

I am a Citizen.

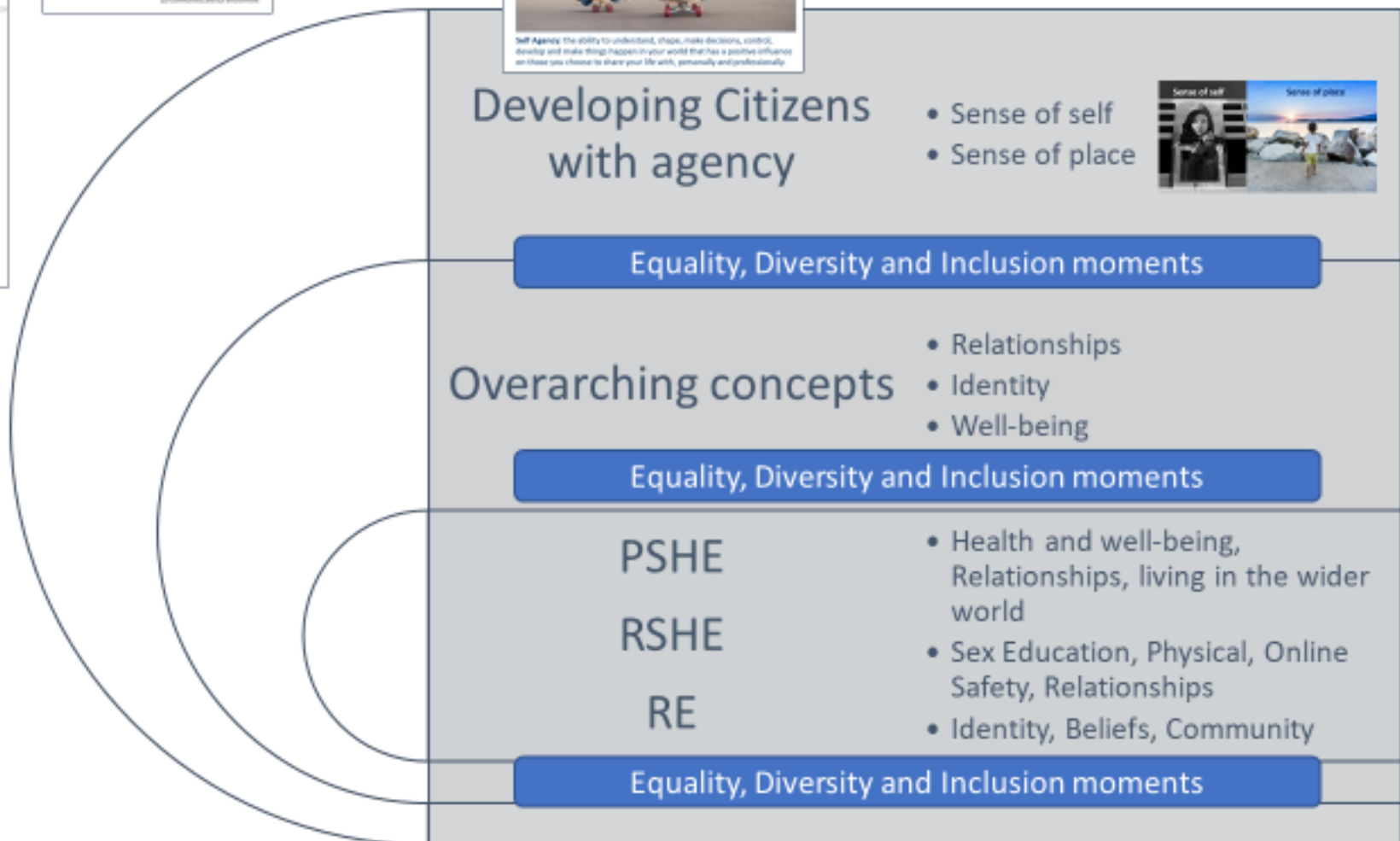
I am a citizen. I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally.



Overview – links and key concepts



High expectations for all children and young people
Equity in opportunity, achievement and attainment
Outcomes for all children
Excellence in everything we do
Tolerance and respect for all children and young people



Developing Citizens with agency

- Sense of self
- Sense of place



Equality, Diversity and Inclusion moments

Overarching concepts

- Relationships
- Identity
- Well-being

Equality, Diversity and Inclusion moments

PSHE
RSHE
RE

- Health and well-being, Relationships, living in the wider world
- Sex Education, Physical, Online Safety, Relationships
- Identity, Beliefs, Community

Equality, Diversity and Inclusion moments

What is Relationship Education?

The Government guidance sets out the content under the following headings: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', 'Being safe'. Relationships Education teaches the essential building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. In Relationships Education, children will learn about subjects including families, friendships, relationships and being safe, including characteristics of healthy family life. This covers varieties in family life, and how to recognise if family relationships are making them feel unhappy or unsafe, the rules and principles for keeping safe online, and appropriate boundaries in peer friendships.

What is Sex Education?

Under the National Curriculum, the basics of sex education fall within the science curriculum. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction. Pupils should learn the correct terminology for parts of the body and know how the body changes as they get older in preparation for adulthood.

What is Physical Health Education?

Physical Health education supports pupils to learn about making healthy choices and lifestyles, including topics such as sleep, first aid and dental care. Pupils learn how physical activity can provide immediate and long-term benefits, and reduce the risks of ill health. It also makes the links between physical and mental wellbeing. They learn about healthy foods and how healthy eating is an important part of keeping a healthy weight and protecting against some diseases.

What is Online Safety Education?

Online safety education teaches pupils:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

What is Mental Health & Wellbeing Education?

Mental health and Wellbeing Education supports children to understand their emotions and feelings, and how they can feel comfortable in sharing worries and concerns. It teaches pupils to understand what is normal and what may be an issue that they may need support with. It makes the link between physical health and mental health. It supports the development of self-regulation and how to deal with set-backs.

What is Religious Education?

RE is the exploration of a range of beliefs and values which have been part of human life since ancient times when it was close to mythology. It looks at our spiritual legacy from the past to our vibrant faith communities in the present. It makes connections with the first people who recognised humans are more than the physical body (Egyptian after life) and recognises our spirituality. It allows us to reflect on big questions about meaning and identity and the role faith has had in shaping our social values today. RE allows us to wonder.

Religious Education is an essential element of the Citizens curriculum and contributes significantly to our children developing a clear sense of self and understanding their place in the world. RE makes a significant and unique contribution to the spiritual, moral, social and cultural development and supports wider community cohesion and supports the essential elements of equality, diversity and inclusion. The CLF RE curriculum, which forms part of the Being a Citizen curriculum at Primary equips our pupils with systematic knowledge and understanding of a range of religions and world views, enabling them to develop their ideas, values and identities. Pupils gain and deploy skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. The breadth and depth of the curriculum in Religious Education should allow pupils to explore beliefs and experience; respect faiths, feelings and values, enjoy learning about oneself, others and the surrounding world, use imagination and creativity; reflect. Religious Education supports children to develop an aptitude for dialogue so they can learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, while respecting the right of others, and to develop skills, knowledge and understanding to positively participate in their society.

Through RE we acquire knowledge and understanding of Christianity and other principal religions and beliefs in the UK and globally. Explore the influence of beliefs and values on individuals, communities and cultures. Enhance our own spiritual, moral social and cultural education.

RE teaches/enables children to:

- Become a skilled cultural navigator
- Be prepared for life in a multi religious and multi secular society
- Disagree respectfully about beliefs and values which may be different to my own
- Develop a positive attitude of respect towards the values and beliefs of others
- Learn about and from the beliefs and worldviews of others without compromising my own
- Consider challenging questions about the meaning and purpose of life
- Understand the diversity of and diversity within organised/institutional and personal worldviews
- Reflect upon and make reasoned and informed responses about religious and moral issues
- Be able to reflect upon my own beliefs and values

Further reading, research and resources

<https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education>

<https://www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools/religious-education-re-and-collective-worship-in-academies-and-free-schools>

<https://www.natre.org.uk/about-re/about-re/>

<https://nasacre.org.uk/>

<https://www.subjectassociations.org.uk/>

The curriculum for RE aims to ensure that all pupils:

A. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom* found in religions and worldviews;
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- appreciate and appraise varied dimensions of religion or a worldview.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

NOTES

*The sources of wisdom found in religions and worldviews will include the key texts, the teachings of key leaders, and key thinkers from different traditions and communities. Examples include the Bible, the Torah and the Bhagavad Gita; the Buddha, Jesus Christ, the Prophet Muhammad, Guru Nanak and humanist philosophers. Other sources of wisdom might come from texts, thinkers, leaders and scientists in the contemporary world as well as from experience and informed personal reflection and conscience.

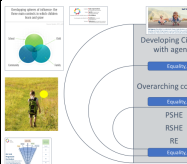
Within each year group there are 6 main themes to consider –

- **Special books and people**
- **Celebrations and Festivals**
- **Creation**
- **Resurrection and incarnation**
- **Moral and ethics laws belief (belief into action)**
- **Pilgrimages journeys places**

These can be covered at each academy’s discretion (e.g. one theme per term.) Throughout the curriculum, there should be progression and comparison of previous learning, whilst having a focus on a new worldview. Within some year groups, there is the option to choose a focus religion.

Year group	Coverage of religions and worldviews	
	Option A	Option B
Year 1	Christianity Judaism Humanism	
Year 2	Christianity Judaism Islam	
Year 3	Christianity Sikhism Humanism	Christianity Hinduism Humanism
Year 4	Christianity Buddhism	
Year 5	Christianity Hinduism Humanism	Christianity Sikhism Humanism
Year 6	Christianity Islam Humanism	

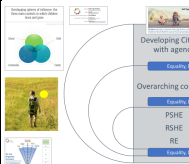
Year 1 Key Concepts, Knowledge, Vocabulary and skills – R.E.

Key concept	Key Area – Including comparing, contrasting and looking for commonality	Suggested Context/ Key Question	Key knowledge, vocabulary & Skills Artefacts and resources
	Covering... <ul style="list-style-type: none"> • Christianity • Judaism • Humanism 		
Special books and people	Christianity	Why is Jesus important? What do bible stories say about Jesus?	<ul style="list-style-type: none"> • Relate to how we all have people who are important and who are the people who support, guide and inspire you. • Become familiar with stories from the Bible which tell what Jesus did and how he helped guide people in their lives. <p>Key vocabulary - Parable, miracle, disciples, Bible, Jesus</p>
Celebrations Festivals	Christianity – The Christmas Story Judaism - Rosh Hashanah and Yom Kippur	What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Why are Rosh Hashanah and Yom Kippur important to Jewish children? Why are religious celebrations important to people?	<ul style="list-style-type: none"> • Reflect on the Christmas story and decide what gifts would be meaningful for Jesus. • I can remember some of the Christmas story. • I can suggest a gift that I would give to Jesus. • Recall key features of Christmas story in the gospels <ul style="list-style-type: none"> • Learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. • Apples and honey Challah bread (optional) Shofar audio/video • Worldview – recall features of an inspirational event/ritual/special occasion • Recall special times/season they can remember. Why were they special? <p>Key vocabulary – Christmas, celebration, Advent, Rosh Hashanah, Yom Kippur, Synagogue, New Year festival, judgement, Shofar (horned trumpet)</p>
Creation	Christianity	Does God want Christians to look after the world? Does the world belong to God? The Creation Story	<ul style="list-style-type: none"> • Look at the Christian Creation story and explore how this influences how Christians behave towards nature and the environment. • Explore how Christians feel about the natural world. • Explore how we feel about the natural world. • How do people show they care/don't care about the natural world? • Look at the Christian relationship with God in respect of looking after the world. • Explore songs/poems/prayers referring to God as creator.

	Humanism Link Other cultures link	How did the world begin?	<ul style="list-style-type: none"> • Ask questions about God. • Explore how it feels to make/create something. • I can express an opinion about the Christian belief about creation. • Learning that some people think science can explain how the world got here. They don't think there is a God who created it. • Explore how all cultures have a 'creation story' e.g. aboriginal, Mayan etc. <p>Key vocabulary – creation, Earth, beginning, belief</p>
Incarnation and resurrection	Christianity Jesus as a friend Easter -Palm Sunday	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<ul style="list-style-type: none"> • Identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) • Explore and recall stories about Jesus showing friendship and share their ideas about it. • Discuss ways in which Jesus tried to be a good friend. • Talk about how and why Christians try to help each other. • Explore and learn to know that Jesus is special to Christians. • Discuss how His welcome on Palm Sunday shows how Jesus is special to Christians. • Share and recall parts of the Easter story. • Explore and recognise some symbols that are important in the Easter story. • Discuss and show an understanding that Jesus is special to Christians and say why. <p>Key vocabulary – Easter, death, resurrection, special, important, Palm Sunday, respect, belief.</p>
Moral and ethics laws belief (belief into action)	Judaism - Shabbat	Why is Shabbat important to Jewish children?	<ul style="list-style-type: none"> • Empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. • How do latkes and doughnuts tell a story? • I can use the right names for things that are special to Jewish people during Shabbat and explain why they are special. • I can start to make a connection between being Jewish and decisions about behaviour. • Explore objects used in festivals and celebrations. • Discuss and share ideas surrounding - Why are festivals and celebrations special? • How do festivals and celebrations relate to experiences and feelings in our own lives?

			<ul style="list-style-type: none"> • Explore how Shabbat effects the lives and choices of Jewish people. • Consider what effects and guides our own lives and choices. <p><u>Key vocabulary</u> – Shabbat, Judaism, Sabbath, Challah, Kiddush, Torah.</p>
Pilgrimages journeys places	Judaism – Chanukah	Does celebrating Chanukah make Jewish children feel closer to God?	<ul style="list-style-type: none"> • Learn about Chanukah (lighting the Chanukah candles each of the 8 days of Chanukah, giving presents, food e.g. latkes; potato cakes, visiting the synagogue) • Explore how Jewish children feel when they take part in Chanukah activities. • Explore how special/important life events are remembered – in the Jewish community, Christian community and also in the children’s community. • Introduce the Dreidel game – watch video. • www.myjewishlearning.com • Tell children the story of the original event (the original story of Judas Maccabee) and light candles to reflect. Qu: If you were a Jewish child, how would celebrating Chanukah Make you feel? • Explore why children celebrate certain festivals. How does it make them feel?
	Humanism link	What other celebrations are important to people?	<ul style="list-style-type: none"> • Identify Humanistic celebrations and milestones: Naming day, Civil wedding, Natural Funeral. • Discuss and explore the milestones and important events that have taken place on the children’s life journey. How have these been celebrated? <p><u>Key vocabulary</u> – Dreidel, celebration, important, journey, Chanukah</p>

Year 2 Key Concepts, Knowledge, Vocabulary and skills – R.E.

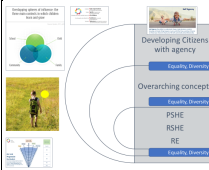
Key concept	Key Area – Including comparing, contrasting and looking for commonality	Suggested Context/Artefacts and resources	Key knowledge, vocabulary & Skills
	<p>Covering...</p> <ul style="list-style-type: none"> • Christianity • Judaism • Islam 		
<p>Special books and people</p>	<p>Judaism</p>	<p>How important is it for Jewish people to do what God asks them to do? Is God important to everyone?</p>	<ul style="list-style-type: none"> • Explore and understand the special relationship between Jews and God. Explore the promises they make to each other in the Torah - Ibrahim and Sarah. • Explore and learn a story about Abraham or Moses and say why one of these men is important to Jews today. • Explore the Ten Commandments. Children to start to explain the significance of one of the things Jews do and discuss how it shows their special relationship with God. • Discuss the importance that the Ten Commandments have to Jewish people today • Explore and compare – what rules guide your life? <p>Key vocabulary – Torah, Moses, Abraham, rules, guidance, Ten Commandments, Festival of Passover.</p>
<p>Celebration</p> <p>Festivals</p>	<p>Christianity - Christmas</p> <p>Judaism – Prayer at home, Passover, Kashrut</p>	<p>Jesus as a gift from God. Why do Christians believe God gave Jesus to the world?</p> <p>How special is the relationship Jews have with God?</p>	<ul style="list-style-type: none"> • Reflect on the Christmas story and the reasons for Jesus’ birth. • Children to recall the Christmas story and start to explain that Christians believe Jesus was a gift from God. • Discuss our thoughts on why Christians think God gave Jesus to the world. • Understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him. • Explore the Seder Plates and contents: weddings, Birthdays Birthday cake. • I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. • I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.

	Humanism	How do Humanists mark milestones in life?	<ul style="list-style-type: none"> • Explore, discuss and understand that Humanists have special ways to mark milestone moments in life. A Humanist perspective on celebrations and ceremonies www.humanismforschools.org.uk/ humanist-perspectives. • Discuss and compare - What do people do because they belong to a faith? <p>Key vocabulary – gift, Passover, Kashrut, Seder, faith, belief</p>
Creation	Christianity and Judaism	Why is our world special?	<ul style="list-style-type: none"> • Explore and share individual feelings about the world – wonder, amazement, mystery, worry, sadness • In both Christianity and Judaism - Look at songs, poems stories which show God as the creator. • Discuss and explore how these songs/poems/stories effect the way that Christians and Jewish people live their lives and treat the planet. • How do people show that they care/don't care about our world? • Explore the Humanist viewpoints towards the world. What are the key messages? How do these effect how a Humanist treats the planet? • Discuss how we as individuals treat the world – what guides us and our thinking? <p>Key vocabulary – belief, moral, viewpoint, world, environment, impact, Bible, Torah</p>
Incarnation and resurrection	Christianity - Easter	How important is it to Christians that Jesus came back to life after His crucifixion?	<ul style="list-style-type: none"> • Retell the Easter story and understand what Jesus' resurrection means for Christians. • Easter story, Resurrection appearances Mark 16: 12-13; The beach barbeque, John 21: 1-14 • Discuss and recall what Christians believe happened on Easter Sunday. • Children to suggest a different explanation as to what happened to Jesus after the empty tomb and offer their own opinion. • Discuss how Christian's belief in Jesus' resurrection affects/guides their life today. • Why after so many years is the Easter story so important to some Christians? • Explore different viewpoints towards Easter – Jehovah's Witness' viewpoint – that Jesus' death is commemorated but not his resurrection. https://www.jw.org/en/jehovahs-witnesses/faq/why-not-celebrate-easter <p>Key vocabulary - Easter, resurrection, comparison, crucifixion, tomb</p>

<p>Moral and Values, ethics, Laws Beliefs into action</p>	<p>Christianity - What did Jesus teach?</p> <p>Islam</p>	<p>Is it possible to be kind to everyone all of the time? How does what I do affect other people?</p> <p>Does praying at regular intervals help a Muslim in his/her everyday life? How?</p>	<ul style="list-style-type: none"> • Re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. • Children to give an example of when Jesus showed kindness • Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralyse Man (Mark 2) Raising the Roof - Christ's Miracles. • Discuss when I have been kind to others even when it was difficult. • I can say if I think Christians should be kind and give a reason. • Explore the values that we individually consider to be important – e.g. fairness, honesty, forgiveness, kindness... • Explore our rules and codes of behaviour. How do they help us know what to do? • Recap on what we can remember about the Ten Commandments – rules sent from God. <ul style="list-style-type: none"> • Introduction to Islam – some core beliefs and practices. • Explore the term commitment. What does commitment mean to us/to Christians/to a Muslim. • Learn about how <u>some</u> Muslims pray 5 times a day. Explore ideas on why they do this and the impact that this might have on someone's life. • I can start to think through how praying 5 times a day might help in some ways more than others. <p><u>Key vocabulary</u> – Mosque, Qur'an, prayer, Allah, Samaritan, fairness, honesty, forgiveness, kindness, commitment.</p>
<p>Pilgrimages/ journeys and places</p>	<p>Islam - Mosque</p> <p>Islam – Hajj Mecca</p>	<p>Does going to a mosque give Muslims a sense of belonging?</p> <p>Does completing Hajj make a person a better Muslim?</p>	<ul style="list-style-type: none"> • What is in a Mosque? Where is the local Mosque to you? What does a Mosque look like? • Understand why Muslims visit the Mosque and to explore whether this gives them a sense of belonging, Prayers in the mosque. • Explain what happens when Muslims pray alone or at the Mosque. • I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. <ul style="list-style-type: none"> • Discuss and explore Hajj. • Understand what happens during Hajj, and to explore the importance of this to Muslims. • I can start to think about the significance of Hajj to a Muslim. What journeys are significant and are important to me? <ul style="list-style-type: none"> • Links to other religious pilgrimages made Christian etc Humanistic – wonders of the world. Cultural impact.

	Judaism - Bat Mitzvah/ Synagogue	What is the best way for a Jew to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone?	<ul style="list-style-type: none">• We are learning to understand different ways that Jews show their commitment to God. Preparing for: Bar/Bat Mitzvah 10 commandments, Shabbat etc.• How do Jewish people show commitment? What are their milestones on their journey through life?• I can talk about one of the ways Jews show commitment to God.• I can talk about a way that Jews show commitment to God and say why this might be important and how it affects their daily life. <p><u>Key vocabulary</u> – Hajj, pilgrimage, journey, commitment, prayer, Mosque, Synagogue</p>
--	----------------------------------	---	--

Year 3 Key Concepts, Knowledge, Vocabulary and skills – R.E.

Key concept	Key Area – Including comparing, contrasting and looking for commonality	Suggested Context/Artefacts and resources	Key knowledge, vocabulary & Skills
	<p>Covering...</p> <ul style="list-style-type: none"> • Christianity • Option A Sikhism • Option B Hinduism • Humanism 		
<p>Special books and people</p>	<p>Option A Sikhism</p>	<p>What makes an inspirational person? Why did Guru Nanak become the first Guru?</p>	<ul style="list-style-type: none"> • Introduction to Sikhism – key beliefs and practices. • What makes an inspirational person? Who is inspirational to you? (Self reflection.) • Who is Guru Nanak? Explore and investigate. • Why is Guru Nanak inspirational to Sikh's today? • Introduce Guru Granth Sahib (the final Guru) – the holy book is treated as a person. • Why do you think the Holy Book was treated with such respect (i.e. wrapped in cloth, processed through Gurdwara, put to bed in its own special room?). What does it contain? Mool Mantar (the basic teaching found at the beginning of every section of the Guru Granth Sahib, repeated each day at early morning prayer at home and in the Gurdwara). www.bbc.co.uk/education/clips/z9gkq6f • How and why is the Guru Granth Sahib important to Sikh people today? <p>Key vocabulary – Guru, Guru Granth Sahib, Mool Mantar, inspiration, guide.</p>
	<p>Option B Hinduism</p>	<p>What makes an inspirational person?</p>	<ul style="list-style-type: none"> • Introduction to Hinduism – key beliefs and practices. • What makes an inspirational person? Who is inspirational to you? (Self reflection.) • Consider and explore special places for Hindus • Explore and investigate Deities • Bhagavad Gita – considered by many to be the most holy book. • Explore the concept that - Hindus believe in a universal God called Brahman, who takes on many different forms that some Hindus worship as gods or goddesses in their own rights. • The 'Gayatri Mantra' : Hindu morning prayer – how does the Gayatri Mantra affect the daily lives of Hindu people? What do they learn/gain from the prayer? • Explore how Hindus show their faith and worship. • Explore how Hindus show commitment – through life style, through diet.

			<ul style="list-style-type: none"> Explore the story of Rama and Sita – what are the key messages? <p>Key vocabulary – Temple, inspiration, Bhagavad Gita, prayer, worship</p>
Celebrations Festivals	Christianity – Christmas Humanism Link - Christmas	Has Christmas lost its true meaning? Do sacred texts have to be ‘true’ to help people understand their religion? What does Christmas mean to me?	<ul style="list-style-type: none"> Investigate what the true meaning of Christmas is to Christians. Comparison - what does Christmas means to us/myself/my culture? Children’s Bible: Christmas story. Explore the Christian belief that Jesus was God in human form. Discuss why God gave Jesus to the world. How do Christians live out their beliefs in main festivals? How does an advent calendar show the meaning of Christmas for Christians? Find out what Christmas might mean to people who do not believe in God. What happens at a non-religious Christmas? Why do people who are not Christian celebrate Christmas? <p>Key vocabulary – meaning, thought, culture, society, belief</p>
Creation	Option A Sikhism	What do Sikh’s believe about creation?	<ul style="list-style-type: none"> In Sikhism - there is no creation story. Consider whether this is acceptable – share and compare views. Consider and compare other known religions viewpoints towards creation – why do you think that Sikhism do not have a creation story? Explore the Sikh ideas surrounding Waheguru. How do these views impact Sikh’s today and their actions? Formulate own opinion as to the origins of the world. <p>Key vocabulary – Waheguru, belief, creation, origin</p>
	Option B Hinduism	How does the creation story impact Hindu’s today?	<ul style="list-style-type: none"> Explore the Hindu creation story. Learn and recall the story of Vishnu. Explore the Hindu view on the cycle, birth, life and death of our world. Explore the story of Shiva being the ‘destroyer’ of the world. How does the creation story impact Hindu’s today? How does the story make Hindus thankful for the world around us? What makes you thankful? How does this impact your own actions? <p>Key vocabulary – Vishnu, Shiva, birth, life, death, cycle, thankful</p>
Incarnation and resurrection	Christianity – Miracles	Could Jesus heal people? Were these miracles or is there some other explanation?	<ul style="list-style-type: none"> Retell Bible stories when miracles have happened and question whether Jesus really did perform miracles. Blind Man (John 9), Paralysed Man (Mark 2)

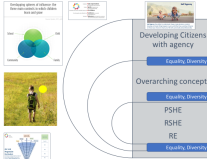
	<p>Humanism Link</p> <p>Christianity - Easter</p> <p>Humanism Link</p>	<p>Were these miracles or is there some other explanation?</p> <p>What is 'good' about Good Friday? Should religious people be sad when someone dies? What does Easter mean to me?</p>	<ul style="list-style-type: none"> I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not. What does it mean to follow Jesus today? What did Jesus teach about love, making a difference, prayer? How does that affect Christian's today? Explore possible explanations for miracles that may not include God or the divine. Recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians. 'The Last Supper' and 'The Crucifixion' Easter story: Palm Sunday, Maundy Thursday, Good Friday, etc. I can start to tell you why Christians believe Jesus' death is important and why it is still important to Christian's today. I can start to reflect on whether I agree with Christian beliefs about Jesus' death. Comparison - learn and explore that not all celebrations have the same meaning to all. (Easter eggs, Easter Bunny, Spring, family new birth.) Discuss and explore the views that Jehovah's Witnesses have towards Easter and Christmas. <p>Option B – consider linking celebrations to Holi.</p> <p>Key vocabulary – Crucifixion, Easter, Resurrection, miracle, explain, belief, symbolises</p>
<p>Moral and Values ethics, Laws Beliefs into action</p>	<p>Option A</p> <p>Sikhism – Khalsa</p> <p>Sikhism – Sharing</p>	<p>Does joining the Khalsa make a person a better Sikh? Do religious people lead better lives?</p> <p>Do Sikhs think it is important to share? Do religious people lead better lives? Is</p>	<ul style="list-style-type: none"> Understand the reasons why a Sikh may choose to join the Khalsa. The Khalsa, 5Ks Understand the impact of the 5K's on a Sikh's daily life. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa. If we were to have a joining ceremony for our class – what would it involve? What are the key values that we would want to include? Compare to what we know about Christianity – how does a Christian show commitment? Explore the key Sikh beliefs.

	<p>Sikhism – How to show commitment</p>	<p>religion the most important influence and inspiration in people’s life? Do all religious beliefs influence people to behave well towards others?</p> <p>What is the best way for a Sikh to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community?</p>	<ul style="list-style-type: none"> • Explore how Sikh beliefs affect their way of life and the importance they place on sharing. • Stories. Vaisakhi - Sikh New Year Ceremony. Other Sikh Festivals, Langer, Sewa, Gurdwara. • I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs. • I can begin to tell you if I think sharing is important or not to Sikhs. • Explore own views of sharing – is this an important part of our lives/our community? Why? How would our lives/community change if we didn’t share? • How can we improve our skills of sharing – in class/at home/in our community? What impact would this have? • Humanism view – what is the humanist view to sharing? Why do they feel that this is important? <ul style="list-style-type: none"> • Explore and understand the different ways that Sikhs show their commitment to God. • Compare their practices in order to explore which shows the most commitment. • Range of symbols and artefacts that show commitment. The 5 Ks The Gurdwara The Sikh Holy book, The Guru Granth Sahib. • Look at stories to illustrate Sikh rules for living. • I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. • I can start to evaluate which ways may show more or less commitment to God for Sikhs. <p>Key vocabulary - Langer, Sewa, Gurdwara, Guru Granth Sahib, Khalsa, Kirpan, Khanda</p>
	<p>Option B Hinduism</p>	<p>Hinduism</p> <p>How can Brahman be everywhere and in everything? Do sacred texts have to be ‘true’ to help people understand their religion? Can the arts help communicate religious beliefs?</p>	<ul style="list-style-type: none"> • Explore and investigate the Hindu belief that there is one God with many different aspects. • Look at the different Hindu deities, explaining the role of each of the Deities. • I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. • I can recognise and express my opinion about some Hindu beliefs about Brahman and gods, showing respect to Hindus. • Discuss – do we think the stories are true? Do stories need to be true to have an impact on the listener?

		<p>Are all Hindu's vegetarian? Why are people vegetarian? Should we be vegetarian?</p> <p>Should you worry about bad 'Kharma?'</p>	<ul style="list-style-type: none"> • Compare world-views – how do our beliefs effect our actions? • In what ways do they show their commitment to their religion? • Debate – should our past impact our future? Should there be a consequence for our actions? What would happen in a world without consequences?
Pilgrimages and journeys places	<u>Option A</u> Sikhism	Is pilgrimage essential to all Sikhs?	<ul style="list-style-type: none"> • Explore the Sikh pilgrimage to Amritsar. • How does this impact Sikh's today? • Why do people go on pilgrimages? • What do you gain from a pilgrimage? • Debate – is it essential to go on a pilgrimage to show commitment to your religion and beliefs? • Why do some Sikh's decide to not go on a pilgrimage? (Link to money and expenditure versus Sewa). • What pilgrimages do we have in our lives? How do they benefit us? <p><u>Key vocabulary</u> – Sewa, Amritsar, pilgrimage, journey</p>
	<u>Option B</u> Hinduism	<p>What is the best way for a Hindu to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p> <p>Would visiting the River Ganges feel special to a non-Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life?</p>	<ul style="list-style-type: none"> • Consider and demonstrate an understanding of how Hindus show their commitment to God and to evaluate if there is a best way. • Explore the concept of Puja – a form of Hindu worship:: Pilgrimage in Hinduism. • I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. • I can express why I think Hindus might choose different ways to show commitment to God. • Explore the concept of Moksha – liberation of the soul through death and rebirth. Does this concept have an effect on the choices that Hindus make in their lives? • Understand the significance of the River Ganges both for a Hindu and non-Hindu. Pilgrimage in Hinduism • I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. • I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. • Link and compare to other religious and non-religious pilgrimages covered in previous years.

			Key vocabulary – pilgrimage, passage, life event, journey, Moksha, rebirth, Puja, commitment
--	--	--	---

Year 4 Key Concepts, Knowledge, Vocabulary and skills – R.E.

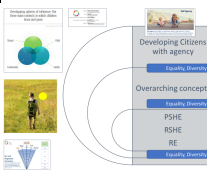
Key concept	Key Area – Including comparing, contrasting and looking for commonality	Suggested Context/Artefacts and resources	Key knowledge, vocabulary & Skills
	Covering... <ul style="list-style-type: none"> • Christianity • Buddhism 		
Special books and people	Buddhism	Introduction to Buddhism – what guides Buddhists to lead a good life?	<ul style="list-style-type: none"> • Explore Buddhism – key beliefs and practices – where/when was it founded? • Discuss the importance of the Buddha and what he taught Buddhists. Introduce The Three Jewels, Three Signs of Being, Four Noble Truths, the Noble Eight-Fold Path (this is looked at in detail later in the year.) • Discuss 5 Precepts (morals) which are the rules that Buddhists live by. How is Buddhism similar and different to other religions you know about? • Explore and investigate how Buddhists worship. Look at temples and how they compare to other places of worship - that have been previously studied. • Explore the concept of meditation – why is it important to Buddhists? • Self-reflection – what helps you to find peace? <p>Key vocabulary – Buddha, Buddhist, Temple, The Three Jewels, Three Signs of Being, Four Noble Truths, the Noble Eight-Fold Path, peace, meditation, guidance.</p>
Celebrations Festivals	Christianity - Christmas	<p>We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p> <p>What is the most significant part of the Christmas story? How does it impact Christians today?</p>	<ul style="list-style-type: none"> • Discuss and explore the symbolism in the Christmas story. • Explore the term incarnation - Jesus being God on earth. Discuss which Christmas symbols tell Christians something about the incarnation. • What do Christians learn from this? • What do the different parts/symbols in the Christmas story mean to Christians today? • I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation. • Do different Christian faith groups celebrate in the same way? Include Jehovah's Witnesses and nativity pictures which show diversity (e.g. some great Ethiopian art works) • How are symbols of light and darkness used at Christmas? https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zj446v4 • Discuss how might Christians work together locally at Christmas? <p>Key vocabulary – incarnation, symbol, belief</p>

<p>Creation</p>	<p>comparison</p>	<p>If multiple religions believe that the world is such as special place, do you think that we are looking after it correctly?</p> <p>Are we spoiling our Earth? Should we be thankful for it?</p>	<ul style="list-style-type: none"> • Investigate, contrast and compare different stories surrounding creation – main world faiths that have been covered in previous years. • What are the key messages from these creation stories? • Consider the Humanist view on creation. • Reflection – on own views of creation. • How is our world special? • Look at and explore environmental impact – do you think that the world is being cared for? Justify. • What key messages are there surrounding looking our planet in the creation stories? • Why do you think that pollution etc. is happening? • How can we action change? <p>Key vocabulary – environment, impact, change, creation, meaning, pollution, belief, morals, consequence</p>
<p>Incarnation and resurrection</p>	<p>Christianity – Easter - Forgiveness</p>	<p>Is forgiveness always possible for Christians? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>	<ul style="list-style-type: none"> • Look at the concept of forgiveness – what does it mean to us today? • Look at the concept of forgiveness within the Easter story. How does Jesus’ life, death and resurrection teach Christians about forgiveness? • Explore the story of The Last Supper. I can describe what a Christian might learn about forgiveness from a Biblical text. • What did Jesus teach about sin and forgiveness? Compare to own individual views surrounding sin and forgiveness. • Give different scenarios where forgiveness could be easy/challenging. What would the Christian/Buddhist viewpoint be? What are our own views towards forgiveness in this scenario? • I can show an understanding of how Christians believe God can help them show forgiveness. • Do all Christians celebrate Easter in the same way? - similarities and key differences <p>Key vocabulary – forgiveness, sin, resurrection</p>

<p>Moral and Values ethics Laws, beliefs</p>	<p>Christianity Humanism link</p>	<p>Do people need to go to church to show they are Christians? Do religious people lead better lives?</p> <p>What are the consequences of the moral choices we make? What people and organisations help in making moral choices? Do Christians only help Christians?</p>	<ul style="list-style-type: none"> • Discuss and understand – does someone need to go to church to show that they are a Christian? How important is going to church? Do all Christians go to church? Are all churches the same? • Look at the church community – how are people welcomed? Christian baptism, The Eucharist or Holy Communion Worship in a Christian church. • I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian’s special place has on him/her. • Discuss - does participating in worship help people to feel closer to God or their faith community? <ul style="list-style-type: none"> • Humanists believe that how someone lives their life is more important than particular buildings. • How do (Christians/Humanists/Buddhists) help locally? • Discuss how Humanists could support buildings that benefit humanity so might respect places like libraries, food banks, community gardens or projects and recycling centres. They might also see beauty in art or appreciate nature. • Explore Christian references to how we treat people – love your neighbour, treat others how you would like to be treated. Jesus helped everyone. Good Samaritan, Zacchaeus. <ul style="list-style-type: none"> • Learn and reflect on the life of the Buddha and explore how he tried to be happy. The Story of the Buddha. • I can tell you some of the things Siddhartha did to try to be happy and explain why I think they didn’t work for him. • I can begin to show an understanding of what being happy means to Buddhists. • I understand what being happy means to me. • Learning about the teachings of the Buddha and exploring what he taught about change. Stories (Kisa and the mustard seed, The angry elephant) • I can recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it. • I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place. <p>Key vocabulary – Buddha, church, commitment, values, baptism, community.</p>
	<p>Buddhist The story of Buddha and moral stories</p>	<p>Could the Buddha’s teachings make the world a better place? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p>	

Pilgrimages and journeys places	Buddhist	What is the best way for a Buddhist to lead a good life? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others	<ul style="list-style-type: none"> • Focusing on the pilgrimage through life. • Explore Buddha's teachings. • How Buddha's teachings make a difference to how Buddhists choose to live? • Investigate and explore - The Noble 8-Fold Path • I can describe how aspects of the Noble 8-fold path would help Buddhists know how to live good lives. • I can start to tell you why some aspects of the Noble 8-fold path might be hard for some Buddhists to stick to. • What guides your life? What rules/expectations do you live by? Are there any that you find hard to stick to? Why? • Design own Noble 8-Fold path. • Enlightenment: Discuss Buddhists seeking to gain Enlightenment and reach Nirvana. Link to Karma. Is Nirvana something a Buddhist would want to achieve, or is it something they would not want to? Why? <p>Key vocabulary – Noble 8-Fold Path - right view, right resolve, right speech, right conduct, right livelihood, right effort, right mindfulness, and right Samadhi, rules, expectations.</p>
--	----------	---	--

Year 5 Key Concepts, Knowledge, Vocabulary and skills – R.E.

Key concept	Key Area – Including comparing, contrasting and looking for commonality	Suggested Context/Artefacts and resources	Key knowledge, vocabulary & Skills
	Covering... <ul style="list-style-type: none"> • Christianity • Option A Hinduism • Option B Sikhism • Humanism 		
Special books and people	Option A Hinduism	Introduction to Hinduism What is the best way for a Hindu to show commitment to God?	<ul style="list-style-type: none"> • Exploring the Hindu key practices and beliefs. • Explore the Hindu deities - Monotheism and Polytheism. • Bhagavad Gita – considered by many to be the most holy book. • Looking at the 10 artefacts relating to Puja. • Explore the concept that - Hindus believe in a universal God called Brahman, who takes on many different forms that some Hindus worship as gods or goddesses in their own rights. • The 'Gayatri Mantra' : Hindu morning prayer – how does the Gayatri Mantra affect the daily lives of Hindu people? What do they learn/gain from the prayer? • Explore how Hindus show their faith and worship.

			<ul style="list-style-type: none"> • Explore how Hindus show commitment – through life style, through diet. • Explore – reincarnation, Dharma, Truth. <p>Key vocabulary - reincarnation, Dharma, Truth, Bhagavad Gita, Gayatri Mantra</p>
	Option B Sikhism	How far would a Sikh go for his/her religion? Do religious people lead better lives?	<ul style="list-style-type: none"> • Introduction to Sikhism – key beliefs and practices. • Who are the Gurus? Explore and investigate. • Why are they inspirational to Sikh's today? • Introduce Guru Granth Sahib (the final Guru) – the holy book is treated as a person. • Why do you think the Holy Book was treated with such respect (i.e. wrapped in cloth, processed through Gurdwara, put to bed in its own special room?). What does it contain? Mool Mantar (the basic teaching found at the beginning of every section of the Guru Granth Sahib, repeated each day at early morning prayer at home and in the Gurdwara).www.bbc.co.uk/education/clips/z9gkq6f • How and why is the Guru Granth Sahib important to Sikh people today? • Compare the different ways Sikhs put their religion into practice. • Formation of Kasha • I can make links between how Sikhs practise their religion and the beliefs that underpin this. • I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. <p>Key vocabulary – Guru, Guru Granth Sahib, Mool Mantar, inspiration, guide.</p>
Celebrations Festivals	Hinduism <u>or</u> Sikhism - Divali focus	Should celebrating Divali at home and in the community bring a feeling of belonging to a Hindu/Sikh child? Does participating in worship help people to feel closer to God or their faith community?	<ul style="list-style-type: none"> • Investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus/Sikhs. • Look at and explore Divali and New Beginnings Rangoli patterns, Diva lamps and Puja tray. • Reflect on what Divali means to Hindus/Sikhs – what impact does it have on their lives? • I can describe some of the ways Hindus/Sikhs celebrate Divali and start to explain how I think children might feel at Divali. I can start to say why Divali might bring a sense of belonging to Hindus/Sikhs. • If studying option B – Sikhism – consider and explore the Amrit ceremony. Reflect on how the Amrit ceremony is important to Sikh's how does this impact on their lives? Why do some Sikhs choose to become a part of the Khalsa?

	Christianity	Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion?	<ul style="list-style-type: none"> • Evaluate different accounts of the Christmas story and understand that stories can be true in different ways. • Bible stories (New Testament): The Christmas Story Luke 1 26-28, Luke 2 1-20, Matthew 1 18, Matthew 2 12 • I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation). • Look at how different Christians celebrate and of the different beliefs surrounding Christmas – Jehovah's Witness in comparison to Church of England etc. • I can explain my own opinion on whether the Christmas story is true. <p>Key vocabulary – belief, Divali, beginning, Rangoli, puja, truth, source, incarnation, Khalsa, Amrit</p>
Creation	Option A Hinduism	How does the creation story impact Hindu's today?	<ul style="list-style-type: none"> • Explore the Hindu creation story. • Learn and recall the story of Vishnu. • Explore the Hindu view on the cycle, birth, life and death of our world. • Explore the story of Shiva being the 'destroyer' of the world. • How does the creation story impact Hindu's today? • How does the story make Hindus thankful for the world around us? • What makes you thankful? How does this impact your own actions? <p>Key vocabulary – Vishnu, Shiva, birth, life, death, cycle, thankful</p>
	Option B Sikhism	What do Sikh's believe about creation?	<ul style="list-style-type: none"> • In Sikhism - there is no creation story. • Consider whether this is acceptable – share and compare views. • Consider and compare other known religions viewpoints towards creation – why do you think that Sikhism do not have a creation story? • Explore the Sikh ideas surrounding Waheguru. • How do these views impact Sikh's today and their actions? • Formulate own opinion as to the origins of the world. <p>Key vocabulary – Waheguru, belief, creation, origin</p>
Incarnation and resurrection	Christianity - Easter	How significant is it for Christians to believe God intended Jesus to die?	<ul style="list-style-type: none"> • When considering the Easter story - question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. • Bible story (New Testament): Luke 20-23 • I can start to express my opinion about Jesus' crucifixion being his destiny/purpose. • What are the views of Christians towards the crucifixion? How does this shape their lives?

			Key vocabulary – crucifixion, Holy week, gift, consequence
Moral and Values ethics, laws, Beliefs	Option A Christianity and Hinduism	<p>How can Brahman be everywhere and in everything?</p> <p>What guides a Hindu through their life?</p> <p>What happens after you die? What are your thoughts on after life?</p> <p>Compare with Christian, Hindu and Humanistic beliefs on life and death.</p> <p>What is the best way for a Christian to show commitment to God?</p>	<ul style="list-style-type: none"> • Understand the Hindu belief that there is one God with many different aspects. Hindu gods: Brahman, Vishnu, Shiva (tri-murti) Hindu beliefs about God. • I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives. I can express my understanding of how Brahman can/cannot be in everything • Understand the impact of certain beliefs on a Hindu's life. • Do beliefs in karma, samsara and moksha help Hindus lead good lives? • Consider the Christian/Humanist/Hindu views on what happens when we die – what similarities are there? What differences are there? • What stories/songs/scriptures relate to life after death? • How do these views impact on how Christians/Hindus/Humanists live their lives? • Express and debate our own views on Hindu/Christian beliefs – do they make sense to you or not? Justify. • Consider – what do you believe happens after you die? Why do you think that? • Understand how Christians show their commitment to God and to evaluate if there is a best way. • Bible Story The Ten Commandments Love thy neighbour as thyself - Letter to the Galatians Holy Spirit • I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. • I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life. <p>Key vocabulary – after life, reincarnation, peace, judgement, soul</p>
	Option B Christianity and Sikhism	<p>What is the best way for a Sikh to show commitment to God?</p> <p>Do all religious beliefs influence people to behave well towards others?</p>	<ul style="list-style-type: none"> • Explore and investigate the different ways in which Sikhs show their commitment to God. • Evaluate if there is a best way to show commitment. • Explore and discuss how the following effect the lives of Sikhs - The Sikh Holy Book - Guru Granth Sahib, The 5Ks of Sikhism. • Are these practices important to all Sikh's equally? I can show an understanding that some will be more significant to some Sikhs than others.

		<p>Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion?</p> <p>What is the best way for a Christian to show commitment to God?</p>	<ul style="list-style-type: none"> • I can start to express what I think about the best way a Sikh could show commitment to God. • Explore and recall some key Sikh stories. Debate and discuss the relevance of Sikh stories today. Bhai Lalo and Malik Bhago, Vaisakhi - Birth of the Khalsa. • Why are stories important? How do they affect our lives and actions? • I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story to Sikhs and non-Sikhs. • What guides us in our lives? • Understand how Christians show their commitment to God and to evaluate if there is a best way. • Bible Story The Ten Commandments Love thy neighbour as thyself - Letter to the Galatians Holy Spirit • I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. • I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life. <p>Key vocabulary – commitment, Guru Granth Sahib, relevance, commandment.</p>
<p>Pilgrimages and journeys places</p>	<p>Option A Hinduism</p>	<p>What is the best way for a Hindu to show commitment to God? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others?</p> <p>Would visiting the River Ganges feel special to a non-Hindu? Do religious people live better lives? Is religion the most important influence and inspiration in everyone's life?</p>	<ul style="list-style-type: none"> • Consider and demonstrate an understanding of how Hindus show their commitment to God and to evaluate if there is a best way. • Explore the concept of Puja – a form of Hindu worship:: Pilgrimage in Hinduism. • I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. • I can express why I think Hindus might choose different ways to show commitment to God. • Explore the concept of Moksha – liberation of the soul through death and rebirth. Does this concept have an effect on the choices that Hindus make in their lives? • Understand the significance of the River Ganges both for a Hindu and non-Hindu. Pilgrimage in Hinduism • I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.

			<ul style="list-style-type: none"> • I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. • Link and compare to other religious and non-religious pilgrimages covered in previous years. <p>Key vocabulary – pilgrimage, passage, life event, journey, Moksha, rebirth, Puja, commitment</p>
	Option B Sikhism	Is pilgrimage essential to all Sikhs?	<ul style="list-style-type: none"> • Explore the Sikh pilgrimage to Amritsar. • How does this impact Sikh's today? • Why do people go on pilgrimages? • What do you gain from a pilgrimage? • Debate – is it essential to go on a pilgrimage to show commitment to your religion and beliefs? • Why do some Sikh's decide to not go on a pilgrimage? (Link to money and expenditure versus Sewa). • What pilgrimages do we have in our lives? How do they benefit us? <p>Key vocabulary – Sewa, Amritsar, pilgrimage, journey</p>

<p>Creation</p>	<p>Islam, Judaism, Christian creation stories</p>	<p>Comparing all creation stories Consider non-religious/Humanist view</p>	<ul style="list-style-type: none"> • Explore, investigate and recap the different creation stories for Judaism, Islam and Christianity. • Compare and contrast the stories – what are the common elements/themes? Where do the stories differ? Why do the stories differ? • Consider the Humanist/scientific ideas surrounding the creation of the Earth. • Why do humans ponder the creation of the planet? Why is it important for humans to know about the creation of the world? Why does it feature in many world faiths? Do science and religious stories compliment or contradict each other? Can a scientist be a Christian/Muslim etc.? • Explore, debate and form own opinion on the creation of the world. <p>Key vocabulary – creation, compare, argue, disagree, agree, consider</p>
<p>Incarnation and resurrection</p>	<p>Christianity</p>	<p>2000 years on... Is Christianity still a strong religion 2000 years on? How and why is the message of God/Jesus still prevalent to Christians today?</p>	<ul style="list-style-type: none"> • Examine the influences Christianity still has in the world and evaluate whether it is still a strong religion. • Explain and suggest a range of arguments to suggest that Christianity is a strong religion today and also give opposing arguments/views. • Is Christianity a relevant religion in today's world? • How have the actions and examples of people of faith or belief changed our world? (Continue to change?) <p>Key vocabulary – relevant, debate, argue, justify, faith, message</p>
<p>Moral and Values ethics, Laws, Beliefs</p>	<p>Islam Christianity, Islam and link to Humanism</p>	<p>What is the best way for a Muslim to show commitment to God? Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death?</p>	<ul style="list-style-type: none"> • Explore and gain understanding into some of the ways Muslims show commitment to God and to evaluate whether there is a best way. • Explore and investigate the 5 Pillars of Islam -1st Shahada – Faith, 2nd Salat - Muslim prayer Muslims and 3rd Zakat- Charity, 4th Sawm - Fasting during Ramadan – 5th Hajj – link to Pilgrimage. • Explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. • I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life. • How does Hadith guide Muslims through the journey of life? <ul style="list-style-type: none"> • Evaluate different beliefs about eternity and to understand the Christian perspective on this. • Consider eternity through - Weddings, Bible stories, 10 Commandments The Lost Son, Healing, Forgiveness, Love

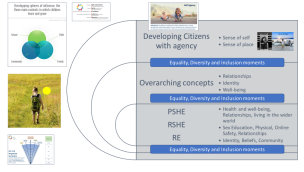
		<p>Is anything ever eternal?</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	<ul style="list-style-type: none"> • I can make links between different Christian beliefs and their views on whether anything is ever eternal. • What did Jesus teach about life after death? • What do Jesus' miracles teach Christians/us about some of the big questions of life? • I can reflect on my own beliefs about whether anything is eternal. • Consider: Heaven, life, after life. Where do you go? • How do Humanists mark milestone moments in life? • Understanding humanism – a clip about death http://understandinghumanism.org.uk/ • Explore and identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. Consider the Qur'an and its importance. • I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. • I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. • Challenge stereotyping through understanding different Muslim interpretations of Jihad, and how this links to getting to Heaven. • I can explain two different Muslim interpretations of Jihad. • I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. <p>Key vocabulary – commitment, Akhirah, Qur'an, Heaven, death, eternity, forgiveness, judgement</p>
<p>Pilgrimages and journeys places</p>	<p>Islam Christianity Humanism</p>	<p>What is the difference between a pilgrim and a tourist?</p> <p>Do all people of faith have to go on a pilgrimage?</p>	<ul style="list-style-type: none"> • Consider and investigate why Jerusalem is important to Christians, Jews and Muslims. • Consider current affairs (age appropriate) surrounding Jerusalem. • Consider – do all people of faith have to go on a pilgrimage? • How does a pilgrimage benefit someone's life? • What is the impact on ourselves for the journeys and visits we make? • Look at artistic and symbolic works associated with pilgrimages. Canterbury Cathedral https://www.westminster-abbey.org/teaching-resources/where-do-christians-go-on-pilgrimage • Compare viewpoints surrounding pilgrimage – Hajj/Mecca, Bethlehem, Jerusalem, wonders of the world. • Express own views on pilgrimage. <p>Key vocabulary – journey, pilgrimage, Hajj/Mecca, Bethlehem, Jerusalem, wonders of the world.</p>

I am a Citizen.

I am a citizen. I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally.



Year 1 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key concept	Key Area	Suggested Context	Key knowledge, vocabulary & Skills
	<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (Biology - animals)</p> <p>PSHE lesson</p>	<ul style="list-style-type: none"> • Know that offspring are very much (but not exactly) like their parents. (statutory- science) • Understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young (statutory science) EDI: care givers will be different for different families • Understand the lifecycles of animals and humans (Jigsaw) • Say how their body has changed since they were a baby (Jigsaw) • Name the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus (not statutory- sex ed) (Jigsaw) EDI: bodies might be different but we are still equal
	<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (Biology - animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodfactoflife.org.uk/professional-development/fft-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> • Say how their body has changed from being a baby. (statutory health education) EDI: to be aware that not everybody changes in the same way • Name ways of taking care of their body: exercise, cleanliness, healthy foods and rest (statutory- science); • Know the difference between being healthy and unhealthy and know some ways of keeping themselves healthy – e.g. exercise, sleep (Jigsaw) EDI: exercise is important but we can't all exercise in the same way e.g. disabilities • Know how to make healthy life style choices (Jigsaw) • Say ways to keep clean and know that germs can cause disease and illness (Jigsaw) • Name some household products (including some medicines) that could be harmful if not used properly (Jigsaw). • Know that medicines can help when feeling ill (Jigsaw)
	<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Name the members of own family and understand that there are lots of different types of families including LGBT families (Jigsaw) • Say what a good friend means and how to manage conflict (Jigsaw) • Understand appropriate ways of physical contact to greet friends and make preferences around these (Jigsaw) EDI: different cultures have different greetings/expectations • Name who can help in school community (Jigsaw) • Be able to identify own qualities as a person and friend, including self respect and empathy (Jigsaw) • Be able to identify special people and why they are special (Jigsaw) EDI: valuing and respecting everyone's choice as to who is special – these will be different for different people • Make choices based on an understanding of difference and with an absence of prejudice (Jigsaw)
	<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Name their rights and responsibilities as a member of the class (Jigsaw) EDI opportunity – equal rights and inclusive culture • Know that individual's views are valued and respected and they can add to a collective understanding (Jigsaw) EDI opportunity – respectfully disagree as there are multiple beliefs • Know that there are choices and consequences (Jigsaw) • Know when they are feeling safe • Know what it feels like to belong and describe this • Know how to make a class safe for everyone to learn

			<ul style="list-style-type: none"> Recognise how it feels to be proud of achievements EDI: people's achievements will be different – celebrating and respecting all achievements. Know a range of feelings when facing consequences of actions Know choices in relation to class agreements
	<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> Know there are exciting places online but they need to follow certain rules to remain safe. Know that many websites ask for information that is private and discuss how to responsibly handle such requests Say some ways of how to behave online and how to recognise online bullying.

Year 2 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary and skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	<ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private (not statutory- sex ed) (Jigsaw) EDI: bodies might be different but we are still equal – opening up about protected characteristic of gender Identify some parts of the body
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodafactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> Know about safe and unsafe exposure to the sun Say why dental health, good dental hygiene and regular check-ups are important EDI: respect for others and not everyone has the same opportunities e.g. going to the dentist
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> Name different members of their family, understand their relationships with each of them and know why it is important to share and cooperate (Jigsaw) EDI: what is a family – everyone is welcome, acknowledge difference and diversity in family structure Know there are lots of forms of physical contact within the family and that some of this is acceptable and some is not. (Jigsaw) Say some ways that cause conflict with friends (Jigsaw) Identify when it is sometimes good to keep a secret, and when it is not. (Jigsaw) Name and show how to appreciate people who can help in their families, schools and community (Jigsaw) EDI: these will be different for different groups; model positive role models from diverse backgrounds Say how people can express appreciation for the people in special relationships. (Jigsaw)
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> Identify hopes and fears (Jigsaw) EDI: different depending on personal experience, culture etc. Aspirations for all children Name their rights and responsibilities (Jigsaw) EDI opportunity – equal rights and inclusive culture Be able to listen and contribute (Jigsaw) EDI: ensuring everyone has a voice (EAL or SEND resources to support these children) Know choices and consequences (Jigsaw) Recognise the feeling of worry and know how to ask for help EDI: different depending on personal experience, culture etc. Know how to make others feel safe Work cooperatively Be able to talk about feelings
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> Know some ways to stay safe online and how to avoid sharing personal information and images Know how to communicate appropriately online and what friendship means online. EDI: showing respect for others online Understand how to respond to cyberbullying EDI: showing respect for others online Name ways to behave online and whether to trust everything they read Know what to do when not feeling safe online

Year 3 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary & skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodfactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> • Say how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (statutory) • Know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby (statutory) • Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies (statutory)
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Name the roles and responsibilities of each member of their family and reflect on the expectations for males and females (statutory) • Name the skills of friendship (statutory) • Explain how the actions and work of others around the world help and influence others (statutory) • Name the needs and rights of children and how their lives differ from other children (statutory) • Say how to express appreciation (statutory) <p>EDI: Understand what <u>equality</u> means in relationships – male and female roles – not predefined but some cultures choose to live that way and that is acceptable too. Mum and dad can do different roles and we respect that this is the case.</p> <p>Exploration of stereotypes – portrayal of roles</p>
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Recognise own self worth and be able to identify positive things about self (Jigsaw) • Able to recognise own achievements (Jigsaw) • Can set personal goals (Jigsaw) • Able to face new challenges positively (Jigsaw) • Can make responsible choices (Jigsaw) • Say why rules are needed and relate to rights and responsibilities (Jigsaw) EDI – possible links to discrimination • Know how actions affect self and others (Jigsaw) • Care about others' feelings (Jigsaw) • Value self and others • Recognise feelings of happiness, sadness, or worry in self and others • Work cooperatively • Identify what behaviours bring certain consequences • Judge whether feelings and behaviour is appropriate and proportionate
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> • Say how to stay safe when online and how to stay respectful • Use advanced internet searching to explore whether the internet can be used to authenticate facts • Evaluate the benefits of using strong passwords • Develop knowledge of creating a positive online reputation and how technology can impact on health • Practice positive relationships online

Year 4 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary & skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodfactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> • Know that some personal characteristics come from birth parents and that this happens as a result of the joining of the egg and sperm (statutory) • Name internal and external parts of the male and female body that are necessary for making babies (statutory) • Say how a girl's body changes in order for her to be able to have babies when she is an adult, and that the menstruation (having periods) is a natural part of this (statutory) – EDI – possible link to disabilities and how some bodies don't develop in the same way.
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Name situations that can cause jealousy- (Jigsaw) • Know that people identify others as people they love and care for and Identify people they care for and love (Jigsaw) • Identify relationships that can be at a distance – (Jigsaw) • Understand how friendships change, how to make new friends and deal with falling out- (Jigsaw) • Understand what a girlfriend/boyfriend/partner might mean when they are older- including respect for LGBT relationships Jigsaw • Know how to show love and appreciation to people and animals - Jigsaw
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Know how actions and attitudes affect others- (Jigsaw) • Say what a school community is and role within it- (Jigsaw) • Discuss how democracy works –(Jigsaw) EDI: Discrimination discussion – do all voices get represented? • Care about others' feelings - (Jigsaw) • Know how groups make decisions – (Jigsaw) • Understand about affect of individual voice on the community – (Jigsaw) • Recognise positive feelings of being included and what it feels like to be excluded EDI: What might be the reasons for inclusion/ exclusion - .e.g. colour of skin, disability and how this is not acceptable. • Contribute to groups • Know how rewards and consequences affect motivation • Understand why there are group rules • EDI: The impact of positive and negative emotion and that all emotions are fine, it is just the way we respond
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> • Understand what 'fake news' means and to assess what they real • Develop skills to understand fact and fake • Describe different online reputation • Say how technology can have a negative impact on people's lives • Identify how bullying can take place online

Year 5 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary & skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	<ul style="list-style-type: none"> Identify phases of life cycle: birth, growth, reproduction, death (statutory – science) Know the life process of reproduction in some plants and animals (statutory – science) Understand that sexual intercourse can lead to conception and that is how babies are usually made (non- statutory- Jigsaw) Understand that sometimes people need IVF to help them have a baby (non statutory- Jigsaw)
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodafactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> Understand that a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally (statutory- health ed) Identify what parts the body change during puberty (statutory- health ed)
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> Identify how online communities can be positive and negative – (Jigsaw) EDI: Stereotypes of female and male imagery Name the rights and responsibilities of an online community- (Jigsaw) EDI: tackling prejudicial language Name the rights and responsibilities of playing and online game- (Jigsaw) Identify how much screen time is healthy – (Jigsaw) Have an accurate picture of who they are (characteristics and personality) Explain how to stay safe when using technology Understand racism – explore differences and the tolerating different cultures and beliefs. Understand bullying – what are the causes of this?
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> Identify ways to face new challenges positively and set goals- (Jigsaw) Name the rights and responsibilities as a citizen of a country- (Jigsaw) Name the rights and responsibilities as a citizen of the school – (Jigsaw) Know the choices available and consequences- (Jigsaw) Able to contribute to a group and how it functions best as a whole (Jigsaw) Know what democracy is and how individual's voice is important – (Jigsaw) Identify positive things about school setting Identify hopes and fears Empathise with others whose lives are different EDI: inclusion – understand other cultures, values and beliefs Can see how actions have affected others Identify how school community benefits from collective rules and agreements
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> Name respectful online behaviour and consequences of disrespectful behaviour Know the impact of online 'influencers, such vloggers on YouTube EDI: awareness of certain communities promoting certain ideologies around race/ sex Describe online communities and how they can influence own ideas Understand what copyright means Explain how to stay safe when using technology – Jigsaw

Year 6 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary & skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	<p>• Understand human growth stages:</p> <p>Puberty: Glands and hormones (Endocrine System), growth spurt, hair growth, breasts, voice change</p> <p>The reproductive system: Females: ovaries, fallopian tubes, uterus, vagina, menstruation □ Males: testes, scrotum, penis, urethra, semen</p> <p>Sexual reproduction: intercourse, fertilisation, zygote, implantation of zygote in the uterus, pregnancy, embryo, foetus, newborn (statutory – sex ed)</p>
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodfactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> • Say how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (statutory – health ed) • Describe how a baby develops from conception through the nine months of pregnancy and how it is born (statutory – health ed) • Know how to make a clear and efficient call to emergency services (statutory – health ed) • Know of basic first aid (statutory – health ed) <p>EDI: Identity – how you feel when going through change/ belonging</p> <p>Equalities act – protected characteristics</p>
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Identify ways take care of their mental health- (Jigsaw) • Know there are different stages of grief and there are different types of loss that cause people to grieve – (Jigsaw) • Recognise when people are trying to gain power or control – (Jigsaw) • Make a judgement about online content and whether it is safe and helpful- (Jigsaw) • Use technology positively and safely to communicate to friends and family – (Jigsaw)
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Able to set goals – (Jigsaw) • Know how to express fears and worries about the future –(Jigsaw) • Name the universal rights for all children but know some are not met for some children- (Jigsaw) • State how actions affect others globally and locally – (Jigsaw) EDI Prejudice discussion opportunity • Identify how choices link to rights and responsibilities, rewards and consequences – (Jigsaw) EDI: Equalities act – protected characteristics • Say how individuals influence groups- (Jigsaw) • Know what democracy is and how individual's voice is important – (Jigsaw) • Able to feel welcomed and valued and do this to others EDI: inclusion of all • Identify own wants and needs and have an awareness of others in different communities EDI: disabilities • Identify that actions can affect self and others • Identify that actions can affect self and others • Empathise with others • Contribute to a group
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> • Identify benefits and issues with online gaming and chat sites • Know how to deal with difficult situations online • Say how social media shapes our views • Know how debt can be created by online use

Appendix 1: Rationale

High quality relationship, health and sex education is vital in the development of children at school but also beyond school. It ensures that children are able to develop the skills that are vital to being successful citizens in their communities and also to understand who they are as individuals. Underpinning the key concepts is the importance of wellbeing in affecting pupil's educational and personal achievements. It is a platform to ensure children thrive and flourish and build resilience.

This curriculum is coherent, which means it has been carefully considered and follows a deliberate order. It makes connections with other curriculum areas, which reflects the importance of RHSE being delivered in a holistic way in addition to discrete sessions. It is also supported by the academy's cultures, values and ethos.

The key concepts outlined will be revisited year on year to build on prior knowledge, recognising when children are emotionally ready to deepen their understanding.

Appendix 2: References

Barlow, J., Stewart-Brown, S and Wells, J. (2003) A systematic review of universal approaches to mental health promotion in schools. *Health Education (online)*, 103, pp197-220 (Accessed June 18th 2020)

Boucher, S., Dobia, B., Champion, C., Cummins, R., Graetz, B., Killick-Moran, C., Littlefield, L., Souter, M. and Trinder, M. (2008) Kids Matter: A Population Health Model to Support Mental Health and Wellbeing in Primary Schools. *International Journal of Mental Health Promotion*. 10 (4), pp13-20. (Accessed June 18th 2020)

Crow, F. (2008) Learning for well-being: personal, social and Health education and a changing curriculum. *Pastoral Care in Education*. 26 (1), pp43-51 (Accessed 1st August 2020)

Department for Education (2018) *Mental Health and wellbeing provision in schools: review of published policies and information*. London: HMSO

Department for Education (2018) *Mental Health and Behaviour in Schools*. London: HMSO

Department for Education (2019) *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. London: HMSO

Dudley, D.A., Wayne, G. and Peralta, L, R. (2015) Teaching Approaches and Strategies that Promote Healthy Eating in Primary Schools: a systematic review and meta-analysis. *International Journal of Behavioural Nutrition*. 12 (28) pp1-26

Fairclough, S. and Stratton, G (2005) Physical Activity Makes you Fit and Healthy: physical education's contribution to young people's physical activity levels. *Health Education Research*. 20 (1), pp14-23

Marryat, L., Minnis, H., Thompson, L. and Wilson, P. (2018) Primary Schools and the Amplification of Social Differences in Child Mental Health: a population- based cohort study. *Epidemiol Community Health*. 72, pp 27-33. (Accessed June 17th 2020)

Moodie, A (2017) *Cooking Matters: A Comprehensive Guide Toolkit and guidance for Teaching Cooking and Nutrition in Primary Schools*. Available at healthandwellbeing@islington.gov.uk

Public Health England (2015) *Food Teaching in Primary Schools: A Framework of Knowledge and Skills*. London: PHE

Websites:

https://www.intofilm.org/theme/7?qclid=CjwKCAjwm_P5BRAhEiwAwRzSO3cnKSijgLLiKo9yomn6zWqGQv1n1UZcSxD5V282JKaQ1y78jZCeHRoCJfMQAvD_BwE

https://www.iigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/?infinity=ict2-net-gaw-ar-427387168496-kw-%2Bpshe%20%2Bcurriculum~mt~b~cmp-England%20-%20PSHE-ag-PSHE%20Curriculum&qclid=CjwKCAjwm_P5BRAhEiwAwRzSO39Wdl-AM-bCU4sj1bx19T8yABzpgkZo4ybg6gkMmy0uNNH_w5lkDhoCHG0QAvD_BwE

<https://www.mentallyhealthyschools.org.uk/resources/respectmeans-lesson-plan/>

<https://www.mentalhealth.org.uk/campaigns/mental-health-schools-make-it-count>

<https://www.pshe-association.org.uk>

<https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/>

WWW.redcross.org.uk