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RE is my belief

Religious Educations allows us to work towards a more religiously literate and tolerant society. It plays a key role in developing an aptitude for dialogue and an ability to participate positively in our diverse society. We focus on similarities in themes whilst celebrating the unique characteristics of each religion and how they are celebrated in our diverse community.	
Year 6 Curriculum (Christianity, Islam, Buddhism)	**KPI**
To develop an understanding of key Christian concepts (annunciation, incarnation, temptation, resurrection, salvation and ascension)	Connect their knowledge and understanding of some religions and worldviews, reflecting on these, using specific religious vocabulary. Analyse different viewpoints within and between religions and beliefs. Understand the impact of faith on believers within local, national and global contexts. Demonstrate respect and compassion responding to diverse viewpoints about belonging, meaning and truth. Explore shared human responsibility and values through enquiry and experience and express personal reflections with increasing curiosity. Identify the importance of moral choices, selecting examples and giving reasons to support their ideas
To investigate Buddhist, Christian and Humanist celebrations and key events/rites of passage.	
To investigate the mudras of the Buddha, the Three Jewels and the wheel and lotus flower in Buddhism.	
To compare key leaders from Christianity, Islam and Buddhism identifying the qualities of leadership	
Big question: What might be the most difficult aspects of being Buddhist, Christian, Muslim or Humanist in Britain today? How can we live together?	
To consider the example set by Buddha and how this is applied to the Buddhist way of living through the Eightfold path.	
To consider the example set by Jesus. Why would Jesus be a hero to Christians?	
To create a census of English religions compared to Mandeville's religions. To have an understanding of the Humanist beliefs (Golden rule)	
To consider different perspectives on the questions of creation and the beginnings of life on Earth. (Christian and Humanist)	
To question what truth is and where non-religious people find answers. (life after death)	
Big Question: Why isn't the world just and fair?	

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Progression of vocabulary
Year 1 Belonging, community, Christian, Muslim, Harvest, celebrate, welcome ceremonies, Baptism, Muhammad, Allah, God, Jesus, Diwali, light, candle, symbol, Christmas, prayer, church, hymn, Bible, miracles, Palm Sunday, Good Friday, cross, died, Qu'ran, creation, beautiful, natural, wonderful, world, Zakat, Sukkot, nativity, Torah Year 2 All of the above plus: place of worship, altar, font, Magi, Imam, wise men, Melchior, Balthazar, Caspar, gold, frankincense, myrrh, disciples, last supper, crucifixion, resurrection, tomb, joy, sadness, water, Abbey, Shabbat Year 3 All of the above plus: Eid-ul-Adha, Eid Al Fitr, Mosque, Mecca, genuflection, wudu, foot washing, submission, deities, 5 pillars, lent, fast, Eucharist Year 4 All of the above plus: Vaisakhi, Trinity, 5Ks, Kanga, Kirpan, Kara, Kacchera, Kesh, Kanda, Sewa, Sikh, Sikhism, Guru Gobind Singh, Humanist Year 5 All of the above plus: Judaism, Jewish, synagogue, Torah, Shabbat, incarnation, pilgrimage, Kosher, Moses, Passover, Rabbi, Bah Mitzvah, Hannukah Year 6 All of the above plus: annunciation, incarnation, temptation, resurrection, salvation, ascension, Buddhism, Buddhist, Eightfold path.