do all places of religious worship look the same?</p> | <p>Mosque Muslim Temple Prayer</p> | <p>Children to visit a mosque or other religious building near by and talk to a leader from this religion – compare with what they know of the Christian Church.</p> <p>Virtual tours.</p> |  <p>Children know what a moral code is – Explore the 10 commandments and relate this to a moral code.</p> <p>Compare this to the moral code from a different religion – e.g. pillars of Islam Or Hindu – Sanatana Dharma.</p> | <p>Children know that the Church supports communities in ways other than communal service. i.e charity work.</p> | <p>Compare a Catholic Church and Quaker chapel.</p> <p>Identify similarities and difference Identify how beliefs are symbolised in religious buildings.</p> |
|  <p>UKS2</p> | <p>Do you need a building to worship?</p> | <p>Meditate Sing Chant Serving others</p> | <p>Children consider different kinds of worship and where they take place.</p> <p>Formal prayer Meditation Pilgrimage.</p>  | <p>Children look at how worship informs religious belief – e.g. look at people who dedicate life to prayer – monks, nuns etc.</p> | <p>Children know what a " sacred space is" and what this might look like for different religions.</p> <p>Develop awareness of similarities and differences in religions.</p> | <p>Children consider what different kinds of worship they have seen, and what if any they would like to participate in and why.</p> <p>Look at Judaism and how this faith believes in prayer at home as well as the synagogue.</p> |