Term: Summer Term	Subject: RE	
SACRE enquiry question and unit summary	**Key knowledge**	**Vocabulary**
NURSERY **Summer 1:** What can I and other people learn from stories? This enquiry focusses on stories. It includes religious and some secular stories (from Sikhi and Santana Dharma) to show the children that people learn from a variety of texts. This will be the foundation for investigations into texts for every world view in the primary phase.	• To know that people learn important lessons from stories. • To know that stories can be religious or non-religious (secular). • To know that different religions, including Sikhi and Sanatana Dharma, have special stories that teach beliefs and values. • To know that these stories help people understand how to live and what is important. • To know that people from different worldviews learn from a variety of texts and stories. • To know that learning about stories is the foundation for understanding important texts in different religions and worldviews.	**Story, moral, teamwork, fable, crocodile, habitat, priest, Sikh, life cycle, butterfly, Allah, Muslim, creation, serpent, snake, India, gift, greedy, grateful, elephant, friend, description, lost, Jesus, Christians.**

Summer 2: What makes places special to me and others? This enquiry explores the idea of **special places**, starting with personal spaces (like homes or quiet places) and then focusing on **places of worship** in different religions. • For **Christians**, a **church** is a special place where they can pray, reflect, and remember Jesus—especially his time praying in the Garden of Gethsemane before his death. Churches are also used for important events like weddings and baptisms, and features like candles, pictures, and statues help people feel closer to God. • For **Muslims**, a **mosque** is a place to feel close to Allah. It is used for prayer and has special features that support worship and community gatherings. • For **Jews**, a **synagogue** is a place of worship where the Torah (holy text) is kept in a special cupboard called the Ark. Some Jews wear a **tallit** (prayer shawl) and **kippah** (head covering) to remind them that God is always present.	• To know that people have special places in their homes or lives where they feel safe, calm, or happy. • To know that places of worship are special places where people go to feel close to God. • To know that a **church** is a special place for Christians to pray, think about Jesus, and take part in events like weddings and baptisms. • To know that Christians may use candles, pictures, and statues in churches to help them reflect and remember Jesus. • To know that Jesus prayed in the Garden of Gethsemane before he died, and this inspires Christians to find quiet places to pray. • To know that a **mosque** is a special place for Muslims to worship Allah and feel close to Him. • To know that Muslims go to the mosque to pray and be part of their community. • To know that a **synagogue** is a special place for Jews to worship God. • To know that the Torah (Jewish holy book) is kept in a special cupboard called the Ark in a synagogue. • To know that some Jews wear a tallit (prayer shawl) and kippah (head	**Home, house, special, church, Christian, son of God, Jesus, Garden of Gethsemane, pray, wedding, baptism, candles, Mosque, Muslims, Islam, Allah, kippah, synagogue, Jews, Jewish, worship, prayer, World, trip, special places.**

	covering) to remind them that God is always present. • To know that the world can be seen as a special place by people of all religions and worldviews.	
EYFS **Summer 1:** What can we learn from stories? This enquiry focusses on stories (there are stories from India, Sikhi and Sanatana Dharma). There is a deliberate mixture of religious and secular stories to demonstrate to the children that people learn from a variety of texts. This will be the foundation for investigations into texts for each worldview in the primary phase.	• To know that people learn important lessons from stories. • To know that stories can be both religious and non-religious (secular). • To know that people learn from a variety of different texts and stories. • To know that stories come from different cultures and traditions, including India. • To know that Sikhi and Sanatana Dharma have special stories that teach beliefs and values. • To know that these stories help people understand what is important and how to live. • To know that learning about different stories helps prepare us to study important texts from different worldviews.	**Story, moral, villagers, lies, shepherd, truth, honest, crocodile, priest, Sikh, equal, Muslim, Islam, Allah, creation, snake, serpent, India, greedy, grateful, elephant, coin, Jesus, Christians, God, love.**
Summer 2: What makes places special?	• To know that people have special places, including homes and famous places around the world, that are important to them.	**Teamwork, home, places of worship, iconic, school, Church, Christian, Jesus, God, Worship, prayer, wedding, Baptism, ceremony, Mosque,**

This enquiry explores the idea of special places, beginning with personal spaces such as homes and then looking at important places around the world. These include well-known landmarks like the Eiffel Tower, Tower Bridge, and the Great Barrier Reef, helping children understand that places can be special for many different reasons. It also highlights that special places can look very different from one another. The focus then moves to places of worship, which are important in many religions as places where people go to feel close to God and take part in key life events. A church is a special place for Christians, where they pray, remember Jesus, and celebrate occasions such as baptisms and weddings. Features like the altar, font, lectern, and stained-glass windows support worship and reflection. A mosque is a special place for Muslims, where they worship Allah and pray together. It includes important features such as the prayer hall, mihrab (showing the direction of Mecca), and washing areas used to prepare for prayer. A synagogue is a special place for Jews, where they worship God and keep the Torah in a special cupboard called the Ark. Some Jews wear a kippah	• To know that special places can look very different and have different meanings for different people. • To know that places of worship are special places where people go to feel close to God and take part in important events. • To know that a **church** is a special place for Christians to pray, remember Jesus, and celebrate events like baptisms and weddings. • To know that features in a church (such as the altar, font, lectern, and stained-glass windows) help people worship. • To know that a **mosque** is a special place for Muslims to worship Allah. • To know that Muslims pray in a mosque and use special features such as the prayer hall, mihrab, and washing areas to prepare for prayer. • To know that a **synagogue** is a special place for Jews to worship God. • To know that the Torah is kept in a special place called the Ark and that some Jews wear a kippah and prayer shawl to show respect to God.	**Muslim, Islam, Allah, kippah, synagogue, Jews, Jewish**

and prayer shawl to show respect and remember that God is always present.	• To know that places of worship and special places around the world are diverse and do not all look the same.	
Year 1 **Summer 1:** Who is God to Jews? Abraham is regarded as the founder of Judaism, as he was the first to form a relationship with one God. Jewish belief centres on the idea that there is only one God, who created the world and continues to guide it. A key belief in Judaism is the covenant, which is a special agreement between God and the Jewish people. In this covenant, Jews promise to follow God's laws, and in return, God promises to care for and protect them. Jewish teachings are found in the Torah, their holy book. It includes the Ten Commandments, which were given to Moses and provide guidance on how to live a good and faithful life that pleases God. Symbols such as the shofar (a ram's horn) and the Star of David are important in Jewish culture and religion, representing faith, identity, and remembrance. The commandment to keep the	• To know that Abraham is considered the founder of Judaism. • To know that Jewish people believe there is only one God who created the world. • To know that God made a special agreement with the Jewish people called a covenant. • To know that the Torah is the Jewish holy book given by God. • To know that the Ten Commandments were given to Moses and guide how Jewish people should live. • To know that symbols such as the shofar and the Star of David are important in Judaism. • To know that keeping the Sabbath holy is the basis of Shabbat, a day of rest and worship.	**Torah, Jews, trust, journey, consequences, Star of David, Moses, Rabbi, Canaan, idol, covenant, promise, Judaism, God, Mount Sinai, synagogue, agreement, charter, rules, Ten Commandments, Mitzvah, Mitzvot, Abraham**

Sabbath holy is the foundation of Shabbat, a weekly day of rest and worship dedicated to God.		
Summer 2: Is Shabbat important to Jewish children? This enquiry focuses on Shabbat, the Jewish day of rest. Jewish holy texts, known as the Tenakh, include the Creation Story in Genesis, where God creates the world in six days and rests on the seventh. This forms the basis of Shabbat, which takes place on Saturday, the seventh day of the Jewish week. The laws given to Moses, including the Ten Commandments, teach Jews to honour the Sabbath. Shabbat is a time set aside for rest, reflection, and worship, following the belief that no work should be done from sunset on Friday to sunset on Saturday. Shabbat is celebrated both at home and in the synagogue. It begins with a special meal and ceremony on Friday evening. During worship, many Jewish men wear a kippah (skull cap) as a sign of respect to God. Different Jewish communities may have slightly different interpretations of what counts as 'work', but all aim to keep the day special and separate	• To know that God created the world in six days and rested on the seventh, which is the basis of Shabbat. • To know that the Ten Commandments teach Jews to "honour the Sabbath." • To know that Shabbat takes place from sunset on Friday to sunset on Saturday and no work should be done. • To know that Shabbat is celebrated at home and in the synagogue with special prayers and meals. • To know that the start of Shabbat is marked with a special family meal and ceremony. • To know that many Jewish men wear a kippah during worship as a sign of respect to God. • To know that different Jewish communities may have different views on what counts as 'work' during Shabbat.	**Torah, spice box, Challah bread, synagogue, Rabbi, wine, Shabbat, Jews, Judaism, Kippah, priority, Star of David, Sacrifice, Kiddush cup, Shalom, sabbath, God, routine, blessing, prayer, Commandment, Havdalah candle, creation, Tenakh**

from ordinary life. Visiting a synagogue and observing worship can help people understand how Jews mark the Sabbath in practice.		
Year 2 **Summer 1:** How important is the Qur'an to Muslims? The Qur'an is the holy book for Muslims and is believed to be the direct word of Allah, revealed in Arabic. Because of this, it is treated with great respect and care in Muslim life. Many Muslims learn to read and speak Arabic so they can understand the Qur'an more closely. These lessons are often taught in the mosque, which is the Muslim place of worship. Muslims believe the Qur'an gives guidance on how to live a good life in a way that pleases Allah. It teaches rules and advice for everyday behaviour and worship. Because of its importance, the Qur'an is handled very carefully. It is often placed on a stand when being read, wrapped in a clean cloth when not in use, and kept above other books. It is never placed on the floor, and Muslims usually wash their hands before touching it.	• To know that the Qur'an is the holy book for Muslims and is believed to be the direct words of Allah. • To know that the Qur'an was revealed in Arabic, which is the language chosen by Allah. • To know that many Muslims learn Arabic, often in the mosque, to better understand the Qur'an. • To know that Muslims believe the Qur'an gives guidance on how to live a life that pleases Allah. • To know that the Qur'an is treated with great respect and care. • To know that Muslims place the Qur'an on a stand when reading it and wrap it in a clean cloth when not in use. • To know that the Qur'an is kept above other books and never placed on the floor. • To know that Muslims wash their hands before touching the Qur'an.	**Prophet, Islam, respect, Khadijah, Makkah, noble, Saudi Arabia, Angel Jibr'il, Muhammad, angel, special, Arabic, Qur'an, stories, Allah, Night of Power, squander**

Summer 2: How and why are sacred texts important to Christians and Jewish people? This enquiry introduces children to the idea of **sacred texts** and explores why they are important to some people. Children will learn about the **Bible in Christianity** and the **Torah in Judaism**, considering what these books contain and why they are treated as special. They will begin to understand that sacred texts can influence the way people **think, behave and make decisions**. Children will be introduced to **theological thinking** by exploring the meaning and messages within stories from sacred texts. They will consider why different people may understand or value a sacred text in different ways. Children will also begin to explore the idea of **context**, understanding that the time, place and culture in which something exists can influence why and how it is important to people. The unit builds on children's previous learning about **special stories and special people**, including Jesus. Local examples, including **Wells Cathedral**, will help children make connections between what they learn in the classroom and the way sacred texts are used and valued in real communities.	• To know that some books and texts are considered sacred by religious people. • To know that Christians consider the Bible to be a sacred text. • To know that Jewish people consider the Torah to be a sacred text. • To know that sacred texts contain stories, teachings and ideas that are important to religious people. • To know that sacred texts can help people make decisions about how to live. • To know that people may read, listen to, study and use sacred texts in different ways. • To know that context means the circumstances surrounding something, such as the time, place and culture. • To know that context can help us understand why something is important to people. • To know that sacred texts have a long history and have been important to communities for many generations. • To know that Wells Cathedral is a Christian place of worship where the Bible is important.	**Sacred, text, sacred text, Bible, Torah, Christian, Christianity, Jewish, Judaism, religion, belief, theology, context, story, teaching, worship, church, synagogue, God, Jesus, community, importance, meaning**

Children will develop their ability to ask questions, explain ideas and recognise that sacred texts can have an important influence on people's lives.	• To know that people may have different beliefs and reasons for why sacred texts are important to them.	
Year 3 **Summer 1:** What do some deities tell Sanatanis about God? Hinduism (as reflected in this enquiry) teaches that Brahman is the one supreme reality who can appear in many forms, including the gods of the Trimurti and other deities. It also describes key stories and roles of specific gods: • Shiva and Parvati are seen as the parents of Ganesha. In one story, Shiva unknowingly beheads Ganesha and then replaces his head with that of an elephant, also granting him wisdom and the power to remove obstacles for devoted worshippers. Lakshmi is the goddess of wealth and good fortune and is the wife of Vishnu.	• To know that Brahman is the one supreme being who appears in many forms, including the Trimurti. • To know that Shiva and Parvati are believed to be Ganesha's parents and that he was given an elephant head and the power to remove obstacles. • To know that Lakshmi is the goddess of wealth and good fortune and the wife of Vishnu.	**Atman, Brahman, Sanatana Dharma, Sanatani, Brahma, Deity, God, Supreme, aspects, attributes, personality, reflections, avatar, essence, Trimurti, Ganesha, Lakshmi, positive.**
Summer 2: How does living in Somerset affect how different Hindus live out their faith?		**Hindu Dharma, Hindu, worldview, religion, social sciences, context,**

This enquiry explores **how living in Somerset can influence the way some Hindu believers live out their faith**. Children will learn that a person's **worldview can influence the way they live**, while also recognising that people within the same religion can have different beliefs, practices and experiences. Through the lived experiences of Hindu children and families in Somerset, pupils will explore how factors such as where people live, the local community and the availability of places of worship can affect religious practice. Children will develop their understanding of **social sciences** by using evidence, data, research and lived examples to investigate Hindu life in Somerset. They will explore the **census** to find out about religious diversity in their local area and investigate how Hindu prayer, worship and connections with God may differ depending on context. They will also explore **ahimsa**, considering how Hindu beliefs about avoiding harm and caring for living things can influence everyday choices and how different Hindus may practise ahimsa in different ways. Throughout the unit, children will consider the idea of **diversity within Hindu Dharma** and avoid making assumptions that one person's experiences represent everyone who follows a particular	• To know that a person's worldview can influence the way they live their life. • To know that where a person lives and their local context can influence how they practise their worldview. • To know that Hindu Dharma is a diverse worldview with a range of beliefs and practices. • To know that there are Hindu believers living in Somerset. • To know that the census can provide information about the religious and worldview diversity of a local area. • To know that Hindu prayer and worship can take different forms. • To know that some Hindu believers' worship at home, while others may worship in a mandir. • To know that access to a Hindu community or place of worship can be influenced by where someone lives. • To know that Hindu believers may have different relationships with God and different ways of worshipping. • To know that ahimsa is an important concept within Hindu Dharma connected with avoiding harm and caring for living things.	**census, data, research, diversity, lived experience, prayer, worship, puja, mandir, temple, deity, murti, God, chanting, meditation, mantra, shloka, ahimsa, Mahabharata, Bhagavad Gita, influence, evaluate, investigate, explain, compare, community, Somerset, representation, beliefs, practices, nature, environment**

worldview. They will compare the experiences of Hindu believers living in Somerset with those living in other contexts and reflect on how their own worldview may influence their choices. The final lesson encourages children to think critically about whether it is fair to expect someone to act as a representative or model of their religion or worldview.	• To know that different Hindu believers may practise ahimsa in different ways. • To know that people with the same worldview do not necessarily have identical beliefs, practices or experiences. • To know that lived examples can help us understand how people practise their worldview in particular contexts.	
Year 4 **Summer 1**: Does praying at regular intervals help Muslims in their everyday lives? The enquiry explains that Hinduism teaches Brahman is the one supreme being who can appear in many different forms, including the Trimurti and other gods. It also describes key beliefs about Ganesha, including his elephant head and role as the remover of obstacles, and states that Lakshmi is the goddess of wealth and good fortune and the wife of Vishnu.	• To know that Brahman is the one supreme being who appears in many forms, including the Trimurti. • To know that Ganesha is the son of Shiva and Parvati, has an elephant head, and is the remover of obstacles. • To know that Lakshmi is the goddess of wealth and good fortune and the wife of Vishnu	**Allah, Muslims, Qur'an, Islam, exercise, commitment, prayer, salat, salah, thankfulness, self-discipline, respect, Mosque, Ka'bah, pilgrimage, Hajj, dome, minaret, washroom, important, forgotten, remembering.**

<u>Summer 2:</u> How do different Muslims in Somerset show submission? This enquiry explores how **Muslims in Somerset may show submission to Allah through their beliefs, worship, values and everyday actions**. Children will build on their previous learning about the Prophet Muhammad and the core belief in one God, Allah. They will explore teachings from the **Qur'an and Hadith** and begin to understand how Muslims interpret these teachings and put their beliefs into practice. Children will investigate how submission is expressed through **prayer, worship and belonging to a mosque community**. They will explore features and practices within a local mosque, including salah, wudu and the role of the Imam and madrassah. Through lived examples of Muslims in Somerset, children will consider how people's beliefs influence their values and behaviour, and how living as a Muslim in a particular local context can shape their experiences. The unit also explores **zakat, charity and service to others**, helping children understand how religious beliefs can influence actions within the wider community. Finally, children will consider the	• To know that Muslims believe in one God, Allah. • To know that Muslims believe they should submit to the will of Allah. • To know that the Qur'an and Hadith contain teachings that influence Muslim beliefs and practices. • To know that sacred texts can be interpreted in different ways. • To know that Muslims show their submission to Allah through beliefs, worship, values and actions. • To know that salah (prayer) is an important practice for Muslims. • To know that Muslims may attend a mosque to pray, learn and worship as part of a community. • To know that a mosque can provide Muslims with a sense of belonging and community. • To know that wudu is the ritual washing Muslims undertake before prayer. • To know that an Imam can lead prayers and support the Muslim community. • To know that a madrassah can provide Muslim children with opportunities to learn about Islam.	**Islam, Muslim, Allah, Qur'an, Hadith, Muhammad, Prophet, Tawhid, Shahada, submission, belief, interpretation, theologian, theology, mosque, Imam, wudu, ablution, salah, prayer, Mecca, Minbar, Adhan, madrassah, community, belonging, commitment, worship, ritual, practice, values, worldview, halal, Five Pillars, Ramadan, Eid, zakat, charity, sacrifice, Akhlaq, philosophy, debate, Somerset, diversity, faith.**

philosophical question of whether **words or actions** are more important when showing commitment to God. They will reflect on their own worldview, listen to different perspectives and recognise that Muslims, like people from other religions and worldviews, may express their beliefs in different ways.	• To know that Muslims may express their faith through the way they behave and the values they follow. • To know that Muslims may give to charity as part of their religious commitment.	
Year 5 **Summer 1**: What is the best way for a Sanatani to show commitment to God? Sanatanis believe in Brahman as the one supreme, formless, eternal God. The enquiry introduces key beliefs and practices including puja, where worship is done at home or in temples with offerings to God, and the importance of sacred texts like the Vedas, which are the oldest scriptures meaning "knowledge" and containing guidance for life. It also explains the four goals of life (purusharthas): Moksha (liberation from the cycle of rebirth), Dharma (living according to duty and moral rules), Artha (earning wealth in a lawful and helpful way), and Karma (desire and purposeful action in life).	• To know that Sanatanis believe in Brahman as the one formless, eternal, and supreme God. • To know that puja is worship done at home or in a temple with offerings to God. • To know that the Vedas are the oldest Hindu scriptures and contain knowledge and guidance for life. • To know that the four goals of life are Moksha, Dharma, Artha, and Karma, which guide how Hindus live and understand life.	**Atman, Brahman, Sanatana Dharma, Sanatani, Brahma, Deity, God, Supreme, Dharam, commitment, improvement, determination, perseverance, sacrifice, attentiveness, loyalty, resilience, Puja, shrine, Murti, devotion, Mandir, pilgrimage, prayer, worship, Vedas, achievement, difficulties**

Summer 2: Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives? The enquiry explains key Hindu beliefs about life, death, and rebirth. It describes Samsara as the cycle of reincarnation, where the soul is reborn into many lives. It explains Karma as the idea that actions have consequences and influence future lives. It also describes Moksha as the spiritual goal of becoming one with Brahman, which is achieved through good karma and sometimes by focusing on a spiritual life away from everyday life.	• To know that Samsara is the cycle of life, death, and rebirth where the soul is reborn into many lives. • To know that Karma means actions have consequences that affect future lives. • To know that Moksha is the spiritual goal of becoming one with Brahman, achieved through good karma and spiritual living.	**Atman, Brahman, Sanatana Dharma, Sanatani, Brahman, deity, God, Supreme, choices, consequences, reincarnation, Dharma-Duty, Karma-Action, Samsara, Moksha, Sadhu**
Year 6 **Summer 1:** What is the best way for a Muslim to show commitment to God? The enquiry explains how Muslims show that Allah is the most important part of their lives through the Five Pillars of Islam. These are Shahadah (declaring belief in one God and Muhammad as His prophet), Salat (praying five times a day), Zakat (giving a set amount of money to charity), Sawm (fasting during Ramadan to build self-discipline and empathy), and Hajj (a pilgrimage to Makkah at least	• To know that Shahadah is the declaration that there is one God, Allah, and Muhammad is His prophet. • To know that Salat is praying five times a day to show that life revolves around Allah. • To know that Zakat is giving 2.5% of savings to charity as a duty. • To know that Sawm is fasting during Ramadan to build self-discipline and empathy.	**Allah, Muslims, Qur'an, Islam, commitment, media, jewel, value, refuge, sangha, belonging, Ramadan, Makkah, Mecca, Zakat, charity, purify, sawm (fasting), afterlife, Akhirah, mosque, compassionate, merciful, dedication, effort.**

once in a lifetime to remember key events in Islam and follow the Prophet Muhammad).	• To know that Hajj is a pilgrimage to Makkah at least once in a lifetime to follow the Prophet Muhammad.	
Summer 2: Does belief in Akhirah (life after death) help Muslims lead a good life? The enquiry explains the Muslim belief in a Day of Judgment, where Allah will judge each person's life with perfect justice. It describes how two angels record a person's thoughts, words, and actions, which will be used as evidence. This belief encourages Muslims to live rightly, as their actions affect their afterlife. It also explores how Muslims try to improve their chances of a good afterlife through asking forgiveness, doing good deeds, praying, fasting, and giving to those in need. Finally, it introduces Jihad as personal struggle, with different interpretations of its meaning.	• To know that Muslims believe in a Day of Judgment where Allah judges each person's life with perfect justice. • To know that two angels record a person's thoughts, words, and actions as evidence for the afterlife. • To know that Muslims try to live well by asking forgiveness, doing good deeds, praying, fasting, and giving to charity. • To know that Jihad means personal struggle and can be understood in different ways.	**Allah, Muslims, Qur'an, Islam, motivation, achievement, satisfaction, Akhirah, Surah, Ayat, Hadith, Jihad, interpretation, strive, struggle, vision**