



How our RE & World Views curriculum is constructed

Our '**progression**' details how our pupils learn the National Curriculum content and is taken from the NATRE (National Association of Teachers of Religious Education) primary curriculum. Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember: some people call this '**disciplinary knowledge**'

The 'Principal Aim' of the Agreed Syllabus is as follows:

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

To elaborate on the Principal Aim, and to ensure Appledore School teaches British values and protected characteristics, our sequenced RE progression is organised along the following strands:

1. Making sense of a range of religious beliefs
2. Understanding the impact and significance of religious and non-religious beliefs
3. Making connections between religious and non-religious beliefs, concepts, practices and ideas studied

'**Overview**' details what is taught and when.

The progression document is made up of sequenced small building blocks to enable children to achieve our '**key objectives**' (**end points**) we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the '**sticky knowledge**', what some people call '**substantive knowledge**', and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

Protected characteristics and **British Values** (eg religion or belief and mutual respect for and tolerance of different faiths and beliefs) are the cornerstone of the RE curriculum.

Religious Education

| Year Group | FSU | 1 | 2 | 3 | 4 | 5 | 6 |
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| | <i>Explorers</i> | Gatherers | | Explainers | | Evaluators | |
| Make sense of a range of religious beliefs (1) | <p>Make comments about what they have heard. (UW)</p> <p>Express their ideas and feelings about experiences using full sentences including past, present and future tenses. (S)</p> | <p>Identify core beliefs and concepts studied and give a simple description of what they mean (eg when learning about the Genesis 1 version of Creation)</p> <p>Give examples of how stories show what people believe (eg Christian idea that God is a forgiving Father – Prodigal Son Parable)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers (eg in 'World and Others' unit – everyone being unique and valuable)</p> | <p>Identify core beliefs and concepts studied and give a simple description of what they mean (eg recall the account of Jesus' birth and/or story of Matthew the Tax Collector)</p> <p>Give examples of how stories show what people believe (eg the events of Holy Week and the idea of Jesus rescuing people)</p> <p>Give clear, simple accounts of what stories and other texts mean to believers (eg recognise that Jesus gives instructions about how to behave)</p> | <p>Explain the core beliefs and concepts studied (Genesis 1 story as the beginning of the Bible's Big Story (2.1)</p> <p>Make clear links between texts/sources of authority and the key concepts studied (eg the story of Noah and the idea of God's promise/covenant 2.2)</p> <p>Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg what Jesus' actions towards outcasts mean for a Christian 2.4)</p> | <p>Explain the core beliefs and concepts studied (Holy Week – Christian belief that Jesus came to rescue or save people 2.5)</p> <p>Make clear links between texts/sources of authority and the key concepts studied (eg beliefs about love, commitment and promises 2.11)</p> <p>Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg what Christians say about the importance of the events of Holy Week 2.5)</p> | <p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg different types of text 2.1)</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (Christian beliefs about God 2.1 ; Gospel texts 2.4)</p> | <p>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg Genesis 1)</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (eg Genesis 1)</p> |

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| <p>Understand the impact and significance of religious and non-religious beliefs (2)</p> | <p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. (UW)</p> <p>Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. . (UW)</p> | <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg. Christians forgive others and say thank you and sorry to God)</p> <p>Give examples of ways in which believers put their beliefs into practice (eg how people show they care for the world)</p> | <p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg describe what Christians do at Christmas)</p> <p>Give examples of ways in which believers put their beliefs into practice (eg by giving to charity and saying sorry 1.4)</p> | <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg how people try to make the world a better place 2.12 / promises God has made and promises make at a wedding ceremony 2.2)</p> <p>Explain how people show their beliefs in how they worship and in the way they live</p> | <p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg beliefs about love and commitment 2.11)</p> <p>Explain how people show their beliefs in how they worship and in the way they live (eg beliefs about God the Trinity in baptism and prayer 2.3)</p> | <p>Make clear connections between what people believe and how they live, individually and in communities (eg through how Cathedrals are designed 2.1)</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures (eg 2.10 or 2.11)</p> | <p>Make clear connections between what people believe and how they live, individually and in communities (eg Christians' actions during Holy Week)</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures (Holy Week 2.5)</p> |
| <p>Make connections between religious and non-religious beliefs, concepts, practices and ideas studied (3)</p> | <p>Explain some similarities and differences between life in this country and life in other countries. (UW)</p> | <p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</p> <p>Give a good reason for the</p> | <p>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them (eg recognise what they have to be thankful for 1.3)</p> <p>Give a good reason for the</p> | <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg the importance of love in the Bible 2.4)</p> <p>Suggest links between some of the beliefs</p> | <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg Christians calling the day Jesus dies Good Friday 2.5)</p> <p>Suggest links between some of the beliefs</p> | <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists)</p> | <p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (eg believers and atheists Genesis 1 / Life Gets Hard)</p> |

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| | | views they have and the connections they make (eg why everyone should care for the world) | views they have and the connections they make (eg give reasons for why people like to belong to a community 1.8) | and practices studied and life in the world today, expressing some ideas of their own clearly giving reasons (eg. the story of Noah and how we live .2.2) | and practices studied and life in the world today, expressing some ideas of their own clearly giving reasons (eg the ideas of love, commitment and promises made in religious and non-religious ceremonies 2.11) | Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (how the teachings of God might make a different today 2.1). c) Consider and make reasoned judgements how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make (beliefs about the Messiah 2.3). | Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg Genesis 1 / idea of sacrifice 2.5/ Life gets Hard). c) Consider and make reasoned judgements how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make (eg Creation 2.2) |
| Other World Religion: Make sense of a range of religious beliefs (4) | Hinduism (Diwali) Chinese New Year | Judaism Identify core beliefs and concepts studied and give a simple description of what they mean (eg recognise the words of the Shema as a Jewish Prayer) Give examples of how stories | Islam Identify core beliefs and concepts studied and give a simple description of what they mean (eg recognise the words of the Shahadah) Describe how stories show | Hinduism Explain the core beliefs and concepts studied (eg explain how Hindu deities help Hindus describe God) | Islam Explain the core beliefs and concepts studied (eg beliefs about God) Make clear links between texts/sources | Hinduism Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg explain key Hindu beliefs) Describe examples of ways in which | Judaism Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions Describe examples of ways in which |

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| | | show what people believe (eg Shabbat and how this celebration reminds Jews about what God is like) | what people believe (eg stories of the prophet showing what Muslims believe about Muhammad) | Make clear links between texts/sources of authority and the key concepts studied (eg the story of Diwali and Ganesh and Hindu beliefs about God Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg what Hindu murtis express about God) | of authority and the key concepts studied (eg how Muslims submit to God) Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg how the Five Pillars guide a Muslim's life) | people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (eg story of man in the well) | people use texts/sources of authority to make sense of core beliefs and concepts Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority |
| Understand the impact and significance of religious and non-religious beliefs (5) | Show sensitivity to their own and to other's needs. (PSED) | Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg how Jews celebrate Shabbat, Sukkot) Give examples of ways in which believers put their beliefs into practice (eg how Jews remember God in different ways - mezuzah/ Shabbat). | Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg recognise that Muslims use the Shahadah to show what matters to them) . Give examples of ways in which believers put their beliefs into practice (eg putting beliefs about prayer into action/how Muslims tread the Qur'an). | Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg Hindu beliefs about God and how they live) Explain how people show their beliefs in how they worship and in the way they live (eg puja in the home) | Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg prayer, fasting and celebrating) Explain how people show their beliefs in how they worship and in the way they live (eg zakah | Make clear connections between what people believe and how they live, individually and in communities (eg dharma, karma etc and the way Hindus live) Using evidence and examples, reach conclusions why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures | Make clear connections between what people believe and how they live, individually and in communities (eg treatment of the Torah) Using evidence and examples, show how and why people put their beliefs into practice in different ways, eg in different communities, denominations or cultures (eg difference between orthodox and progressive Jewish practice) |
| Make connections between | Explain some similarities and | Think, talk and ask questions about whether | Think, talk and ask questions about whether | Raise important questions and suggest answers about how | Raise important questions and suggest answers about how | Make connections between the beliefs and practices | Make connections between the beliefs and practices |

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| <p>religious and non-religious beliefs, concepts, practices and ideas studied (6)</p> | <p>differences between life in this country and life in other countries. (UW)</p> | <p>the ideas they have been studying, have something to say to them (eg is it good to remember the past as Jews do during their celebration?)</p> | <p>the ideas they have been studying, have something to say to them (eg talk about what might be good about Muslim's routine of praying and their need for self-control)</p> | <p>far the beliefs and practices studied might make a difference to how pupils think and live (eg whether it is good to think about the cycle of create, preserve, destroy)</p> <p>Suggest links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly, giving reasons (eg life as a Hindu in Britain today)</p> | <p>far the beliefs and practices studied might make a difference to how pupils think and live (eg the value of self-control)</p> <p>Suggest links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly, giving reasons (eg. life as a Muslim in Britain today)</p> | <p>studied, evaluating and explaining their importance to different people.</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg belief in dharma and karma)</p> <p>Consider and make judgements about ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p> | <p>studied, evaluating and explaining their importance to different people.</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and make judgements about ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. (eg tradition, ritual, worship in their lives)</p> |
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RE Curriculum Overview

| | FSU | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
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| Autumn 1 | What is Harvest and how do we celebrate Harvest? | Creation: Who made the world? Harvest | Who is Muslim and how do they live? PART 1 | What do Christians learn from the creation story? | How do festivals and worship show what is important to a Muslim? | Why do Hindus want to be good? | How do festivals and family life show what is important to Jewish people? |
| Autumn 2 | Visiting a church for Remembrance Day Diwali Christmas | What does it mean to belong to a faith community? | Why does Christmas matter to Christians? | What do Hindus believe God is like? | What is the Trinity? | Was Jesus the Messiah? | Why is the Torah so important to Jewish people? |
| Spring 1 | Chinese New Year | God: What do Christians believe God is like? | Who is Muslim and how do they live? PART 2 | What is it like to follow God? | What does it mean to be a muslim in Britain today? | What does it mean if God is Holy and Loving? | Creation/FALL creations and science conflict or complimentary? |
| Spring 2 | What does 'special' mean? Easter | Who is Jewish and how do they live? PART 1 | Why does Easter matter to Christians? | What does it mean to be a Hindu in Britain today? | Why do Christians call the day Jesus died "Good Friday"? | Why do Hindus want to be good? | What did Jesus do to save Human Beings? |
| Summer 1 | Reading Bible stories and talking about the meaning that they are teaching us | Who is Jewish and how do they live? PART 2 | What is the good news Jesus brings? | What kind of world did Jesus want? | When Jesus left, what was the impact of Pentecost? | What would Jesus do? | What kind of king was Jesus? |
| Summer 2 | Reading Bible stories and talking about the meaning that they are teaching us | How should we care for the world and for others, and why does it matter? | What makes some places sacred to believers? | How do religious and non religious people try to make the world a better place? | Why do some people think that life is like a journey and what significant events mark this? | Why do some people believe in God and some people not? | How does faith help people when life gets hard? |

RE 'Sticky' (substantive) Knowledge

RE Key Objectives (end points)

FSU

1. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
2. Recall the celebrations, what happens during them and why people celebrate them.

Year 1

Creation: Who made the world?

- To be able to retell the story of creation from Genesis 1:1- 2:3 simply.
- To recognise that creation is the beginning of the bible.
- To be able to say what the story tells Christians about God, Creation and the world.
- To give at least one example of what Christians do to say thank you to God for the Creation.

What does it mean to belong to a faith community?

- To recognise that loving others is important in lots of communities.
- To say simply what Jesus and one other religious leader taught about loving other people.
- To give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.
- To identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)
- To give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.

God: What do Christians believe God is like?

- To identify what a parable is.
- To tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- To give clear, simple accounts of what the story means to Christians.
- To give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- To give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

Who is Jewish and how do they live? PART 1

- To recognise the words of the Shema as a Jewish prayer.
- To retell simply some stories used in Jewish celebrations (e.g. Chanukah).
- To give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah)

By the end of Year 1, our students are developing into gatherers by demonstrating an understanding of what people believe and the difference this makes to how they live:

Linked to Christianity:

1. Simply retell the story of the Lost Son and recognise that there is a link with the Christian idea of God as a forgiving Father.
2. Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg Christians forgive others and say thank you and sorry to God)
3. Think, talk and ask questions about whether the ideas they have been studying, and have something to say to them.

Linked to Judaism:

1. Give examples of how stories show what people believe (eg how the Shabbat weekly celebration reminds Jews about what God is like)
2. Give examples of how people use stories, texts and teachings to guide their beliefs and actions (eg how Jews celebrate Shabbat, Sukkot)
3. Think, talk and ask questions about whether the ideas they have been studying, and have something to say to them (eg is it good to remember the past as Jews do during their celebration?)

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| | <p>remind Jews about what God is like.</p> <p>Who is Jewish and how do they live? PART 2</p> <ul style="list-style-type: none"> ● To give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). ● Make links between Jewish ideas of God found in the stories and how people live. ● To give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) <p>How should we care for the world and for others, and why does it matter?</p> <ul style="list-style-type: none"> ● To identify a story or text that says something about each person being unique and valuable. ● To give an example of a key belief some people find in one of these stories (e.g. that God loves all people). ● To give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. ● To give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. ● To give examples of how Christians and Jews can show care for the natural earth. ● To say why Christians and Jews might look after the natural world. | |
| Year 2 | <p>Who is Muslim and how do they live? PART 1</p> <ul style="list-style-type: none"> ● Know that Muslims believe in God (Allah) and follow the example of the Prophet Muhammed PBUH ● Know the words of the Shahadah. ● Know that Muslims do not draw Allah or Muhammed PBUH. ● Give at least one example of the stories of Muhammed (Muhammed and the cat, the tiny ants) and say why it is important to Muslims. <p>Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> ● Know the main events in the story of Jesus' birth (angel visited Mary, Mary and Joseph travelled to Bethlehem, Jesus was born in a stable, an angel visited some shepherds, shepherds travelled to Bethlehem, wise men travelled to Bethlehem and gave gifts). ● Give at least two examples of ways in which Christians use the nativity story in churches and at home (using nativity scenes, performing nativity plays, advent calendars / wreaths, singing carols) <p>Who is Muslim and how do they live? PART 2</p> | <p>By the end of Year 2, our students are secure gatherers by demonstrating an understanding of what people believe and the difference this makes to how they live:</p> <p>Linked to Christianity:</p> <ol style="list-style-type: none"> 1. Identify core beliefs and concepts studied and give a simple description of what they mean (eg recall the account of Jesus' birth and/or story of Matthew the Tax Collector) 2. Give examples of ways in which believers put their beliefs into practice (eg by giving to charity and saying sorry 1.4) 3. Give a good reason for the views they have and the connections they make (eg give reasons for why people like to belong to a community 1.8) <p>Linked to Islam:</p> |

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| | <ul style="list-style-type: none"> ● Know that the Muslim holy book is called the Qur'an. ● Know at least 2 ways Muslims care for the Qur'an (wash hands, keep it on stand, keep it covered, keep it off the floor, keep it higher than other books). ● Know that Muslims pray 5 times a day and that this is one of the pillars of Islam (salah). <p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> ● Tell the story of Holy Week (entry to Jerusalem, the Last Supper, Jesus' betrayal, crucifixion, empty tomb, Jesus' appearance to Mary Magdalene and the disciples). ● Give at least 3 examples of how Christians show their beliefs about Jesus' death in church worship at Easter (Palm Sunday, Good Friday services, use of eggs to symbolise new life). <p>What is the good news Jesus brings?</p> <ul style="list-style-type: none"> ● Tell stories from the Bible (Matthew the tax collector, Luke 6: 37-38, John 14: 27,) ● Know that Jesus gives instructions for how to behave (friend to the friendless, forgiveness if you go wrong, God can give you peace). ● Know that Christians thank God through prayer. <p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> ● Know that there are special places people go to worship (Christianity – church, Islam – mosque, Judaism – synagogue) ● Identify at least 3 objects used in worship in two religions and give a simple account of how they are used and something about what they mean (church – alter, cross, lectern, font; mosque – prayer mat, prayer beads, minbar, calligraphy). ● Say why people belong to a place of worship (part of a community, chance to show their beliefs, making friends, to be peaceful). | <ol style="list-style-type: none"> 1. Describe how stories show what people believe (eg stories of the prophet showing what Muslims believe about Muhammad) 2. Give examples of ways in which believers put their beliefs into practice (eg putting beliefs about prayer into action/how Muslims treat the Qur'an). 3. Think, talk and ask questions about whether the ideas they have been studying, have something to say to them (eg talk about what might be good about Muslim's routine of praying and their need for self-control) |
| Year 3 | <p>What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> ● to know there is an order of creation and name elements of it (ie day 1 light in the darkness, day 2 sky, day 3 land, seas, plants and trees were created and day 4 the Sun, Moon and stars) ● to know how God made the World good ● to know humans were entrusted to care for the world ● to know about original sin and how there is evil despite God making the world good. <p>What do Hindus believe God is like?</p> <ul style="list-style-type: none"> ● to know that Hindus believe in one God: Brahman ● to know some of the expressions of Brahman | <p>By the end of Year 3 our students are developing into <i>explainers</i> by demonstrating an understanding of what people believe and can explain the difference this makes to how they live:</p> <p>Linked to Christianity:</p> <ol style="list-style-type: none"> 1. Explain the core beliefs and concepts studied (Genesis 1 story as the beginning of the Bible's Big Story (2.1) 2. Make simple links between stories, teachings and concepts studied and how people live, individually and in communities (eg how people try to make the world a better place 2.12 / promises God has made and |

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| | <ul style="list-style-type: none"> to know that Hindus believe God is everywhere so they can worship him anywhere <p>What is it like to follow God?</p> <ul style="list-style-type: none"> to know God asked Noah to build an ark to save his family and every animal species to know God asked Noah because his family were good and free of evil to know what a covenant is and why it is important to keep a promise to know some of the problems facing the World today (eg hunger, poverty, climate change and intolerance) <p>What does it mean to be a Hindu in Britain today?</p> <ul style="list-style-type: none"> to know how Hindus worship at home (eg at a shrine for god/s and/or goddess/es) and at the mandir (eg murtis, singing and offerings) to know how Hindus celebrate Diwali (eg Rangoli, mehndi and diva lamps) <p>What kind of world did Jesus want?</p> <ul style="list-style-type: none"> to give examples from parables of what sort of behaviour Jesus was teaching about (eg caring for the vulnerable) to know the main message of Jesus' teaching (ie Love thy neighbour and treat others as you would wish to be treated) to know how the local church puts these teachings into practice (eg meals for the needy) to know the duties and responsibilities of a parish vicar (eg delivering sermon) <p>How do religious and non-religious people try to make the world a better place?</p> <ul style="list-style-type: none"> To be able to give examples of religious and non-religious people who have tried to make the world a better place (eg Martin Luther King) | <p>promises make at a wedding ceremony 2.2)</p> <ol style="list-style-type: none"> Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg the importance of love in the Bible 2.4) <p>Linked to Hinduism:</p> <ol style="list-style-type: none"> Explain the core beliefs and concepts studied (eg explain how Hindu deities help Hindus describe God) Explain how people show their beliefs in how they worship and in the way they live (eg puja in the home) Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg whether it is good to think about the cycle of create, preserve, destroy) |
| Year 4 | <p>How do festivals and worship show what is important to a Muslim?</p> <ul style="list-style-type: none"> to know how a Muslim prays to know the Quran is the holy book of Islam to know there are 5 pillars of Islam (ie Profession of Faith (shahada), Prayer (salat), Alms (zakat), Fasting (sawm) and Pilgrimage (hajj)) to know how their faith affects the way a Muslim lives their life <p>What is the Trinity?</p> <ul style="list-style-type: none"> to know a Christian believes in one God to know the three forms of that one God (Father, Son and Holy Spirit) to know the symbols for the Holy Spirit to know the features of the baptism ceremony and how and why water is used to know how Jesus was baptised | <p>By the end of Year 4 our students are secure explainers by demonstrating an understanding of what people believe and can explain the difference this makes to how they live:</p> <p>Linked to Christianity:</p> <ol style="list-style-type: none"> Explain the core beliefs and concepts studied (eg during Holy Week – Christian belief that Jesus came to rescue or save people 2.5) Explain how people show their beliefs in how they worship and in the way they live (eg beliefs about God the Trinity in baptism and prayer 2.3) Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg Christians calling the day Jesus dies Good Friday 2.5) |

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| | <p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> ● to know a Muslim worships in a mosque ● to know the location of Mosques in Devon ● to know how the word of God was revealed to the prophet Muhmmad (Jibreel/Gabriel visited Muhammed in a cave) ● to know how Muslims celebrate Eid (eg children new clothes, women in white, pastries, family meals and mosque prayers) ● to know how belief in the teachings of the Quran affect the way Muslim lives their life <p>Why do Christians call the day Jesus died “Good Friday”?</p> <ul style="list-style-type: none"> ● to now the events of Holy Week (ie last supper, Gethsemane, Pilate Barabbas, Good Friday & Easter Sunday) ● to know that Christians are separated from God by sin ● to know and understand the meaning of the word salvation <p>When Jesus left, what was the impact of Pentecost?</p> <ul style="list-style-type: none"> ● to know the story of Pentecost ● to explain what the world would look like if God rules in everyone’s heart (eg kinder, happier & fairer) ● to know what the fruit of the Holy Spirit is and name some (eg love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, self-control) <p>Why do some people think that life is like a journey and what significant events mark this?</p> <ul style="list-style-type: none"> ● to know rites of passage and significant landmarks in life (eg weddings, death) ● to know how different religions mark and celebrate these moments (eg sacred thread, Bar Mitzvah, naming ceremony, weddings, christenings) | <p>Linked to Islam:</p> <ol style="list-style-type: none"> 1. Suggest what texts/sources of authority can mean and give examples of what these sources mean to believers (eg how the Five Pillars guide a Muslim’s life) 2. Explain how people show their beliefs in how they worship and in the way they live (eg zakah) 3. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live (eg the value of self-control) |
| <p>Year 5</p> | <p>Was Jesus the Messiah?</p> <ul style="list-style-type: none"> ● to know the big story of the Bible (ie Gods relation with his people) ● to know the qualities of a messiah or saviour (eg holy, loving, powerful, fair) ● to know the true meaning of Christmas (ie God sent his only son to save us) <p>What does it mean if God is Holy and Loving?</p> <ul style="list-style-type: none"> ● to know the meaning of Holy ● to know the qualities of a divine being {ie spiritually perfect) ● to know how the nature of God is reflected in Christian songs and buildings (eg arches reaching to heaven) | <p>By the end of Year 5 our students are developing into evaluators by demonstrating an understanding of what people believe, the difference this makes to how they live and can handle questions about religions and belief:</p> <p>Linked to Christianity:</p> <ol style="list-style-type: none"> 1. Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg different types of text 2.1) 2. Make clear connections and reach conclusions about what people believe and how they live, individually and in communities (eg through how Cathedrals are designed 2.1) |

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| | <ul style="list-style-type: none"> ● to know that you do not have to have faith in order to lead a good life, giving examples ● to know what rules guide non-religious people (eg the laws of the land, highway code, manners) <p>Why do Hindus want to be good?</p> <ul style="list-style-type: none"> ● to know what is meant by kama (ie how you live this life affects how your atman will return in the next) ● to know the 4 goals of a Hindu's life: Moksha, Dharam, Karma and Aarta ● to know how duties and responsibilities change throughout life, giving examples ● to know how belief in Hinduism affects the way you live your life {specifically the example of Gandhi) <p>What would Jesus do?</p> <ul style="list-style-type: none"> ● to know the Bible is divided into the old testament and the new testament. ● to know the new testament includes four gospels: Matthew. Mark, Luke and John ● to know gospel means good news ● to know that a parable is story with a lesson ● to know what Jesus was saying in the sermon on the mount ● to know parable of the Centurion's Servant ● to give examples of Christian organisations who work for Justice healing turning enemies into friends <p>Why do some people believe in God and some people not?</p> <ul style="list-style-type: none"> ● to approximately know the percentages of the population of England and Wales for the different faiths (eg Christianity most common, increasing number of those with no religion) ● to know the meaning of theist, atheist and agnostic ● to know how people of different faiths look for God - in the way they dress, what they eat, the jobs they do, what they do at weekends, how they spend their money, who they marry, how they bring up their children ● to know how humanists find a path through life ● to know the views of famous atheists and agnostics (eg Richard Dawkins Tim Minchin) ● to be able to name scientists who have religious belief (eg Jennifer Wiseman) | <p>3. Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg how the teachings of God might make a difference today 2.1)</p> <p>Linked to Hinduism:</p> <ol style="list-style-type: none"> 1. Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority (eg story of man in the well) 2. Using evidence and examples, reach conclusions why people put their beliefs into practice in different ways, (eg in different communities, denominations or cultures Gandhi, Athavale) 3. Consider and make judgements about ideas studied while learning about Hinduism and relate these ideas to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make |
| <p>Year 6</p> | <p>How do festivals and family life show what is important to Jewish people?</p> <ul style="list-style-type: none"> ● to know what Yom Kippur and Rosh Hashanah are ● to know the Jews did not have a nation state before 1948 ● to know Israel is the nation state of the Jewish people ● to know that Jews are God's chosen people | <p>By the end of Year 6 our students are secure <i>evaluators</i> by demonstrating an understanding of what people believe, the difference this makes to how they live and can handle questions about religions and belief:</p> <p>Linked to Christianity:</p> |

- to know the big story of the Bible
- to know the story of Exodus
- to know how Passover is celebrated - seder plate and what is being remembered

Why is the Torah so important to Jewish people?

- to know the first 5 books of the Christian bible (Genesis, Exodus, Leviticus, Numbers and Deuteronomy)
- to know they constitute the Torah
- to know the Torah is part of the Hebrew bible
- to know other parts of the Hebrew bible and what they contain
- to know what a tefillin and mezuzah are
- to know how a Torah is created and what conditions it is kept under

Creation and science: conflict or complimentary?

- to know the story of creation as told in Genesis
- to know the theory of the Big Bang
- to know that it is possible to be a scientist and have religious belief
- to know who Jennifer Wiseman is

What did Jesus do to save Human Beings?

- to know the events of Holy Week
- to say who they think is responsible for the death of Jesus and why (ie Pilate, crowd, religious leaders, Judas and God)
- to express what a Christian might say to Jesus
- to know why Christians take Holy Communion

What kind of king was Jesus?

- to know the parable of the Feast and the tenants in the Vineyard
- to know what a person has to be like to be in his Kingdom
- to know some of the problems facing the world today
- to know about different Christian Organisations (eg Christian Aid, Taize) and how they serve the most vulnerable and those in need
- to know what the Nobel Peace Prize is awarded for and name some recipients and be able to say why they received it

How does faith help people when life gets hard?

- to know what different faiths say about death (ie afterlife)

1. Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions (eg Genesis 1)
2. Make clear connections and reach conclusions about what people believe and how they live, individually and in communities (eg Christians' actions during Holy Week)
3. Reflect on and reach conclusions about how people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently (eg Genesis 1 / idea of sacrifice 2.5/ Life gets Hard).

Linked to Judaism:

1. Give meanings for texts/sources of authority studied and reach conclusions about these ideas with ways in which believers interpret texts/sources of authority (eg what texts say about God)
2. Make clear connections between what people believe and how they live, individually and in communities (eg treatment of the Torah)
3. Consider and make judgements about ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. (eg tradition, ritual, worship in their lives)

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| | <ul style="list-style-type: none">• to know the story of “Heaven” | |
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