Lancashire Field of Enquiry

- 1. SHE- shared human experience the nature of human being.
- 2. **B&V- beliefs and values** which lie at the heart of these traditions.
- 3. LRT- living religious tradition principal religious traditions encountered in the world.
- 4. **SPM** the **search for personal meaning** a lifelong quest for understanding.

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS: Why	Special times: How an	d why do we	Special stories: Why are s	ome stories special?	Special places: What buildings and places are special		
are	celebrate? What times	s are special to	What special messages ca	n we learn from	different people? OR What is	s special about our world?	
some things	different people and w	vhy?	stories?				
special?							
Every Year	Christianity- Harvest		Special Stories from the B	ible: Wise and Foolish	What is special about our wo	orld?	
	Little Red Hen		Man, David and Goliath.		Stories: God's Quiet Things a	nd In the Beginning.	
	Wheat and farming		Invite Vicar/member of co	ongregation to interview			
	Harvest around the wo	orld	why Bible special to them		Islam- Mohammed and the C	Camel.	
					https://www.bbc.co.uk/bites	size/clips/z9tqb82	
	Jewish festival Sukkot.		Islam- Qu'ran Muhammad	l in the Cave	from 02:40 secs		
			https://www.bbc.co.uk/b	tesize/clips/z9tqb82	Mohamad and the Ants		
	Remembrance- purple	poppy. Role of Red	Invite a Muslim faith repre	esentative into school.			
	Poppy. Extend to Purp	ole Poppy for HA -	Ask them to explain the in	nportance of the Qur'an			
	animals during the wa	r.	and how they treat it diffe	erently from other	Special Places – Holy places:	Church, Mosques and	
			books.		Temples.		
	Christmas						
	Judaism- Hanukah Fes	tival of Lights	Lent- Making pancakes. Je	sus in the wilderness.			
	Hinduism- Diwali Festi	val of Lights			Eid (Use planning from EYFS	Autumn term)	
			Easter story.				

Key Content	Harvest Sukkot Remembrance Day Hanukah Diwali Christmas	Stories from the Bible and the Qu'ranChristianityWise and Foolish House Builders (NT)David and Goliath (OT)Jesus and the Thankful Leper (NT)Zacchaeus (NT)(Could link to Questful RE- Stories Jesus Heardand Stories Jesus Told for additional materials.)	(Use Imran-persona doll- when talking about the Mosque and why it is a special place for Muslims. Use Daniel persona doll when talking about special places for Jewish people.) Mohammed and the Camel. https://www.bbc.co.uk/bitesize/clips/z9tqb82 from 02:40 secs
		Islam Story of the first revelation of the Qur'an to Muhammad in the cave at Hira with the help of the angel Jabril. Mohammed and the cat. (Use Greatest stories from the Qu'ran and video clips outlined in MTP. Use Imran- person doll- to bring in these special books/stories to share with the class.)	Mohamad and the Ants Eid-ul-Adha
End of unit expectations	Can children: • Give examples of special occasions and suggest features of a good celebration • Recall simple stories connected with Christmas/Harvest/ Diwali and Eid • Say why festivals are special times for believers of different faiths	Can children: • Talk about/ recall some religious stories e.g. through role play, art, model making • Share features of a story that they like and explain why • Identify a sacred text e.g. Bible, Qur'an • Identify that the Bible and Qur'an are special	 Can children: Talk about their special place and explain why it is special Be aware that some Christians, Muslims and Hindus have places that are special to them Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu Identify some significant features/ objects found inside and outside a Church or Mosque Identify new vocabulary Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque Talk about the wonders of the natural world Recall simple stories connected

			 With Eid and say why it is special to the Muslim faith. Express ideas about how to care for animals and plants Re tell stories to explain Christian and Muslim ideas about Creation and the natural world Talk about ways in which people can harm the natural world Talk about ways in which people can look after the natural world
Key Vocabulary	Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, special, family, Ramadan, Religion, fasting, Diya Lamp, Rangoli.	Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, God, Jesus, trust, brave, strong, weak, thankful, foundations, message/messenger, Muhammed, Angel Jibril, prophet.	Christian, Muslim, Hindu, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, mandir, respect, deity, murti, namaste, aum, puja, prashad. Nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique.

Key Stage 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key considerations for teaching over a two year cycle and related resources	Christianity (God) Related resources in Understanding Christianity 1 1 God.	Christianity (Jesus) Related resources in Questful RE unit 1.3 Christmas and Understanding Christianity Unit 1.3 Incarnation.	Islam Use Imran persona doll. If completing this unit after cycle B children will be able to make comparisons between the beliefs of Christians and Muslims in relation to creation.	Judaism Use Daniel Persona Doll to introduce these stories to pupils.		Christianity (Church) Related resources in Questful RE Unit 1 7 Why is Baptism Special? And Understanding Christianity 1.1 God
Year A What do people say about God?	Christianity (God) God the Father Prayer	Christianity (Jesus) The nativity story Beliefs about Jesus as God incarnate Christmas	Islam God as creator Care for the planet	Judaism God's promise Noah Abraham Trusting in God	Hindu dharma One God in many forms God in all things Expressing ideas about God	Christianity (Church) Baptism Belonging

Key Content	Know that Christians refer to God as 'Father' Talk about why Christians might compare God to a loving parent Talk about how and why Christians might want to talk to God (prayer) Suggest symbolic meanings of rituals and items used in Christian prayer	Know a simple version of the nativity story Talk about why Christians would say that Jesus is a special baby Talk about how different characters in the nativity welcome the baby Jesus Identify religious aspects of Christmas celebrations Talk about why Christmas is a special time for Christians	Know that Muslims believe in one God (Allah) Know that Muslims believe the world was created by God Talk about why Muslims might value the natural world Know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet Suggest how Muslims might show respect for God by caring for the natural world	Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham) Give an example of a core value or commitment (trusting that God will keep his promise) Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival) Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should	Know that Hindus believe in one God in many forms Know that Hindus believe that God is present in all living things Suggest what Hindus might learn about God from the story of the blind men and the elephant Talk about how and why Hindus might use statues and images (murtis) in their worship Suggest symbolic meanings expressed in the images	Know that some Christians welcome babies into God's family (the Church) with baptism ceremonies Talk about what it might mean to belong to the Church family Identify features of baptism – e.g. the font, candles, godparents Talk about why parents might want to have their child baptised
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Key considerations for teaching over a two year cycle and related resources	Christianity (God) Related resources in Questful RE Unit 1.2 God and Creation, and Understanding Christianity Unit 1.2 Creation.	Christianity (Jesus) Related resources in Questful RE Unit 2 2 Christmas Good News and Understanding Christianity Unit 1.3 Incarnation	Hindu dharma If children are completing this unit before cycle A it is advised to provide a brief overview lesson on Hindu belief of One God in many forms.	trust that God keeps his promises) Islam Use Imran persona doll. If children are completing this unit before cycle A it is advised to provide a brief overview lesson on Islamic belief of one God (Allah).	Christianity (Church) Related resources in Questful RE Units 2 4 Easter signs and symbols, 2 5 Why is the church special for Christians?	Judaism Use Daniel Persona Doll to introduce these stories to pupils.
Year B How do we respond to the things that really matter?	Christianity (God) Creation Care for the planet Harvest	Christianity (Jesus) Jesus as the light of the world Symbolism of light Advent and Christmas celebrations	Hindu dharma Devotion Worship in the home and temple	Islam Submission and gratitude Prayer	Christianity (Church) Worship The church Use of symbols	Judaism Moses Ten Commandments The Sabbath

Key ContentRetell (simply) the Genesis 1 story of creationSuggest why Christians mightthink it is important to loce after the worldSuggest ways the Christians might express their concern for the natural worldDescribe how are why Christians might thank Good for creation at Harvest festivals	 f might mean when they refer to Jesus as 'the Light of the world' Talk about the different titles that might be given to Jesus – Christ/Messiah/Saviour/Son of God t Identify ways in which Christians might use light as part of their Christmas celebrations (advent 	Know that Hindus believe in one God (Brahman) who can be worshipped in many forms Know that these forms (the deities) have different qualities and are portrayed in different ways Suggest why Hindus might believe that it is important to show devotion to the deities Know that Hindus might worship at a Mandir and/or the home shrine Suggest why worship in the home might be important Describe the meaning and symbolism of items used in worship (e.g. arti lamp, items on the puja tray)	Suggest why Muslims believe that it is important to respect God Talk about why Muslims would want to show their gratitude to God Know that submission to God is an important aspect of Islamic life Identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis Describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat	Suggest beliefs and values that might unite the Christian community Talk about why some Christians might think it is important to come together to worship God Identify symbols (images and actions) used in Christian worship Talk about how and why symbols might be used in Christianity Identify and describe features of a church	Retell the story of Moses being given the Ten commandments Know some of the Commandments – eg. Keep the Sabbath Day holy, Respect your mother and father suggest ways in which the Ten Commandments might influence the life of a believer Talk about how keeping the Sabbath day holy might influence a Jewish person Talk about how the Sabbath is a way of making time for God and family know about the Jewish tradition of Friday night dinner
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	Suggest how making time for the five daily prayers is an act of submission	
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Lower Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key considerations for teaching over a two year cycle and related resources	Christianity (God) Related resources in Questful RE Unit 3 1 Called by God and Understanding Christianity Unit Unit 2A.2 People of God.	Islam For children completing this unit after cycle B they will already be familiar with the 5 pillars and Zakah. Build in extension/challenge work.	Christianity (Jesus) Related resources in Questful RE Unit 3 3 Jesus the man who changed lives and Understanding Christianity Unit 2A.4 Gospel.	Christianity (Church) Related resources in Understanding Christianity Unit Unit 2A.5 Salvation.		Hindu dharma For those children completing this unit after cycle B they will have already studied Rama and Sita in depth. Consider some extension/challenge for this group of pupils.
Year A Who should we follow?	Christianity (God) Prophets Service to God Inspirational people	Islam The Prophet Muhammed (pbuh) Zakah	Christianity (Jesus) Discipleship Following the example of Jesus Helping others	Christianity (Church) The Holy Spirit Gifts of the spirit Pentecost	Sikhism Guru Nanak The 10 gurus Baisakhi	Hindu dharma Religious duty Hindu scriptures (the Ramayana) Raksha Bandhan

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teachings contained within a	meant by a sense of	try to be charitable				Dharma
contained within a	vocation					Identify religious
						teachings
Hindu story						contained within a
						Hindu story

						 and suggest how these stories might be used to teach Hindu children about Dharma (e.g. What teachings about duty to family are expressed in the story of Rama and Sita?)
Key considerations for teaching over a two year cycle and related resources	Hindu dharma The Story of Rama and Sita will need to be shared at the start of this unit for those children who are completing this unit before cycle A.	Christianity (God) Related resources in Understanding Christianity Unit 2A.4 Gospel.	Sikhism	Christianity (Jesus) Related resources in Questful RE Unit 4 4 Exploring Easter and Understanding Christianity Unit Unit 2A.5 Salvation.	Islam For children visiting this unit prior to Cycle A revisit learning in KS1 that Muslims believe in one God Allah and talk about what they know about prayer and why this is important to Muslims.	Christianity (Church) Related resources in Questful RE Unit 4 3 Jesus Son of God and Understanding Christianity Units Unit 2A.3 Incarnation/God, 2A.4 Gospel and 2A.5 Salvation.

Year B	Hindu dharma	Christianity (God)	Sikhism	Christianity (Jesus)	Islam	Christianity (Church)
How should we live our lives?	Vishnu Rama and Sita Diwali	The Bible Christian life – guided by wisdom, teachings and authority	The 5 Ks Equality The Gurdwara	Jesus in the wilderness Lent Sacrifice	The Five Pillars of Islam Ramadan	Parables Love for all

 Explore teachings about good and evil in the story of Rama and Sita Describe what moral guidance Hindus might gain from the story of Rama and Sita Make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold Dharma Use subject specific language to describe how and why Hindus celebrate Diwali Explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil 	Explore different Christian beliefs about the Bible as the word of God Explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible Describe why some Christians might view the Bible as an important source of authority and moral guidance Explain why Christians might have different views about how to interpret and apply the Bible Explain why Christians might also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer,	Explore teachings and stories from Sikhism Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus Make links between the beliefs, values and practices of Sikhism Use subject specific language to describe how and why Sikhs show their religious commitments and values Explain how clothing and behaviour might be symbolic of beliefs, values and commitments	Retell the story of Jesus in the wilderness Identify Christian beliefs about Jesus reflected in this story Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) Describe what a Christian might do during Lent and why Explain what is meant by sacrificial love – agape – and give examples of how Christians might do this Discuss Christians who have been examples of sacrificial love (e.g. Martin Luther King, Oscar Romero) and how they were	Explore Islamic teachings about Ramadan from the Qur'an Make links between Islamic values and the beliefs explored so far in their study of Islam Use subject specific language to describe how and why Muslims fast at Ramadan Explain the importance of Ramadan in the context of the Five Pillars of Islam Consider the impact that fasting might have on individuals, families and communities	Retell some of the main parables of Jesus Explain how and why these might be an important source of guidance for Christians Suggest ways that Christians might put these teachings into action in the 21st century Describe and explain (with examples) Christian attitudes about how to treat others Explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed
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	conscience)	motivated by their faith	

Upper Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key considerations for teaching over a two year cycle	Christianity (God) Related resources in Understanding Christianity Unit Unit 2B.1 God, Unit 2B.2 Creation/Fall.	Islam	Hindu dharma	Christianity (Jesus) If children are completing this unit after cycle B then they should be familiar with the word pilgrimage from their study on Hajj.	Christianity (Church) In Y3/4 children will already have learnt about God the Father, Son and Holy Spirit. Revisit this learning at the beginning of this unit.	Judaism Children will last have learnt about Judaism in KS1. For some pupils this could have been when they were in Y1. Spend time at the start of the unit revisiting what they know and can remember about Judaism.
Year A	Christianity (God)	Islam	Hindu dharma	Christianity (Jesus)	Christianity (Church)	Judaism
Where can we find guidance about how to live our lives?	Sin Adam and Eve's disobedience Temptation and morality	The Qur'an The Night of Power	Krishna Holi	Miracles of Jesus Pilgrimage	The Trinity Use of symbols and metaphors The Worldwide Church	The Torah The synagogue

Key Content	Describe Christian	Explore Islamic	Make links between	Describe Christian	Describe what	Make links between
	beliefs about	beliefs about the	the story of	beliefs about	Christians mean	beliefs and sacred
	sin and forgiveness	Qur'an as the word	Prince Prahlad and	miracles as 'signs' of	when they talk	texts (in this case, the
	Describe and explain	of God	Hindu beliefs	the divinity	about one God	Torah), including how
	the teaching from	Explain how and	about devotion and	of Jesus	in Trinity	and why religious
	Genesis 3 – of	why the Qur'an	loyalty	Retell a selection of	Identify the beliefs	sources are used to
	how Adam and Eve	is a source of	Explain Hindu beliefs	miracle stories – and	contained within the	teach and guide
	disobeyed	guidance for life for	about Krishna and	explain what these	Apostle's Creed	believers
	God	a Muslim	what stories about	might reveal to	Explain why the	Explain the impact of
	Suggest different	Explain the impact	Krishna might teach	Christians about the	Christian	Jewish beliefs and
	ways that this	of believing	Hindus	nature of Jesus	community (The	values – including
	story might be	that the Qur'an is	Explain the Hindu	Describe why some	Church) might	reasons for diversity
	understood by	divine revelation	belief that God	Christians might go	want/need an	Explain differing
	Christians	Describe and explain what Muslims	is present in all people (through the atman) and the	on pilgrimage to places associated with miraculous events	agreed statement of belief Describe and explain the meaning of a	forms of expression
	Describe and explain					within the context of Jewish worship.
	how and why	believe when they				Describe diversity of
	Christians might use	describe	impact this might			religious practices and
	the Lord's Prayer	Muhammad (pbuh)	have on a believer	Explain the impact	range of symbols	lifestyle within t
	Analyse and	as the seal of the	Describe and explain	that belief in	that might be used	Interpret the deeper
	interpret the Lord's	prophets	a variety of ways	miracles and the	for the Trinity	meaning of symbolism
	Prayer – and what	Explain how and	that Hindus might	power of prayer	Explain how symbols	 – contained in stories,
	guidance it provides	why Muslims	celebrate the	might have on a	might unite the	images and actions
	for Christians	might	festival of Holi	Christian	worldwide Christian	
	Suggest things that	commemorate the	Suggest why there		Church	
	might lead	Night of Power	might be differences		Describe the role of	
	Christians into	Describe and explain	in the way that		places like Taizé	
	temptation in	a variety of ways	Hindu festivals are		where Christians	
	the modern world –	that Muslims might	celebrated in India		from different	
	and how and why	show respect for the	and how Hindu		backgrounds might	
	they might try to	Qur'an – and how	communities		come together to	
	resist these	this symbolises their	and individuals in		worship	
	temptations	respect for God	the UK might			
		Explain how the	celebrate			
		teachings of				

		the Qur'an might influence the actions and choices of a Muslim	Explain how Holi celebrations might express Hindu beliefs about equality			
Key considerations for teaching over a two year cycle and related resources	Christianity (Church) Related resources in Questful RE Unit 6 1 Life as a journey and Understanding Christianity Units 2B.3 People of God and Unit 2B.6 Salvation.	Hindu dharma	Islam For children completing this unit of work before cycle A it is recommended that the start of the unit begins with an overview of the 5 pillars- some children will have least learnt about this in Y3.	Christianity (Jesus) Related resources in Questful RE Unit 6 3 Why do Christians celebrate the Eucharist and Understanding Christianity Unit 2B.6 Salvation.	Buddhism This unit is designed to be taught at the top end of KS2. SACRE recommend that differentiation is used to support younger Y5 pupils when this unit is taught.	Christianity (God) Related resources in Questful RE Unit 6 4 Easter who was Jesus and Understanding Christianity Unit 2B.6 Salvation.
Year B Is life like a journey?	Christianity (Church) Christian rites of passage Denominational differences	Hindu dharma Reincarnation Karma The 4 ashramas	Islam The Ummah Hajj	Christianity (Jesus) Holy Week The Eucharist Denominational differences	Buddhism The Buddha The Four Noble Truths The Eightfold path	Christianity (God) Salvation Forgiveness

Key Content	Explain how rituals	Analyse Hindu	Analyse the Five	Retell the events	Analyse Buddhist	Explain how beliefs
•	(sacraments/	beliefs about	Pillars of Islam	leading up to	beliefs and	about the
	rites of passage)	samsara, karma and	and how they are	and including the	teachings about	death and
	might reflect	moksha and	linked	death of Jesus	how to be content	resurrection of Jesu
	Christian beliefs	how these are linked	Explain how the	Explain how beliefs	Explain Buddhist	might affect the life
	about their	Explain how belief in	beliefs and	about the	beliefs and values	of a Christian
	relationship with	reincarnation	values of Islam	suffering, death and	contained within the	Explain (simply)
	God	might affect the way	might guide a	resurrection	story of Prince	Christian beliefs
	Explain how these	in which a Hindu	person through life	of Jesus might guide	Siddhartha	about salvation
	rituals	views the 'journey	Explain the	and comfort	Make links between	Explain how
	might differ	of life'	importance of the	a Christian during	the story of the life	Christian beliefs
	between different	Explain how belief in	Ummah for Muslims	difficult times in	of Prince Siddhartha	about life after
	denominations (e.g.	reincarnation and	and that this is	their own life	and Buddhist beliefs	death might
	infant	the law of karma	a community of	Fundain have and	and teachings about	affect a believer's
	baptism and	might affect the way	diverse members	Explain how and	The Four Noble	sense
	believer's baptism)	a Hindu lives		why Christian	Truths	of purpose and
	Analyse the	Describe and explain	Describe and explain	individuals and communities	Describe and explain	behaviour
	importance of	the four ashramas	the importance of		what is involved in	throughout the
	Christian rites of	(stages of life) in the	Hajj, including the	might celebrate the events of	following the Eight-	journey of life
	passage as	life of a Hindu	practices, rituals and	Holy Week	Fold Path of	Explore Christian
	an expression of	Explain how a	impact	Use religious	Buddhism – and the	ideas about
	faith and	person might	Explain how a	vocabulary to	impact that	forgiveness of sin
	commitment	change as they	person might	describe and explain	following this might	and the
	Use religious	move from one	change once	the	have on the life of a	different ways that
	vocabulary to	ashrama to the next	becoming a hajji Consider how	Eucharist	Buddhist.	people might
	explain the	Consider the		Explain different	Consider the	seek to be forgiver
	symbolism of words	importance of the	important it is for a	Christian beliefs	importance of daily	(using terms
	and actions used	samskaras (rites of	Muslim to go on hajj – and what this	about the Eucharist	meditation in	such as confession
	within rituals	passage) in	means for those	and its	Buddhism	repentance,
	and ceremonies	preparing a Hindu	who are unable to	importance		atonement,
		for the				reconciliation)
		commitments of	make the pilgrimage			Analyse Christian
		each ashrama				teachings

			about the importance of forgiveness and examples of people who have put these teachings into
			practice