


Bristol's Locally Agreed Syllabus is called Awareness, Mystery and Value. We have mapped the chosen Jigsaw enquiries against guidance from this syllabus.

 Educate Together	Skills progression	
	EYFS	Religious Education


In addition to expectations from previous years, by the end of EYFS, a student at Redfield Educate Together, will be able to:

Current learning	Enquiry 1 - What makes people special? (Christianity) Enquiry 2 – What is Christmas? (Christianity) Enquiry 3 – How do we celebrate? (mixed religions) Enquiry 4 – What is Easter? (Christianity) Enquiry 5 – What can we learn from stories? (mixed religions) Enquiry 6 - What makes places special? (mixed religions)
Future learning	Enquiry 1 - What do Christians believe about God? (Christianity) Enquiry 2 – Who is God to Muslims? (Islam) Enquiry 3 – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Christianity) Enquiry 4 – How important is the prophet Muhammad to Muslims? (Islam) Enquiry 5 – Who is God to the Jews? (Judaism) Enquiry 6 - Who is God to Sanatanis? (Sanatana Dharma)
	AMV area of enquiry: Interpreting beliefs, teachings and sources of wisdom and authority in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. Explore stories about special people like Moses and Jesus. Explore key events from a Christian story and the importance to Christians. E.g., Easter story. Explore a story from a worldview other than Christianity and discuss the wisdom they contain.
	AMV area of enquiry: Exploring the impact of religions and beliefs on how people live their lives. Understanding and responding critically to beliefs and attitudes. Explore how families, friends, and role models (including religious figures like Moses and Jesus) influence how people behave.
	AMV area of enquiry: Appreciating that individuals and cultures express their beliefs and values through many different forms. Understand how beliefs are expressed through gift-giving within Christianity and one other world view (e.g, Chinese New Year red envelopes). Explore a Christian festival and one other world view. Identify and appreciate places of worship (Church and one other worldview's place of worship).
	AMV area of enquiry: Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. Understand how families and friends contribute to a sense of identity and belonging. Explore how different homes and places of worship contribute to a sense of belonging for individuals and communities.
	AMV area of enquiry: Understanding how moral values and a sense of obligation can come from beliefs and experience. Evaluating their own and others' values in order to make informed, rational and imaginative choices. Explore moral values such as kindness and compassion, as seen in the stories of Jesus' healings. Understand the importance of moral values such as giving and gratitude, (during Christmas for example).

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Key vocabulary	<p>Special: Something or someone that is very important and unique to you or others.</p> <p>Belonging: Feeling happy and safe in a group or place, like a family, a class, or a home.</p> <p>Celebrate: To do something fun or joyful to mark a special event or happy time, often with others.</p> <p>Story: A tale that is shared to help us learn something important or to remember special people and events.</p> <p>Community: A group of people who live, learn, or work together in the same area or share the same beliefs.</p> <p>Kindness: Being friendly, generous, and caring toward others.</p> <p>Wisdom: Knowing what is true, good, and important, often learned from stories or experiences.</p> <p>Difference: How things or people are not the same, recognising that everyone is unique.</p>
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 Educate Together	Skills progression	
	YEAR 1	Religious Education


In addition to expectations from previous years, by the end of Year 1, a student at Redfield Educate Together, will be able to:

Previous Learning	Enquiry 1 - What makes people special? (Christianity) Enquiry 2 – What is Christmas? (Christianity) Enquiry 3 – How do we celebrate? (mixed religions) Enquiry 4 – What is Easter? (Christianity) Enquiry 5 – What can we learn from stories? (mixed religions) Enquiry 6 - What makes places special? (mixed religions)
Current learning	Enquiry 1 - What do Christians believe about God? (Christianity) Enquiry 2 – Who is God to Muslims? (Islam) Enquiry 3 – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Christianity) Enquiry 4 – How important is the prophet Muhammad to Muslims? (Islam) Enquiry 5 – Who is God to the Jews? (Judaism) Enquiry 6 - Who is God to Sanatanis? (Sanatana Dharma)
Future learning	Enquiry 1 - What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali? (Sanatana Dharma) Enquiry 2 – Is it possible to be kind to everyone all of the time? (Christianity) Enquiry 3 – How important is the Qur'an to Muslims? (Islam) Enquiry 4 – Is Shabbat important to Jewish children? (Judaism) Enquiry 5 – Does visiting the synagogue help Jewish children feel closer to God? (Judaism) Enquiry 6 - Why do Christians believe God gave Jesus to the world? (Christianity) *Pentecost
	AMV area of enquiry: Interpreting beliefs, teachings and sources of wisdom and authority in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. Understand Christian beliefs about God as Creator and the concept of the Trinity (God the Father, God the Son). Understand Muslim beliefs about Allah, focusing on key attributes and how they are expressed. Interpret key teachings in Judaism, including the covenant with Abraham and the role of Moses. Understand the concept of Brahman in Sanatana Dharma, exploring the idea of one supreme being in different forms.
	AMV area of enquiry: Exploring the impact of religions and beliefs on how people live their lives. Understanding and responding critically to beliefs and attitudes. Explore the importance of the Prophet Muhammad to Muslims and how his life impacts Muslim practices today. Understand how the concept of respect and the names of Allah guide the actions of Muslims.
	AMV area of enquiry: Appreciating that individuals and cultures express their beliefs and values through many different forms. Understand how beliefs about Jesus are expressed through the celebration of Palm Sunday. Recognise how Sanatani beliefs are expressed through the worship of deities.
	AMV area of enquiry: Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. Understand how religious figures like Moses and the Prophet Muhammad contribute to the identity and belonging of Jewish and Muslim communities.
	AMV area of enquiry: Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. The objective of understanding Christian beliefs about God as Creator and the concept of the Trinity (AMV Area A) introduces fundamental questions about the origin of the world and humanity.

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	The objective of understanding the concept of Brahman in Sanatana Dharma, and exploring the idea of one supreme being in different forms (AMV Area A), addresses ultimate questions about the nature of the divine and its presence in the world.
	<p>AMV area of enquiry: Understanding how moral values and a sense of obligation can come from beliefs and experience. Evaluating their own and others' values in order to make informed, rational and imaginative choices.</p> <p>Explore how moral values are derived from Jewish teachings, such as the 10 Commandments.</p>
Key vocabulary	<p>Creator: The term used to refer to God or a supreme being believed to have made the world.</p> <p>Trinity: The Christian belief that God is one but exists in three parts: God the Father, God the Son, and the Holy Spirit.</p> <p>Allah: The Arabic word for God, used by Muslims.</p> <p>Prophet: A person believed to be chosen by God to teach people and share God's message (e.g., Prophet Muhammad, Moses).</p> <p>Covenant: A special promise or agreement, such as the one between God and Abraham in Judaism.</p> <p>Moral Values: Important ideas about what is right and wrong, guiding how people live and behave.</p> <p>Brahman: In Sanatana Dharma (Hinduism), the ultimate reality or supreme being.</p> <p>Belonging: Feeling accepted and part of a group or community, often through shared beliefs.</p>

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 Educate Together	YEAR 2	Religious Education
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In addition to expectations from previous years, by the end of Year 2, a student at Redfield Educate Together, will be able to:

Previous Learning	Enquiry 1 - What do Christians believe about God? (Christianity) Enquiry 2 – Who is God to Muslims? (Islam) Enquiry 3 – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Christianity) Enquiry 4 – How important is the prophet Muhammad to Muslims? (Islam) Enquiry 5 – Who is God to the Jews? (Judaism) Enquiry 6 - Who is God to Sanatanis? (Sanatana Dharma)
Current learning	Enquiry 1 - Is it possible to be kind to everyone all of the time? (Christianity) Enquiry 2 – What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali? (Sanatana Dharma) Enquiry 3 – How important is the Qur'an to Muslims? (Islam) Enquiry 4 – Is Shabbat important to Jewish children? (Judaism) Enquiry 5 – Does visiting the synagogue help Jewish children feel closer to God? (Judaism) Enquiry 6 - Why do Christians believe God gave Jesus to the world? (Christianity) *Pentecost not Christmas
Future learning	Enquiry 1 – What is the best way for a Jew to lead a good life? (Judaism) Enquiry 2 – Has Christmas lost its true meaning? (Christianity) Enquiry 3 – Does visiting the Ganges make a person a better Sanatani? (Sanatana Dharma) Enquiry 4 – How do Jewish beliefs, teachings and stories impact on daily life? (Judaism) Enquiry 5 – Does praying at regular intervals help Muslims in their everyday lives? (Islam) Enquiry 6 - What do some deities tell Sanatanis about God? (Sanatana Dharma)
	AMV area of enquiry: Interpreting beliefs, teachings and sources of wisdom and authority in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. Understand the significance of the Qur'an as a sacred text and the story of how Muhammad received it. Interpret the teachings and wisdom gained from the story of Rama and Sita. Understand the core Christian belief in Jesus's incarnation (Jesus as a gift from God). Understand the Jewish creation story and its link to the importance of Shabbat.
	AMV area of enquiry: Exploring the impact of religions and beliefs on how people live their lives. Understanding and responding critically to beliefs and attitudes. Explore the importance of the Qur'an's teachings to Muslims today and how Muslims show respect to the text. Understand the significance of Shabbat to Jewish children and how it impacts their week.
	AMV area of enquiry: Appreciating that individuals and cultures express their beliefs and values through many different forms. Understand how the story of Rama and Sita is celebrated and expressed through Diwali. Explore how beliefs about Jesus are celebrated through Christian events, such as Pentecost.
	AMV area of enquiry: Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. Understand the role of the synagogue as a place of worship and community for Jewish children. Explore how visiting the synagogue and the importance of Jerusalem contribute to a sense of belonging for Jewish children.
	AMV area of enquiry: Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. The exploration of Creation stories (Judaism) and the deeper meaning of festivals like Diwali, which reflect on the triumph of light over darkness and good over evil. These topics provide opportunities to discuss and respond imaginatively to fundamental questions about life, morality, and the human experience.

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	<p>AMV area of enquiry: Understanding how moral values and a sense of obligation can come from beliefs and experience. Evaluating their own and others' values in order to make informed, rational and imaginative choices.</p> <p>Explore the moral values of kindness, using the example of Jesus as the Son of God.</p>
<p>Key vocabulary</p>	<p>Diwali: A Hindu festival of lights that celebrates the victory of good over evil.</p> <p>Qur'an: The holy book of Islam, treated with great respect by Muslims.</p> <p>Incarnation: The Christian belief that God took human form as Jesus.</p> <p>Shabbat: The Jewish day of rest and holiness, celebrated from Friday evening to Saturday evening.</p> <p>Synagogue: A Jewish place of worship and community gathering.</p> <p>Pilgrimage: A journey to a special holy place, often as a sign of faith.</p> <p>Pentecost: A Christian festival celebrating the coming of the Holy Spirit to the disciples of Jesus.</p> <p>Kindness: The quality of being friendly, generous, and considerate.</p>

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 Educate Together	Skills progression	
	YEAR 3	Religious Education

In addition to expectations from previous years, by the end of Year 3, a student at Redfield Educate Together, will be able to:

Previous Learning	Enquiry 1 - Is it possible to be kind to everyone all of the time? (Christianity) Enquiry 2 - What might Sanatanis learn from the story of Rama and Sita and the celebrations of Diwali? (Sanatana Dharma) Enquiry 3 - How important is the Qur'an to Muslims? (Islam) Enquiry 4 - Is Shabbat important to Jewish children? (Judaism) Enquiry 5 - Does visiting the synagogue help Jewish children feel closer to God? (Judaism) Enquiry 6 - Why do Christians believe God gave Jesus to the world? (Christianity) *Pentecost not Christmas
Current learning	Enquiry 1 - What is the best way for a Jew to lead a good life? (Judaism) Enquiry 2 - Has Christmas lost its true meaning? (Christianity) Enquiry 3 - Does visiting the Ganges make a person a better Sanatani? (Sanatana Dharma) Enquiry 4 - How do Jewish beliefs, teachings and stories impact on daily life? (Judaism) Enquiry 5 - Does praying at regular intervals help Muslims in their everyday lives? (Islam) Enquiry 6 - What do some deities tell Sanatanis about God? (Sanatana Dharma)
Future learning	Enquiry 1 - Do people need to go to church to show they are Christians? (Christianity) Enquiry 2 - How does celebrating Shavuot help Jewish children feel closer to God? (Judaism) Enquiry 3 - Is forgiveness always possible for Christians? (Christianity) Enquiry 4 - Does completing a pilgrimage make a person a better Muslim? (Islam) Enquiry 5 - What is the best way for a Muslim to lead a good life? (Islam) Enquiry 6 - What is the best way for a Sanatani to lead a good life? (Sanatana Dharma)
	AMV area of enquiry: Interpreting beliefs, teachings and sources of wisdom and authority in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. Understand the core teachings regarding Abraham and the covenant in Judaism, and how they guide Jewish life. Interpret the teachings and meanings of the Passover story and the symbolism of the Seder plate. Understand the significance of Jesus's Incarnation in Christian belief. Interpret the role of deities (Ganesha and Lakshmi) as aspects of Brahman, the supreme being in Sanatana Dharma. Understand the importance of the Night Journey in Islam and how it relates to prayer.
	AMV area of enquiry: Exploring the impact of religions and beliefs on how people live their lives. Understanding and responding critically to beliefs and attitudes. Explore the concept of <i>Tikkun Olam</i> (repairing the world) and <i>Mitzvah</i> (moral duty) as central to Jewish life. Understand the impact of prayer (Salat/Salah) on the everyday lives of Muslims. Understand the impact of Kashrut (Kosher) rules on the daily lives of Jewish people.
	AMV area of enquiry: Appreciating that individuals and cultures express their beliefs and values through many different forms. Appreciate how Christian beliefs and values (such as kindness) are expressed through Christmas celebrations. Understand how beliefs are expressed through rituals and practices related to the River Ganges, such as pilgrimage. Appreciate how Muslims express their beliefs through the practice of Salat/Salah at regular intervals. Understand how deities like Ganesha and Lakshmi are expressed in Sanatani worship.
	AMV area of enquiry: Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. Understand how participation in community events like Mitzvah Day and Tu B'Shevat contributes to Jewish identity and belonging.

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	Explore how the act of pilgrimage to the River Ganges fosters a sense of belonging for Sanatanis.
	AMV area of enquiry: Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.
	Engage with ultimate questions regarding the interconnectedness of all things, as represented by the Sanatani belief in Brahman in everything, including the waters of the River Ganges.
	AMV area of enquiry: Understanding how moral values and a sense of obligation can come from beliefs and experience. Evaluating their own and others' values in order to make informed, rational and imaginative choices.
	Explore how moral values in Judaism are derived from teachings related to Mitzvah Day and Tikkun Olam.
	Understand how Christian beliefs about Incarnation inspire acts of kindness and moral behaviour.
Key vocabulary	<p>Tikkun Olam: A Jewish concept meaning "repairing the world" through social justice and good deeds.</p> <p>Mitzvah: A commandment or good deed in Judaism; an obligation to perform.</p> <p>Incarnation: The Christian belief that God took human form as Jesus.</p> <p>Pilgrimage: A religious journey to a sacred place.</p> <p>Kashrut (Kosher): The set of Jewish dietary laws.</p> <p>Seder plate: A symbolic plate used during the Passover meal (Seder) to represent the story of the Exodus.</p> <p>Salat (Salah): The practice of formal prayer in Islam, performed five times a day.</p> <p>Deity: A god or goddess; a divine aspect of Brahman in Sanatana Dharma.</p>

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 Educate Together	Skills progression	
	YEAR 4	Religious Education

In addition to expectations from previous years, by the end of Year 4, a student at Redfield Educate Together, will be able to:


Previous Learning	Enquiry 1 – What is the best way for a Jew to lead a good life? (Judaism) Enquiry 2 – Has Christmas lost its true meaning? (Christianity) Enquiry 3 – Does visiting the Ganges make a person a better Sanatani? (Sanatana Dharma) Enquiry 4 – How do Jewish beliefs, teachings and stories impact on daily life? (Judaism) Enquiry 5 – Does praying at regular intervals help Muslims in their everyday lives? (Islam) Enquiry 6 – What do some deities tell Sanatanis about God? (Sanatana Dharma)
Current learning	Enquiry 1 – Do people need to go to church to show they are Christians? (Christianity) Enquiry 2 – How does celebrating Shavuot help Jewish children feel closer to God? (Judaism) Enquiry 3 – Is forgiveness always possible for Christians? (Christianity) Enquiry 4 – Does completing a pilgrimage make a person a better Muslim? (Islam) Enquiry 5 – What is the best way for a Muslim to lead a good life? (Islam) Enquiry 6 – What is the best way for a Sanatani to lead a good life? (Sanatana Dharma)
Future learning	Enquiry 1 – Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism) Enquiry 2 – What is the best way for a Christian to show commitment to God? (Christianity) Enquiry 3 – What is the best way for a Sanatani to show commitment to God? (Sanatana Dharma) Enquiry 4 – What is the best way for a Muslim to show commitment to God? (Islam) Enquiry 5 – How can Brahman be everywhere and in everything? (Sanatana Dharma) Enquiry 6 – What is the best way for a Jew to show commitment to God? (Judaism)
	AMV area of enquiry: Interpreting beliefs, teachings and sources of wisdom and authority in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. Interpret the teachings and meanings of Jewish festivals, including Shavuot, Pesach, and Sukkot, and their connection to the giving of the Torah. Understand the significance of the Easter story in relation to Christian beliefs about forgiveness. Interpret Islamic teachings from the Qur'an and Hadith regarding the pillars of a good life. Understand key Sanatani beliefs, including Karma, Atman, and Moksha.
	AMV area of enquiry: Exploring the impact of religions and beliefs on how people live their lives. Understanding and responding critically to beliefs and attitudes. Explore the role of the Church in Christian life, including its use for worship and sacraments like Baptism and Holy Communion. Understand the impact of Hajj (pilgrimage to Makkah) on the life of a Muslim. Explore how Islamic beliefs in the afterlife and judgment affect a Muslim's actions (e.g., Zakat, Sadaqah, fasting during Ramadan). Understand how the Sanatani beliefs in Karma, Atman, and Moksha affect the actions and devotion taken in life.
	AMV area of enquiry: Appreciating that individuals and cultures express their beliefs and values through many different forms. Appreciate how Christian beliefs are expressed through rituals and sacraments, such as Baptism and Holy Communion. Understand how Jewish beliefs are expressed through the celebration of Shavuot, Pesach, and Sukkot. Appreciate how Muslims express their faith through the pilgrimage to Makkah (Hajj).
	AMV area of enquiry: Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. Understand how participation in church services and sacraments contributes to a sense of Christian identity and belonging. Explore how the observance of festivals helps Jewish children feel connected to their faith and community.

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	Understand how the pilgrimage to Makkah (Hajj) strengthens a Muslim's sense of identity and connection to the global Muslim community.
	AMV area of enquiry: Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.
	Explore ultimate questions about existence and the human soul through the Sanatani concepts of Atman (the self) and Moksha (liberation).
	Engage with ultimate questions about life after death and judgment, as explored in Islamic beliefs.
	AMV area of enquiry: Understanding how moral values and a sense of obligation can come from beliefs and experience. Evaluating their own and others' values in order to make informed, rational and imaginative choices.
	Explore the Christian concept of forgiveness and its importance as taught by Jesus.
	Understand how Islamic practices (like Zakat and Sadaqah) and beliefs (like Karma in Sanatana Dharma) provide a framework for moral obligation and leading a good life.
Key vocabulary	<p>Sacrament: A religious ceremony or ritual that is a sign of divine grace (e.g., Baptism, Holy Communion).</p> <p>Forgiveness: The act of pardoning or excusing someone for a mistake or wrong they have done.</p> <p>Hajj: The Muslim pilgrimage to Makkah, one of the Five Pillars of Islam.</p> <p>Zakat / Sadaqah: Zakat is compulsory giving by Muslims; Sadaqah is voluntary charity.</p> <p>Ramadan: The ninth month of the Islamic calendar, observed by Muslims as a month of fasting, prayer, and reflection.</p> <p>Karma: In Sanatana Dharma (Hinduism), the sum of a person's actions in this and previous lives, determining their future.</p> <p>Atman: In Sanatana Dharma, the spiritual self or soul.</p> <p>Moksha: In Sanatana Dharma, the concept of liberation from the cycle of birth and death.</p>

	Skills progression
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 Educate Together	YEAR 5	Religious Education
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In addition to expectations from previous years, by the end of Year 5, a student at Redfield Educate Together, will be able to:

Previous Learning	Enquiry 1 – Do people need to go to church to show they are Christians? (Christianity) Enquiry 2 – How does celebrating Shavuot help Jewish children feel closer to God? (Judaism) Enquiry 3 – Is forgiveness always possible for Christians? (Christianity) Enquiry 4 – Does completing a pilgrimage make a person a better Muslim? (Islam) Enquiry 5 – What is the best way for a Muslim to lead a good life? (Islam) Enquiry 6 – What is the best way for a Sanatani to lead a good life? (Sanatana Dharma)
Current learning	Enquiry 1 – Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism) Enquiry 2 – What is the best way for a Christian to show commitment to God? (Christianity) Enquiry 3 – What is the best way for a Sanatani to show commitment to God? (Sanatana Dharma) Enquiry 4 – What is the best way for a Muslim to show commitment to God? (Islam) Enquiry 5 – How can Brahman be everywhere and in everything? (Sanatana Dharma) Enquiry 6 – What is the best way for a Jew to show commitment to God? (Judaism)
Future learning	Enquiry 1 – Is Christianity still a strong religion over 2000 years after Jesus was on Earth? (Christianity) Enquiry 2 – How is the Qur'an vital to Muslims today? (Islam) Enquiry 3 – Does belief in Akhira (life after death) help Muslims lead a good life? (Islam) Enquiry 4 – How are sacred teachings and stories interpreted by Jews today? (Judaism) Enquiry 5 – Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives? (Sanatana Dharma) Enquiry 6 – Independent project investigating their own beliefs. What makes me happy?
	AMV area of enquiry: Interpreting beliefs, teachings and sources of wisdom and authority in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. Understand the significance of the Torah in Jewish life and how it guides behaviour Understand Christian beliefs about showing commitment through the 10 Commandments and the teaching to "Love your neighbour." Interpret the Sanatani beliefs related to Brahman, the Trimurti, and the Aum, exploring how Brahman takes on many forms. Understand Jewish beliefs about the Covenant and the 10 Commandments.
	AMV area of enquiry: Exploring the impact of religions and beliefs on how people live their lives. Understanding and responding critically to beliefs and attitudes. Explore how Jewish children show commitment through the observance of Rosh Hashanah, Yom Kippur, and the Days of Awe. Understand how Christians demonstrate commitment through charity work, prayer, and worship practices. Understand how Muslims show commitment through prayer, charity, and observing Ramadan. Explore how Sanatanis demonstrate commitment through devotion and the practice of Puja. Understand how commitment is shown in Judaism through practices like Shabbat, Kashrut, and key festivals.
	AMV area of enquiry: Appreciating that individuals and cultures express their beliefs and values through many different forms. Appreciate how Jewish beliefs are expressed through customs related to Rosh Hashanah and Yom Kippur. Understand how Sanatanis express devotion and commitment through Puja and pilgrimage to the Ganges. Appreciate how Christian commitment is expressed through specific worship and prayer practices. Understand how Muslim commitment is expressed through Ramadan and helping the poor.

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	AMV area of enquiry: Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs.
	Understand how Jewish children develop a sense of identity and belonging through major life events, such as Bar and Bat Mitzvah.
	Explore how participating in communal worship in a Synagogue or Church fosters a sense of belonging.
	Understand how showing commitment to Allah contributes to a Muslim's sense of identity.
	AMV area of enquiry: Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them.
	Engage with ultimate questions regarding the nature of Brahman as being everywhere and in everything (Sanatana Dharma).
	AMV area of enquiry: Understanding how moral values and a sense of obligation can come from beliefs and experience. Evaluating their own and others' values in order to make informed, rational and imaginative choices.
	Understand how moral values and obligations (Mitzvot) are central to Jewish beliefs and practice.
	Explore how Christian teachings (e.g., Love your neighbour) provide a framework for ethical action.
	Understand how Islamic teachings encourage helping the poor and needy as an expression of moral obligation.
Key vocabulary	<p>Rosh Hashanah: The Jewish New Year, a time of reflection and celebration.</p> <p>Yom Kippur: The Jewish Day of Atonement, the holiest day of the year in Judaism.</p> <p>Puja: A form of worship or prayer ritual in Sanatana Dharma, often involving offerings and devotion.</p> <p>Aum (Om): A sacred sound and symbol in Sanatana Dharma representing the universe and ultimate reality.</p> <p>Trimurti: In Sanatana Dharma, the concept of the three main forms of God (Brahma, Vishnu, and Shiva).</p> <p>Bar Mitzvah/Bat Mitzvah: A ceremony marking a Jewish child's coming of age and religious maturity.</p> <p>Covenant: A special agreement or promise, often between God and a person or group of people (revisited in more depth).</p> <p>Worship: The act of showing reverence and adoration for a deity or God.</p>

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 Educate Together	Skills progression	
	YEAR 6	Religious Education

In addition to expectations from previous years, by the end of Year 6, a student at Redfield Educate Together, will be able to:

Previous Learning	Enquiry 1 – Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism) Enquiry 2 – What is the best way for a Christian to show commitment to God? (Christianity) Enquiry 3 – What is the best way for a Sanatani to show commitment to God? (Sanatana Dharma) Enquiry 4 – What is the best way for a Muslim to show commitment to God? (Islam) Enquiry 5 – How can Brahman be everywhere and in everything? (Sanatana Dharma) Enquiry 6 - What is the best way for a Jew to show commitment to God? (Judaism)
Current learning	Enquiry 1 – Is Christianity still a strong religion over 2000 years after Jesus was on Earth? (Christianity) Enquiry 2 – How is the Qur'an vital to Muslims today? (Islam) Enquiry 3 – Does belief in Akhirah (life after death) help Muslims lead a good life? (Islam) Enquiry 4 – How are sacred teachings and stories interpreted by Jews today? (Judaism) Enquiry 5 – Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives? (Sanatana Dharma) Enquiry 6 - Independent project investigating their own beliefs. What makes me happy?
	AMV area of enquiry: Interpreting beliefs, teachings and sources of wisdom and authority in order to understand religions and beliefs. Understanding and responding critically to beliefs and attitudes. Understand the continued vitality of the Qur'an for Muslims today, recognizing that different interpretations exist. Understand key concepts in Sanatana Dharma, including Karma, Samsara, and Moksha. Interpret how sacred teachings and stories (such as those related to Shabbat and Kashrut) are interpreted by different Jewish communities (Orthodox, Reform, etc.).
	AMV area of enquiry: Exploring the impact of religions and beliefs on how people live their lives. Understanding and responding critically to beliefs and attitudes. Explore the influence of Christianity today through global and local organizations and their impact on people's lives. Understand how the belief in Akhirah (life after death) influences the daily lives of Muslims. Explore how beliefs in Karma, Samsara, and Moksha impact the lives of Sanatanis, including groups like Sadhus. Examine how the Qur'an guides Muslims' actions and behaviours. Understand how diverse interpretations of Shabbat and Kashrut affect the daily lives of Jewish communities.
	AMV area of enquiry: Appreciating that individuals and cultures express their beliefs and values through many different forms. Appreciate how Christian beliefs are expressed through festivals, celebrations, and symbols. Understand how Muslims express respect for the Qur'an through specific actions and practices.
	AMV area of enquiry: Understanding how individuals develop a sense of identity and belonging through faith or belief. Exploring the variety, difference and relationships that exist within and between religions, values and beliefs. Understand how participation in Christian organizations and community activities contributes to Christian identity. Explore how the diversity of practices within Judaism (e.g., celebrating Shabbat) contributes to different community identities. Reflect on and understand one's own beliefs and values, exploring what contributes to a sense of personal happiness and identity (Independent Project).
	AMV area of enquiry: Exploring some of the ultimate questions that confront humanity, and responding imaginatively to them. Engage with ultimate questions about life after death, judgment, and the soul (Akhirah, Karma, Samsara, Moksha). Explore fundamental questions about personal beliefs and values.

Bristol's Locally Agreed Syllabus is called Awareness, Mystery and Value. We have mapped the chosen Jigsaw enquiries against guidance from this syllabus.

	AMV area of enquiry: Understanding how moral values and a sense of obligation can come from beliefs and experience. Evaluating their own and others' values in order to make informed, rational and imaginative choices.
	Understand how the belief in Akhirah (life after death) and the concept of Jihad provide a framework for moral actions and obligations for Muslims.
	Explore how beliefs in Karma and Dharma provide a framework for moral decision-making and leading a good life in Sanatana Dharma.
Key vocabulary	<p>Akhirah: The Islamic belief in life after death, including judgment and the afterlife.</p> <p>Jihad: In Islam, a struggle or striving in the way of God; often interpreted as a spiritual struggle (greater jihad) or a physical struggle (lesser jihad).</p> <p>Interpretation: The way different individuals or groups understand and explain religious texts or teachings.</p> <p>Samsara: In Sanatana Dharma, the continuous cycle of birth, death, and reincarnation.</p> <p>Moksha: In Sanatana Dharma, liberation from the cycle of reincarnation.</p> <p>Sadhus: In Sanatana Dharma, a holy person or ascetic who has given up worldly life to pursue spiritual goals.</p> <p>Dharma: In Sanatana Dharma, the concept of duty, righteousness, and moral behaviour.</p> <p>Diversity: The existence of variety, particularly in the different ways beliefs are practiced within a religion.</p>