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 Christian people, other world faiths, religions and non-religious worldviews.**
- **They will be able to express ideas through holding balanced and informed conversations about religious and non-religious worldviews 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**
RE is a compulsory part of the basic curriculum for all Reception age pupils, and should be taught according to the Agreed Syllabus for RE. RE makes particular contributions within the prime areas of communication and language and personal, social and emotional development (PSED), as well as specific areas including understanding the world and expressive arts and design. This framework enables children to develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have opportunity to develop their emerging moral and cultural awareness. Children should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They	Pupils should develop their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. A) Know about and understand a range of religious and non-religious 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. A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. B) Express ideas and insights about the nature, significance and impact of religious and nonreligious 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		Pupils should extend their knowledge and understanding of religious and non-religious worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. A) Know about and understand a range of religious and non-religious worldviews. A1. Describe and make connections between different features of the religious and nonreligious 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. 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. 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. B) Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews. B1. Observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of		

should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. Children ask questions and reflect on their own feelings and experiences. Children use their imagination and curiosity to develop their appreciation and wonder at the world in which we live.	themselves. B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews. C) Gain and deploy the skills needed to engage seriously with religious and nonreligious worldview 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. C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews. C) Gain and deploy the skills needed to engage seriously with religious and nonreligious worldview 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. 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. 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.

Overview

Cycle A			
Reception	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Family celebrations Bonfire Night Diwali Christmas/Nativity	1.1 BELIEVING Who is a Christian and what do they believe?	L2.6 EXPRESSING Why do people think life is a journey? What significant experiences mark this?	U2.2 BELIEVING What would Jesus do? Can we live by the values of Jesus in the 21st Century?
	1.2 BELIEVING Who is a Muslim and what do they believe?	L2.5a EXPRESSING How do people from religious and non-religious communities celebrate key festivals?	U2.5 EXPRESSING Is it better to express your religion in arts and architecture or in charity and generosity?
Chinese New Year	1.3 BELIEVING Who is Jewish and what do they believe?		U2.7 LIVING What matters most the Christians and Humanists?
Easter story	1.4 BELIEVING What can we learn from sacred books?	L2.3 BELIEVING Why is Jesus inspiring to some people?	
	1.5 EXPRESSING What makes some place sacred?	L2.1 BELIEVING What do different people believe about God?	U2.8 LIVING What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?
Islamic New Year Al-Hijra & Muharram	1.6 EXPRESSING How and why do we celebrate special and sacred times?	L2.8 LIVING What does it mean to be a Hindu in Britain today?	

Cycle B			
Reception	**Year 1 and Year 2**	**Year 3 and Year 4**	**Year 5 and Year 6**
Family celebrations Bonfire Night Diwali Christmas/Nativity	1.1 BELIEVING Who is a Christian and what do they believe?	L2.2 BELIEVING Why is the Bible important to Christians today?	U2.1 BELIEVING Why do some people believe God exists?
	1.2 BELIEVING Who is a Muslim and what do they believe?	L2.5 EXPRESSING Why are festivals important to religious communities?	U2.4 EXPRESSING If God is everywhere, why go to a place of worship?
Chinese New Year	1.3 BELIEVING Who is Jewish and what do they believe?	L2.7 LIVING What does it mean to be a Christian in Britain today?	U2.6 LIVING What does it mean to be a Muslim in Britain today?
Easter story	1.7 LIVING What does it mean to belong to a faith community?	L2.10 LIVING How do family life and festivals show what matters to Jewish people?	
	1.8 LIVING How should we care for others and the	L2.4 EXPRESSING Why do people pray?	U2.3 BELIEVING What do religions say to us when life gets

Islamic New Year Al-Hijra & Muharram	world, and why does it matter?	L2.9 LIVING What can we learn from religions about deciding what is right and wrong?	hard?

PROVISION AND ADAPTATIONS FOR SEND LEARNERS

Cognition and Learning		Communication and Interaction	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Ability of children to access learning of their year group	Pre-teaching (parent or TA). Using social stories to understand different contexts	Lessons where children are required to take part in discussions/expression their views- children with communication difficulties may struggle to access	Embed ground rules to develop clear understanding of boundaries
Accessing learning due to poor literacy skills	1:1 or small group support	Those who struggle to process language may struggle in RE lessons where there is lots of written or spoken language	Children to have a partner to practise answers with first. Provide children with opportunities to express their views or contribute to the discussion in different ways e.g. drawing, writing, recording answer on an iPad.
Cognitive development not aligned	Adaptive to individual needs. Use of visual aids		
Difficulty transferring information to real or own life and understanding differences	Try to make connections to own life wherever possible. Adapt/change learning outcomes to meet individual needs	Interpreting social cues	Use of dual coding and visuals to support understanding.
Cognitive processes and overload.	Key words displayed. Writing frames and stem sentences to support written work. Work broken down and questions simplified	Recognising and understanding differences and the opinions of others	Scaffolding through careful questioning Use of simple instructions. Careful and appropriate modelling to support understanding.

Physical and sensory		Social Emotional and Mental Health	
Subject Challenges for SEND	**Provision for SEND**	**Subject Challenges for SEND**	**Provision for SEND**
Children with visual impairment may not be able to access their learning or resources available	Provide alternative resources e.g. in large print.	Children may struggle to show respect to others' views	Regular sessions, establish clear routines expectations/boundaries for the start and end of every RE session – children know what to expect
Recording information may be difficult.	Provide additional ways to record information (video/ICT etc)		
Accessibility to equipment or resources – physical disabilities.	Consider seating plan, Use buddies. Working in groups to support Use of ICT to support access.	Children with SEMH needs may struggle with heightened anxieties/triggering in RE when they feel upset or frustrated etc	Feeling cards to support understanding of emotions. Talking to children on 1-1 basis rather than a large group.

	Consider how children with support equipment e.g., walker can be part of physical lessons		Opportunities to work in smaller groups. Use of stories. Provide appropriate sensory resources so that children can access the lesson, focus and have sensory breaks when required Providing a safe space for the children within the lesson if needed.

PROCEDURAL KNOWLEDGE - What skills do we want our theologians to have? 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
The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.			
Key Concepts	**Beginning to:**	**Continue to:**	**Have developed/developing:**	**Can/have/know:**
	Develop an understanding of what beliefs and where do they come from.	Recognise and name features of religions, belief and worldviews -recall features of religious and non-religious practices, festivals, worship, rituals. Listen to spiritual, and moral stories. Identify how religion, belief and non religious worldviews is expressed in different ways. Identify similarities and differences in features of religious practices. Retell religious, spiritual and moral stories. Appreciate similarities between communities.	Identify similarities and differences between religions, beliefs and non religious worldviews. Make links between religious beliefs and practices. Identify similarities and differences in religious spiritual and moral stories. Investigate and connect features of religion and belief. Ask questions about different religions, beliefs and non religious worldviews. Comment on connections between questions, beliefs, values and practice. Describe similarities and differences within and between different religion, spiritual and moral stories.	Explain connections between questions, beliefs, values and practices in different belief systems. Explain how and why differences in beliefs are expressed. Compare religious, spiritual, moral stories to our own experiences. Use religious and philosophical terminology and concepts to explain religious beliefs and values systems. Explain some of the challenges offered by a variety of religions and beliefs in the contemporary world. Explain reasons for the effects of diversity within and between religions, beliefs and cultures.
	Name something that a person is doing because of their religion. Recognise an object or action that is important to a religious person.	Identify what they find puzzling/interesting in life. Recognise that some questions about life are difficult to answer. Ask and answer questions about their own feelings and experiences.	Ask significant questions about religions and beliefs and relate these to questions they may have about their own lives. Gather, select and organise ideas about religion and belief. Suggest answers to questions raised	Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Recognise and explain diversity within religious expression, using appropriate concepts. Identify the influences on, and

		Recognise symbols and other forms of religious expression from their own experience. How might these matter to their believers?	by the study of religions and beliefs.	distinguish between, different viewpoints within religion and beliefs. Interpret religious beliefs from different perspectives.
	Talk about things that happen to them which have relevance to the key learning. Talk about something interesting in a story/ the world around them which links to the key learning. Talk about something that is important or special which links to the learning.	Recognise different symbols and actions that express a community way of life. Make links between some of the stories and teachings in the bible and life in the world today, expressing some ideas clearly.	Describe and suggest meaning for symbols and other forms of religious expression. Identify the impacts of people's beliefs and practices on people's lives. Suggest meanings for a range of forms of religious expression, including symbols, using appropriate vocabulary. Describe the impact of moral and religious stories on individuals, groups and communities. Discuss and apply own ideas about ethical questions including what is right/wrong/just/fair.	Suggest lines of enquiry to address questions raised by the study of religions and beliefs, using relevant sources and evidence. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Interpret the significance and impact of different forms of religious and spiritual expression. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all.

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?

YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
1.1 BELIEVING **Who is a Christian and what do they believe?** **Lines of enquiry (celebrations)** Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways. Using a suitable children's Bible (e.g. The Lion Storyteller Bible or New International Children's Version), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. Many pupils have no personal belief in God but have just learnt lots about people who do. Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives. **1.2 BELIEVING** **Who is a Muslim and what do they believe?** **Lines of enquiry (celebrations)** Describe one of the beliefs that Muslims hold about God e.g. tawhid (note how this links to the idea that Muslims never try to draw Allah). Share the Muslim story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. Many pupils have no personal belief in God but will have learnt about Muslim people who do. Give pupils the opportunity to comment on the idea of God for themselves, in the light of their learning. Are their ideas similar to or different from what they	**L2.6 EXPRESSING** **Why do people think life is a journey? What significant experiences mark this?** **Lines of enquiry** Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and "believers' baptism" or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; bar/bat mitzvah/chayil in Judaism. Explore the symbols and rituals used, and the promises made. How do non-religious people mark these moments? Find out about Humanist naming days. What meaning do these ceremonies have to the individual, their family and their communities? List, sort and order some different commitments held by believers in different religions – and by the pupils themselves (e.g. to pray every day, to read holy texts, to try to be good, to exercise regularly, to look after others, to treat the earth well, to follow God, to use words wisely, to practise kindness and generosity, etc.); comment on what difference they might make to someone's personal worldview. Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies. Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life?	**U2.2 BELIEVING** **What would Jesus do? Can we live by the values of Jesus in the 21st Century?** **Lines of enquiry** Build on learning from key question L2.3, and note where some key texts have been studied before. Use the ideas below to explore Jesus' teachings and example and how they inspire many Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community. Examine Jesus' mission (Luke 4:18–19). Find examples of where he fulfilled this. Love: use some of Jesus' stories, teachings and examples to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; good Samaritan, Luke 10:30–35; the lost son, Luke 15:11–32; love your enemies, Matthew 5:43–48; compare with Paul's letter, 1 Corinthians 13:4–7; explore the idea of agape love – selfsacrificial love; make link with belief that Jesus died to show his love for all humans, John 3:16). Forgiveness: use some of Jesus' stories, teachings and examples to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34; link to previous learning about sin and the 'Fall' in question L2.2). Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should treat each other (the sheep and the goats, Matthew 25:31–46; serve others, Mark 9:35–37; not just speaking about

have been learning?

Identify the objects that are most precious to them. Why are they precious? How does it show?

Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important?

Share the experiences of Muslims during the fast of Ramadan and the celebrating of Eid-ul-Fitr. How and why do Muslims celebrate?

1.3 BELIEVING

Who is Jewish and what do they believe?

Lines of enquiry (celebrations)

Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful.

Talk about remembering what really matters: how do people make a special time to remember?

Consider the importance and value of celebration and remembrance in pupils' own lives; learn about the festival of Sukkot, Chanukah/Hanukkah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched chanukiah/hanukkiah links to the story of Chanukah.

Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves

1.4 BELIEVING

What can we learn from sacred books?

Lines of enquiry

Explore what a story is and why we like them; are there different types of story? Introduce a parable as a story with a deeper meaning. Talk about how some books are more than special – they are sacred or holy, meaning that people believe that they are from God.

Introduce the Bible as a sacred text for Christians.

Introduce a sacred text for Muslims – Holy Qur'an, and/or Jewish people –Tenakh.

Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey?

Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'?

Reflect on pupils' own ideas about community, belonging and belief. Are these only part of organised religions, or are they important for everyone?

L2.5a EXPRESSING

How do people from religious and non-religious communities celebrate key festivals?

Lines of enquiry

Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Are there similarities and differences in practices across the class? Why might this be?

Be a Religious Studies (RS) investigator: provide pupils with inference grids with pictures showing some Christmas celebration practices, religious and secular. Ask questions about what pupils can see, what they guess is happening, and questions they would like to ask.

Be a Religious Studies investigator: choose a series of Christmas practices to explore, at least one celebrated at church and one from home e.g. nativity service, Christingle service, decorating the house, carol singing. Find out information about how, why and by whom these are done. Plan one of these activities e.g. a nativity service, explaining why certain parts of the celebration happen, who might join in or not join in.

Be a Sociology investigator: look at information about how many people in the UK celebrate Christmas and how they say they celebrate. What is interesting or surprising? Create a questionnaire as a class to find out how people

justice but practising it, Luke 11:39–42).

Generosity and not being greedy: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9).

Read gospel passages that talk about the 'kingdom of God', where people live the way God wants people to live (e.g. mustard seed, Mark 4:30–32; hidden treasure, Matthew 13:44–46; good and bad soil, Matthew 13:1–8, 18–23; the great feast Luke 14:15–24). What would this kingdom be like?

Devise some moral dilemmas; pupils ask 'what would Jesus do?', to apply their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world. Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?

U2.5 EXPRESSING

Is it better to express your religion in arts and architecture or in charity and generosity?

Lines of enquiry

Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive.

Work in a small group and present to the class an example of the most impressive religious art or architecture.

Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.

Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.

Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive.

Compare Christian and Muslim ideas about art (e.g. contrasting

Investigate how these books are used and treated – Torah (part of Tenakh): often read from scrolls in the synagogue, beautifully written in Hebrew; Bible translated into lots of different versions to make accessible to all; Holy Qur'an kept in its original Arabic, as Muslims believe that is how it was revealed to Prophet Muhammad.

Read, act out and illustrate some stories Jesus told about what God is like (e.g. 'The lost sheep/Lost coin' Luke 15, building on prior learning) and how to treat each other (e.g. 'The good Samaritan' Luke 10).

Explore stories from Jewish sacred text, the Tenakh, which teach about God looking after his people e.g. 'Joseph and his brothers' (Genesis 37, 39–48); the story of Moses (book of Exodus); 'The call of Samuel' (1 Samuel 3); 'David and Goliath' (1 Samuel 17); Jonah (Book of Jonah).

Explore stories about Prophet Muhammad (e.g. 'Muhammad and the hungry stranger', 'The thirsty camel', 'The sleeping cat', 'Muhammad and Bilal', 'Muhammad and the rebuilding of the Ka'aba').

Share an example of a story that occurs in more than one sacred text e.g. the story of Noah, which is sacred to Muslims, Jews and Christians.

Talk about what lessons believers learn from sacred texts about how to live, e.g. they believe that there is a God who cares for all people; that loyalty, love, justice, trust, truth, service and care are all important in how people live.
Whether or not pupils belong to a religious tradition, how important are these ideas for pupils' personal worldviews, and why?

1.5 EXPRESSING

What makes some place sacred?

Lines of enquiry

Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?

Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).

celebrate Christmas and what is important to them about Christmas. Ask a variety of people from different religious and non-religious worldviews. Analyse the results. Can pupils see any patterns? Do lots of people give similar information in their response? Are all the responses different?

Compare answers gathered on the celebration of Christmas using the two disciplines. How were they different or similar? RS can help us to look at evidence to find out how Christians celebrate at Christmas; we don't answer questions about Christmas from the point of view of a Christian when we look through an RS lens. In Sociology we can look at data (e.g. on how Christmas is celebrated in the UK) from large groups of people, or small groups or individuals.

Choose another festival from another religious or non-religious worldview to study and apply similar strategies e.g. look at a Jewish festival such as Chanukah or Sukkot and how that is celebrated by religious and secular Jews and Jewish people from different communities.

Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?

Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? Is there a 'real' meaning of a festival?

L2.3 BELIEVING

Why is Jesus inspiring to some people?

Lines of enquiry

Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model.

Recall stories of Jesus that pupils have learnt in previous units. Make some connections as you explore creatively some other words and actions of Jesus which continue to inspire Christians today e.g. parables of the kingdom of heaven (Matthew 13:1–45: sower, mustard seed, pearl etc.); parables of forgiveness (good

views on presenting or not presenting God or people in art; use of calligraphy/geometrical art vs representational art).

Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice).

Suggest reasons why some people may be critical of religious art/architecture, and why some would defend it as important.

Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

U2.7 LIVING

What matters most the Christians and Humanists?

Lines of enquiry

Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why?

Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad?

Talk about how having a 'code for living' might help people to be good. Talk about the difference if someone believes guidance comes from a divine Being (e.g. many Christians) or that human beings must decide their own guidelines (most non-religious).

Look at a Humanist, non-religious 'code for living', e.g. be honest; use your mind; tell the truth; do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like?

Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life?

Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to

Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.

Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.

Notice some similarities and differences between places of worship and how they are used.

Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g.

- church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross, baptismal pool, pulpit
- synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah/hanukkiah, bimah
- mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.

Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children's songs to help learn stories; to celebrate at a wedding.

Revisit the key question in the light of their learning. Explore the difference between special and sacred, and reflect on whether they have things in their lives that might be special or sacred.

1.6 EXPRESSING

How and why do we celebrate special and sacred times?

Lines of enquiry

Consider the importance and value of celebration and remembrance in pupils' own lives.

Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.

For example, from Easter:

-Explore stories of Jesus in Holy Week such as riding into Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then ask some Christians to explain how they interpret these stories.

Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; build on prior learning from Unit 1.6 and explore how the events of Holy Week are celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. (Note that celebrations vary between different Christian groups.)

Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms).

Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others.

Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit', Galatians 5:22–23).

Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy), comparing these with what pupils believe to be most important.

L2.1 BELIEVING

What do different people believe about God?

behave through the story of the good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35).

Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit?

Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives.

Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting on them?

Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves

U2.8 LIVING

What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?

Lines of enquiry

Learn that for Hindus being harmless means, for example, no violence, eating no meat and wearing no leather; find out how ahimsa links to ideas of karma and reincarnation.

Find out about how Gandhi practised ahimsa in the liberation of India; if people believed in ahimsa, what difference would it make to farming, supermarkets, your meals, community relations, international relations? Why doesn't everybody believe in being harmless?

Learn that in Christian traditions the idea of grace from God means that God loves people unconditionally and offers forgiveness to anyone for anything. Recall how this is illustrated by the story of the forgiving father/lost son (Luke 15:11–32).

Make links between the idea of grace, traditional Christian belief in Jesus' death and resurrection as an expression of God's love, and Christian forgiveness today (Luke 23:34, John 3:16, 1 John 1:7–9).

Ask some Christians about what they understand by grace from God, and find out

Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. - Explore feelings of Jesus and disciples. - Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions, washing feet, sorrow of Good Friday, darkness on Saturday services, light and joy of Easter day etc. Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1: God as creator), Pesach (Moses and the Exodus: freedom), Chanukah (hope and dedication), Sukkot (reliance on God). Explore the meaning and significance of Jewish rituals and practices during each festival. Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ulFitr. Talk about whether the stories and events mean something for the pupils themselves – can they connect with ideas of rest, freedom, hope and selfcontrol? Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.	**Lines of enquiry** Talk about ways in which we exercise trust and faith in our everyday lives. Find some examples of how we know about something we have not seen or experienced for ourselves. What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God, with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. Explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God's relationship with people e.g. Moses and the Burning Bush (Exodus 3:1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1:9–11); Pentecost (Acts 2:1–21) and Paul's conversion (Acts 9:1–19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15:11–32). Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo). Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension. Examine similarities and differences between these views of God. Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews. Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone's personal worldview. Reflect on pupils' own questions and ideas about God in light of their learning.	what difference it makes to their lives. If they believe God forgives them for anything, does that mean that it doesn't matter if they do bad things? Recall that for Muslims, the worldwide Muslim community is called the Ummah, and being part of the Ummah is expressed, e.g. in pilgrimage to Makkah and in shared welfare through zakat. Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally. • Ask good questions about these three concepts and find out some answers to them. Discuss and consider the impact of ahimsa, grace and ummah: if we all followed these ideas, how would life change? Are they only religious ideas or are there similar non-religious concepts? Make links between the three concepts: how are they similar and how different? Which has most impact and why? Weigh up the value and impact of these key ideas for themselves.

	Express their own ideas about God (whether or not they believe God exists) through art, music, poetry or drama. **L2.8 LIVING** **What does it mean to be a Hindu in Britain today?** **Lines of enquiry** Find out about how Hindus show their faith within their families. Note that what RE calls 'Hinduism' is called 'Sanatana Dharma' within the tradition – i.e. 'Eternal Way'. It is incredibly diverse as a whole way of life rather than a set of beliefs. What objects might you find in a Hindu's home and why? E.g. murtis, family shrine, statues and pictures of deities, puja tray including incense, fruit, bells, flowers, candles; some sacred texts such as the Bhagavad Gita, OM symbols. What kinds of things would Hindu families do during the week? Daily puja, blessing food, aarti ceremony, singing hymns, reading holy texts, visit the temple etc. Talk about which objects and actions are most important and why. What similarities and differences are there with the family values and home rituals of pupils in the class? Look at the Ramayana, the story of Rama and Sita. Use it to explore ideas of dharma, karma, devotion, and good vs evil. Explore Hindu ideas about the four aims of life (punusharthas) – dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation from the cycle of birth and rebirth (reincarnation). Compare these with pupils' goals for living. Explore Hindu ideas of karma – how actions bring good or bad karma. Find out how and why 'snakes and ladders' links with Hindu ideas of karma. Explore what Hindus do to show their tradition within their faith communities. What do they do together and why? E.g. visiting the temple/mandir, performing rituals, including prayer, praise such as singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God; looking at Hindu iconography – how do the different images show the different characters and attributes of the deities? Ask some Hindu teenagers about how they show their faith. Find out about some ways in which Hindus make a difference in the worldwide	

	community. How does a Hindu way of life guide them in how they live? E.g. Mahatma Gandhi, Pandurang Shastri Athavale.	

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?

YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
1.1 BELIEVING **Who is a Christian and what do they believe?** **Lines of enquiry (worship)** Look at art and recognise some symbols and images used to express ideas about God. Listen to pieces of music that express ideas about God. Talk to Christians about what they believe about God (personal worldviews). Give opportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g responding to the question 'Where is God?' through art. Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13). Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving. **1.2 BELIEVING** **Who is a Muslim and what do they believe?** **Lines of enquiry (worship)** Many pupils have no personal belief in God but will have learnt about Muslim people who do. Give pupils the opportunity to comment on the idea of God for themselves, in the light of their learning. Are their ideas similar to or different from what they have been learning? Talk to Muslims about what they believe about God. Look at calligraphy and listen to nasheeds that express ideas	**L2.2 BELIEVING** **Why is the Bible important to Christians today?** **Lines of enquiry** Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians. Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories, laws, poems, prayers, biographies (such as the Gospels), letters); (be clear that what Christians call the 'Old Testament' is Jewish scripture too). Introduce pupils to the idea that for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or artworks to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. Find out what good and bad things people sometimes do. Explore the idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn	**U2.1 BELIEVING** **Why do some people believe God exists?** **Lines of enquiry** Find out about how many people in the world and in your local area believe in God - using global statistics and the latest UK census (see p. 5 for local and national demographics). Ask pupils why they think so many people believe in God. Collect these reasons. Find out about how many do not believe. Learn the words 'theist' (believes in God), 'agnostic' (cannot say if God exists or not) and 'atheist' (believes there is no god). Set up an enquiry to explore the key question. Ask pupils to raise questions about the existence and nature of God. Focus on Christian ideas of God, to make this more manageable. Start by clarifying what Christians believe God is like. Build on learning from key question L2.1, and explore some names of God and metaphors for God in the Bible (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live? Make links with prior learning about the Bible and its 'big story' (key question L2.2). Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background – many people believe (or don't believe) because of their home background; religious experience – many people say they have experienced a sense of 'the presence of God' or had prayer answered; many would argue that the universe, the Earth and life are extraordinary and are best explained as the result of an all-powerful Creator. Many people who do not believe in God point to the existence of terrible suffering as a key reason. Some argue that there is no need to use a Creator to explain the existence of the universe and life. Consider ways in which Christians read the Genesis account of creation. Explore why some Christians read it literally; explore how lots of Christians read it as expressing some truths about God and human beings without reading it literally. Find out about Christians who are also scientists (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander).

about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; I am a Muslim by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer.

Describe one of the beliefs that Muslims hold about God e.g. tawhid (note how this links to the idea that Muslims never try to draw Allah).

Give pupils a way to respond to their own big questions e.g. writing a class big questions poem or a 'Where is God?' poem.

Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'.

1.3 BELIEVING

Who is Jewish and what do they believe?

Lines of enquiry (worship)

Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight' and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home?

Discuss what precious items pupils have in their home. Why are they important?

Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all people.

Look at a mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home?

Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves

1.7 LIVING

What does it mean to belong to a faith community?

Lines of enquiry

Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.

from this story? Christian teaching says that people all choose to go against God's commands. Think about why Christians say people need to ask God to forgive them.

Explore creatively the Lost Coin, Sheep and Son stories (Luke 15), building on prior learning, and how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them.

Look at examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?

L2.5 EXPRESSING

Why are festivals important to religious communities?

Lines of enquiry

Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this.

Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity; Diwali in Hinduism; Pesach, Rosh Hashanah and Yom Kippur in Judaism; Eid in Islam. Build on any prior learning when looking at any of these festivals.

For each of the festivals explored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals.

Notice and think about similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship.

Study key elements of festivals: shared values, story, beliefs, hopes and commitments.

Consider questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). You might use Philosophy for Children approaches to open up these questions.

Invite some Christians, agnostics and atheists in to answer questions about why they do or do not believe in God.

Explore what impact believing in God might make on the way someone lives his or her
everyday life. Talk about and reflect upon the possible benefits and challenges of believing or not believing in God in Britain today

U2.4 EXPRESSING

If God is everywhere, why go to a place of worship?

Lines of enquiry

Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue.

Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be seen by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places?

Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places?

Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.

Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'.

Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions.

What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body
of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions,
hierarchies, crowds! Why do Christians worship in different ways?

Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What would Jesus Do bracelets WWJD); symbols of belonging in pupils' own lives and experience.

Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.

Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – brit bat or zeved habat; Islam: Aqiqah.

Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some
music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.

Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).

Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.

Explore the idea that different people belong to different religions, and that many people are not part of religious communities, but that they also belong to different communities (sometimes also with religious people).
Find out about times when people from different religions and non-religious people might work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or Remembrance Day on 11th November.

1.8 LIVING

How should we care for others and the world, and why does it matter?

Lines of enquiry

Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6:26); Jesus blesses the children (Matthew 19, Mark 10,

Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events?

Consider questions about the role of festivals in the life of Britain today:
Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? What are the best ways to recall important past events and stories, and to bring communities together?

L2.7 LIVING

What does it mean to be a Christian in Britain today?

Lines of enquiry

Find out about how Christians may show their faith within their families. What objects might you find in a Christian's home and why? E.g. Bible, cross/crucifix, palm cross, pictures of Jesus or the holy family (Mary, Joseph and Jesus), Christian magazines, CDs of Christian music, some Bible verses on the fridge. What kinds of things might Christian families do during the week? E.g. grace before meals, family prayers and Bible reading, private prayer and Bible reading, giving money to charity. Talk about which objects and actions are most important and why. What similarities and
differences are there with the family values and home rituals of pupils in the class?

Explore what some Christians do to show their faith within their church communities. What do they do together and why? Explore church noticeboards or websites to find out what goes on in at least two different kinds of churches (e.g. Anglican, Baptist, Roman Catholic, Pentecostal), and some of the similarities and differences between what Christians do there. E.g. Sunday school classes, 'Messy Church', Girls Brigade, Boys' Brigade, Sunday services, different types of worship music, home groups. Ask some teenagers from two churches about how they show their faith.

Find out what Christians do to show their faith in how they help their local community. Choose one or two local churches to illustrate local involvement, e.g. in food banks, running crèches and toddler groups, supporting those in need (e.g. St Vincent de Paul Society), running 'Christians Against Poverty' money management courses, Alpha Courses, cake sales, visiting the sick, etc. Obviously, Christians are not the only people who do these

Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some
Christians.

Note that there are many Christians, Hindus and Jewish people who see themselves as members of the communities but don't attend places of worship. Return to the unit key question; how might different people answer this? What answers do pupils have?

U2.6 LIVING

What does it mean to be a Muslim in Britain today?

Lines of enquiry

Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census.

Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime?

Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars.
Consider what beliefs, practices and values are significant in pupils' lives.

Talk about the Shahadah ('There is no god except Allah') and use the 99 names of
Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with key question L2.1.)

Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey).

Luke
18); Psalm 8 (David praises God's creation and how each person is special in it).

Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The good Samaritan' (Luke 10:25–37).

Consider the idea that we all have special gifts we can use to benefit others.

Learn that some religions believe that serving others and supporting the poor are important
parts of being a religious believer e.g. Zakat (almsgiving) in Islam; tzedekah (charity) in Judaism.

Read stories about how some people have been inspired to care for people because of their
religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica, people known in the
local area.

Having studied the teachings of one religion on caring, work together as a group to create an
event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity.

Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Draw cartoons to show their ideas.

Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that
creation is important, that humans are important within it).

Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a

things, but find out why Christians and others do work hard to help
people in their communities. What kinds of things do pupils at your school do to help
others, and why?

Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? E.g. Pope Francis, Loretta Minghella (Director of Christian Aid). See if there are local Christians who are involved in fighting for justice etc.

Talk about how Christians practise their faith in many ways. For some, believing is central, for others it is more about participation in Christian fellowship, and for others it may be about making the world a fairer place
– or a combination of all three. What would pupils say makes someone a Christian and why?

L2.10 LIVING

How do family life and festivals show what matters to Jewish people?

Lines of enquiry

Use creative ways to explore stories behind Jewish festivals: their meaning and significance; how believers express meanings through symbols, sounds, actions, stories and rituals:

- Rosh Hashanah and Yom Kippur: Explore Rosh Hashanah, the Jewish new year festival; how Jews look at their deeds from the past year and make a fresh start for the next one; find out about the shofar, eating sweet foods, tashlich. Explore Yom Kippur, the 'Day of Atonement': a day of fasting and praying for forgiveness; what happens and why; the main themes of repentance, deliverance and salvation; consider how for Jews this is both solemn (because of the reality of sin) and joyful (God's readiness to forgive). Talk about the value in pupils' own lives of reflection, saying sorry, being forgiven and making resolutions to improve.
- Pesach/Passover: explore the epic story of the Exodus through text, art, film and drama, exploring the relationship between the people and God; find out how this story is remembered at Pesach and celebrated in Jewish homes (e.g. preparation and the seder meal). Reflect on the important themes of Pesach (e.g. freedom, faithfulness of God; the Jewish people's place as God's Chosen or Favoured People – rescued from slavery to demonstrate this; brought into the Promised Land) and what Pesach means to Jews today. Talk about ways in which slavery is still present in

Find out about people who memorise the Qur'an and why (hafiz, hafiza).

Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad).

Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims.

Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs

U2.3 BELIEVING

What do religions say to us when life gets hard?

Lines of enquiry

Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life.

Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc.

Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.

Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that many non-religious people believe that death is the end of life, and that there is no afterlife.

Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism.

role as God's representatives on God's creation, to care for it as a gardener tends a garden). Investigate ways that people can look after the world and think of good reasons they this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees). Why should we take care of the earth? Why does it matter?	the world today, how important freedom is, and how we might bring freedom. Learn that after their escape from Egypt, the Jewish people were given the Ten Commandments. Consider the importance of the commandments to the Jewish people at the time, and why they are still important to Jews (and Christians) today. Find out about (or recall from Unit L2.9) some prayers and blessings that Jewish people say through the day (e.g. the Talmud teaches that Jews should say thank you 100 times a day; the Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'). What are the benefits of expressing gratitude regularly? Note that non-religious people are encouraged to keep 'gratitude journals' today because it makes them happier. Make connections with the practice of gratitude in Jewish living (and other faith traditions). Compare and consider the value of family rituals in pupils' own lives; make connections with the way Jewish family life and festivals encourage a reflective approach to life and living; talk about whether there are good opportunities for reflection, remembering past times and looking forward in school life as well. **L2.4 EXPRESSING** **Why do people pray?** **Lines of enquiry** Discover and think about the meanings of the words of key prayers in three religions – e.g. the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra. Learn that Hindus, Muslims and Christians may pray in many different ways, both using set forms of words and more spontaneously, and the three religions believe similar and different ideas about how God hears prayers. Consider the idea that some people describe themselves as 'spiritual but not religious' and some of them may like to pray in their own way. Consider the idea that some non-religious people may believe it is more use to be kind or to help someone than to pray for them. Some non-	Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times? Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. Taking due care, ask pupils to reflect on and express their own ideas, concerns and possibly worries about death and the idea of life beyond.

religious people use practices like listing things they are thankful for at the end of the day (e.g. in a 'gratitude journal').

Find out about some symbols used in prayers in different religions.

Explore connections between prayer in three different religions.

Explore the impact of prayer: does it enable people to feel calm, hopeful,
inspired, close to God or challenged? How?

Ask good questions about answered and unanswered prayer and find out some
answers to these questions.

Discuss and consider the impact of praying, using some stories from inside the religions, e.g. stories of answered prayer, or of the origin of a prayer in ancient India, in Jesus' teaching or in the Holy Qur'an.

Make links between beliefs and practice of prayer in different religions.

Ask pupils to weigh up the value and impact of these key ideas for themselves: are there benefits in recalling things you are grateful for, things you are sorry about, ways in which you would like to be better, or for things to be better for
other people? What benefits might there be? Do pupils ever do these things?

L2.9 LIVING

What can we learn from religions about deciding what is right and wrong?

Lines of enquiry

Explore teachings which act as guides for living within Judaism, Christianity, and a nonreligious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists.

Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living?

Use religious stories to explore the idea of temptation, and how it affects how people
choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4.

	Share teachings from different religions that give examples of how to live 'a good life', e.g. connect with Unit L2.10 to explore Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonai' prayers - 'Blessed are you, King of the universe'); or Christian teaching from Jesus on the Beatitudes (Matthew 5:2–13). Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? Note how there may be a difference between the teachings of organised worldviews and the personal worldviews of individuals within a tradition; not everyone follows all the teachings of their religion. If religions say that God inspires their rules for living, where do non-religious people look for guidance? Find out about how Humanists decide about right and wrong. Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others are a bit less clear. Explore whether it would be easier for a religious believer to decide. Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in pupils' own lives and the lives of others, in the light of their studies in RE.	

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
Key Vocabulary Religion Special books Special places Special stories Prayer	**Key Vocabulary** Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation story	**Key Vocabulary** Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.	**Key Vocabulary** Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution
Christianity Christmas Bible Church Jesus	**Christianity** Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel	**Christianity** Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven	**Christianity** Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape
	Judaism Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tenakh	**Judaism** Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah	**Judaism** Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam
Islam Allah, Prophet Muhammad, Qur'an, Mosque	**Islam** Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid.	**Islam** Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise	**Islam** Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj
		Hindu **Dharma** Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana	**Hindu** **Dharma** Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma

What experiences do we want our children to have?

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

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

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?

YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
1.1 BELIEVING **Who is a Christian and what do they believe? (celebrations)** Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3). Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Ask some questions about believing in God and offer some ideas of their own (C1). Make links between what Jesus taught and what Christians believe and do (A2). **1.2 BELIEVING** **Who is a Muslim and what do they believe? (Celebrations)** Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3). Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Ask some questions about God that are hard to answer and offer some ideas of their own (C1).	**L2.6 EXPRESSING** **Why do people think life is a journey? What significant experiences mark this?** Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). Explain similarities and differences between ceremonies of commitment (B3). Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). **L2.5a EXPRESSING** **How do Christians and communities celebrate Christmas?** Describe how the way some people celebrate festivals might show something about their beliefs (A2). Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).	**U2.2 BELIEVING** **What would Jesus do? Can we live by the values of Jesus in the 21st Century?** Outline Jesus' teaching on how his followers should live (A2). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). 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). Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas (C3). **U2.5 EXPRESSING** **Is it better to express your religion in arts and architecture or in charity and generosity?** Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values from scriptures to the title question (C2).

1.3 BELIEVING

Who is Jewish and what do they believe? (celebrations)

Talk about the fact that Jewish people believe in God (A1).

Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).

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).

Ask some questions about believing in God and offer some ideas of their own (C1).

Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).

1.4 BELIEVING

What can we learn from sacred books?

Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).

Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).

Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).

Talk about issues of good and bad, right and wrong arising from the stories (C3).

Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).

Make links between the messages within sacred texts and the way people live (A2).

1.5 EXPRESSING

What makes some place sacred?

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).

Identify why members of the same religious or non-religious worldview might
celebrate festivals differently or for different reasons (B1).

Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1).

Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist (C2).

Suggest how and why religious festivals are valuable to many people (B2).

L2.3 BELIEVING

Why is Jesus inspiring to some people?

Make connections between some of Jesus' teachings and the way Christians live today (A1).

Describe how Christians celebrate Holy Week and Easter Sunday (A1).

Identify the most important parts of Easter for Christians and say why they are important (B1).

Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).
Exceeding:

Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1).

Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).

L2.1 BELIEVING

What do different people believe about God?

Outline how and why some Humanists criticise spending on religious buildings or art (A3).

Examine the title question from different perspectives, including their own (C1).

U2.7 LIVING

What matters most the Christians and Humanists?

Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).

Describe some Christian and Humanist values simply (B3).

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).

Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).

Give examples of similarities and differences between Christian and Humanist values (B3).

Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).

U2.8 LIVING

What difference does it make to believe in ahimsa (harmlessness), grace, and ummah (community)?

Make connections between beliefs and behaviour in different religions (A1).

Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).

Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1).

Consider similarities and differences between beliefs and behaviour in different faiths (B3).

Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). **1.6 EXPRESSING** **How and why do we celebrate special and sacred times?** Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). 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). Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3).	Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). Identify some similarities and differences between ideas about what God is like in different religions (B3). 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). **L2.8 LIVING** **What does it mean to be a Hindu in Britain today?** 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). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). 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). 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). Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).	Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1). Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).

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?

YEAR 1 AND YEAR 2	YEAR 3 AND YEAR 4	YEAR 5 AND YEAR 6
1.1 BELIEVING **Who is a Christian and what do they believe? (worship)** Talk about the fact that Christians believe in God and follow the example of Jesus (A1). Recognise some Christian symbols and images used to express ideas about God (A3). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). **1.2 BELIEVING** **Who is a Muslim and what do they believe? (worship)** Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad (A1). Recognise that Muslims do not draw Allah or the Prophet but use calligraphy, for example, to say what God is like (A3). Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). Re-tell a story about the life of the Prophet Muhammad (A2). Make links between what the Holy Qur'an says and how Muslims behave (A2). Ask some questions about God that are hard to answer and offer some ideas of their own (C1). **1.3 BELIEVING**	**L2.2 BELIEVING** **Why is the Bible important to Christians today?** Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). Explain how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2) **L2.5 EXPRESSING** **Why are festivals important to religious communities?** Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 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	**U2.1 BELIEVING** **Why do some people believe God exists?** Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). 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). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1). Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1) **U2.4 EXPRESSING** **If God is everywhere, why go to a place of worship?** Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1). Outline how and why places of worship fulfil special functions in the lives of believers (A3). Comment thoughtfully on the value and purpose of places of

Who is Jewish and what do they believe? (worship)
Talk about the fact that Jewish people believe in God (A1).

Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).

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).

Talk about how the mezuzah in the home reminds Jewish people about God (A3).

Ask some questions about believing in God and offer some ideas of their own (C1).

Make links between some Jewish teachings and how Jewish people live (A2).

1.7 LIVING
What does it mean to belong to a faith community?
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).

Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean (A1).

Identify two ways people show they belong to each other when they get married (A1).

Respond to examples of co-operation between different people (C2).

Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).

Identify some similarities and differences between the ceremonies studied (B3).

1.8 LIVING
How should we care for others and the world, and why does it matter?
Re-tell Bible stories and stories from another media (C2).

Suggest how and why religious festivals are valuable to many people (B2)

L2.7 LIVING
What does it mean to be a Christian in Britain today?
Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).

Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).

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).

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).

Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).

Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).

L2.10 LIVING
How do family life and festivals show what matters to Jewish people?
Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3).

Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).

Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).

Suggest how and why family life and festivals are valuable to worship in religious communities (B1).

U2.6 LIVING
What does it mean to be a Muslim in Britain today?
Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).

Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).

Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).

Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).

Answer the title key question from different perspectives, including their own (C1).

U2.3 BELIEVING
What do religions say to us when life gets hard?
Express ideas about how and why religion can help believers when times are hard, giving examples (B2).

Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).

Explain some similarities and differences between beliefs about life after death (B2).

Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).

Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).

Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).

faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). 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). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). Answer the title question thoughtfully, in the light of their learning in this unit (C1).	Jewish people (B2). Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives, and giving good reasons for their ideas (C2). **L2.4 EXPRESSING** **Why do people pray?** Describe the practice of prayer in the religions studied (A2). Make connections between what people believe about prayer and what they do when they pray (A3). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Explain similarities and differences between how people pray (B3). Consider and evaluate the significance of prayer in the lives of people today (A1). **L2.9 LIVING** **What can we learn from religions when describing what is right and wrong?** Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide about right and wrong (C3).	

	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). Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).	

End of Key Stage Outcomes

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

EYFS

Prime area: Communication and Language.
RE enables children to:
Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews

Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts

Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field

Become comfortable using a rich range of vocabulary and language structures in relation to RE content.

Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional Development.
RE enables children to:
Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others

Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story

Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably

Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development.
RE enables children to:
Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy.
RE enables children to:
Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief

Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.

Build their skills in RE-related word reading, recognizing religious words and discovering new vocabulary in relation to religions and worldviews

Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics.
RE enables children to:
Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content

Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.
RE enables children to:
Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities

Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.

Extend their knowledge and familiarity with words that support understanding of religion and belief

Talk about the lives of people around them, understanding characters and events from stories.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.

Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.
RE enables children to:

Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.

Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.

See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.

Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well- known songs in RE imaginatively and expressively

Key Stage One		
A. Know about and understand a range of religions and worldviews.	**B. Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews**	**C. Gain and deploy the skills needed to engage seriously with religious and nonreligious 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.	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.	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.
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.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	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 religious and non-religious worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
Key Stage Two		
A. Know about and understand a range of religious and non-religious worldviews	**B. Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.**	**C. Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.**
A1. Describe and make connections between different features of the religious and nonreligious 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 religious and nonreligious 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 religious and non-religious 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.