

Helsby Hillside Primary School  
Religious Education Essential Learning  
Key Stage Two Curriculum



With kindness, respect and gratitude, together we aim high in all we do.

Year Group	Unit of Work	Religious Education - Essential Learning
Early Years	Special Stories 1 What is the Bible?	<p>Autumn 1 – In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Talk about the Bible as a special book for Christians which has many special stories. 6</li> </ul> <p>How do Hindu's celebrate Diwali?</p> <ul style="list-style-type: none"> <li>• Understanding the World: Past &amp; Present – Talk about the lives of the people around them &amp; their roles in society. 7</li> <li>• Understanding the World: People, Culture and Communities - Know some similarities and differences between different religious/non-religious communities &amp; how they celebrate in this country. Explore Diwali. 8</li> </ul>
	Special Times	<p>Autumn 2 – In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Develop curiosity as to why Christians do nativity plays at Christmas. 1</li> <li>• Explain why Christians give and receive presents at Christmas. 2</li> <li>• Talk about the Bible as a special book for Christians which has many special stories. 6</li> </ul>
	Special People	<p>Spring 1 – In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Explore why Christians say Jesus is special through the miracle stories. 3</li> </ul>
	Special Times 2	<p>Spring 2 – In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Why is Easter a sad and a happy time?</li> <li>• Recall key important aspects of the Easter story &amp; begin to say why Christians think the resurrection is important. 5</li> </ul>
	Special Places – What happens in a church?	<p>Summer 1 – In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Talk about how Christians might worship God in church. 4</li> <li>• Talk about the Bible as a special book for Christians which has many special stories. 6</li> <li>• Understanding the World: Past &amp; Present – Talk about the lives of the people around them &amp; their roles in society. 7</li> <li>• Understanding the World: People, Culture and Communities - Know some similarities and differences between different religious/non-religious communities &amp; how they celebrate in this country. Explore Eid. 8</li> </ul>

	Special Stories 2 - What do Christians believe about God?	Summer 2 – In this unit the children will explore: <ul style="list-style-type: none"> <li>• Explore why Christians say Jesus is special through the miracle stories. 3</li> <li>• Talk about how Christians might worship God in church. 4</li> <li>• Talk about the Bible as a special book for Christians which has many special stories. 6</li> </ul>
Year 1	What does it mean to belong?	In this unit, the children will explore: <ul style="list-style-type: none"> <li>• Explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant)</li> </ul>
	Why is Christmas celebrated by Christians?  How will Christians celebrate Christmas in our local churches?	In this unit, the children will explore: <ul style="list-style-type: none"> <li>• Identify key aspects of the Christmas story and explain why Jesus was good news for Christians. 6</li> <li>• Explore what it means to Christians to belong to a church, e.g. Baptism (both adult and infant) 12</li> <li>• Describe key important things Christians believe about Jesus. Refer to the Easter story, life &amp; teachings of Jesus. 13</li> </ul>
	How do people with different and similar worldviews believe the world began and how should we look after it?	In this unit the children will explore: <ul style="list-style-type: none"> <li>• Explain how Christians view the creation of the world and try to take care for it, (stewardship). 11</li> <li>• Retell two stories that explain how the world was made. 29</li> <li>• Explain how different groups of people believe the world was made (Hindu, Genesis, Big Bang Theory.) 30</li> <li>• Describe how religious and non-religious people say we should care for the world. (St Francis, David Attenborough) 31</li> </ul>
	How is light used in religious festivals, rites of passage and worship?	In this unit the children will explore: <ul style="list-style-type: none"> <li>• How the symbol of light is significant for Christians, Jews and Hindus.</li> <li>• How Christians believe Jesus is the light of the world, (a symbol of hope, come to save us – The Christmas Story)</li> <li>• Look at Christingles</li> <li>• Hindus and the story of Rama &amp; Sita.</li> <li>• Judaism and the story 'Light the Lights' - Hanukkah</li> </ul>

	What do Muslims believe about Allah and Muhammad (PBUH)?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God. 15</li> <li>• Explain that the Qur'an is the holy book of Islam and say how it should be treated.16</li> <li>• Show an understanding of at least two Muslim artefacts and explain how they are used. (Qur'an stand and Misbaha (Islamic Prayer Beads) 17</li> </ul>
	How do Muslims express new beginnings in their lives?	<p>In this unit children will explore:</p> <ul style="list-style-type: none"> <li>• Describe at least three things that might happen at a Muslim baby's naming ceremony. (Whispering into baby's ear; sweet taste of dates, hair shaved and weighed) 18</li> <li>• Describe at least three things that might happen at a Muslim marriage. (Gifts, clothing, contract.) 19</li> </ul>
Year 2	What do Jewish people believe about God?	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>• Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives. 20</li> <li>• Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period. 21</li> <li>• Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star Of David.) 22</li> </ul>
	How do Jewish people live their faith through practices and celebrations?	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>• Describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period. 21</li> <li>• Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue. (Yad, Mezuzah, Menorah, Star of David.) 22</li> <li>• Describe how Jewish families celebrate festivals with reference to the story of Esther and Purim. 23</li> </ul>
	Why is the Bible a special book for Christians?	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>• Understand the Bible is a holy book (special) and explain why it might be important to Christians. 14</li> </ul>
	Who was Jesus, why did he teach through stories and why is he important to Christians today?	<p>In this unit children will explore:</p> <ul style="list-style-type: none"> <li>• Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan &amp; other parables studied. 10</li> <li>• Describe key important things Christians believe about Jesus. Refer to the Easter story, life &amp; teachings of Jesus. 13</li> </ul>

	What do Humanists think a good life is about?	<p>In this unit children will explore:</p> <ul style="list-style-type: none"> <li>• Explain how a Humanist understands human beings, where they came from, that they have good and bad features and how they can help make the world a better place. 24</li> <li>• See how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place. 25</li> <li>• Recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy. 26</li> <li>• Explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated. 27</li> <li>• Why Humanists value human achievements, promote freedom and fairness and want to make the world a better place. 28</li> </ul>
	Baha'i	<p>In this unit children will explore:</p> <ul style="list-style-type: none"> <li>• Explain who Baha'u'llah was and His station in the Baha'i Faith</li> <li>• Explore the Baha'i concept of God</li> <li>• Talk about what the Baha'i Faith teaches about children</li> <li>• Investigate Baha'i worship and the Houses of Worship</li> <li>• Explain the importance of community life</li> </ul>
Year 3	What does a Hindu believe about God and how is Diwali celebrated?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Explain how a Hindu may worship at home or in the mandir. 38</li> <li>• Describe and explain how a Hindu celebrates Diwali and Holi. 39</li> <li>• Explain how a Hindu may view God. 40</li> <li>• Retell some Hindu stories and explain their significance for a Hindu. 41</li> </ul>
	Why do people go on Pilgrimage?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• What is a Pilgrimage?</li> <li>• Why do Christians go on pilgrimage?</li> <li>• The Shrine of Our Lady of Walsingham, The shrine of St Bernadette, Lourdes, France</li> <li>• Why do Muslims go on pilgrimage?</li> <li>• That it is one of the five pillars, trying to live the Islamic life</li> <li>• Make connections between the meanings behind the rituals and actions of pilgrims in at least 2 religions.</li> </ul>
	How can the Bible help a Christian with their way of life?	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>• Describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World) 34</li> <li>• Describe how Christians live their lives as disciples and choose to follow Jesus. 36</li> <li>• Explain why &amp; how peoples' lives changed when they met Jesus. 37</li> </ul>

	<p>What do I think about Jesus and how is he portrayed in art from around the world?</p> <p>Why is the cross important for Christians?</p>	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Explain how Christians see God as 'Three in One' (Father, Son &amp; Holy Spirit) through symbols. (Trinity) 32</li> <li>• Suggest what Christians can learn about Jesus from nativity stories and the Easter story, 33</li> <li>• Describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World) 34</li> </ul>
	<p>What is my point of view about God and why do people have faith?</p>	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Explain how Christians see God as 'Three in One' (Father, Son &amp; Holy Spirit) through symbols. (Trinity) 32</li> </ul>
	<p>What do Muslims believe happened on 'The Night of Power' and how do they worship?</p>	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Identify and understand that Muslims believe the Prophets (including Jesus) who came before Muhammad (pbuh) all taught the same message, and that Muhammad (pbuh) is the last and final prophet. 43</li> <li>• Recall at least 3 key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. Eg Muhammad (pbuh) received messages from God; he told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God'.44</li> <li>• Identify and recognise the Qur'an as the sacred book for Muslims. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God) 45</li> <li>• Describe 3 ways Muslim worship shows devotion to Allah referring to life at home &amp; in the Mosque. (Prayer, prayer mat, direction of prayers.) 46</li> <li>• Analyse how the main features of a mosque explain Muslim key beliefs. (Washroom, Minarets, direction Mecca, removing shoes) 47</li> </ul>

Year 4	How do Jewish people demonstrate their faith through their communities?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Reflect on why and how Jews worship. 48</li> <li>• Explain the importance of the Covenant for Jews. 49</li> <li>• Explain key features in a synagogue (Ark, Bimah, some women and men sit in different spaces, head covering), how worship happens there and explore how this relates to Jewish belief. 50</li> <li>• Evaluate why Pesach (Passover) is important to Jews as an act of commemoration linked to the story of Moses. 51</li> </ul>
	Why do Christians think about Incarnation at Christmas? What is the Trinity?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Explain how Christians see God as 'Three in One' (Father, Son &amp; Holy Spirit) through symbols. (Trinity) 32</li> <li>• Suggest what Christians can learn about Jesus from nativity stories and the Easter story. 33</li> <li>• Describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World). 34</li> </ul>
	How did Jesus teach about God and values through parables?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Recap key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan &amp; other parables from year 2. 10</li> <li>• They were commonly used so people were familiar with them.</li> <li>• They were stories which could be remembered easily.</li> <li>• They challenged people to work out the meaning for themselves.</li> <li>• They showed that Jesus understood the problems in people's lives.</li> <li>• They were interesting and held the listener's attention.</li> <li>• They contain moral teachings.</li> </ul>
	What can I learn from Christian art about Christian beliefs about Easter; Salvation and the Trinity?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Suggest what Christians can learn about Jesus from nativity stories and the Easter story. 33</li> <li>• Describe and suggest reasons why Christians use titles to describe Jesus including Christmas &amp; Easter (eg Saviour, Emmanuel, Messiah, Light of the World) 34</li> <li>• Understand the concept of salvation means 'to be rescued' from sin. 35</li> </ul>

	How do Humanists arrive at their views about the world?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Explain how Humanists look to science for explanations of origins as evolved animals. 52</li> <li>• Describe how Humans have the potential to make the world a better place and have responsibilities to the planet and each other. 53</li> <li>• Discuss how Humanists recognise how beliefs may be questioned, supporting freedom of belief and how science may provide answers. 54</li> <li>• Understand there is no single way to be happy as humans are all different and you should be free to pursue what makes you happy as long as this causes no harm. 55</li> </ul>
	How do Hindus worship in their daily lives?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Explain how a Hindu may worship at home or in the mandir. 38</li> <li>• Explain how a Hindu may view God. 40</li> <li>• Analyse a Hindu's journey of life and significant events along the way. 42</li> </ul>
Year 5	Why are the Five Pillars important to Muslims for their daily lives?	<p>In this unit the children will explore:</p> <ul style="list-style-type: none"> <li>• Identify, describe, and explain key Muslim beliefs related to Allah (God). 62</li> <li>• Name the Five Pillars and explain why they are important to the majority of Muslims. 64</li> <li>• Explain how Muslims' organisations help people in need. 66</li> </ul>
	How is a Muslim way of life expressed at home and in the community?	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Describe how Muslims believe that to have 'inner peace with God' humans must follow &amp; submit to Allah's guidance &amp; will. Including Jihad to have 'inner struggle with oneself' to make oneself a better Muslim. 63</li> <li>• Explain &amp; assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God. 65</li> <li>• Explain how Muslims' organisations help people in need. 66</li> </ul>
	How are the values of community and equality shown through the Sikh way of life?	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>• Explain how Sikhs believe in all pathways leading to God. 67</li> <li>• Describe the founder of Sikhi, Guru Nanak and recall key events in his life. 68</li> <li>• Describe what happens in the Gurdwara (eg welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect. 69</li> <li>• Explain the symbolism of the 5Ks for some Sikhs. (Khalsa Sikhs wear 5Ks generally, others may have some of the symbols e.g., Kara). 70</li> <li>• Analyse how Sikhs show community and equality in their lives. (eg Langar, charity, all people are equal, values, duty) 71</li> </ul>

	Which beliefs do we find hard to understand in Christianity?	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>Evaluate how Christians around the world celebrate the good news of Jesus at Christmas. (Incarnation) 56</li> <li>Explain how the life of Jesus was a sacrifice. 57</li> <li>Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness. 58</li> </ul>
	How and why do Christians worship? What are the benefits for believers?	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>Explain how Christians seek to live to advance the Kingdom of God on Earth through the lives they lead. 60</li> <li>Evaluate diverse Christian expressions of worship. 61</li> </ul>
Year 6	What does it mean to live in a religiously diverse world?	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>Analyse how religious diversity originated in the UK and give some examples. 73</li> <li>Identify the origins of religious and non-religious worldviews around the world and place on a timeline. 74</li> <li>Reflect on my own identity in relation to historical and cultural influences after studying a range of different worldviews. 75</li> </ul>
	What do religious and non – religious world views believe about equality, justice and fairness?	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>Define the terms equality, justice and fairness and discuss examples from different world views and how these can be demonstrated in the United Nations Declaration of Human Rights and The Equality Act. 81</li> <li>Explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views. 82</li> <li>Discuss our local, wider and global societies and the inequalities which exist. How prejudice, discrimination can be spread on social media (with reference to racism e.g., Islamophobia, Anti-Semitism or other recent news articles.) 83</li> <li>Discuss how a range of world views teach about care of the environment including the sacred status of the cow in Hindu Dharma. 84</li> <li>Discuss how people can work together in unity to make the world a better place with reference to the story of The Fingers of One Hand from the Baha'i community. 85</li> <li>Give two examples of how change makers from different world views are making a fairer world. 86</li> </ul>

	<p>Are Humanist and Christian ideas about science, conflicting or complementary?</p> <p>Does the Big Bang Theory disprove the Genesis account on Creation?</p>	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>• Outline how Christians interpret Genesis in the light of the Big Bang theory. 59</li> <li>• Explore whether the Big Bang Theory disproves the Genesis accounts of creation. 76</li> <li>• Comparing the views of the afterlife across a selection of religious worldviews to Christianity. (Views to be selected which are relevant to the individual school context). 77</li> <li>• Compare Humanist view that Humans are made by matter with no disembodied spirit or soul and there is one life to the Christian view. 78</li> <li>• Explain why Humanists feel that science is a process which allows claims to be tested. 79</li> <li>• Discuss if Christian spiritual experience can co-exist alongside scientific principles. 80</li> </ul>
	<p>How do Sikhs worship?</p>	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>• Describe what happens in the Gurdwara (eg welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect. 69</li> <li>• Discuss how Sikhs worship in Gurdwaras around the world. 72</li> </ul>
	<p>What are some of the differences and similarities within Christianity locally and globally?</p> <p>What can we learn from Christian religious buildings and music?</p>	<p>In this unit, the children will explore:</p> <ul style="list-style-type: none"> <li>• Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness. 58</li> <li>• Evaluate diverse Christian expressions of worship. 61</li> </ul>