



# Deer Park Primary School

## R.E CURRICULUM

### **Our Ultimate End Goal:**

**What will our children be able to do when they leave Deer Park?**

- **By the end of their time at Deer Park Primary School our Year 6 children will have developed a deep and broad understanding about Christianity and other world faiths and religions.**
- **They will be able to express ideas through holding balanced and informed conversations about religious world views and beliefs.**
- **By engaging with challenging key questions, they will explore and understand the impact of their learning through reflecting critically on the core concepts, making connections between stories and considering implications within their own and other's lives and cultures.**
- **They will develop a religious literacy through a balance of theology, philosophy and Social and Human Sciences, an objective and informed critique of human existence. Therefore, demonstrating a respect for their own and others spiritual and ethical convictions.**

## Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship.</p> <p>They can be introduced to specific subject words and use their senses to explore beliefs, practices and forms of expression.</p> <p>They ask questions and reflect on their own feelings and experiences.</p> <p>They use their imagination and curiosity to develop their appreciation and wonder at the world in which we live.</p> <p>It is a legal requirement for all those in reception year</p>	<p>A) Know and understand a range of religions and worldwide views. (Christianity, Judaism).</p> <p>Recall and name different beliefs and practices. (Easter, Christmas, Shabbat).</p> <p>Explore, retell and suggest meanings to some religious stories. (Creation, Adam and Eve, The Lost Son, The Christmas Story, Jonah and the Whale).</p> <p>Recognise symbols and actions expressing ways of life in the community appreciating similarities and differences.</p> <p>B) Express ideas and insights and ideas about natures, significance and impact of religions. and worldwide views.</p> <p>Ask and respond to questions about what individuals and communities do to identify how 'belonging' makes a difference to people's lives.</p> <p>Observe and recount different ways of expression identity and belonging.</p> <p>Responding sensitively to similarities and differences in worldwide views.</p> <p>C) Gain and deploy skills needed to engage purposefully with religions and worldviews.</p> <p>Explore, find out, respond and express their ideas and</p>	<p>A) Know and understand about a range of religions and worldwide views. (Christianity, Judaism, Islam, Hinduism as a shorter unit).</p> <p>Describe and make connections between different features of religion, discovering more about celebrations, worship, pilgrimages and rituals which are significant to mark important points of their lives.</p> <p>Describe, understand and respond thoughtfully to sources of beliefs, making links between stories and aspects of communities they are exploring (Noah, Judaism, Abraham, People of Israel, Moses) (Gospels of Matthew, Luke).</p> <p>Explore and describe a range of beliefs, symbols and actions to understand different ways of life and expressing meaning.</p> <p>B) Express ideas and insights about nature, significance and impact of religions and worldwide views.</p> <p>Observe and understand varied examples of religions and worldwide views.</p> <p>Understand challenges of commitment to a community of faith making suggestions about why 'belonging' may be of value within the communities and their own lives.</p> <p>Observe and consider different dimensions of religion in order to explore and understand similarities and differences within and between religions and worldviews.</p> <p>C) Gain and deploy skills needed to engage purposefully with religions and world views.</p>				

	<p>opinions about belonging, meaning and truth, co-operation, right and wrong.</p>	<p>Discuss and present thoughtfully their own and others views about challenging questions.</p> <p>Apply own ideas through music, poetry and art.</p> <p>Consider and apply ideas about how diverse communities can live together-consider values and respect.</p> <p>Discuss and apply ideas about ethical questions about what is right and wrong, just and fair expressing own ideas.</p>
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## Overview

Cycle A			
Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
F2 <b>BELIEVING</b> Which people are special and why?	1.1 <b>BELIEVING</b> Who is a Christian and what do they believe?	L2.6 <b>EXPRESSING</b> Why do people think life is a journey?	U2.2 <b>BELIEVING</b> What would Jesus do? Can we live by the values of Jesus in the 21st Century?
F1 <b>BELIEVING</b> Which stories are special and why?		L2.5 <b>EXPRESSING</b> How do Christians and communities celebrate Christmas?	U2.5 <b>EXPRESSING</b> Is it better to express your beliefs in arts and architecture or in charity and generosity?
F4 <b>EXPRESSING</b> What times are special and why?	1.5 <b>EXPRESSING</b> What makes some place sacred?	L2.3 <b>BELIEVING</b> Why is Jesus inspiring to some people?	U2.7 <b>LIVING</b> What matters most the Christians and Humanists?
F6 <b>LIVING</b> What is special about our world?	1.4 <b>BELIEVING</b> What can we learn from sacred books?		? L2.1 <b>BELIEVING</b> What do Hindu's believe about God
F5 <b>LIVING</b> Being special: where do we belong?	1.2 <b>BELIEVING</b> Who is a Muslim and what do they believe?	L2.8 <b>LIVING</b> What does it mean to be a Hindu in Britain today?	
F3 <b>EXPRESSING</b> What places are special and why?			

Cycle B			
Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
F2 <b>BELIEVING</b> Which people are special and why?	1.8 <b>LIVING</b> How should we care for others and the world, and why does it matter?	L2.2 <b>BELIEVING</b> Why is the Bible important to Christians today?	U2.1 <b>BELIEVING</b> Why do some people believe God exists?
F1 <b>BELIEVING</b> Which stories are special and why?		L2.5 <b>EXPRESSING</b> Why are festivals important to religious communities?	U2.4 <b>EXPRESSING</b> If God is everywhere, why go to a place of worship?
F4 <b>EXPRESSING</b> What times are special and why?	1.6 <b>EXPRESSING</b> How and why do we celebrate special and sacred times?	L2.7 <b>LIVING</b> What does it mean to be a Christian in Britain today?	U2.6 <b>LIVING</b> What does it mean to be a Muslim in Britain today?
F6 <b>LIVING</b> What is special about our world?		L2.2 <b>BELIEVING</b> What do different people believe about God?	
F5 <b>LIVING</b> Being special: where do we belong?	1.2 <b>BELIEVING</b> Who is Jewish and what do they believe?	L2.4 <b>EXPRESSING</b> Why do people pray?	U2.3 <b>BELIEVING</b> What do religions say to us when life gets hard?

<p>F3 EXPRESSING What places are special and why?</p>	<p>1.7 LIVING What does it mean to belong to a faith community?</p>	<p>L2.9 LIVING What can we learn from religions when describing what is right and wrong?</p>	
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**PROCEDURAL KNOWLEDGE** - What skills do we want our scientists to have? Analyse, evaluate and solve problems-How will these skills build on what went before and help prepare our children for what is coming next?

	EYFS	YEAR 1 & 2	YEAR 3 & 4	YEAR 5 & 6
Key Concepts	Beginning to:	Continue to:	Have developed/developing:	Can/have/know:
<p><b>BELIEVING</b> Thinking about religion and belief</p> <p>(Enquire, investigate and interpret, analyse) Beliefs and teachings (What people believe) Practices and lifestyles (What people do)</p>	<p>Develop an understanding of what beliefs and where do they come from.</p>	<p>Recognise and name features of religions and belief- -recall features of religious practices, festivals, worship, rituals.</p> <p>Listen to spiritual, and moral stories.</p> <p>Identify how religion and belief is expressed in different ways.</p> <p>Identify similarities and differences in features of religious practices.</p> <p>Retell religious, spiritual and moral stories,</p> <p>Appreciate similarities between communities.</p>	<p>Identify similarities and differences between religions and beliefs.</p> <p>Make links between religious beliefs and practices.</p> <p>Identify similarities and differences in religious spiritual and moral stories.</p> <p>Investigate and connect features of religion and belief.</p> <p>Ask questions about different religions and beliefs.</p> <p>Comment on connections between questions, beliefs, values and practice.</p> <p>Describe similarities and differences within and between different religion, spiritual and moral stories.</p>	<p>Explain connections between questions, beliefs, values and practices in different belief systems.</p> <p>Explain how and why differences in beliefs are expressed.</p> <p>Compare religious, spiritual, moral stories to our own experiences.</p> <p>Use religious and philosophical terminology and concepts to explain religious beliefs and values systems.</p> <p>Explain some of the challenges offered by a variety of religions and beliefs in the contemporary world.</p> <p>Explain reasons for the effects of diversity within and between religions, beliefs and cultures.</p>

<p><b>EXPRESSION AND LANGUAGE</b> (How people express themselves Empathy, Analysis) Identity and experience (Making sense of who we are)</p>	<p>Name something that a person is doing because of their religion.</p> <p>Recognise an object or action that is important to a religious person.</p>	<p>Identify what they find puzzling/interesting in life.</p> <p>Recognise that some questions about life are difficult to answer.</p> <p>Ask and answer questions about their own feelings and experiences.</p> <p>Recognise symbols and other forms of religious expression from their own experience. How might these matter to their believers?</p>	<p>Ask significant questions about religions and beliefs and relate these to questions they may have about their own lives.</p> <p>Gather, select and organise ideas about religion and belief.</p> <p>Suggest answers to questions raised by the study of religions and beliefs.</p>	<p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Recognise and explain diversity within religious expression, using appropriate concepts.</p> <p>Identify the influences on, and distinguish between, different viewpoints within religion and beliefs.</p> <p>Interpret religious beliefs from different perspectives.</p>
<p><b>LIVING MEANING AND PURPOSE</b> (Making sense of life Reflection, Evaluation, Synthesis, Application) Values and commitments (making sense of right and wrong)</p>	<p>Talk about things that happen to them which have relevance to the key learning.</p> <p>Talk about something interesting in a story/ the world around them which links to the key learning.</p> <p>Talk about something that is important or special which links to the learning.</p>	<p>Recognise different symbols and actions that express a community way of life.</p> <p>Make links between some of the stories and teachings in the bible and life in the world today, expressing some ideas clearly.</p>	<p>Describe and suggest meaning for symbols and other forms of religious expression.</p> <p>Identify the impacts of people's beliefs and practices on people's lives.</p> <p>Suggest meanings for a range of forms of religious expression, including symbols, using appropriate vocabulary.</p> <p>Describe the impact of moral and religious stories on individuals, groups and communities.</p> <p>Discuss and apply own ideas about ethical questions including what is right/wrong/just/fair.</p>	<p>Suggest lines of enquiry to address questions raised by the study of religions and beliefs, using relevant sources and evidence.</p> <p>Recognise and explain the impact of beliefs and ultimate questions on individuals and communities.</p> <p>Interpret the significance and impact of different forms of religious and spiritual expression.</p> <p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all.</p>

## CYCLE A: Propositional knowledge:

What lines of enquiry do we want our children to follow?

What experiences do we want our children to have had?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
<p><b>F2 BELIEVING</b> Which people are special and why? <b>Lines of enquiry</b> Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Identify some of the qualities of a good friend</p> <p>Reflect on the question 'Am I a good friend?'</p> <p>Recall and talk about stories of Jesus as a friend to others</p> <p>Recall stories about special people in other religions and talk about what we can learn from them</p> <p><b>F1 BELIEVING</b> Which stories are special and why? <b>Lines of enquiry</b> Talk about some religious stories</p> <p>Recognise some religious words, e.g., about God</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text e.g., Bible, Qur'an</p> <p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p>	<p><b>1.1 BELIEVING</b> Who is a Christian and what do they believe? <b>Lines of enquiry</b> Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Make links between what Jesus taught and what Christians believe and do (A2).</p> <p><b>1.5 EXPRESSING</b> What makes some place sacred? <b>Lines of enquiry</b> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</p> <p>Show that they have begun to be aware that some people regularly worship God in different</p>	<p><b>L2.6 EXPRESSING</b> Why do people think life is a journey? <b>Lines of enquiry</b> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>Explain similarities and differences between ceremonies of commitment (B3).</p> <p><b>L2.5 EXPRESSING</b> How do Christians and communities celebrate Christmas? <b>Lines of enquiry</b> Make connections between stories, symbols and Beliefs with what happens.</p> <p>Ask questions and give ideas about how people celebrate festivals. (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p>	<p><b>U2.2 BELIEVING</b> What would Jesus do? Can we live by the values of Jesus in the 21st Century? <b>Lines of enquiry</b> Outline Jesus' teaching on how his followers should live (A2).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</p> <p><b>U2.5 EXPRESSING</b> Is it better to express your beliefs in arts and architecture or in charity and generosity? <b>Lines of enquiry</b> Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see</p>



<p><b>F4 EXPRESSING</b> <b>What times are special and why?</b> <b>Lines of enquiry</b> Give examples of special occasions and suggest features of a good celebration</p> <p>Recall simple stories connected with Christmas/Easter and a festival from another faith</p> <p>Say why Christmas/Easter and a festival from another faith is a special time for Christians/members of the other faith.</p> <p><b>F6 LIVING</b> <b>What is special about our world?</b> <b>Lines of enquiry</b> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Re-tell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p><b>F5 LIVING</b> <b>Being special: where do we belong?</b> <b>Lines of enquiry</b> Re-tell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Additional opportunity if you have children from religions other than Christianity in your setting</p>	<p>ways and in different places (B3).</p> <p><b>1.4 BELIEVING</b> <b>What can we learn from sacred books?</b> <b>Lines of enquiry</b> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p> <p><b>1.2 BELIEVING</b> <b>Who is a Muslim and what do they believe?</b> <b>Lines of enquiry</b> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>Make links between what the Holy Qur'an says and how Muslims behave (A2).</p>	<p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p> <p>Suggest how and why religious festivals are valuable to many people (B2).</p> <p><b>L2.3 BELIEVING</b> <b>Why is Jesus inspiring to some people?</b> <b>Lines of enquiry</b> Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Give simple definitions of some key Christian terms (e.g., gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p> <p><b>L2.1 BELIEVING</b> <b>What do Hindu's believe about God?</b> <b>Lines of enquiry</b> Describe some of the ways in which Hindus describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>generosity and charity as more important than buildings and art (B2).</p> <p>Apply ideas about values and from scriptures to the title question (C2).</p> <p>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>Examine the title question from different perspectives, including their own (C1).</p> <p><b>U2.7 LIVING</b> <b>What matters most the Christians and Humanists?</b> <b>Lines of enquiry</b> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p>Give examples of similarities and differences between Christian and Humanist values (B3).</p> <p><b>U2.8 LIVING</b> <b>What difference does it make to believe in Ahimsa and/or Ummah?</b> <b>Lines of enquiry</b> Make connections between beliefs and behaviour in different religions (A1).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Consider similarities and differences between</p>
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<p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p><b>F3 EXPRESSING</b>  <b>Which places are special and why?</b>  <b>Lines of enquiry</b>  Talk about somewhere that is special to themselves, saying why</p> <p>Be aware that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Identify some significant features of sacred places</p> <p>Recognise a place of worship</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</p>	<p>Identify some similarities and differences between ideas about what God is like in different religions (B3).</p> <p><b>L2.8 LIVING</b>  <b>What does it mean to be a Hindu in Britain today?</b>  <b>Lines of enquiry</b>  Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>	<p>beliefs and behaviour in different faiths (B3).</p> <p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</p> <p>Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</p>
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## CYCLE B: Propositional knowledge:

What lines of enquiry do we want our children to follow?

What experiences do we want our children to have had?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
<p><b>F2 BELIEVING</b>  <b>Which people are special and why?</b>  <b>Lines of enquiry</b>            Talk about people who are special to them</p> <p>Say what makes their family and friends special to them</p> <p>Identify some of the qualities of a good friend</p> <p>Reflect on the question 'Am I a good friend?'</p> <p>Recall and talk about stories of Jesus as a friend to others</p> <p>Recall stories about special people in other religions and talk about what we can learn from them</p> <p><b>F1 BELIEVING</b>  <b>Which stories are special and why?</b>  <b>Lines of enquiry</b>            Talk about some religious stories</p> <p>Recognise some religious words, e.g., about God</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text e.g., Bible, Qur'an</p> <p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p> <p><b>F4 EXPRESSING</b>  <b>What times are special and why?</b></p>	<p><b>1.8 LIVING</b>  <b>How should we care for others and the world, and why does it matter?</b>  <b>Lines of enquiry</b>            Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p> <p><b>1.6 EXPRESSING</b>  <b>How and why do we celebrate special and sacred times?</b>  <b>Lines of enquiry</b>            Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a</p>	<p><b>L2.2 BELIEVING</b>  <b>Why is the Bible important to Christians today?</b>  <b>Lines of enquiry</b>            Make connection between the stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p> <p>Explain how the Bible uses different kinds of stories to tell a big story (A2).</p> <p>Suggest why Christians believe that God needs to rescue/save human beings (B2).</p> <p><b>L2.5 EXPRESSING</b>  <b>Why are festivals important to religious communities?</b>  <b>Lines of enquiry</b>            Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth</p>	<p><b>U2.1 BELIEVING</b>  <b>Why do some people believe God exists?</b>  <b>Lines of enquiry</b>            Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p> <p><b>U2.4 EXPRESSING</b>  <b>If God is everywhere, why go to a place of worship?</b>  <b>Lines of enquiry</b>            Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>

<p><b>Lines of enquiry</b> Give examples of special occasions and suggest features of a good celebration</p> <p>Recall simple stories connected with Christmas/Easter and a festival from another faith</p> <p>Say why Christmas/Easter and a festival from another faith is a special time for Christians/members of the other faith.</p> <p><b>F6 LIVING</b> <b>What is special about our world?</b> <b>Lines of enquiry</b> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Re-tell stories, talking about what they say about the world, God, human beings</p> <p>Think about the wonders of the natural world, expressing ideas and feelings</p> <p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p><b>F5 LIVING</b> <b>Being special: where do we belong?</b> <b>Lines of enquiry</b> Re-tell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Additional opportunity if you have children from religions other than Christianity in your setting</p> <p>Recall simply what happens when a baby is</p>	<p>festival in another religion (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p> <p>Identify some similarities and differences between the celebrations studied (B3).</p> <p><b>1.2 BELIEVING</b> <b>Who is Jewish and what do they believe?</b> <b>Lines of enquiry</b> Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Make links between some Jewish teachings and how Jewish people live (A2).</p> <p><b>1.7 LIVING</b> <b>What does it mean to belong to a faith community?</b> <b>Lines of enquiry</b> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a</p>	<p>celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p> <p>Suggest how and why religious festivals are valuable to many people (B2).</p> <p><b>L2.7 LIVING</b> <b>What does it mean to be a Christian in Britain today?</b> <b>Lines of enquiry</b> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p> <p><b>L2.2 BELIEVING</b> <b>What do different people believe about God?</b> <b>Lines of enquiry</b> Describe how Hindus and/or Muslims describe God (A1).</p>	<p>Outline how and why places of worship fulfil special functions in the lives of believers (A3).</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p> <p><b>U2.6 LIVING</b> <b>What does it mean to be a Muslim in Britain today?</b> <b>Lines of enquiry</b> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1)</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p> <p>Answer the title key question from different perspectives, including their own (C1).</p> <p><b>U2.3 BELIEVING</b> <b>What do religions say to us when life gets hard?</b> <b>Lines of enquiry</b> Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and</p>
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<p>welcomed into a religion other than Christianity.</p> <p><b>F3 EXPRESSING</b>  <b>Which places are special and why?</b>  <b>Lines of enquiry</b>  Talk about somewhere that is special to themselves, saying why</p> <p>Be aware that some religious people have places which have special meaning for them</p> <p>Talk about the things that are special and valued in a place of worship</p> <p>Identify some significant features of sacred places</p> <p>Recognise a place of worship</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they belong to each other when they get married (A1).</p> <p>Respond to examples of co-operation between different people (C2).</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</p> <p>Identify some similarities and differences between the ceremonies studied (B3).</p>	<p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>Identify some similarities and differences between ideas about what God is like in different religions (B3).</p> <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</p> <p><b>L2.4 EXPRESSING</b>  <b>Why do people pray?</b>  <b>Lines of enquiry</b>  Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p> <p>Explain similarities and differences between how people pray (B3).</p> <p>Consider and evaluate the significance of prayer in the lives of people today (A1).</p> <p><b>L2.9 LIVING</b>  <b>What can we learn from religions when describing what is right and wrong?</b>  <b>Lines of enquiry</b>  Give examples of rules for living from religions</p>	<p>Humanists have different ideas about an afterlife (B3).</p> <p>Explain what difference belief judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>
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		<p>and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p> <p>Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>	
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## What key vocabulary will our children need?

Vocabulary is important because it embodies and communicates concepts

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
<p><b>Key Vocabulary</b>  <b>A long time ago, past, present, lives, change, message</b>  <b>Church, world, symbols</b>  <b>Same, different</b>  <b>Believe/beliefs, relationship, celebrate, festivals</b>  <b>Bible</b></p>	<p><b>Key Vocabulary</b>  <b>Timeline, events</b>  <b>Questions, reason, promise, choice, unique, connections, blame, responsibility</b>  <b>Belonging, forgiveness, teaching, hope</b>  <b>Rose/risen, bible, story, traditions, Views, compare</b>  <b>Right, wrong</b>  <b>Community, guide, beliefs, practice, Explore, account, healing, concepts, links, icon, appreciation, religious, artefacts, wisdom, observe, sensitively, difference, response,</b></p>	<p><b>Key Vocabulary</b>  <b>Follow, learn, similes, sorry, birth, friendship, guidelines, neighbour</b>  <b>Justice, pretend, death, feast, future, damage, sacrifice</b>  <b>Metaphors, obedience, express, benefits, power, nations, extraordinary, hypocrisy, earthly, sin, flesh, restore, punishment</b></p>	<p><b>Key Vocabulary</b>  <b>Creation, science, freedom, interpretation, purpose, conflict, Slavery, serve, example, challenging, faith, diverse</b>  <b>Eternal, grace, injustice, debate, transform, controversy, weak, vulnerable, global, favour, victory, census. Plurality, aid, humanists, rescuer, anointed,</b></p>

	<b>cooperation</b>		
<b>Content specific vocabulary</b> <b>God, Christians, fair, kind, loving</b> <b>caring, Christmas</b> <b>Hindu-Mandir</b> <b>Jesus</b> <b>Bethlehem</b> <b>Easter</b>	<b>Content specific vocabulary</b> Christians, <b>Jews</b> , God, <b>Father</b> , Jesus, <b>creation, universe</b> , Bethlehem, <b>worship, Advent</b> , Easter, <b>parable</b> <b>Creation, Incarnation. Torah</b> , Hindu- <b>Brahman, Aum</b> <b>Gospel, Salvation</b> <b>Crucified, Holy week, Moses, Torah,</b> <b>Mount of Sinai, Mitzvot (Jewish laws)</b> <b>Synagogue</b> Hindu- <b>Rama, Sita, Diwali, Lakshmi</b>	<b>Content specific vocabulary</b> <b>Good Friday, Ten Commandments,</b> <b>People of God, disciples, Last Supper,</b> <b>Heaven, Kingdom</b> Synagogue, <b>shabbat, sabbath</b> , Torah, <b>Hebrew</b> Hindu- <b>Avatar, incarnation, Deity,</b> <b>Krishna, Rama, Ganesh, Durga,</b> <b>Vedas, Bhagved Gita, Mahabharata,</b> <b>Upanishads/Ramayana,</b> <b>reincarnation, shrine, Goddess, God</b> <b>Trinity, Pentecost</b> , Father, Son, Holy Spirit, <b>Genesis, Old and New</b> <b>Testament, resurrection, spirit,</b> <b>rituals, Qu'ran. Messenger, Ramadan,</b> <b>Id Ul Fitr Muhammed</b> <b>Pillars, Zakah, Almsgiving</b> Hindu- <b>Brahma, Vishnu, Shiva, Worship</b>	<b>Content specific vocabulary</b> <b>Messiah, King, nomads, (Abraham)</b> <b>city dwellers (David) Exodus</b> Jewish, Qu'ran, scripture, Muslim, Islam, sacred, <b>covenant, Salah</b> <b>(prayer) revelation</b> Hindu- <b>Arti, Puja, Aum, Parusartha</b> <b>Prophet, omniscient, onmipotent, salt</b> <b>and light, Sermon on the Mount, devil,</b> <b>Eucharist, mass,</b> <b>Pilgrimage, Hajj, Western Wall, Id-Ul-</b> <b>Adha,</b> Hindu- <b>Ganges, holy water, Karma,</b>

# What experiences do we want our children to have?

What opportunities will our RE have had to *'make the world a better place'*?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
Nature Hunt around school grounds-colour palette, appreciating beauty	Trip around school grounds or out to find the 'wows' in nature.	Visit to a cathedral or church and take part in a service to discover how Christians worship God.	Story of Moses showing how knowing God is a personal journey.
Looking after a pet/plant/ creature (maybe our fish)	Take part in Nativity Play	Cathedral study using art work. (Coventry Cathedral) to show how it shows what Christians believe about God	Plan a carol service for Local Residents.
Take part in Nativity Play- New baby into school?	Create a Nativity Scene	Create Easter Gardens	Make sacrifices day-share lunch, donate a gift, serve someone else in the school/community
Story Sack of Jewish items. Hannukah celebration Hindu artefacts	Jewish speaker into school.	Explore Easter symbols around the village and	Trip to a Mosque
Have chicks in to hatch.	Visit a synagogue	Set up a talent show to show how we can give our own creations to the world.	Hindu Writing workshop day.
Easter bonnet parade	Indian/Hindu dance workshop	Visit from church volunteers to find out what a church leader may get involved in.	Offering to do jobs to help the community. - Shopping, car washing etc.
	Create a harvest display/festival with food showing the wonders of creation. Linking to God creating and looking after the world.	Make the best-When life gives you lemons-make lemonade! Children to create better things around the school from old! (playground)	Devise a new way to remember Salvation- e.g.- religious service, include, music, drama,
	Re-create Shabbat festival in class.	Create a birthday tea party for the church at Pentecost, or attend one.	Pitch a project to the council or school community for raising funds-linked to school fete.eg-nations struck by disaster,
	Create a festival of lights to place in the corridor to the class room-Diwali celebration	Set up a litter pick or similar to show how Christians and ourselves can make the world 'very good'	
	Visit the church as a friendly, community, peaceful place. Look for things that make it that way.	Muslim speaker	
	Create/design a friendly place in the school. Create a prayer to read to younger children.	Trip to Hindu Temple	
	Easter bonnet parade	Debate on punish or help/forgive.	
		Create acts of kindness coupons to give out to others-e.g. read to them for 10 min, involve them in a game, draw with them etc.	



## End Points: Cycle A

What key learning to we want our children to know and remember by the end of each unit?

What will we assess our children against?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
<p><b>F2 BELIEVING</b> <b>Which people are special and why?</b> <b>Lines of enquiry</b> Talk about people who are special to them and what makes them special.</p> <p>Identify some of the qualities of a good friend</p> <p>Recall and talk about stories of Jesus as a friend to others</p> <p>Recall stories about special people in other Religions and what makes them special.</p> <p><b>F1 BELIEVING</b> <b>Which stories are special and why?</b> <b>Lines of enquiry</b> Talk about some religious stories</p> <p>Identify a sacred text e.g., Bible, Qur'an</p> <p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p> <p><b>F4 EXPRESSING</b> <b>What times are special and why?</b> <b>Lines of enquiry</b> Give examples of special occasions and suggest features of a good celebration</p> <p>Say why Christmas/Easter and a festival from another faith is a special time for Christians/members of the other faith.</p>	<p><b>1.1 BELIEVING</b> <b>Who is a Christian and what do they believe?</b> <b>Lines of enquiry</b> Name some simple ideas about Christian beliefs about God and Jesus.</p> <p>Understand what Christians might think about God.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories</p> <p><b>1.5 EXPRESSING</b> <b>What makes some place sacred?</b> <b>Lines of enquiry</b> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and synagogues show what people believe.</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places.</p> <p><b>1.4 BELIEVING</b> <b>What can we learn from sacred books?</b> <b>Lines of enquiry</b> Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning</p>	<p><b>L2.6 EXPRESSING</b> <b>Why do people think life is a journey?</b> <b>Lines of enquiry</b> Describe what happens in Christian, Jewish, And Hindu ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people.</p> <p>Explain similarities and differences between ceremonies of commitment.</p> <p><b>L2.5 EXPRESSING</b> <b>How do Christians and communities celebrate Christmas?</b> <b>Lines of enquiry</b> Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Suggest how and why religious festivals are valuable to many people.</p> <p><b>L2.3 BELIEVING</b> <b>Why is Jesus inspiring to some people?</b> <b>Lines of enquiry</b> Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p>	<p><b>U2.2 BELIEVING</b> <b>What would Jesus do? Can we live by the values of Jesus in the 21st Century?</b> <b>Lines of enquiry</b> Outline Jesus' teaching on how his followers should live.</p> <p>Explain the impact Jesus' example and teachings might have on Christians today.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas.</p> <p><b>U2.5 EXPRESSING</b> <b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b> <b>Lines of enquiry</b> Describe and make connections between examples of religious creativity (buildings and art).</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p><b>U2.7 LIVING</b> <b>What matters most the Christians and Humanists?</b> <b>Lines of enquiry</b> Describe some Christian and Humanist values</p>

<p><b>F6 LIVING</b> <b>What is special about our world?</b> <b>Lines of enquiry</b> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p><b>F5 LIVING</b> <b>Being special: where do we belong?</b> <b>Lines of enquiry</b> Re-tell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Additional opportunity if you have children from religions other than Christianity in your setting Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p><b>F3 EXPRESSING</b> <b>Which places are special and why?</b> <b>Lines of enquiry</b> Talk about somewhere that is special to themselves, saying why</p> <p>Be aware that some religious people have places which have special meaning for them</p> <p>Recognise a place of worship</p>	<p>of these stories.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Make links between the messages within sacred texts and the way people live.</p> <p><b>1.2 BELIEVING</b> <b>Who is a Muslim and what do they believe?</b> <b>Lines of enquiry</b> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</p> <p>Make links between what the Holy Qur'an says and how Muslims behave.</p>	<p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p> <p><b>L2.1 BELIEVING</b> <b>What do Hindu's believe about God?</b> <b>Lines of enquiry</b> Describe some of the ways in which Hindus describe God.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p> <p><b>L2.8 LIVING</b> <b>What does it mean to be a Hindu in Britain today?</b> <b>Lines of enquiry</b> Describe some examples of what Hindus do to show their faith.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.</p>	<p>simply.</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Give examples of similarities and differences between Christian and Humanist values.</p> <p><b>U2.8 LIVING</b> <b>What difference does it make to believe in Ahimsa and/or Ummah?</b> <b>Lines of enquiry</b> Make connections between beliefs and behaviour in different religions.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions.</p>
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## End Points: Cycle B

What key learning to we want our children to know and remember by the end of each unit?

What will we assess our children against?

EYFS	YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
<p><b>F2 BELIEVING</b>  <b>Which people are special and why?</b>  <b>Lines of enquiry</b>            Talk about people who are special to them and what makes them special.</p> <p>Identify some of the qualities of a good friend</p> <p>Recall and talk about stories of Jesus as a friend to others</p> <p>Recall stories about special people in other Religions and what makes them special.</p> <p><b>F1 BELIEVING</b>  <b>Which stories are special and why?</b>  <b>Lines of enquiry</b>            Talk about some religious stories</p> <p>Identify a sacred text e.g., Bible, Qur'an</p> <p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p> <p><b>F4 EXPRESSING</b>  <b>What times are special and why?</b>  <b>Lines of enquiry</b>            Give examples of special occasions and suggest features of a good celebration</p> <p>Say why Christmas/Easter and a festival from another faith is a special time for Christians/members of the other faith.</p>	<p><b>1.8 LIVING</b>  <b>How should we care for others and the world, and why does it matter?</b>  <b>Lines of enquiry</b>            Re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p> <p><b>1.6 EXPRESSING</b>  <b>How and why do we celebrate special and sacred times?</b>  <b>Lines of enquiry</b>            Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion.</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers.</p> <p>Identify some similarities and differences between the celebrations studied.</p> <p><b>1.2 BELIEVING</b>  <b>Who is Jewish and what do they believe?</b>  <b>Lines of enquiry</b>            Talk about how the mezuzah in the home reminds Jewish people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples</p>	<p><b>L2.2 BELIEVING</b>  <b>Why is the Bible important to Christians today?</b>  <b>Lines of enquiry</b>            Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>Describe some ways Christians say God is like, with examples from the Bible.</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> <p>Explain how the Bible uses different kinds of stories to tell a big story.</p> <p><b>L2.5 EXPRESSING</b>  <b>Why are festivals important to religious communities?</b>  <b>Lines of enquiry</b>            Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explore and suggest ideas about why it is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Suggest how and why religious festivals are valuable to many people.</p> <p><b>L2.7 LIVING</b>  <b>What does it mean to be a Christian in Britain today?</b>  <b>Lines of enquiry</b>            Describe some examples of what Christians do to</p>	<p><b>U2.1 BELIEVING</b>  <b>Why do some people believe God exists?</b>  <b>Lines of enquiry</b>            Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p> <p><b>U2.4 EXPRESSING</b>  <b>If God is everywhere, why go to a place of worship?</b>  <b>Lines of enquiry</b>            Make connections between how believers feel about places of worship in different traditions.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p><b>U2.6 LIVING</b>  <b>What does it mean to be a Muslim in Britain today?</b>  <b>Lines of enquiry</b>            Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the</p>

<p><b>F6 LIVING</b> <b>What is special about our world?</b> <b>Lines of enquiry</b> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Express ideas about how to look after animals and plants</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p><b>F5 LIVING</b> <b>Being special: where do we belong?</b> <b>Lines of enquiry</b> Re-tell religious stories making connections with personal experiences</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>Additional opportunity if you have children from religions other than Christianity in your setting Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p><b>F3 EXPRESSING</b> <b>Which places are special and why?</b> <b>Lines of enquiry</b> Talk about somewhere that is special to themselves, saying why</p> <p>Be aware that some religious people have places which have special meaning for them</p> <p>Recognise a place of worship</p>	<p>of what they might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.</p> <p>Make links between some Jewish teachings and how Jewish people live.</p> <p><b>1.7 LIVING</b> <b>What does it mean to belong to a faith community?</b> <b>Lines of enquiry</b> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p>Identify some similarities and differences between the ceremonies studied.</p>	<p>show their faith.</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches.</p> <p><b>L2.2 BELIEVING</b> <b>What do different people believe about God?</b> <b>Lines of enquiry</b> Describe how Hindus and/or Muslims describe God.</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p> <p>Identify some similarities and differences between ideas about what God is like in different religions.</p> <p><b>L2.4 EXPRESSING</b> <b>Why do people pray?</b> <b>Lines of enquiry</b> Describe the practice of prayer in the religions studied.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians, Muslims</p>	<p>Holy Qur'an to Muslims.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p><b>U2.3 BELIEVING</b> <b>What do religions say to us when life gets hard?</b> <b>Lines of enquiry</b> Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p>
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		<p>and Hindus pray.</p> <p><b>L2.9 LIVING</b>  <b>What can we learn from religions when describing what is right and wrong?</b>  <b>Lines of enquiry</b>  Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p>	
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## End of Key Stage Outcomes

What key learning do we want our children to know and remember by the end of each Key Stage?

What will we assess our children against?

### EYFS

#### Communication and Language

Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.

They use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources.

They talk about how they and others show feelings.

They develop their own narratives in relation to stories they hear from different communities.

#### Personal, Social and Emotional Development

Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously.

They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable.

Children think and talk about issues of right and wrong and why these questions matter.

They respond to significant experiences showing a range of feelings when appropriate.

They have a developing awareness of their own needs, views and feelings and be sensitive to those of others.

Children have a developing respect for their own cultures and beliefs, and those of other people.

They show sensitivity to others' needs and feelings, and form positive relationships.

### **Understanding the World**

Children talk about similarities and differences between themselves and others, among families, communities and traditions.

They begin to know about their own cultures and beliefs and those of other people.

They explore, observe and find out about places and objects that matter in different cultures and beliefs.

### **Expressive Arts and Design**

Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.

They respond in a variety of ways to what they see, hear, smell, touch and taste.

### **Literacy**

Children are given access to a wide range of books, poems and other written materials to ignite their interest.

### **Mathematics**

Children recognise, create and describe some patterns, sorting and ordering objects simply.

## **Key Stage One**

### **A. Know about and understand a range of religions and worldviews.**

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.

### **B. Express ideas and insights about the nature, significance and impact of religions and worldviews.**

B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.

B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

### **C. Gain and deploy the skills needed to engage seriously with religions and worldviews.**

C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.

C2. Find out about and respond with ideas to examples of cooperation between people who are different.

A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
<b>Key Stage Two</b>		
A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.