

# Entitlements for RE September 2025

The document has been approved by the Committee for Education, Sport and Culture and is the agreed syllabus for Religious Education, in accordance with the 1970 Education Law

Entitlement documents provide the context within which the skills detailed in [the Bailiwick Curriculum](#) should be applied. The two documents therefore need to be read together. Schools may go beyond these requirements and teach other content on top of this. Key Stage 2 content may be taught in Key Stage 1.

This document is mandatory for mainstream schools from September 2025, although schools can use part or all of this document before this if they wish. Special schools should adapt for the unique needs of their children, while aiming, where appropriate, to cover the same main headings.

Where there is a tension between covering all the material in this document and ensuring that what is being taught is understood and remembered, schools should prioritise learning over coverage. It is better for children to know 75% of a curriculum well than to have covered 100% but only understand and remember 50% of it.

This entitlement document provides broad parameters within which individual schools need to develop their own more detailed curriculum. In the table below, black type refers to mandatory elements, grey italicised type refers to suggested examples that are not mandatory.

In teaching RE, the following articles from the UN Convention on the Rights of the Child are particularly relevant and are worth considering: 2 (non-discrimination), 12 (the right to be heard), 13 (freedom of expression), 14 (freedom of thought, belief and expression), 15 (freedom of association), 28-29 (right to education and goals of education), 30 (right to learn, use the language, customs and religion of their family).

By the <u>end</u> of Key Stage 1	By the <u>end</u> of Key Stage 2	By the <u>end</u> of Key Stage 3
<p>KS1 focuses on the 3 Abrahamic religions (Christianity, Judaism and Islam). KS2 and KS3 continue to study these and also explore Eastern religions (Hinduism, Sikhism and Buddhism) and Humanism. Christianity has greater weighting in KS1 and KS2. Schools need to keep in mind how pupils' knowledge is built of how their own perspective on religion is influenced by their values, prior experiences and their own sense of identity. Effective RE will balance the three disciplinary lenses below in order for pupils to become more religiously literate e.g. CBaP 2 is primarily theological but could also be explored sociologically in terms of how Christians use the Bible in daily life and philosophically to consider questions of authority.</p>		

<p><b>Theology: thinking through believing</b></p> <p>It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.</p>	<p><b>Philosophy: thinking through thinking</b></p> <p>It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p>	<p><b>Human/ Social Sciences: thinking through living</b></p> <p>It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.</p>
<p><b>Beliefs about God (BaG):</b></p> <ol style="list-style-type: none"> <li>Know that many people in the world believe that there is a God.</li> <li>Know that people who believe in God believe that God is all powerful, all loving, fair and everywhere.</li> <li>Know that Christians, Jews and Muslims believe in one God.</li> <li>Know that God is the name Christians, Jews and Muslims use for who they believe created the earth and universe. Muslims use the Arabic word Allah which means God.</li> <li>Know that Christians, Jews and Muslims believe that God is the creator of all things. Christians and Jews learn about the story of creation in the first book of the Bible which is called Genesis.</li> <li>Know that people who believe in God use prayer to communicate with God. This can be in different ways.</li> <li>Know that worship is a way of showing respect for God.</li> </ol>	<p><b>Beliefs about God (BaG):</b></p> <ol style="list-style-type: none"> <li>Know that 85% of the world's population belong to a religion.</li> <li>Know that people who believe in God believe God wants people to live good lives</li> <li>Know that Christians believe there is one God, who is Father, Son, Holy Spirit (The Trinity). <i>(e.g the account of the baptism of Jesus in Mark 1 where the Father, Son and Holy Spirit are all present)</i></li> <li>Know that Muslims have 99 different names for Allah.</li> <li>Know that Jews and Muslims show respect to God by using words and images very carefully <i>(e.g. Jews write G_d. Muslims and Jews never draw God)</i>.</li> <li>Know that Hindus believe in one God known as Brahman who takes many forms.</li> <li>Know that Buddhism is a religion that does not have a God. Buddhists follow the teaching of the Buddha.</li> <li>Know that Sikhs believe in one God known as Waheguru.</li> <li>Know that beliefs about life after death are important to religious believers.</li> <li>Know that people who believe in a God</li> </ol>	<p><b>Beliefs about God (BaG):</b></p> <ol style="list-style-type: none"> <li>Continue to use the knowledge and skills acquired in Key Stage 2 in progressively more challenging contexts.</li> <li>Know that philosophy is the asking of big questions to do with meaning, reality, truth, morality and existence. Religions and worldviews seek to answer philosophical questions.</li> <li>Know that the existence of evil and suffering in the world is problematic for believers in an omniscient, omnipotent, benevolent God and that a variety of explanations for this exist. <ul style="list-style-type: none"> <li>● To give people an opportunity to do good in the world</li> <li>● To understand that life is a test and there will be judgement</li> <li>● As a result of the human action that brought evil into the world (the fall, Pandora's box)</li> <li>● As a necessary outcome of the misuse of free will</li> </ul> </li> <li>Know some of the philosophical counter arguments to these</li> </ol>

<p>h. Know that some people do not believe in God.</p> <p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>● Belief</li> <li>● Church</li> <li>● Worship</li> </ul>	<p>are called theists.</p> <p>k. Know that people who are not sure if God exists are called agnostic.</p> <p>l. Know that people who do not believe in God are called atheists.</p> <p>m. Know that secular means that a country, culture or organisation is not based on a religious worldview (<i>e.g France is a secular country because while there are lots of religious believers in France, the laws are not based on any religion whereas in Guernsey and the United Kingdom Christianity has a closer relationship with the government</i>).</p> <p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>● Revisit and revise vocabulary from KS1</li> <li>● Theism</li> <li>● Atheism</li> <li>● Secularism</li> </ul>	<p>explanations.</p> <p>e. Know that some believers argue that belief in God is logical because the universe must have had a designer</p> <p>f. Know some of the philosophical arguments against the argument from design</p> <p>g. Know that some people believe that the scientific and religious accounts of creation are compatible with each other and other people think that they are in conflict.</p> <p>h. Know that different worldviews have different beliefs about what happens after death.</p> <p>i. Know that everyone has a personal viewpoint/lens from which they make decisions about life. It is important to be open to challenging one's own view by learning from others with different views. This is called critical thinking.</p> <p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>● Revisit and revise vocabulary from KS1 and KS1</li> </ul>
<p><b>Making Ethical Decisions (MED):</b></p> <p>a. Know that Christians use the Bible and key stories Jesus told to make choices about right and wrong, focusing on The Good Samaritan as the example of a story Jesus told.</p> <p>b. Know that Jews and Christians use the 10 commandments to</p>	<p><b>Making Ethical Decisions (MED):</b></p> <p>a. Know that the Bible is a source of authority for Christians.</p> <p>b. Know that the Torah is a source of authority for Jews.</p> <p>c. Know that the Qur'an is a source of authority for Muslims.</p> <p>d. Know that the Guru Granth Sahib is a source of authority for Sikhs.</p>	<p><b>Making Ethical Decisions (MED):</b></p> <p>a. Continue to use the knowledge and skills acquired in Key Stage 2 in progressively more challenging contexts.</p> <p>b. Know how different worldviews use sources of authority to make ethical decisions and that within each worldviews different interpretations exist.</p>

<p>make choices about right and wrong.</p> <p>c. Know that the 10 commandments are written in the Torah - the holy writings of Jewish people.</p> <p>d. Know that Muslims use the example of Mohammed to think about forgiveness (<i>e.g. the prophet and the lady who threw rubbish</i>).</p> <p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>• Commandments</li> <li>• Forgiveness</li> </ul>	<p>e. Know that the Tipitaka is a source of authority for Buddhists.</p> <p>f. Know that Humanists use philosophical and scientific reasoning as sources of authority</p> <p>g. Know that Christians use the teaching and example of Jesus in the Gospels to learn about forgiveness. This should focus on the following:</p> <ul style="list-style-type: none"> <li>• The Lord's prayer (focusing on forgiveness)</li> <li>• Love for enemies, Luke 6:27-36</li> <li>• The parable of the unforgiving servant Matthew 18:21-35</li> <li>• The criminal next to Jesus Luke 23:39-43</li> <li>• Teaching about anger, Matthew 5:21-26</li> <li>• Forgive 70x7 Matthew 18:21-22</li> <li>• Teaching about revenge Matthew 5:38-42,</li> </ul> <p>And as a counter example</p> <ul style="list-style-type: none"> <li>• Jesus overturning the tables in the temple Mark 11:15-17</li> </ul> <p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>• Revisit and revise vocabulary from KS1</li> <li>• Gospels</li> <li>• Parable</li> </ul>	<p>In each of the following sections, the way that religions and worldviews seek to make ethical decisions is explored in more detail.</p> <p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>• Revisit and revise vocabulary from KS1 and KS1</li> </ul>
<p><b>Christian Beliefs and Practices (CBaP):</b></p> <p>a. Know that Christians believe that Jesus is God in human form and the word for this is incarnation (<i>from carne meaning flesh in Latin as in chilli con carne</i>).</p> <p>b. Know that Christians celebrate the incarnation at Christmas.</p>	<p><b>Christian Beliefs and Practices (CBaP):</b></p> <p>a. Know that the Bible is a source of authority for Christians. It is a library of books and is divided into two main parts: the Hebrew (sometimes referred to by Christians as the Old Testament) which is shared with Jews and the New Testament which is only holy for Christians.</p> <p>b. Know that the New Testament tells</p>	<p><b>Christian Beliefs and Practices (CBaP):</b></p> <p>a. Continue to use the knowledge and skills acquired in Key Stage 2 in progressively more challenging contexts.</p> <p>b. Know how Christian beliefs influence attitudes towards wealth and poverty through studying</p> <ul style="list-style-type: none"> <li>• The teachings of Jesus</li> <li>• The teachings of the early</li> </ul>

<p>c. Know a simple account of the Christmas story and that this story is written in the Bible.</p> <p>d. Know that Christians celebrate the resurrection of Jesus at Easter.</p> <p>e. Know a simple account of the Easter story and that this story is written in the Bible (the focus in KS1 is much more on the resurrection than the crucifixion).</p> <p>f. Know that many people celebrate Christmas and Easter for religious or non-religious reasons.</p> <p>g. Know that Christians have a holy book called the Bible that teaches them about God.</p> <p>h. Know that Christians meet together in a special place called a church.</p> <p>i. Know that services in a church are led by a religious leader called a priest.</p>	<p>Christians about the life and teachings of Jesus and the early church.</p> <p>c. Know that the first four books of the New Testament are called the gospels named after Matthew, Mark, Luke and John and these record Jesus' life and teachings.</p> <p>d. Know that Christians believe the story of Christmas explains how God sent his Son Jesus to save the world. Some Christians believe that this story is literally true whereas others see it as symbolic. This is told in the Gospels of Matthew and Luke.</p> <p>e. Know that the accounts of the Christmas stories in the Gospels of Matthew and Luke have both similarities and differences.</p> <p>f. Know that modern day nativity stories often mix up these different accounts and elaborate on these (<i>for example, there is no stable mentioned in the Gospels, the wise men are not called kings and there are not three of them, there is no mention of specific animals at the nativity scene, the wise men visited some time after the shepherds</i>).</p> <p>g. Know that many Christians celebrate Christmas on 25th December but no one knows the actual date of Jesus' birth.</p> <p>h. Know that many of the customs surrounding Christmas are specific to a culture rather than religious (<i>for example Christmas trees, turkey, crackers</i>).</p> <p>i. Know that many people, including many adults, have misconceptions about Jesus. Jesus was not a Christian. He was Jewish. He was not white, did not speak English.</p> <p>j. Know that Christians believe the story of</p>	<p>Church</p> <ul style="list-style-type: none"> <li>● Christian charities</li> <li>● Christian practices around money (<i>e.g. tithing</i>)</li> </ul> <p>c. Know how Christian beliefs influence peace and conflict through studying</p> <ul style="list-style-type: none"> <li>● The teaching of Jesus</li> <li>● The teaching of the early Church</li> <li>● Later Church teaching (<i>e.g. Just War theory</i>)</li> <li>● Christian responses (<i>e.g. Quakers, Army chaplains</i>)</li> </ul> <p>d. Know how Christian teachings influence beliefs and practices about human rights through studying</p> <ul style="list-style-type: none"> <li>● The teachings in the Hebrew Bible and New Testament with regards to attitudes to the poor and vulnerable</li> <li>● Examples of how these teachings have been interpreted differently by Christians (<i>e.g. with regards to slavery</i>)</li> </ul> <p>e. Know how Christian beliefs influence environmental issues including animal rights</p> <ul style="list-style-type: none"> <li>● Revisit the creation story and beliefs about stewardship and dominion</li> <li>● Examples of how these teachings have been interpreted differently by Christians (<i>e.g. farming methods, vivisection, vegetarianism &amp; veganism</i>)</li> </ul> <p>f. Know that Christian beliefs about life after death are diverse (<i>e.g. beliefs</i></p>
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The Fall (the story of the Garden of Eden) explains how evil came into the world. Some Christians believe that this story is literally true whereas others see it as symbolic. This is told in the book of Genesis.

- k. Know that Christians believe God sent Jesus to save humanity from the evil that came into the world because of The Fall. Because of this, Christians call Jesus the Messiah (the special one) and the Saviour.
- l. Know the key events of Holy Week: Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday and that these events are written in the New Testament in the Bible.
- m. Know that on Palm Sunday, Jesus came into Jerusalem on a donkey and was greeted by the people as a king. People waved palms to welcome him.
- n. Know that on Maundy Thursday, Jesus met with his disciples for a last meal. This is known as The Last Supper.
- o. Know that during The Last Supper, Jesus washed the feet of his disciples to show that leaders should be humble and serve others.
- p. Know that during The Last Supper, Jesus told his disciples to remember him using bread and wine.
- q. Know that Christians continue to remember Jesus using bread and wine. There are different names for this celebration depending on which denomination of Christianity people belong to e.g Eucharist (to give thanks), Mass, Holy Communion, the Lord's Supper).

*about judgement, resurrection, purgatory, universalism)*

- g. Know some of the practices around funeral rites and memorial within Christianity (e.g. *the Day of the Dead, All Souls' Day, Remembrance Day*)

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|  | <ul style="list-style-type: none"><li>r. Know that during The Last Supper, Judas Iscariot -one of the disciples - left the meal to betray Jesus.</li><li>s. Know that after The Last Supper, Jesus and his disciples went to the Garden of Gethsemane where Jesus prayed. While Jesus was praying, Roman soldiers came and arrested Jesus.</li><li>t. Know that on Good Friday, Jesus was crucified - killed on a cross and buried in a tomb.</li><li>u. Know that crucifixion was a common punishment in Roman times.</li><li>v. Know that on Easter Sunday, Christians believe that Jesus rose from the dead. This is called the resurrection.</li><li>w. Know that Christians call Jesus the Saviour of humanity because he saves them from sin and death.</li><li>x. Know that Christians believe that Jesus' death and resurrection brings about the rescue (or salvation) of humans.</li><li>y. Know that Christians say Jesus opens the way back to God which they believe was disrupted as a result of The Fall.</li><li>z. Know that Christians believe that through the sacrifice of Jesus, sin is dealt with, forgiveness offered and the relationship between God and humans is restored.</li><li>aa. Know that there are many different ways that Christianity is understood and practised (<i>e.g. there are different denominations and even within the same denomination, different Christians may have different beliefs about issues such as how the interpret the Bible</i>)</li><li>bb. Know that most Christians in the world are not white and not European.</li></ul> |  |
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Know the following vocabulary:

- Incarnation
- Resurrection
- Celebration
- Priest
- Services
- Bible
- Church

Know the following vocabulary:

- Revisit and revise vocabulary from KS1
- Authority
- Hebrew
- Testament
- The Fall
- Salvation
- Messiah
- Disciples
- Domination
- Crucifixion
- Sacrifice
- Prophet

Know the following vocabulary:

- Revisit and revise vocabulary from KS1 and KS2
- Resurrection
- Purgatory
- Judgement
- Stewardship
- Dominion

**Jewish Beliefs and Practices (JBaP):**

- Know that Jews belong to a religion called Judaism and that the word Jewish describes things to do with Judaism
- Know that Jews have holy writings known as the Torah. This is written in Hebrew.
- Know that Shabbat is the most important time of the week for Jews. This lasts from Friday evening to Saturday evening. (Jews believe that God created the world in 6 days and on the seventh day God rested - Sabbath is a day of rest).
- Know that Jews meet together in a special place called a shul (synagogue).
- Know that services in a synagogue are led by a religious leader called a rabbi (this means 'teacher' in Hebrew).

**Jewish Beliefs and Practices (JBaP):**

- Know that the Torah is a source of authority for Jews
- Know that Abraham was the founder of Judaism. God made a covenant (promise or agreement) with Abraham that God would look after all of Abraham's descendants.
- Know that Jewish people today still believe they have a special relationship with God and this can be seen in various ways such as:
  - The way the Torah scroll is respected in a Shul (synagogue) (e.g kept in the Ark, highly decorated protective covering, use of a yad to point to the words).
  - The mezuzah on doorposts of home which contain the Shema (the declaration of faith)
  - The weekly keeping of Shabbat
- Know that the book of Exodus in the Hebrew Bible tells the story of how God

**Jewish Beliefs and Practices (JBaP):**

- Continue to use the knowledge and skills acquired in Key Stage 2 in progressively more challenging contexts.
- Know how Jewish beliefs influence attitudes towards wealth and poverty through studying
  - The teachings in the Tenakh (*Tzedakah- the idea of making the world a fairer and more just place*)
  - Jewish charities
- Know how Jewish beliefs influence peace and conflict through studying
  - The concept of Shalom
  - The persecution of Jews through history.
  - Jewish responses to conflict (e.g. *conflict in Israel/Palestine*).
- Know how Jewish teachings influence beliefs and practices about human rights through studying



<p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>● Jews</li> <li>● Judaism</li> <li>● Jewish</li> <li>● Torah</li> <li>● Synagogue (schul)</li> <li>● Shabbat</li> <li>● Rabbi</li> <li>● Hebrew</li> </ul>	<p>saved the Israelites from slavery in Egypt.</p> <p>e. Know that Moses is the most important Jewish prophet because God spoke to him and commanded him to save the Israelites</p> <p>f. Know that Jews believe the 10 commandments were given to Moses by God at the burning bush.</p> <p>g. Know that the festival of Passover is celebrated by Jews each year to remember God saving the Israelites from slavery in Egypt.</p> <p>h. Know that during Passover (Pesach) Jews eat a special Seder meal. During this meal, special foods are eaten which each have a symbolic meaning (e.g. <i>salty water to represent the tears of slaves</i>).</p> <p>i. Know that there are many different ways that Judaism is understood and practised (e.g. <i>traditional, progressive and secular</i>)</p> <p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>● Revisit and revise vocabulary from KS1</li> <li>● Covenant</li> <li>● Descendent</li> <li>● Mezuzah</li> <li>● Shema</li> <li>● Prophet</li> <li>● Passover (Pesach)</li> <li>● Seder</li> </ul>	<ul style="list-style-type: none"> <li>● The teachings in the Hebrew Bible with regards to attitudes to the poor and vulnerable</li> <li>● Examples of how these teachings have been interpreted differently by Jews</li> </ul> <p>e. Know how Jewish beliefs influence environmental issues including animal rights</p> <ul style="list-style-type: none"> <li>● Explore how the creation story and mitzvot shape beliefs about stewardship and dominion (e.g. <i>Tikkun Olam - a teaching to repair the world, Tu B'shevat: ecological awareness day</i>)</li> <li>● Examples of how these teachings have been interpreted differently by Jews (e.g. <i>farming methods, vivisection, vegetarianism &amp; veganism</i>)</li> </ul> <p>h. Know that Jewish beliefs about life after death are diverse and have changed over time</p> <p>i. Know some of the practices around funeral rites and memorial within Judaism (e.g. <i>kaddish, shiva</i>)</p> <p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>● Revisit and revise vocabulary from KS1 and KS2</li> <li>● Kaddish</li> <li>● Shiva</li> <li>● Shalom</li> <li>● Tenakh</li> <li>● Tzedakah</li> </ul>
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**Islamic Beliefs and Practices (IBaP):**

- a. Know that Muslims belong to a religion called Islam and that the words Islamic and muslim can both describe things to do with Islam.
- b. Know that Muslims believe that Muhammed is an important figure.
- c. Know that Muslims have a holy book called the Qur'an. This is written in Arabic.
- d. Know that Muslims have a special way of praying and do this 5 times a day. This is called salah.
- e. Know that Muslims meet together in a special place called a masjid (mosque).
- f. Know that worship in a mosque is led by a religious leader called an imam.

**Islamic Beliefs and Practices (IBaP):**

- a. Know that Muslims believe that Muhammed is the last prophet (messenger) sent by God and that Jesus (Isa), Abraham (Ibrahim) and Moses (Musa) are also prophets that came before Muhammed.
- b. Know that during the Night of Power, God began to reveal Muhammed the Qur'an
- c. Know that Muslims believe that the Qur'an is God's actual words. This is why it is always written in Arabic, because that is the language in which Muhammed received the Qur'an. (If the Qur'an is translated into another language, Muslims believe it is no longer the Qur'an.)
- d. Know that the importance of the Qur'an for Muslims is shown by the respect with which it is treated (*e.g. washing before touching it, not touching the actual words, keeping in a place of respect with nothing placed on top, using a prayer stand and special cover*).
- e. Know that the Qur'an is a source of authority for Muslims.
- f. Know that the 5 Pillars of Islam are 5 things that a Muslim must do to lead a good and responsible life. They are:
  - The declaration of faith (Shahada)
  - Praying 5 times a day (Salat)
  - Giving money to charity (Zakah)
  - Fasting during the month of Ramadan (Sawn) which ends with the festival of Eid al Fitr
  - A pilgrimage to Makkah at least once in a lifetime (Hajj)
- j. Know that there are many different ways that Islam is understood and practised (*e.g. Sunni and Shia and that even within*

**Islamic Beliefs and Practices (IBaP):**

- a. Continue to use the knowledge and skills acquired in Key Stage 2 in progressively more challenging contexts.
- b. Know how Islamic beliefs influence attitudes towards wealth and poverty through studying
  - The practice of zakat
  - Islamic charities
- c. Know how Muslim beliefs influence peace and conflict through studying
  - The concept of Jihad (greater and lesser)
- d. Know how Muslim teachings influence beliefs and practices about human rights through studying
  - The teachings in Al Qur'an with regards to attitudes to the poor and vulnerable
  - Examples of how these teachings have been interpreted differently by Muslims
- e. Know how Islamic beliefs influence environmental issues including animal rights
  - Explore how the creation story in the Qur'an shapes beliefs about stewardship and dominion
  - Examples of how these teachings have been interpreted differently by Muslims (*e.g. farming methods, vivisection, vegetarianism & veganism*)
- f. Know some of the practices around funeral rites within Islam

Know the following vocabulary:

- Islam
- Muslims
- Islamic
- Muhammed
- Qur'an
- Arabic
- Salah
- Masjid (mosque)
- Imam

*Sunni Islam people practise their religion in different ways).*

Know the following vocabulary:

- Revisit and revise vocabulary from KS1
- Ibrahim and Musa
- Shahada
- Salat
- Zakah
- Sawm
- Hajj
- Ramadhan
- Makkah
- Eid al Fitr
- Prophet

Know the following vocabulary:

- Revisit and revise vocabulary from KS1 and KS2
- Jihad
- Zakat
- Yawm-al din

**Hindu Beliefs and Practices (HBaP):**

- a. Know that Hinduism is one of the oldest living religions.
- b. Know that Hinduism originated near the Indus River in India.
- c. Know that Hinduism is made up of a variety of different beliefs and practices.
- d. Know that many Hindus use the term Sanatana Dharma which means eternal truth rather than the term Hinduism.
- e. Know that Hindus believe there is one God who we see in many different forms known as deities. This God is called Brahman.
- f. Know that the three main forms Brahman can take are:
  - Brahma - the creator.
  - Vishnu - the preserver
  - Shiva - the destroyer and restorerTogether, these are known as the Trimurti.

**Hindu Beliefs and Practices (HBaP):**

- a. Continue to use the knowledge and skills acquired in Key Stage 2 in progressively more challenging contexts.
- b. Revisit and extend knowledge of the origins of Hinduism:
  - It originated in the Indus Valley region.
  - It was influenced by both the Indus Valley and Aryan civilisations
- c. Revisit and extend knowledge of Brahman and the Trimurti
- d. Revisit and extend the knowledge that there are many deities within Hinduism - a deity is a personification of an aspect of Brahman (*e.g. Ganesh, Hanuman*)
- e. Know that Atman is the belief that Brahma dwells within each person (and indeed all living things).

- g. Know that Hindu's believe that life is a cycle of birth, death and rebirth (reincarnation).
- h. Know that Hindu's believe that the next life depends on how the previous life was lived (karma).
- i. Know some examples how belief in karma and samsara help Hindus shape decisions about how to live.
- j. Know that Hindus worship in a building called mandir and at home.
- k. Know that Hindu homes usually have a shrine to a particular deity (e.g. *Ganesh*).

- f. Know that the Atman is reborn after death into a new body.
- g. Know that samsara (the cycle of life) can be escaped through achieving moksha (when your atman becomes one with Brahma). Moksha is achieved through acquiring good karma.
- h. Know that Hindus will try and earn good karma through following dharma (the rules for a good life) and the concept of Ahimsa (respect for all living things and the avoidance of violence).
- i. Know that Hindus believe Brahma created the world and that therefore humans have responsibilities to care for creation.
- j. Know that when worshipping at home, Hindus practice puja (an act of worship).
- k. Know that Hindus go to a mandir to worship God as a community.
- l. Know that Hinduism does not have a single holy book, but ancient texts and scriptures such as the Ramayana and the Vedas. Explore how key beliefs such as karma, samsara, and Ahimsa and moksha are based on these writings.
- m. Know how Hindu beliefs influence peace and conflict through studying the example Ghandi
- n. Know how Hindu beliefs influence environmental issues including animal rights
  - Examples of how these teachings have been interpreted differently by

	<p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>● Sanatana Dharma</li> <li>● Deities</li> <li>● Brahma</li> <li>● Brahman</li> <li>● Vishnu</li> <li>● Shiva</li> <li>● Trimurti</li> <li>● Reincarnation</li> <li>● Karma</li> <li>● Samsara</li> <li>● Mandir</li> <li>● Shrine</li> </ul>	<p>Hindus (<i>e.g. farming methods, the privileged status of cows, vivisection, vegetarianism &amp; veganism</i>)</p> <p>o. Know some of the practices around funeral rites within Hinduism</p> <p>Know the following vocabulary:</p> <ul style="list-style-type: none"> <li>● Revisit and revise vocabulary from KS1 and KS2</li> <li>● Ahimsa</li> <li>● Moksha</li> <li>● Atman</li> <li>● Dharma</li> <li>● Puja</li> <li>● Ramayana</li> <li>● Vedas</li> </ul>
	<p><b>Buddhist Beliefs and Practices (BBaP):</b></p> <ol style="list-style-type: none"> <li>a. Know that Buddhism originated in India over 2500 years ago.</li> <li>b. Know that the founder of Buddhism was Siddhartha Gautama. He is known as the Buddha which means the enlightened one.</li> <li>c. Know that Siddhartha Gautama was a Prince who led a very sheltered and privileged life. He was, however, discontent with his life. He left the palace to find out more about the world</li> <li>d. Know that Siddhartha then met an old man, a sick man, a dead man and a holy man.</li> <li>e. Know that Siddhartha then spent several years searching for the meaning of life.</li> </ol>	<p><b>Buddhist Beliefs and Practices (BBaP):</b></p> <ol style="list-style-type: none"> <li>a. Continue to use the knowledge and skills acquired in Key Stage 2 in progressively more challenging contexts.</li> <li>b. Know how the 4 Noble Truths, 8 parts of the Noble paths and the 5 precepts guide ethical decision making for Buddhists.</li> <li>c. Know that this can present challenges in modern day life.</li> <li>d. Revisit and extend the knowledge of how the concepts of karma and samsara influence how a Buddhist lives their life.</li> <li>e. Know that Buddhists show their commitment to their faith in various</li> </ol>

ways (e.g. as a monk, as a lay Buddhist).

- f. Know that Siddhartha then realised that suffering is inevitable and that accepting this is important - this is known by Buddhists as the Enlightenment and is described as the Four Noble Truths.
- g. Know that the Four Noble Truths say that
  - Life involves suffering (dukkha)
  - Suffering is caused by craving (wanting something really, really badly)
  - The way to stop suffering is to stop craving
  - The way to stop craving is to follow [the Noble Eightfold Path/the middle way](#). This means that happiness can be achieved by ensuring you have enough but not too much and not too little.
- h. Know some examples how belief in karma and samsara help Buddhists shape decisions about how to live.
- i. Know that meditation is an important practice in Buddhism.
- j. Know that some Buddhists have shrines in their homes.

Know the following vocabulary:

- Enlightenment
- 4 Noble Truths
- Dukkha
- Meditation
- Shrines
- Karma
- Samsara

- f. Know that meditation is a practice used by Buddhists to help achieve Enlightenment
- g. Know how Buddhist beliefs influence attitudes towards wealth and poverty through studying
  - The Four Noble Truths
  - Examples of how these teachings impact on everyday life of different Buddhists (e.g. monks and lay people)
- h. Know how Buddhist beliefs influence peace and conflict through studying
  - The Five Precepts (e.g. Ahimsa)
  - Examples of how these teachings impact on everyday life of different Buddhists (e.g. belief in pacifism, the example of the Dalai Lama)
- i. Know how Buddhist beliefs influence environmental issues including animal rights
- j. Know some of the practices around funeral rites within Buddhism

Know the following vocabulary:

- Revisit and revise vocabulary from KS1 and KS2
- Noble Eightfold Path
- Lay Buddhist
- Ahimsa
- 5 Precepts

**Sikh Beliefs and Practices (SBaP):**

**Sikh Beliefs and Practices (SBaP):**

- a. Know that Sikhism is the newest of the 6 world religions. It was founded approximately 500 years ago.
- b. Sikhism was founded by Guru Nanak in modern day Punjab in Northern India.
- c. Know that Sikhism is based on the teachings of Guru Nanak and the 9 Gurus that followed him.
- d. Know that the 11th Guru of Sikhism is the holy book - the Guru Granth Sahib (the everlasting Guru).
- e. Know that Sikhs show respect to the Guru Granth Sahib because they believe it is an important teacher who helps them learn about God.
- f. Know that Sikhs show respect to the Guru Granth Sahib by treating it as a living being (*e.g. by being placed on a throne under a canopy, a chauri (fan) waved over it, put it to bed at night*).
- g. Know that the opening section of the Guru Granth Sahib is called the Mool Mantra. This summarises what Sikhs believe about God.
- h. Know that There are 5 Ks which are 5 physical symbols worn by Sikhs who have been initiated into the Khalsa (Sikh community)
  - Kirpan (dagger)
  - Kesh (uncut hair)
  - Kanga (comb)
  - Kara (bracelet)
  - Kachera (undershorts)
- i. Know that Sikhs worship in a special place called a Gurdwara.

Know the following vocabulary:

- Guru
- Guru Granth Sahib

- a. Continue to use the knowledge and skills acquired in Key Stage 2 in progressively more challenging contexts
- b. Know the concept of Ik Onkar: the belief that God is everywhere and is everything. We are all the same and equal under God.
- c. Know how Sikh beliefs influence attitudes towards wealth and poverty through studying
  - How belief in Ik Onkar shapes everyday life for Sikhs e.g the langar (a community kitchen open to everyone - not just Sikhs) and sewa (selfless service).
- d. Know the significance of the Panj Pyare and that they performed the original amrit (initiation) ceremony.
- e. Know that Sikhs declare their commitment to Sikh beliefs through the amrit ceremony.
- f. Know how Sikhism beliefs influence peace and conflict through studying
  - The belief in Dharma Yudh (war in the defence of righteousness)

Know the following vocabulary:

- Revisit and revise vocabulary from KS1 and KS2

	<ul style="list-style-type: none"> <li>● Mool Mantra</li> <li>● Khalsa</li> <li>● Gurdwara</li> </ul>	<ul style="list-style-type: none"> <li>● Amrit</li> <li>● Ik Onkar</li> <li>● Panj Pyare</li> <li>● Langar</li> <li>● Sewa</li> <li>● Dharma Yudh</li> </ul>
	<p><b>Humanism (H):</b></p> <ol style="list-style-type: none"> <li>a. Know that Humanism is not a religion. It is a way of approaching and living life.</li> <li>b. Know that Humanists do not see any evidence to believe in a God or a life after death.</li> <li>c. Know that Humanists believe that: <ul style="list-style-type: none"> <li>● science gives many answers about life and will provide more</li> <li>● human life is precious, and we should make the best of it</li> <li>● we should be good to each other as this is the only life we have</li> <li>● we are responsible for our actions</li> <li>● we should develop empathy (thinking about others)</li> </ul> </li> </ol>	<p><b>Humanism (H):</b></p> <ol style="list-style-type: none"> <li>a. Continue to use the knowledge and skills acquired in Key Stage 2 in progressively more challenging contexts.</li> <li>b. Know that Humanists have beliefs about wealth and poverty, and environmental issues including animal and human rights and life after death that do not rely on religious authority but on reason, empathy and a concern for human beings and sentient animals (<i>e.g. explore how utilitarianism tries to guide human ethical decision making</i>).</li> <li>c. Know that Humanists do not have a regular place of worship. They do however hold talks, lectures and discussion groups.</li> <li>d. Know that Humanists have ceremonies and celebrations (<i>e.g. naming ceremonies and non-religious weddings and funerals</i>).</li> <li>e. Know that humanists believe that while people should have freedom of conscience and practice, institutions such as parliament should be separate from religious organisations</li> <li>f. Know that some humanists believe that religion can be harmful because the lived reality of religion can be that</li> </ol>



		of promoting intolerance to other beliefs and lifestyles (e.g. gay people) inequality (e.g. of women), and disregard for scientific truth.
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### **Recommended Online Resources**

<https://www.truetube.co.uk/>

[www.biblegateway.com](http://www.biblegateway.com)

[https://socialsciences.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/research/group\\_sandnetworks/reandspiritualitynetwork/Big\\_Ideas\\_for\\_RE\\_E-Book.pdf](https://socialsciences.exeter.ac.uk/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/education/research/group_sandnetworks/reandspiritualitynetwork/Big_Ideas_for_RE_E-Book.pdf)

## Common Misconceptions in RE:

Not true	True
A Church is a religious building.	A Church is the name for the community of religious people who meet together (NB: church with a lowercase 'c' is the name of the building). The Church is the institutional form of Christianity
Jesus was the only person to be crucified.	This was a common form of execution used by the Romans.
Jesus was a Christian.	Jesus was Jewish.
Jesus was white.	Jesus was Middle Eastern.
Jesus spoke English.	Jesus spoke Aramaic/Hebrew.
Jesus was born on 25th December.	Jesus' birth date is unknown.
Jesus was born in the year 0.	There is no year 0 - it goes from 1BC to 1AD - also Jesus' dates are unknown but is likely to be 5BC at the latest.
The Bible was written in English.	The Bible is a collection of books written in Hebrew and Greek and subsequently translated into many languages.
The Bible is one book.	While the Bible is bound together in one volume, it is a collection of many books (how many are disputed between different denominations) including laws, history, poetry, letters, gospels, and sayings, written at different times by different authors.
God literally wrote the Bible.	The Bible was written by ordinary people. Christians and Jews believe that God inspired the writing in the Bible but different believers differ in how they interpret the idea of inspiration. (e.g. some people think every word was intended by God, others much less so)
Most Christians are white/European.	The majority of Christians in the world are non-European.
Catholicism and Christianity are different religions	Catholicism is one denomination within Christianity. Catholics are Christians but not all Christians are Catholics. (Other denominations include Anglicanism, Methodism, Baptists, Pentecostals, Orthodox and many more)
Christians believe God made the world in 7 days and don't believe in evolution	Many Christians believe that the scientific accounts of how the universe began are completely compatible with religious belief. For example, the theory of the Big Bang was first articulated by Georges Lemaître, a Catholic priest. For the majority of Christians, the story

	<p>of creation describes <i>that</i> God made the world and not <i>how</i> and is intended to be read as a poem or song rather than a scientific account. The literal view is not one that is promoted by the Catholic Church, for example. The Catholic Church teaches that the Bible accounts and stories have to be understood within the time that they were written. The authors of the biblical books had limited knowledge of science and the world, so the Genesis account was their way of trying to explain what they believed. The literal belief in the Genesis accounts of creation is further undermined by the fact that there are some contradictions between the two accounts in Genesis 1 and 2, such as the order of when animals and humans were created:</p>
Jihad means to kill people/ terrorist activities.	Jihad means struggle. There are two types of jihad, lesser jihad and greater jihad. Greater jihad is the inner struggle to be a better Muslim, lesser jihad is the outward struggle for a life in line with Islam.
Islam oppresses women.	Islam has a long history of respect for women and women's rights - dating back to the prophet Muhammad. Muhammad was married to Khadijah, a successful and wealthy merchant who employed Muhammad and later proposed to him. Islam introduced women to rights they never previously held, with regards to inheritance, marriage, finances and status.
All Muslims are Asian or Arabic	Muslims come from every ethnic background in the world. There are many white European Muslims - for example in the Balkan, Russian and Caucasian regions. Many Muslims are black: Islam is the majority religion in the Horn of Africa, much of West Africa, North Africa, and the Swahili Coast. Some people convert to Islam.
All Muslims are terrorists.	Although some terrorists carry out attacks in the name of Islam, most Muslims oppose terrorism and practise their faith peacefully. Most US domestic terrorism is carried out by white supremacists, for example.
Jews are all religious.	Some Jews are culturally Jewish but atheists.
The Buddha is seen as a god to Buddhists.	Buddhists would not consider the Buddha to be a god. He is said to have been the first human, in our current age, to have achieved enlightenment.
All Buddhists are monks, with shaved heads and wear saffron robes.	There are Buddhists like this in the Theravada tradition, but there are also many lay Buddhists who have not given their whole life to their faith, who have jobs and live in houses with their families.

Hindus are polytheists who believe in many gods.

Hinduism is viewed by many as monotheistic, Brahman is the ultimate reality and aspects of Brahman are personified in human/animal form as deities eg Ganesh, Vishnu.

**Glossary:**

<b>Term</b>	<b>Meaning</b>
Gospel	The record of Jesus' life and teaching in the first four books of the New Testament
Scripture	A religious text
Deity	Personification of an aspect of the divine
Covenant	A promise or agreement with God
Prophet	A messenger
Guru	A teacher
Enlightenment	A state of awakened understanding
Buddha	The enlightened one
Secularism	Non-religious view of the world
Ahimsa	Means: do no harm