

# Hemblington Primary School

## Hemblington Primary School RE Curriculum

The RE curriculum, at Hemblington Academy, has been planned as follows:

- The curriculum has been planned using the Norfolk Agreed RE Syllabus.
- The curriculum content is delivered through three lenses:
  - 1.Theology (thinking through believing)
  - 2.Philosophy (thinking through thinking)
  - 3.Human/social sciences (thinking through living).
- To give children accurate knowledge about religions and worldviews.
- To give children the information and tools so that they can hold balanced and well-informed conversations about religion.
- To give children an opportunity to make sense of religions and develop an understanding of the complex world we live in.

Theology,

**Thinking through believing** – this is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews. This information is taken from the Norfolk Syllabus:

Philosophy

**Thinking through thinking** – this is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Human/social sciences.

**Thinking through living – this is** about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

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Intention	Implementation	Impact
<p>Our RE curriculum is based on the National Curriculum and Norfolk agreed syllabus and is designed to: -</p> <ul style="list-style-type: none"> <li>● To give children accurate knowledge about religions and worldviews.</li> <li>● To give children the information and tools so that they can hold balanced and well-informed conversations about religion.</li> <li>● To give children an opportunity to make sense of religions and develop an understanding of the complex world we live in.</li> <li>● To give children exposure to a range of traditions, cultures and festivals in order to broaden their horizons.</li> <li>● To promote an appreciation and understanding of different religions – preparing children for KS3, 4 and beyond.</li> <li>● To have the space explore their own thinking on belief and that of others within the community and society they live within</li> </ul>	<p>Our RE curriculum is taught through 3 lenses: -</p> <ol style="list-style-type: none"> <li>1. Theology, thinking through believing – pupils will explore questions and answers that arise from inside religions and worldviews.</li> <li>2. Philosophy, thinking through thinking – pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality</li> <li>3. Human/social sciences - thinking through living – pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</li> </ol> <ul style="list-style-type: none"> <li>● Lessons are taught weekly. Each lesson (step) typically lasts 1 hour</li> <li>● Lessons demonstrate a balance of learning about the religion and learning from it. ·</li> <li>● Key vocabulary is explicitly taught as part of the steps.</li> <li>● The RE scheme has been planned to give children: - <ul style="list-style-type: none"> <li>▪ A recap of prior learning</li> <li>▪ Visits to places of worship</li> <li>▪ Opportunities to speak to practising believers of a range of faiths</li> <li>▪ relevant religious artefacts.</li> </ul> </li> <li>● Work is recorded in RE books and pupils are expected to reflect on whether the learning is linked to believing (theology) thinking (philosophy) or living (human/social sciences).</li> <li>● There will be a ‘reflect on’ time for children to self-assess using I have learned Assessment.</li> <li>● As part of lessons, children will be given opportunities to describe similarities and</li> </ul>	<p>At the beginning of each unit the key knowledge and vocabulary to be learnt within the unit will be outlined for pupils. This information is taken from the National Curriculum and Agreed Norfolk Syllabus.</p> <p>At the end of the unit, the pupils will be assessed against the knowledge and vocabulary as set out in the curriculum planning. This information is recorded on the RE assessment grid (at the end of the curriculum planning document) and used to inform future teaching.</p> <p>Know more</p> <ul style="list-style-type: none"> <li>● Vocabulary is explicitly taught.</li> <li>● Knowledge and vocabulary are assessed against content as laid out in the curriculum planning.</li> <li>● Children are given opportunities to describe similarities and differences between religions.</li> <li>● Children are given opportunities to talk about their own faith views and give reasons for their choices.</li> <li>● Explicit links are made to history to enable children to build up a web of knowledge about religion over time.</li> </ul> <p>Do more</p> <ul style="list-style-type: none"> <li>● Learning is structured to give opportunities to explore different religions and find similarities and common ground between them.</li> <li>● There are a variety of activities planned within the structure of the lessons to give pupils a chance to apply their knowledge and vocabulary.</li> </ul>

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	<p>differences between religions and explore how religion fits into history.</p>	<ul style="list-style-type: none"><li>● Within the scheme there are opportunities to visit a range of places of worship – in person and virtually.</li></ul> <p>Remember more</p> <ul style="list-style-type: none"><li>● Children’s work and knowledge is recorded in RE books which go up through the school.</li><li>● The RE books record activity and knowledge – they are accessible to pupils as an aide memoire.</li><li>● Practical activities, age-appropriate artefacts and discussions are planned to help children to remember key facts.</li><li>● There is a recap of prior knowledge at the beginning of new units to help embed religious knowledge.</li></ul>
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## Philosophy

We are using the phrase: Thinking through thinking.

Lens through which the world is viewed	Research methods and ways of validating knowledge	Body of knowledge	Object of investigation within a school context	Intellectual community with which teachers and pupils can engage
<p>Looking through the philosophical lens is primarily about exploring the world epistemologically, logically and ethically i.e it is about the nature of knowledge and morality.</p>	<p>For example:            Logic            Reason            Use of evidence and sources            Insight (e.g. in some Eastern philosophies)</p>	<p>This includes:            Philosophy of Religion:            Beliefs about God, nature of good and evil, religious experience, ethical implications of belief            Metaphysics: dealing with abstract concepts such as being, knowing, identity, time, space, truth, reality.            Ethical theory and practice relating to this theory.</p>	<p>Philosophy enables pupils to grapple with questions that have been raised and answers about knowledge, existence and morality.</p> <p>It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence. The process of reasoning lies at the heart of philosophy. Philosophy is less about coming up with answers to difficult questions and more about the process of how we try to answer them. Studying the works of great philosophers is part of developing an understanding of philosophy. It uses dialogue, discussion and debate to refine the way in which we think about the world and our place in it. Philosophy contains three fields of enquiry which are applicable to a balanced framework for RE. These are metaphysics, logic and moral philosophy.</p>	<p>For example:            Philosophy Departments in Universities            The Philosophy Foundation            The Royal Institute of Philosophy            British Philosophical Association</p>

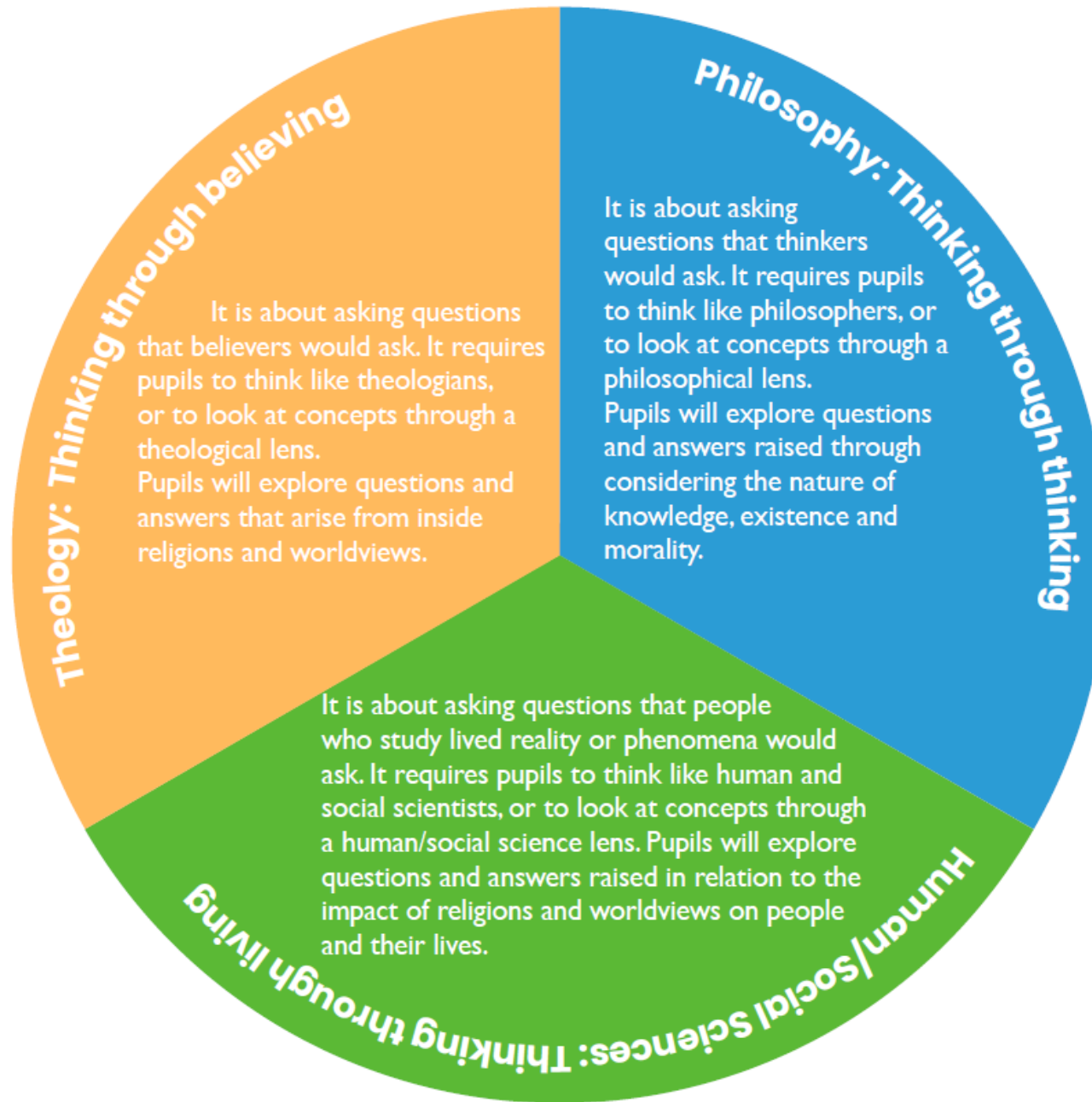
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## Human and Social Sciences

We are using the phrase: Thinking through living.

Lens through which the world is viewed	Research methods and ways of validating knowledge	Body of knowledge	Object of investigation within a school context	Intellectual community with which teachers and pupils can engage
<p>Looking through this lens is about exploring the wider human questions raised by and about religion and worldviews, such as about belonging, exclusion, community, identity, plurality and power. It is about lived experience now and through history. The term often used for this is phenomenology, the study of phenomena.</p>	<p>Quantative and Qualitative research such as:            Ethnography            Use of empirical data            Linguistics            Observation            Classification            Interviews            Survey and questionnaire            Case studies            Listening to the voices of others/focus groups</p>	<p>This includes:            A collection of different disciplines, each with its own intellectual history, body of knowledge and so on. Here we are concerned with the body of knowledge related to religion, belief and worldviews contained within:            History            Geography            Sociology            Political Science            Anthropology            Psychology            Law</p>	<p>The human/social sciences enable pupils to grapple with questions about the lived and diverse reality of religion and worldviews in the world.</p> <p>It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies. Pupils will investigate the ways in which religions and worldviews have shaped and continue to shape societies around the world. This approach can promote better understanding of the ways in which religion and worldviews influence people's understanding of power, gender, compassion, and so on. It also enables pupils to consider the nature of religion itself and the diverse ways in which people understand the term 'religion'.</p>	<p>For example:</p> <p>Faith and Civil Societies Unit: Goldsmiths, University of London</p> <p>The Cambridge Inter-Faith Programme, University of Cambridge</p> <p>The Woolf Institute, University of Cambridge</p> <p>Warwick Religions and Education Research Unit, University of Warwick</p>

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**Effective RE will balance these three disciplinary lenses in order for pupils to become more religiously literate.**



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## RE in Early Years Foundation Stage

All schools and academies should provide RE for all registered pupils, including those in Reception classes. The statutory requirement does not extend to nursery classes in maintained schools. In order to prepare pupils for the balanced disciplinary approach, the following suggested content is recommended for Early Years Foundation Stage.

### RE in EYFS will prepare children for the multi-disciplinary approach.

Pupils begin to explore religion and worldviews in terms of important people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

### Christianity and at least one other religion or worldview

Theology: Thinking through believing	Philosophy: Thinking through thinking	Human/Social Sciences: Thinking through living
<p>Questions you might ask:</p> <ul style="list-style-type: none"> <li>• What does this religious word mean? How do we say this religious word?</li> <li>• What is this religious story about? Why might people tell this story?</li> <li>• What does the word 'God' mean?</li> <li>• What is a belief</li> <li>• Why is this sacred book important?</li> </ul>	<p>Questions you might ask:</p> <ul style="list-style-type: none"> <li>• What puzzles you?</li> <li>• Is it real?</li> <li>• What is right? What is wrong? What is 'good'?</li> <li>• What do we mean by true?</li> </ul>	<p>Questions you might ask:</p> <ul style="list-style-type: none"> <li>• How do people celebrate?</li> <li>• What might people use this artefact for?</li> <li>• What ceremonies and festivals have you taken part in?</li> <li>• What happens in [place of worship]?</li> <li>• What do these symbols mean?</li> </ul>
<ul style="list-style-type: none"> <li>• Recognise simple religious beliefs or teachings.</li> <li>• Talk about some aspects of a religious or belief story.</li> <li>• Introduce key theological vocabulary such as 'God'.</li> <li>• Recreate religious and belief stories through small world play.</li> <li>• Talk about sacred texts</li> </ul>	<ul style="list-style-type: none"> <li>• Raise puzzling and interesting questions about religious and belief stories.</li> <li>• Raise puzzling and interesting questions about the world around them.</li> <li>• Talk about what concerns them about different ways in which people behave.</li> <li>• Say what matters to them or is of value.</li> <li>• Use their senses to investigate religion and belief.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify simple features of religious life and practice in a family context.</li> <li>• Recognise a number of religious words.</li> <li>• Know where some religious worldviews originated</li> <li>• Name some religious symbols.</li> <li>• Name some religious artefacts.</li> <li>• Talk about religious events that they see or hear about e.g. festivals, ceremonies.</li> <li>• Talk about what people wear because of their beliefs.</li> <li>• Visit a local place of worship.</li> <li>• Talk to someone who holds a particular religious belief.</li> </ul>



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There are three-four enquiries per year group with a spread of theology, philosophy and human/social sciences taught throughout each Key Stage.

Within each enquiry, core questions are selected in line with the Norfolk RE Syllabus: -

Discipline	Core questions		
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Theology	<ul style="list-style-type: none"> <li>• What do religious people say God is like?</li> <li>• Why is light an important symbol for many religious believers?</li> <li>• What do _____ remember at _____? (E.g. what do Jews remember at Passover?)</li> <li>• What might _____ learn from the _____ narrative? (E.g. what might Hindus learn from the Diwali narrative?)</li> <li>• What might _____ learn from the story of _____? (E.g. what might Jews learn about God from the story of Abraham?)</li> <li>• What do Christians believe God is like?</li> <li>• Who made the world?</li> <li>• Why does Christmas matter to Christians?</li> <li>• Why does Easter matter to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• What do _____ believe about God?</li> <li>• How do _____ talk about God?</li> <li>• What is the Bible and how do people interpret it?</li> <li>• Why is there so much diversity of belief within _____?</li> <li>• Where do religious beliefs come from?</li> <li>• How have events in history shaped beliefs?</li> <li>• What do Christians learn from the creation story?</li> <li>• What is the Trinity?</li> <li>• Why do Christians call the day Jesus died 'Good Friday'?</li> </ul>	<ul style="list-style-type: none"> <li>• How do _____ explain the suffering in the world?</li> <li>• One narrative, many beliefs: Why do people interpret things differently?</li> <li>• How reliable are sources of authority for believers?</li> <li>• How do _____ make sense of the world?</li> <li>• What does it mean if God is holy and loving?</li> <li>• Creation and science: Conflicting or complementary?</li> <li>• Was Jesus the Messiah?</li> <li>• What did Jesus do to save human beings?</li> <li>• What differences does the resurrection make for Christians?</li> </ul>
Philosophy	<ul style="list-style-type: none"> <li>• Why do people have different views about the idea of 'God'?</li> <li>• What do my senses tell me about the world of religion and belief?</li> <li>• What is puzzling about the world of religion and belief?</li> <li>• What is 'good' and what is 'bad'?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the difference between believing and knowing?</li> <li>• What is philosophy?</li> <li>• What do we mean by 'truth'?</li> <li>• How do people make moral decisions?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is there suffering in the world?</li> <li>• What can we learn about the world/knowledge/meaning of life from the great philosophers?</li> <li>• Is being happy the greatest purpose in life?</li> <li>• Is believing in God reasonable?</li> </ul>

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	<ul style="list-style-type: none"> <li>• How do people decide what is right and wrong?</li> <li>• What questions do religious stories make us ask? Can we find any answers?</li> <li>• What's the big idea? (introduction to philosophy/Socratic dialogue)</li> <li>• How did the universe come to be?</li> </ul>	<ul style="list-style-type: none"> <li>• How do people respond to issues of poverty and justice?</li> <li>• What kind of world should we live in?</li> <li>• Is seeing believing?</li> <li>• Can kindness/love change the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Is it possible for something to always be right (or wrong)?</li> <li>• What does it mean to be 'human'?</li> <li>• Are angels real?</li> <li>• Can people come back to life?</li> </ul>
Human/social sciences	<ul style="list-style-type: none"> <li>• How do festivals/celebrations bring people together?</li> <li>• Where is the religion around us?</li> <li>• What does it mean to belong to the _____ community?</li> <li>• What happens in the daily life of a _____?</li> <li>• What does it mean to be part of a religious family?</li> <li>• Why are symbols and artefacts important to some people?</li> <li>• How do worship gatherings/ceremonies give _____ a sense of identity and belonging?</li> </ul>	<ul style="list-style-type: none"> <li>• What can we learn from different members/expressions of the _____ tradition?</li> <li>• How do _____ express their religious beliefs in modern Britain and in _____ [name of country]?</li> <li>• How do people express commitment to a religion or worldview in different ways?</li> <li>• What difference does being a _____ make to daily life? What does it mean to be a _____?</li> <li>• How do/have religious groups contribute to society and culture in the local area?</li> </ul>	<ul style="list-style-type: none"> <li>• What do we mean by religion? What makes a religion a religion?</li> <li>• How do/have religious groups contribute to society and culture across the world?</li> <li>• Does religion bring peace, conflict or both?</li> <li>• What does it mean to be part of a global religious/worldview community?</li> <li>• How have expressions of _____ changed over time?</li> <li>• How do beliefs shape identity for _____? How has belief in _____ impacted on music and art through history?</li> </ul>

The core knowledge has been taken from the Norfolk RE Syllabus and used with the core questions to create learning enquires. The outline of the curriculum map is shown below. This map is supported by individual enquiry plans for each year group.

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Year 1 RE Curriculum Map		
Enquiry 1	Core question	What do my senses tell me about the world of religion and belief?
	Lens	Philosophy
	Religion	Christianity & Judaism
	Core knowledge	<ul style="list-style-type: none"> <li>• The five <b>senses</b>: touch, smell, hear, taste, sight and how we can use them to make a statement about something e.g. I can see hear singing and chanting when people gather together to <b>worship</b>.</li> <li>• Christianity is one of the world religions. It is a religion that believes in one god.</li> <li>• People that follow the religion of <b>Christianity</b> are called Christians.</li> <li>• Christians are people who believe that Jesus Christ is the Son of God.</li> <li>• Christians worship in churches</li> <li>• The Christian <b>holy book</b> is called the <b>Bible</b>.</li> <li>• Judaism is one of the world religions. It is a religion that believes in one god.</li> <li>• People that follow Judaism are called Jews.</li> <li>• Jews worship in a <b>synagogue</b>.</li> <li>• The Jewish holy book is called the <b>Torah</b>.</li> </ul>
Core Vocabulary	<b>Senses, Christianity, Judaism, Bible, Church, Jesus, Religion, Holy Book, Synagogue, Torah, belief, worship</b>	
Enquiry 2	Core question	What do Jewish people remember on Shabbat?
	Lens	Theology
	Religion	Judaism
	Core knowledge	<ul style="list-style-type: none"> <li>• Jews believe that God created the world and when he finished, he rested.</li> <li>• Jews believe they have a special agreement with God called a <b>covenant</b>.</li> <li>• Jews promise to obey God's laws to say thank you to him for looking after them.</li> <li>• Jews believe that God continues to work in the world, affecting everything that people do.</li> <li>• <b>Shabbat</b> is the name of the day of rest in Judaism.</li> <li>• Any work needs to be done before the day.</li> <li>• Shabbats starts on Friday evening and ends on Saturday evening</li> <li>• Shabbat traditionally marks the end of a working week. Jews are encouraged to think about God and their relationship with him and spend time with their families.</li> <li>• At the beginning of Shabbat Jewish families share a meal. They eat special bread called <b>challah</b>.</li> <li>• On Shabbat, Jews attend services at the synagogue, often led by a <b>Rabbi</b>.</li> <li>• A <b>Havdalah ceremony</b> is held at the end of Shabbat (Saturday evening).</li> </ul>

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		<ul style="list-style-type: none"> <li>● The <b>Torah</b> is the Jewish holy book.</li> <li>● The Torah is made up of the first five books of the <b>Hebrew Bible</b>.</li> <li>● The Torah contains the laws of God.</li> <li>● All Jewish synagogues, or places of worship, keep a copy of the Torah.</li> </ul>
	Core Vocabulary	<b>covenant, Shabbat, challah, Rabbi, Havdalah, ceremony</b>
Enquiry 3	Core question	What does the cross mean to Christians?
	Lens	Theology
	Religion	Christianity
	Core knowledge	<p>What do Christians people say God is like?</p> <ul style="list-style-type: none"> <li>● Christians believe that God is: <ul style="list-style-type: none"> <li>○ Loving (showing great love and care)</li> <li>○ <b>Compassionate</b> (having concern for others)</li> <li>○ Powerful (having great strength)</li> <li>○ Creative (uses imagination to solve problems)</li> </ul> </li> <li>● Christians believe that Jesus was sent down to earth by God to save people.</li> <li>● Christians believe that they can learn from the way Jesus lived his life.</li> </ul> <p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> <li>● On <b>Palm Sunday</b> Christians remember the entrance of Jesus into <b>Jerusalem</b>. Palm branches were placed in his path.</li> <li>● The <b>Last Supper</b> is the last meal that Jesus shared with his friends/disciples in Jerusalem before his crucifixion.</li> <li>● Good Friday is the Friday that comes before Easter Sunday in Christian religions. Good Friday was the day that Jesus was arrested and put on a wooden cross to die.</li> <li>● Christians believe that Jesus rose from the dead (<b>resurrection</b>) on Easter Sunday and came back to see his friends.</li> </ul> <p>What might Christians learn from the Easter story?</p> <ul style="list-style-type: none"> <li>● Jesus loved his friends, he wanted them to remember him, he was humble and he served others.</li> <li>● God loves people so much that Jesus was willing to die to show that love and to help people to be friends with God.</li> <li>● They can still be friends with Jesus now.</li> <li>● Jesus' resurrection shows Christians that death is not the end.</li> </ul> <p>Why does the cross mean to Christians?</p> <ul style="list-style-type: none"> <li>● The cross is the main Christian <b>symbol</b>. It reminds Christians that Jesus died on the cross to save them.</li> </ul>

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	Core vocabulary	<b>Palm Sunday, Jerusalem, Last Supper, resurrection, Good Friday, compassionate, disciples, symbol,</b>
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Year 2		
Enquiry 1	Core question	Why is light an important symbol for Christians and Jews?
	Lens	Theology
	Religion	Christianity, Judaism,
	Core knowledge	<ul style="list-style-type: none"> <li>● <b>Hannukah</b> is a Jewish festival. It reminds Jews of a time 2,000 years ago when the Jews won a battle against the Greeks to practice their religion freely. To celebrate the victory an oil lamp was lit which lasted for eight days.</li> <li>● Light is important to Jews because it symbolises the lamp that was lit at the end of the battle which <b>miraculously</b> lasted eight days.</li> <li>● Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.</li> <li>● <b>Advent</b> is the time when Christians remember the time that Jesus came into the world in <b>Palestine</b> 2000 years ago. During Advent, Christians prepare for the celebration of the arrival of Jesus by buying gifts, decorating houses, singing carols and preparing for a feast. Advent is a time to celebrate light amidst darkness.</li> <li>● Candles at Advent and Christmas symbolises the light of God coming into the world through the birth of Jesus.</li> <li>● Christians believe that God made the world</li> </ul> <p>Christmas is a <b>Christian holy day</b> that marks the birth of Jesus, the son of God.</p> <p>From the nativity story, Christians learn that: -</p> <ul style="list-style-type: none"> <li>● Jesus was <b>humble</b></li> <li>● All things are possible with God</li> <li>● God often works in strange ways</li> <li>● <b>Bible stories</b> will come true</li> <li>● God makes it simple to believe in Him</li> <li>● Jesus's birth changed the world</li> <li>● God's plans don't always lead to easy journeys</li> <li>● Jesus brings hope to the world.</li> </ul>

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		<ul style="list-style-type: none"> <li>● God's presence gives joy to his followers.</li> <li>● God came to his <b>followers</b> out of love.</li> </ul> <p><b>Christmas</b> is important to many Christians because: -</p> <ul style="list-style-type: none"> <li>● it reminds them that: Jesus, (the Son of God) was born.</li> <li>● Christians believe that Jesus was sent by God to tell people what god was like</li> <li>● That Jesus would show people how God wanted them to live</li> <li>● That Jesus would be a guiding light, shining in the darkness.</li> </ul>
	Core Vocabulary	<b>Hannukhah, Christmas, advent, miracle, Palestine, followers</b>
Enquiry 2	Core question	How do people express commitment to a religion/worldview in different ways?
	Lens	Human/social sciences
	Religion	Judaism
	Core knowledge	<ul style="list-style-type: none"> <li>● In the Jewish faith there are 613 <b>mitzvot</b> which are rules for Jews to follow.</li> <li>● There are rules for many things including instructions about food, punishments and how God should be worshipped.</li> <li>● Jews believe that Mitzvot are the things that God wants them to do – they are a guide for how Jews live their lives.</li> <li>● The mitzvot are written down in the Torah.</li> <li>● As part of the mitzvot, Jews believe that God gave Moses a set of ten laws that they should follow in order to please him - these laws are known as the Ten Commandments.</li> <li>● Following the <b>Ten Commandments</b> is part of the covenant (agreement) made at <b>Mount Sinai</b>, which applies to all Jews.</li> <li>● Jews believe that God will judge them on how well they have observed the commandments.</li> <li>● Jews believe that following the commandments helps Jews to become better people.</li> <li>● The commandments help Jews to treat other people with respect.</li> <li>● The commandments guide Jews to love and worship God effectively.</li> <li>● <b>Kashrut</b> are mitzvot about the types of food that Jews can eat.</li> <li>● Food that may be eaten is called kosher which means 'fit' (for consumption).</li> <li>● There are mitzvot about doing acts of kindness and helping those who are in need called Gemilut Hasidim and Tzedakah.</li> <li>● Yom Kippur is a Jewish festival; it is the holiest day of the Jewish year.</li> </ul>

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		<ul style="list-style-type: none"> <li>● <b>Yom Kippur</b> means ‘Day of Atonement’ and it’s when Jewish people seek forgiveness from God for their sins.</li> <li>● The first Yom Kippur was when the Israelites left Egypt.</li> <li>● The <b>Shema</b> is a prayer – it is important to Jews.</li> <li>● When Jews say the Shema, they are affirming (declaring) that they believe that Judaism is true and they have faith in one God.</li> <li>● The <b>Western Wall</b> is in Jerusalem – it is a holy place for Jews. It is close to the <b>Temple Mount</b>, the holiest site in Jerusalem.</li> <li>● Jews have been praying at the Western Wall for many generations.</li> <li>● The Western Wall was originally built as part of the second <b>Jewish Temple</b>.</li> </ul>
	Core Vocabulary	<b>Mitzvot, Yom Kippur, Shema, Western Wall, Temple Mount, prayer, commandments,</b>
Enquiry 3	Core question	How do Christians belong to their faith family?
	Lens	Human/Social Sciences
	Religion	Christianity
	Core knowledge	<ul style="list-style-type: none"> <li>● Religion is not a place – it is about people believing, worshipping and valuing.</li> <li>● Religion is about belonging to a faith family and community.</li> <li>● Christians belong to a Christian faith family and community.</li> <li>● To a Christian, the church is a group of people (a community) who all believe in Jesus and want to meet together to worship God and learn more about their faith.</li> <li>● Belonging to a religious family means followers are part of a bigger family where there are shared views and values and God, friendship and support.</li> <li>● To be part of the Christian family, followers: -             <ul style="list-style-type: none"> <li>○ spend time talking to God through prayer;</li> <li>○ set time aside for reading about God,</li> <li>○ help and being kind to others;</li> <li>○ thank others;</li> <li>○ forgive others</li> </ul> </li> </ul>
	Core vocabulary	<b>religion, faith, family, followers, prayer, forgiveness, views, values, friendship, support,</b>
Enquiry 4	Core question	How do Jewish celebrate Passover (Pesach)?

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	Lens	Human/Social Sciences
	Religion	Judaism
	Core knowledge	<ul style="list-style-type: none"> <li>● Thousands of years ago the early Jews, called <b>Israelites</b>, moved to <b>Egypt</b>, where they became slaves of the Egyptians.</li> <li>● <b>Passover</b> is a Jewish celebration that remembers the freedom of the Jews from slavery in ancient Egypt.</li> <li>● The word Passover comes from the 10th plague, in which the firstborn sons of the Egyptians were killed.</li> <li>● Passover is celebrated with a family meal called Seder.</li> <li>● The food that is served on the <b>Seder</b> plate has a <b>symbolic meaning</b> about the Passover story.</li> <li>● The story of Passover is told in a guidebook for the Seder meal called the <b>Haggadah</b>.</li> <li>● <b>Matzah</b>, which is bread without yeast in, is eaten throughout the festival. This is a reminder that the Jews had to leave Egypt in a hurry and didn't have time to wait for the bread to rise.</li> <li>● Celebrations and festivals bring family and friends together to remember something that is important to them</li> <li>● Symbols in religion help people to think about the meaning of stories and special times.</li> <li>● Celebrations help Jews remember important events in Jewish history. This helps Jews to feel a sense of <b>identity</b> and <b>belonging</b> to their faith.</li> </ul>
	Core Vocabulary	<b>Israelites, Egypt, Passover, Seder, symbolic meaning, Haggadah, Matzah, identity, belonging,</b>
Year 3		
Enquiry 1	Core question	What is the <b>Trinity</b> and why is it important to Christians?
	Lens	Theology
	Religion	Christianity
	Core knowledge	<ul style="list-style-type: none"> <li>● Christians believe that Jesus Christ was the Son of God and that:                             <ul style="list-style-type: none"> <li>○ God sent Jesus to live as a human being in order to save humanity from the consequences of its sins - the bad things humanity had chosen to do which had separated them from God.</li> <li>○ Christians model themselves on the life and teachings of Jesus Christ. Jesus taught people to love God and love their <b>neighbour</b>.</li> <li>○ Jesus died on the Cross (At the Crucifixion)</li> <li>○ Jesus rose from the dead on the third day after his Crucifixion (the Resurrection)</li> <li>○ through the death and <b>resurrection</b> of Jesus this broken relationship with God is restored.</li> </ul> </li> <li>● Christians believe that Jesus was the <b>Messiah</b> promised in the <b>Old Testament</b></li> <li>● Christians believe that there is only one God, but that this one God consists of 3 "persons": - <b>God the Father; God the Son; The Holy Spirit</b></li> </ul>



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		<ul style="list-style-type: none"> <li>● In the Christian religion the Trinity is used to explain that three different people are called God in the Bible: God the Father, God the Son, and God the Holy Spirit. Trinity states that these three people all form the same God.</li> <li>● Christians believe that God created the world and that they should look after it and the people in it.</li> <li>● Christians learn the following things from the creation story: -             <ul style="list-style-type: none"> <li>○ God cares for all things.</li> <li>○ Christians believe God made our wonderful world and so we should look after it.</li> <li>○ As human beings are part of God's <b>creation</b>, they do best when they listen to God through <b>worship</b>, following the messages within the Bible and <b>prayer</b>.</li> </ul> </li> <li>● Christians talk about God by:             <ul style="list-style-type: none"> <li>○ Showing love to one another</li> <li>○ Talking about their faith in God through what is said in the Bible, prayer and worship</li> <li>○ Showing forgiveness towards others</li> <li>○ Being happy</li> <li>○ Supporting others</li> </ul> </li> </ul>
	Core vocabulary	<b>Trinity: God the Father; God the Son; The Holy Spirit, prayer, creation, neighbour , Messiah, worship, Old Testament,</b>
Enquiry 2	Core question	How do/have religious groups contribute to society and culture?
	Lens	Human/Social Sciences
	Religion	Hindu
	Core knowledge	<ul style="list-style-type: none"> <li>● Hinduism is one of the world religions. It is a religion that believes in many gods.</li> <li>● People that follow the religion of <b>Hinduism</b> are called Hindus.</li> <li>● Hindus worship one supreme being called <b>Brahma</b> who created other gods to be his helpers – Vishnu and Shiva.</li> <li>● Hindus believe that God is not up in heaven but inside each and every person, waiting to be discovered.</li> <li>● Hindus worship in a <b>Hindu Temple</b> which is also called a <b>Mandir</b></li> <li>● Hindus have several holy books; they are called Vedas.</li> <li>● Hindus believe that God exists in everything so they respect all living things.</li> <li>● Many Hindus are <b>vegetarian</b> so that they do not hurt other life forms.</li> <li>● Hindus believe that Brahman has lots of qualities and these are represented by <b>different gods and goddesses</b> who have different names and qualities.</li> <li>● Hindus choose their favourite god to worship.</li> <li>● Worship and prayer follow a ritual which includes offering to the gods. It takes place daily at the Mandir or in a shrine in the home of each Hindu.</li> </ul>

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		<ul style="list-style-type: none"> <li>● Worship gives Hindus a chance to find <b>peace and reflection</b>.</li> <li>● Worship helps Hindus to develop their own characteristics</li> <li>● Hindus use worship to give thanks for what they have.</li> <li>● Duties help Hindus to lead a good life and make <b>good choices</b> these include helping others, kindness, non-violence. Hindus believe that there is a <b>cycle of birth, life, death, rebirth</b> and the way they behave in one life affects their next life.</li> <li>● Hindus refer to their religion as ‘a way of life’</li> <li>● Hindus are able to express their beliefs in Britain. There are Hindu <b>communities</b> across the UK with a large Hindu community in Birmingham and Leicester. There are Hindu temples across the UK, including in Norfolk that enable Hindus to worship.</li> <li>● Hindu celebrations take place in the UK. Some examples are: -             <ul style="list-style-type: none"> <li>○ <b>Holi</b> – this is a festival of good triumphing over evil. The festival is used to mark the beginning of spring.</li> <li>○ <b>Diwali</b> is the five-day festival of lights, it is a festival of new beginnings and the triumph of good over evil, and light over darkness.</li> <li>○ Hindu weddings ceremonies are very colourful, and extend for several days.</li> <li>○ Diwali is an ancient festival celebrated by Hindus all over the world. It represents the triumph of good over evil and light over darkness. For Hindus, Diwali represents the start of the New Year as well as the beginning of winter.</li> <li>○ Light is important to Hindus because it commemorates the part of the Divali story that describes oil lamps being placed outside homes to light the way for Rama and Sita’s triumphant homecoming.</li> <li>○ Hindus believe that the world we live in is not the first or the last universe. For Hindus the universe was created by <b>Brahma</b>, the creator who made the universe out of himself.</li> </ul> </li> </ul>
	Core Vocabulary	<b>Hinduism, Brahma, temple, Mandir, vegetarian, Diwali, Holi, community, cycle of birth, life, death, rebirth</b>
Enquiry 3	Core question	How do Hindus make sense of the world?
	Lens	Theology
	Religion	Hinduism
	Core knowledge	Hindus believe that: <ul style="list-style-type: none"> <li>● everyone has a spark of God inside them;</li> <li>● God is the same for all of us even if we understand and worship God in different ways</li> </ul>

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		<ul style="list-style-type: none"> <li>● there is a world family, everyone individual and <b>unique</b> and created by God.</li> <li>● the atman (spirit or soul) learns new lessons in each life and revisits earth for new learning many times.</li> <li>● there are 4 stages of life (<b>ashramas</b>) to provide structure - student, householder, retirement and finally leaving home to look for God</li> <li>● Hindu weddings are an important part of the 2<sup>nd</sup> stage.</li> <li>● During the wedding <b>ceremony</b> the <b>souls</b> of the bride and groom become linked and promise to support each other.</li> <li>● Pilgrimage is an important part of the Hindu faith. Hindus are expected to undertake a pilgrimage at least once in their life time.</li> <li>● The most famous <b>Hindu pilgrimage</b> is the <b>Kumbh Mela</b>, which takes place at the <b>River Ganges</b> in India.</li> <li>● On a pilgrimage Hindus try to make sense of their life, and increase their spiritual awareness and compassion for others.</li> <li>● Hindus believe that when their dead bodies are burnt, they are returning the person's body to the natural world and that the soul moves on either to join God or to take a new body.</li> </ul>
	Core Vocabulary	<b>ceremony, sould, pilgrimage, Kumbh Mela, River Ganges, ashramas, unique,</b>
Year 4		
Enquiry 1	Core Question	What do Muslims believe and can we find similarities within Christianity?
	Lens	Philosophy
	Religion	Islam, Christianity
	Core knowledge	<ul style="list-style-type: none"> <li>● Christianity is one of the world religions. It is a religion that believes in one god.</li> <li>● People that follow the religion of Christianity are called Christians.</li> <li>● Christians are people who believe that Jesus Christ is the Son of God.</li> <li>● Christians worship in churches</li> <li>● The Christian holy book is called the <b>Bible</b>.</li> <li>● <b>Baptism</b> is a ceremony performed by most Christian churches. It is done as a cleansing symbol; showing that the person being baptised has become a follower of Jesus.</li> <li>● Families come together to celebrate a baptism. After a service at the Church, a party is usually held where families and friends get together to celebrate.</li> <li>● Islam is one of the world religions. It is a religion that believes in one god called Allah</li> <li>● People that follow the religion of Islam are called <b>Muslims</b>.</li> <li>● Muslims believe that <b>Muhammad</b> is a messenger of God (<b>Allah</b>).</li> </ul>

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		<ul style="list-style-type: none"> <li>● Muslims worship in mosques. Muslims often call the <b>mosque</b> by its Arabic name – <b>Masjid</b>.</li> <li>● The Muslim holy book is called the <b>Qur'an</b>.</li> <li>● <b>Eid al-Fitr</b> is a very important festival in the Islamic calendar and was started by the Prophet Muhammad. It is also known as 'The Feast of Breaking the Fast' and is celebrated by Muslims to mark the end of Ramadan.</li> <li>● At Eid al-Fitr Muslims wear their best clothes, decorate their homes and spend time celebrating with their friends and family. Some Muslims may give money to the poor so that they can also enjoy the day.</li> </ul>
	Core Vocabulary	<b>bible, baptism, Mohammad, Allah, Muslims, Qur'an, mosque, Masjid</b>
Enquiry 2	Core question	How has belief in Islam and Christianity impacted on music and art through history?
	Lens	Human/Social Sciences
	Religion	Islam, Christianity
	Core knowledge	<ul style="list-style-type: none"> <li>● A religion is a set of beliefs that is held by a group of people.</li> <li>● The beliefs are about the world and the people in it, about how they came into being, and what their purpose is.</li> <li>● These beliefs are often linked to supernatural beings such as God, a number of gods or spirits.</li> <li>● A global religious community has: -</li> <li>● a shared set of religious beliefs across more than one country.</li> <li>● A close <b>connection</b> through faith across the world</li> <li>● Followers are part of a world-wide family.</li> <li>● Some Muslims believe that only vocal music is <b>permissible (halal)</b> and that instruments are <b>forbidden (haram)</b>.</li> <li>● Some Muslims believe that any instrument is lawful as long as it is used for the permissible kinds of music.</li> <li>● The <b>Call to Prayer</b> is an important feature in Islamic worship. It is a type of music that uses the voice alone.</li> <li>● <b>Nasheeds</b> are moral, religious songs sung in various melodies by some Muslims of today with and without instruments.</li> <li>● <b>Arabic music</b> is the music of the Arab world with all its diverse music styles and genres.</li> <li>● There are no pictures of people or animals in a mosque. The Qur'an forbids the worship of images, and Muslim people also believe that art could never reflect the magnificence of Allah's creation well enough.</li> <li>● Islamic art is dedicated to the design of repeating, intricate, colourful patterns and to calligraphy (beautiful writing).</li> <li>● Singing is an important part of worship for Christians.</li> <li>● Christians believe that: -singing helps them communicate with God, it enables them to express many emotions including thanks, joy and sorrow.</li> <li>● Many Churches have <b>choirs</b> who lead the congregation in song.</li> <li>● Christians enjoying singing and dancing to the music.</li> <li>● Christian art is figural and expresses the ideas of Christianity and God.</li> </ul>

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		<ul style="list-style-type: none"> <li>● Images of Jesus and events from the Life of Christ are the most common subjects, and scenes from the Old Testament play a part in the art of most Christian groups.</li> <li>● Expressions of belief change over time. The change is influenced by travel and changes in society and the expectations of the people living with in.</li> <li>● Islamic and Christian music has evolved over time with new music adding on to (but not replacing) traditional music.</li> <li>● The Muslim call to prayer has remained consistent over centuries.</li> </ul>
	Core Vocabulary	<b>halal(permissible), haram (forbidden). connection, call to prayer, Nasheeds, choirs,</b>
Enquiry 3	Core question	How do beliefs shape identity for Muslims?
	Lens	Human/Social Sciences
	Religion	Islam
	Core knowledge	<ul style="list-style-type: none"> <li>● Muslims believe that Islam was revealed over 1,400 years ago in <b>Mekkah</b>, Arabia through a man called Muhammad.</li> <li>● The majority of Muslims are Sunnis – they believe that there was no successor to the <b>Prophet Muhammed</b>.</li> <li>● Shiites Muslims believe that Mohammed’s cousin Ali was his successor.</li> <li>● Both <b>Sunni</b> and <b>Shiite</b> Muslims share many beliefs: -</li> <li>● the oneness of Allah,</li> <li>● the importance of the Prophet Muhammad</li> <li>● the <b>Five Pillars of Islam</b></li> <li>● the Qur'an.</li> <li>● Sunni Muslims belief in the ‘Six <b>Articles of Faith</b>’, these are:             <ol style="list-style-type: none"> <li>1. One God</li> <li>2. The angels of God</li> <li>3. The book of God – the Qur’an</li> <li>4. The prophet Muhammad</li> <li>5. The <b>Day of Judgement</b> (the afterlife or akhirah)</li> <li>6. The supremacy of God’s will.</li> </ol> </li> <li>● Sufi Muslims are a spiritual group of Muslims. Both Sunni and Shiite Muslims can be <b>Sufi</b>.</li> <li>● All Muslims show a commitment to God by following the five pillars of Islam</li> <li>● The Five Pillars of Islam form a life plan for Muslims:</li> </ul>

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- o Shahadah: sincerely reciting the Muslim profession of faith
- o Salat: performing ritual prayers in the proper way five times each day
- o **Zakat**: giving money to charity
- o **Sawm**: fasting during the month of Ramadan
- o **Hajj: pilgrimage to Mecca**
- **Intention** is an important concept in the Islamic faith – it is about the way things are done.
- Ramadan is the month where Muslims believe that the Prophet Muhammed first received revelations of the Qur'an.
- **Ramadan** is a time of spiritual reflection, self-improvement, and heightened devotion and worship.
- Muslims believe that Ramadan teaches them to practice self-discipline, self-control, sacrifice, and empathy for those who are less fortunate.
- The end of Ramadan is marked by a big celebration called '**Eid ul-Fitr**' (the Festival of the Breaking of the Fast).
- Mosques are the heart of the Islamic life. They serve for: -
  - o Prayers
  - o for events during Islam's holiest month Ramadan,
  - o as centres for education and information,
  - o places for social welfare,
  - o for dispute settlement.
- The Iman is the religious leader of the mosque and the person who leads the prayers.
- Pray is important to Muslims, they pray 5 times a day, facing the **Ka'bah** at Makkah.
- **Prayer** gives Muslims a feeling of connection to Allah.
- **The Quran**, is the central religious text of Islam, believed by Muslims to be a revelation from God. It is organized in 114 chapters
- The **Hadith** is a record of the traditions or sayings of the Prophet Muhammad, it is a major source of religious law and moral guidance.
- The teachings of the Qur'an make a difference to life because they show Muslims how to follow Allah (e.g., don't lie, respect your parents, thank God for all the good things in life).
- Muslims believe Islam is a way of life. - the most important thing is to follow the teaching of the scriptures
- Muslims believe that God rewards those who do good deed

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	Core Vocabulary	Prophet Muhammed, Mecca, Sunni, Shiite, Five Pillars of Islam, Ramadan, Eid, Ka'bah, Hajj: pilgrimage to Mecca, Hadith, the Quran, prayer,
Year 5		
Enquiry 1	Core question	How do people express commitment to a religion/worldview in different ways?
	Lens	Human/Social Sciences
	Religion	Sikhism
	Core knowledge	<p>Core facts:</p> <ul style="list-style-type: none"> <li>● <b>Sikhism</b> originated in Northern <b>India</b> and is the world's fifth-largest organised religion.</li> <li>● Sikhism was founded 500 years ago when a man named Nanak walked through South Asia teaching others about one god, that all people are equal, and each of us can experience freedom through loving and helping others.</li> <li>● The word 'Sikh' in the <b>Punjabi</b> language means '<b>disciple</b>', Sikhs are the disciples of God who follow the writings and teachings of the <b>Ten Sikh Gurus</b>.</li> <li>● The Sikh holy book is called '<b>Guru Granth Sahib</b>'. It is a collection of teachings and writings by Guru Nanak and other Gurus as well as Sikh, Hindu and Muslim saints.</li> </ul> <p>How do Sikhs express their religious beliefs in modern Britain and in the Sikh homeland of South Asia?</p> <ul style="list-style-type: none"> <li>● Sikhs are expected to demonstrate their <b>commitment</b> to their beliefs in the way they live their daily lives.</li> <li>● Sikhism teaches that all human beings should engage themselves in behaving well, being law abiding and to treat everyone as equals in society.</li> <li>● <i>Sikhs</i> believe that God <i>can</i> be experienced through love, worship, and meditation. <i>Sikhs</i> look for God both inside themselves and in <i>the</i> world around them.</li> <li>● Sikhs worship at home and in the Sikh temple called the <b>Gurdwara</b> ('Gateway to the Guru').</li> <li>● The Sikh faith does not have an ordained clergy, any woman or man from the congregation may lead religious services.</li> </ul>
Core Vocabulary	<b>Sikhism, India, Punjabi, disciple, Ten Sikh Gurus, Guru Granth Sahib, commitment, Gurdwara</b>	
Enquiry 2	Core Question	What difference does being a Sikh make to daily life?
	Lens	Human/Social Science
	Religion	Sikhism
	Core Knowledge	<ul style="list-style-type: none"> <li>● Sikhism teaches that all human beings are equal and can realise the <b>divine</b> within them through <b>devotion</b> to God, truthful living and service to humanity. The core beliefs are: -</li> <li>● There is one God</li> <li>● All people are equal - Men and women have the same <b>rights/responsibilities</b></li> </ul>

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		<ul style="list-style-type: none"> <li>● <b>Meditation</b> is important and used to remember god</li> <li>● Sikhs are supposed to work hard and live honestly and share with others particularly those in need.</li> </ul> <p>How do religious groups contribute to <b>society</b> and <b>culture</b> in our local area?</p> <ul style="list-style-type: none"> <li>● Sikhs give food to people in need.</li> <li>● Pupils to find out where their nearest Sikh temple is and research this-possible visit.</li> </ul>
	Core vocabulary	<b>divine, rights responsibilities, devotion, meditation, society , culture,</b>
Enquiry 3	Core question	What difference does the resurrection make to Christians?
	Lens	Theology
	Religion	Christianity
	Core knowledge	<ul style="list-style-type: none"> <li>● The festival of Easter is central to Christian belief because it is the <b>Resurrection day</b>, when Jesus was raised from the grave, alive again.</li> <li>● Christians believe that Jesus died on the cross and was resurrected – came back to life after he died.</li> <li>● The <b>resurrection</b> is the foundation of the Christian belief.</li> <li>● Christians believe that Jesus was a saviour or messiah because he died on the cross to save mankind from its <b>sins</b> - this is called atonement.</li> <li>● Christians believe that when humans die, if they have lived good lives, they will be resurrected and given <b>eternal life</b> with God in heaven.</li> <li>● After death, Christians believe that they will wake up and their new life will be good.</li> <li>● Christians believe that heaven is a beautiful place of eternal happiness.</li> <li>● The resurrection teaches Christians that all things are possible, nothing is too difficult for God.</li> <li>● The resurrection gives Christians hope that there is life after this one.</li> </ul>
	Core Vocabulary	<b>resurrection, messiah, eternal, Easter, new life, sin,</b>
Year 6		
Enquiry 1	Core question	How and why does religion bring peace and conflict?
	Lens	Human/Social Sciences
	Religion/worldview	Multi-faith



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	Core knowledge	<ul style="list-style-type: none"> <li>● <b>Culture</b> is made up of a range of things that a group of followers do – the way they worship, their dress, music, <b>customs</b> and <b>traditions</b>. Each religion has its own culture and experiences.</li> <li>● Society means a group of people that share the same culture. Culture and society have changed overtime and followers have adapted the way they worship (i.e., virtual worship through the Covid pandemic).</li> <li>● A place of worship within a <b>community</b> often provides people with a point of contact within their community beyond the people that live next door to them, they go to school or work with.</li> <li>● At a place of worship, children and adults learn about their religion, about morals, social behaviour and their own values as human beings. Through collective worship they learn about what is safe in the world, how to be a good person, and what their <b>responsibilities</b> are as members of a religious group.</li> <li>● Through religion, followers are given support to work out the meaning of difficult experiences and by providing emotional, physical and spiritual <b>support</b>.</li> <li>● Within religion both <b>conflict</b> and <b>peace</b> exists. There are a range of reasons behind wars and conflict taking place, one of these reasons is due to people have differing religious and <b>moral views</b>.</li> </ul>
	Core Vocabulary	<b>culture, customs, traditions, community, responsibilities, support, conflict, peace, moral views,</b>
Enquiry 2	Core question	How do Buddhist explain the suffering in the world?
	Lens	Theology
	Religion	Buddhism
	Core knowledge	<ul style="list-style-type: none"> <li>● Buddhists try to live a good life by following the Buddha's teachings, helping them to avoid suffering and bad feelings. They believe nothing in life is perfect and the way to avoid <b>suffering</b> is to follow a set of important guidelines known as the <b>Noble Eightfold Path</b>.</li> <li>● The Four Noble Truths are a Buddhist teaching. They show Buddhists why they should follow the Middle Way. The Four Noble Truths are: -             <ul style="list-style-type: none"> <li>○ Life involves suffering</li> <li>○ Suffering is due to having <b>desires</b></li> <li>○ Suffering can be ended by overcoming desires</li> <li>○ The way to end suffering is by following the Eightfold Path</li> </ul> </li> <li>● The path that leads to the end of suffering is caused the Eightfold Path.</li> <li>● The Eightfold path says that truth is found in the <b>Middle Way</b>.</li> <li>● A person can get to the Middle Way by following the eightfold path. The eight rules are these:             <ul style="list-style-type: none"> <li>○ Right <b>Viewpoint</b>. A person should see things in a bad way at first. This way, they are never disappointed.</li> <li>○ Right <b>Values</b>. A person should try to make their <b>ethics</b> and <b>morals</b> better in small ways.</li> <li>○ Right <b>Speech</b>. A person should try to be truthful and kind when they talk.</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>o Right <b>Actions</b>. A person should try to do good things. If they cannot do a good thing, then they should try to not do a bad thing.</li> <li>o Right <b>Livelihood</b>. A person should not work at something that can hurt themselves or other people.</li> <li>o Right <b>Effort</b>. A person should try to be better.</li> <li>o Right <b>Mindfulness</b>. A person cannot be confused. They must not use drugs or alcohol.</li> <li>o Right <b>Meditation</b>. A person must try to reach enlightenment through meditation.</li> <li>● The <b>Five Moral Precepts</b> are the Buddhist version of a <b>code of conduct or rules</b> to help people behave in a moral and ethical way. Buddhists should follow the Five Moral Precepts to ensure they are living a morally good life. This helps them to get rid of suffering and achieve <b>nirvana</b>.</li> </ul>
	Core Vocabulary	<b>suffering, noble eightfold path, viewpoint, values, speech, actions, livelihood, effort, mindfulness, five moral precept, code of conduct, nirvana,</b>
Enquiry 3	Core Question	What do we mean by religion? Can we look for similarities and differences between the x6 main religions studied at Hemblington Primary School?
	Lens	Theology, Philosophy & Human/Social Science
	Religion	Christianity, Judaism, Hinduism, Islam, Sikhism, Buddhism
	Core Knowledge	<ul style="list-style-type: none"> <li>● Review of the x6 main religions studied and finding similarities and differences in beliefs, values, celebrations and how people of different faiths live their lives.</li> </ul>
	Core Vocabulary	<b>Core vocabulary from Christianity, Judaism, Hinduism, Islam, Sikhism, Buddhism enquiry question units.</b>
Enquiry 4	Core question	Why do people have different views about the idea of God?
	Lens	Philosophy
	Religion/worldview	Multi-faith
	Core knowledge	<ul style="list-style-type: none"> <li>● Religion is a collection of beliefs that people have that help them to answer some really big and hard questions, like who made the world, who should we look up to or worship, how should people behave.</li> <li>● People have different ideas about religion and God because: - <ul style="list-style-type: none"> <li>o They live in different places.</li> <li>o They live in different families</li> <li>o They think in different ways.</li> <li>o They have different friendships and communities.</li> </ul> </li> <li>● It is OK for people to believe in different things. No one religion is right or wrong.</li> <li>● The world of religion is puzzling because: -</li> </ul>





















# Hemblington Primary School

	The diversity of practice including the Gurdwara, festivals and ceremonies such as Amrit.																																		
	Symbolism including varying practice of wearing the 5Ks																																		
	Importance of values in the Sikh tradition																																		
	Global importance of Amrtisar and the Golden Temple.																																		