



# **RELIGIOUS EDUCATION INTENDED CURRICULUM**

## R.E. Key skills and disciplinary themes:

### Shared Human Experience

This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude. The questions that these experiences raise for all humans, religious and non-religious, include:

Why do we look up to certain people in our society?

What would the ideal community be?

What do we mean by 'being fair'?

Is death the end?

Should death affect the way we live our lives?

### Living Religious Traditions

This refers to the ways in which people who are, for example, Buddhists, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today. While planning ask, 'How does this relate to the lives of people who follow religion and secular beliefs today?'

## Beliefs and Values

This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities. Teachers need to identify the theology that lies at the heart of this aspect of the Field of Enquiry, which is expressed by the living religious tradition. Theology enables pupils to consider where beliefs come from, how they are applied in different contexts and how they relate to each other. It involves investigating key texts, beliefs and traditions of religions and worldviews.

## Search for Personal Meaning

This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This aspect of the field of enquiry will contribute to the provision of spiritual, moral, social and cultural development.

# Nursery

## UNDERSTANDING THE WORLD □ People, Culture & Communities (Links to KS1: R.E )

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn		Spring		Summer	
Learning Priorities: <a href="#">Linked to Development Matters 2023</a>					
Autumn 1 It's Good to be Me	Autumn 2 Let's Explore	Spring 1 Splashing About	Spring 2 Animals in Hot Countries	Summer 1 My Garden	Summer 2 Near and <a href="#">Far</a>
<b>Self Awareness</b> <ul style="list-style-type: none"><li>o Talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things.</li></ul>		<b>Self Awareness</b> <ul style="list-style-type: none"><li>o Talk about their life and what they do as they grow from a baby to a child.</li></ul>		<b>Self Awareness</b> <ul style="list-style-type: none"><li>o Begin to develop an understanding of helping within the community – planting</li><li>o Begin to understand how animals can also help people</li></ul>	
<b>My Family and Other Families</b> <ul style="list-style-type: none"><li>o Talk about <a href="#">own</a> family and begin to compare with others</li><li>o Share <a href="#">own</a> special celebrations</li><li>o <a href="#">Enjoys</a> joining in with family customs &amp; routines</li></ul>		<b>My Family and Other Families</b> <ul style="list-style-type: none"><li>o Talk about special events and celebrations for them and their family.</li><li>o Show interest in different occupations.</li><li>o Compare their family to other families and explain what is the same and what is different</li></ul>		<b>My Family and Other Families</b> <ul style="list-style-type: none"><li>o Know some of the names of some people who help them and their role / occupation</li><li>o Begin to make sense of their own life-story and family's history.</li></ul>	
<b>Friendships</b> <ul style="list-style-type: none"><li>o Develop friendships</li></ul>		<b>Friendships</b> <ul style="list-style-type: none"><li>o Recognise similarities and differences between their own interests and those of their friends</li></ul>		<b>Friendships</b> <ul style="list-style-type: none"><li>o Re-enact different roles within role play</li><li>o Continue developing positive attitudes about the differences between people.</li></ul>	
<b>Different Cultures</b> <ul style="list-style-type: none"><li>o Begin to name and talk about some key features of different festivals e.g. <i>harvest, Diwali, Christmas ...</i></li></ul>		<b>Different Cultures</b> <ul style="list-style-type: none"><li>o Name the festival of Holi and understand that it is a special time for some people</li></ul>		<b>Different Cultures</b> <ul style="list-style-type: none"><li>o Name the festival of Eid Al-Fitr and understand that it is a special time for some people</li></ul>	

□ Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year □ Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. □ Class floor books to be used to showcase a learning journey over time of significant events.

# Reception

UNDERSTANDING THE WORLD □ People, Culture & Communities (Links to KS1: R.E )					
<b>Educational Programme:</b> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
<b>Early Learning Goals:</b> ELG: <b>UW / People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps ■ Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class ■ Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps					
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Learning Priorities: <a href="#">Linked to Development Matters 2023</a></b>					
Autumn 1 Super Me and Super You		Autumn 2 Time for Change		Spring 1 Animals in Winter	
				Spring 2 Wonderful Water / Rainforest	
				Summer 1 Growing	
				Summer 2 Near and Far	
<b>Self Awareness</b> <ul style="list-style-type: none"><li>Describe special and significant events in their own lives such as a birthday or trip to the cinema.</li></ul>		<b>Self Awareness</b> <ul style="list-style-type: none"><li></li></ul>		<b>Self Awareness</b> <ul style="list-style-type: none"><li>Children can name some ways people look after the natural world e.g., recycling,</li></ul>	
<b>My Family and Other Families</b> <ul style="list-style-type: none"><li>Discuss and compare their own family traditions/celebrations etc. with those of their friends.</li></ul>		<b>My Family and Other Families</b> <ul style="list-style-type: none"><li>Look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives e.g. homelessness, refugees, explorers,</li></ul>		<b>My Family and Other Families</b> <ul style="list-style-type: none"><li>Can talk about special spaces they have travelled to with members of the family</li><li></li></ul>	
<b>Friendships</b> <ul style="list-style-type: none"><li>Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, features, language they speak.</li></ul>		<b>Friendships</b>		<b>Friendships</b>	
<b>Different Cultures</b> <ul style="list-style-type: none"><li>Recall the story of Christmas and explain why it is a special event linking to the birth of Jesus.</li><li>Talk about the festival of Diwali and understand that that is celebrated by different religious beliefs.</li><li>Name a church and explain their own experiences</li><li>Name a mandir and explain that Hindu’s worship here.</li></ul>		<b>Different Cultures</b> <ul style="list-style-type: none"><li>Name the celebration of Eid and what it means</li><li>Name three festivals of Christmas, Diwali and Eid and can talk about their similarities and differences.</li></ul>		<b>Different Cultures</b>	
Children to be exposed to key vocabulary daily in provision. □ High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. □ Timeline of events to be placed up on class walls so children can continually see significant events that have taken place throughout the year. □ Class floor books to be used to showcase a learning journey over time of significant events.					

KS1, Year 1: R.E Skills Progression	
WHAT DO PEOPLE SAY ABOUT GOD?	
<b>Beliefs and Values</b> <ul style="list-style-type: none"> <li>Give an example of a key belief and/or a religious story</li> <li>Give an example of a core value or commitment</li> </ul>	<b>Living religious traditions</b> <ul style="list-style-type: none"> <li>Use some religious words and phrases to recognise and name features of religious traditions</li> <li>Talk about the way that religious beliefs might influence the way a person behaves</li> </ul>
<b>Search for personal meaning</b> <ul style="list-style-type: none"> <li>Ask questions</li> </ul>	<b>Shared human experiences</b> <ul style="list-style-type: none"> <li>Notice and show curiosity about people and how they live their lives</li> </ul>

KS1, Year 1: END POINTS	
Christianity (God) Why do Christians say that God is a 'Father'?	<ul style="list-style-type: none"> <li>To know and understand why many Christians refer to God as 'Father' and know that the word 'Abba' in Hebrew best translates as 'daddy' (this suggests that there is a loving and personal relationship between God and his followers)</li> <li>To have a basic understanding of the parable of the Lost Son and that God represents the father in that story</li> <li>To explain why many Christians might compare God to a loving parent (they see God as a provider, creator, forgiver, comforter and someone they can talk to)</li> <li>To discuss that Christians might want to talk to God and they do this through prayer. One of the special prayers that Christians say is The Lord's Prayer.</li> </ul>
Christianity (Jesus) Why is Jesus special to Christians?	<ul style="list-style-type: none"> <li>To retell a simple version of the nativity story and explain that many Christians would say that Jesus is a special baby because he is considered a gift from God</li> <li>To discuss how different characters in the nativity welcomed the baby Jesus in different ways</li> <li>To understand that Christmas is a special time for many Christians because it tells the story of how God came down to Earth as a man called Jesus.</li> <li>To know that Christmas is a Christian festival but people who do not identify as Christian still celebrate it but that Christians and non-Christians might celebrate Christmas in different ways.</li> <li>To know how people might celebrate Christmas</li> </ul>
Islam How do Muslim's treat the world?	<ul style="list-style-type: none"> <li>To understand that many Muslims believe in one God (Allah) who they believe created the world</li> <li>To know that the prophet Muhammad (pbuh) is a role model to Muslims and that in stories from the Qur'an, he showed respect to nature (Re-read the book - 'The baby birds' and also read 'The Tiny Ants and the seven new kittens')</li> <li>To know and reflect that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and understand that many Muslims show respect to God when caring for the world.</li> </ul>
Judaism	<ul style="list-style-type: none"> <li>To be able to give an example of a core value or commitment.</li> </ul>

Why might some people put their trust in God?	<ul style="list-style-type: none"> <li>To be able to use religious words and phrases to recognise and name key features of religious traditions (e.g. Sukkot, festival)</li> <li>To know how religious beliefs might influence the way a person behaves.</li> <li>To know that people celebrate their religion differently through different festivals and celebrations.</li> <li>To know that trust is a very important part of human life.</li> </ul>
Hindu Dharma What do Hindus believe about God?	<ul style="list-style-type: none"> <li>To know that many Hindus believe in one God in many forms. Their god is called Brahman.</li> <li>To simply retell the story of the blind men and the elephant and suggest what many Hindus might learn about God from the story</li> <li>To know that many Hindus use statues (murtis) and images in their worship</li> <li>To consider that people have multiple roles e.g. their family role, their work role and their social role and to use this to consider how many Hindus view God.</li> </ul>
Christianity (Church) How might some people show that they 'belong' to God?	<ul style="list-style-type: none"> <li>To understand and reflect that some Christians welcome babies into God's family (the Church) with baptism ceremonies. For many Christians this is a way of saying thank you to God for the gift of a child.</li> <li>To know that not all Christian communities conduct infant baptisms</li> <li>To discuss that some Christian parents ask for their child to be baptised so that their child can develop a relationship with God. They believe that this will mean the baby will grow up with the support of the Church family as well as their own family.</li> <li>To recognise the rituals involved in infant baptism including the role of God parents and the main features such as a font.</li> <li>To understand that many non-religious people welcome babies into their family and community in different ways, such as through naming ceremonies and baby showers</li> </ul>

<b>Experiences:</b> Visitors: Iman (Islam), Buddhist Monk, Open the Book. Diwali dance workshop. Celebrating different religious festivals.	<b>SMSC:</b> This year's overarching question and theme around 'What do people say about God?' particularly provides opportunities to promote social development through: <ul style="list-style-type: none"> <li>considering how religious and other beliefs lead to particular actions and concerns (e.g. humans as caretakers)</li> <li>considering ways in which religion can contribute to the community cohesion or to the common good.</li> </ul>	<b>British Values:</b> Tolerance is a continual focus throughout the year as we consider a range of different religions and understanding their practices and beliefs. Respect is taught through the notion that Muslims show respect to God when caring for the world. Individual liberty is considered through the choices that religious people have to make and how they have the freedom in their life and in their religion to make those decisions e.g. being baptised (freedom to decide	<b>WPAT Values:</b> Resilience is taught by exploring the work of religious people around the world who look after the planet (Islam). It is also taught through the story of Noah, who trusted God to keep his promise, he was resilient in the face of adversity. Responsibility is taught through the way that followers of religion hold their responsibilities to God and the world e.g. the responsibility to look after the planet. Also, the responsibilities that come with being baptised.
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		later on in life as well as infant baptism) and the liberty or lack of liberty in the Nativity story (Herod and/trip to Bethlehem)	Honesty is taught through the idea of families and prayer within different religions e.g. how families are honest with one another. Humility is taught through the idea of loving parents and how they are compassionate and forgiving (Christianity).
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KS1, Year2: R.E. Skills Progression	
HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?	
<b>Beliefs and Values</b> <ul style="list-style-type: none"> <li>Retell and suggest meanings for religious stories and/or beliefs</li> <li>Use some religious words and phrases when talking about beliefs and values</li> </ul>	<b>Living religious traditions</b> <ul style="list-style-type: none"> <li>Identify and describe how religion is expressed in different ways</li> <li>Suggest the symbolic meaning of imagery and actions</li> </ul>
<b>Search for personal meaning</b> <ul style="list-style-type: none"> <li>Ask relevant questions</li> <li>Talk about their own identity and values</li> </ul>	<b>Shared human experiences</b> <ul style="list-style-type: none"> <li>Identify things that influence a person's sense of identity and belonging</li> </ul>

KS1, Year 2: END POINTS	
Christianity (God) Does how we treat the world matter?	<ul style="list-style-type: none"> <li>To simply retell the Genesis 1 story of creation</li> <li>To know that many Christians think it is important to look after the world because they believe they are 'stewards' of God's creation.</li> <li>To recognise that many Christians donate food, and worship and thank God for harvest. They might thank God through song (singing can praise God, bring people together, connect with people emotionally and the words can teach about the Bible and Christian beliefs)</li> <li>To recognise that some Christian charities work to conserve the Earth and protect the environment (include Christian Aid and CAFOD)</li> </ul>
Christianity (Jesus) Why do Christians say Jesus is the light of the world?	<ul style="list-style-type: none"> <li>To know that light is an important symbol to many Christians because they believe Jesus to be the 'light of the world'. This light represents their belief that Jesus can guide them and keep darkness (sadness and sin) away from them. Light is also necessary for life, so Christians believe that Jesus provides light and life (just like we need the sun to live, Christians need Jesus – God's son - to live)</li> <li>To know that Jesus is referred to in different ways throughout the Bible including Christ, Messiah, Saviour and Son of God (God in human form)</li> <li>To know that many Christians use light as part of their Christmas celebrations including Advent and Christingle</li> </ul>
Hindu Dharma How might people express their devotion?	<ul style="list-style-type: none"> <li>To understand Hindus, believe in one God (Brahman) who can be worshipped in many forms.</li> <li>To know that many Hindus worship (puja) every day at home and have a shrine there.</li> <li>To know that a murti is a sacred statue or image of Brahman, or a deity.</li> <li>To know that the Hindu building for communal worship is called Mandir (Hindu Temple). Outside India, people mainly gather at the mandir at the weekend</li> </ul>
Islam Why do Muslims believe it is important to obey God?	<ul style="list-style-type: none"> <li>To know that Muslims follow the religion of Islam and believe in one God, Allah.</li> <li>To recognise that shared rituals such as prayer unite communities</li> <li>To know that many Muslims show respect to Allah by following the 5 pillars.</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that the first pillar of Islam is the Shahadah which is the declaration of faith</li> <li>• To know that the second pillar is Salat which states that Muslims should pray 5 times a day, and many Muslims follow a ritual of washing (wudu) before prayer</li> <li>• To know that Makkah is where Islam began and is a sacred place for many Muslims</li> </ul>
Christianity (Church) What unites the Christian community?	<ul style="list-style-type: none"> <li>• To know that many Christians are united by the shared belief that God made the world and that he sent his son, Jesus, to save them</li> <li>• To understand that many Christians think it is important to come together to worship God (it can make them feel closer to God and unite them with the Christian community)</li> <li>• To understand that many Christians' worship together in different ways including praying, singing, sharing holy communion and reading from the Bible</li> <li>• To understand that churches are often used to unite a local community; they will hold events like sales or coffee mornings and host different groups and clubs</li> <li>• To recognise that churches can look very different, but they share many of the same features such as pulpits, candles, and baptismal fonts or pools.</li> <li>• To know that the main symbols of Christianity include a cross, a dove and a candle; these represent the main shared beliefs of Christians</li> </ul>
Judaism What aspects of life really matter?	<ul style="list-style-type: none"> <li>• To be able to retell the story of Moses being given the Ten Commandments</li> <li>• Know some of the commandments</li> <li>• To know how some of the commandments could influence the life of a believer</li> <li>• To know how the Sabbath is a way of making time for God and family</li> <li>• To know about the Jewish tradition of Friday night dinner</li> <li>• To discuss why some people are particularly special to us</li> <li>• To understand why it is important to spend quality time with those who matter</li> </ul>

<b>Experiences:</b> Visitors: Iman (Islam), Buddhist Monk, Open the Book. Diwali dance workshop. Celebrating different religious festivals.	<b>SMSC:</b> This year's overarching question and theme around 'How do we respond to the things that really matter?' particularly provides opportunities to promote social development through: <ul style="list-style-type: none"> <li>• examining the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a</li> </ul>	<b>British Values:</b> Tolerance is a continual focus throughout the year but we look particularly at tolerance within communities e.g. through beliefs and values that unite Christians (denominations) and through the shared rituals that unite communities in Islam. Respect is taught through the notion of worship to deities in Hinduism and	<b>WPAT Values:</b> Responsibility is taught through the idea of rituals around worship within different faiths. Also the responsibility to the world that people from different religions believe. Honesty is taught through worship and prayer (especially in Islam) Humility is taught through acts of submission and showing gratitude (especially in Islam)
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	<p>context in which the challenges of human life can be met</p> <ul style="list-style-type: none"><li>• exploring how religious community life works and the contributions community living makes to human well being</li></ul>	<p>considering how shrines and symbols can show respect to their God.</p> <p>Rule of law is considered through the way that people's shared rituals might unite communities</p>	
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LKS2, Year 3: R.E. Skills Progression	
WHO SHOULD WE FOLLOW?	
<b><u>Beliefs and Values</u></b> <ul style="list-style-type: none"> <li>• Show awareness of similarities in religions</li> <li>• Identify beliefs and values contained within a story/teaching</li> <li>• Identify the impact religion has on a believer</li> </ul>	<b><u>Living religious traditions</u></b> <ul style="list-style-type: none"> <li>• Identify how religion is expressed in different ways</li> <li>• Use religious terms to describe how people might express their beliefs</li> </ul>
<b><u>Search for personal meaning</u></b> <ul style="list-style-type: none"> <li>• In relation to matters of right and wrong, recognise their own and others' values</li> <li>• Discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>	<b><u>Shared human experiences</u></b> <ul style="list-style-type: none"> <li>• Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>

LKS2, Year 3: END POINTS	
Christianity (God) How and why have some people served God?	<ul style="list-style-type: none"> <li>• To understand that the Abrahamic faiths believe in prophets (and that many of these are shared)</li> <li>• To simply retell the story of the prophet Jonah (and the whale) and Moses (and the burning bush), and identify Christian beliefs and values contained within these stories</li> <li>• To know who Desmond Tutu is and describe why and how he devoted his life to serving God</li> <li>• To identify the Salvation Army as a Christian church and a worldwide charitable organisation with the mission to preach the Bible and meet human needs without discrimination</li> <li>• To recognise what a vocation is and how the prophets of the Bible, Desmond Tutu and the Salvation Army have dedicated their lives to serving God</li> </ul>
Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?	<ul style="list-style-type: none"> <li>• To know that many Muslims believe that Islam was revealed over 1,400 years ago in Makkah, Arabia through a man called Muhammad (pbuh).</li> <li>• To understand that many Muslims believe Muhammad (pbuh) to be the last prophet sent by God (Allah). They believe God sent prophets to mankind to teach them how to live according to His law.</li> <li>• To understand the importance of Muhammad (pbuh) as a founder and leader for Islamic religious communities</li> <li>• To identify the beliefs and values contained in stories about the life of the Prophet Muhammad (pbuh) e.g. recap The Prophet and the Ants</li> <li>• To identify the third pillar of Islam as Zakat. Zakat is the practice where many Muslims give away a percentage of their wealth to charity. Consequently, charity is very important to Muslims and that charities, such as Islamic Aid, support people in need around the world.</li> </ul>
Christianity (Jesus)	<ul style="list-style-type: none"> <li>• To know that the word disciple means follower or learner, and to know that Jesus had 12 disciples</li> </ul>

What does it mean to be a disciple of Jesus?	<ul style="list-style-type: none"> <li>To retell the stories of how and why Simon Peter and Matthew became disciples of Jesus</li> <li>To understand that Jesus asked his disciples to be ‘fishers of men’ and to follow him, so many Christians today believe they should follow Jesus’ examples; they might do this through missions and volunteer work</li> </ul>
Christianity (The Church) What do Christians mean by the Holy Spirit?	<ul style="list-style-type: none"> <li>To simply explain what many Christians believe the Holy Spirit to be e.g. a guide, a source of strength, the power of God at work on Earth</li> <li>To simply retell the story of the first Pentecost and understand that the festival of Pentecost is still important to many Christians today because it represents the beginning of the Christian Church.</li> <li>To know that the fruits of the Spirit are qualities that many Christians believe they can develop with the help of the Holy Spirit (e.g. kindness and love)</li> <li>To understand that a range of Christian denominations worship the Holy Spirit in different ways</li> </ul>
Sikhism Why are Guru’s important to Sikhs?	<ul style="list-style-type: none"> <li>To know the importance of founders and leaders for religious communities</li> <li>To know Sikh beliefs and values contained within the stories of the lives of the Gurus.</li> <li>To know and describe why the Guru Granath Sahib is treated with great respect</li> <li>To know how Sikhs show commitment to faith</li> <li>To identify people and ideas that inspire commitment</li> <li>To reflect on their own commitments and the impact these have on their lives.</li> </ul>
Hinduism Why is family an important part of Hindu life?	<ul style="list-style-type: none"> <li>To understand that following dharma (religious duty) is an important part of Hindu life</li> <li>To recall the story of Rama and Sita and to identify the roles of the family members in the story</li> <li>To recognise that many Hindus believe in the 3 debts, which are 1) duty owed to God/the deities, 2) duty owed to teachers, and 3) duty owed to family.</li> </ul>

<b><u>Experiences:</u></b> Visitors: Iman (Islam), Buddhist Monk, Open the Book. Diwali dance workshop. Celebrating different religious festivals.	<b><u>SMSC:</u></b> This year’s overarching question and theme around ‘Who should we follow?’ particularly provides opportunities to promote: <ul style="list-style-type: none"> <li>moral development through: exploring the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders</li> <li>spiritual development through: discussing and</li> </ul>	<b><u>British Values:</u></b> Tolerance is a continual focus throughout the year but we look particularly at tolerance within the way that disciples and prophets are treated throughout history and within religious texts. Respect is taught through the study of key prophets and figures within different faiths and how people show their respect to these figures and why. Rule of law is considered through the way that Hindu people in particular follow dharma (religious duty) and how it is important within their lives.	<b><u>WPAT Values:</u></b> Resilience is taught through the exploration of people such as Muhammad (pbuh), disciples of Jesus and Guru Granth Sahib. Honesty is taught through the exploration of role models and how honesty and trust is an important attribute in the people we follow. Humility is taught through the actions and reactions of some of the key people investigated e.g. Jonah and the Prophet Muhammad.
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	reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth		
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LKS2, Year 4: R.E. Skills Progression	
HOW SHOULD WE LIVE OUR LIVES?	
<b>Beliefs and Values</b> <ul style="list-style-type: none"> <li>Describe what a believer might learn from a religious teaching/story</li> <li>Make links between ideas about morality and sources of authority</li> </ul>	<b>Living religious traditions</b> <ul style="list-style-type: none"> <li>Describe the impact religion has on believers' lives</li> <li>Explain the deeper meaning and symbolism for specific religious practices</li> </ul>
<b>Search for personal meaning</b> <ul style="list-style-type: none"> <li>Reflect on their own personal sources of wisdom and authority</li> </ul>	<b>Shared human experiences</b> <ul style="list-style-type: none"> <li>Consider the range of beliefs, values and lifestyles that exist in society</li> <li>Discuss how people make decisions about how to live their lives</li> </ul>

LKS2, Year 4: END POINTS	
Hindu Dharma – What might a Hindu learn from Diwali?	<ul style="list-style-type: none"> <li>To explain that Hindus believe they have a moral duty (Dharma) and a firm belief in moral virtues.</li> <li>To retell the story of Rama and Sita and recognise Rama as an avatar of Vishnu (who represents goodness and protection)</li> <li>To know that the story of Rama and Sita can be used for moral guidance by many Hindus</li> <li>To know that the story of Rama and Sita is celebrated at Diwali and that Diwali is a popular Hindu festival, celebrated all around the world for a period of 5 days</li> <li>To recognise that many Hindus celebrate Diwali by lighting candles and diva lamps, attending and hosting fire work displays and decorating their homes with lights and rangoli patterns</li> <li>To know that light is an important symbol of Diwali as it represents good overcoming evil</li> </ul>
Christianity (God) - How and why might Christians use the Bible?	<ul style="list-style-type: none"> <li>To understand that the Bible is not one book but a collection of books, written by different people at different times. To know that the Bible has two main parts – The Old Testament and The New Testament</li> <li>To know that many Christians use the Bible as a source of inspirations, guidance and authority but that many Christians have different views about what 'the word of God' means – some believe that all the stories actually happened, but some believe that the stories have been 'made up' to explain something difficult to understand or to deliver a specific message or moral.</li> <li>To know that many Christians read the Bible regularly and that most Christians will have their own Bible. Many Christians study the Bible to understand God better.</li> </ul>
Sikhism How do Sikhs express their beliefs and values?	<ul style="list-style-type: none"> <li>To explore teachings and stories from Sikhism</li> <li>Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus.</li> <li>To make links between the belief, values and practices of Sikhism</li> <li>To use subject specific language to describe how and why Sikhs show their religious commitments and values</li> <li>To explain how clothing and behaviour might be symbolic of belief, values and commitments</li> <li>To discuss the importance of how we view and behave towards others</li> </ul>

	<ul style="list-style-type: none"> <li>• To talk about how our outward behaviour reflects our inner belief, values and commitments</li> <li>• To reflect on their own concept of living a good life and how this influences the way that they treat others</li> <li>• To discuss own thoughts and feelings about equality and justice</li> </ul>
Christianity (Jesus) Is sacrifice an important part of religious life?	<ul style="list-style-type: none"> <li>• To know that Lent is the period leading up to Easter in the Christian calendar. It lasts for forty days and forty nights to mirror the time that Jesus spent in the wilderness.</li> <li>• To know that during Lent, many Christians try to be more like Jesus in this story by giving something up and resisting temptation</li> <li>• To recognise that Shrove Tuesday is the day before Lent and Ash Wednesday is the first day of Lent</li> <li>• To understand that sacrifice is an important Christian value.</li> </ul>
Islam Why do Muslims fast during Ramadan?	<ul style="list-style-type: none"> <li>• To understand that each of the 5 pillars of Islam provides a guide for life for many Muslims</li> <li>• To recognise that the fourth Pillar of Islam is Sawm, which means ‘to fast’ over the month of Ramadan</li> <li>• To know that Ramadan remembers the month the Qur'an (the Muslim holy book) was first revealed to the Prophet Muhammad (pbuh)</li> <li>• To understand that many Muslims believe they should give up food and drink during the hours of daylight in the month of Ramadan unless they are unwell</li> <li>• To know that Eid al-Fitr is a festival to celebrate the end of Ramadan and to know how many Muslims celebrate at this time.</li> </ul>
Christianity (Church) What does ‘love your neighbour’ really mean?	<ul style="list-style-type: none"> <li>• To understand that parables are simple stories from the Bible that have a religious or moral message at the end.</li> <li>• To retell two parables: The Good Samaritan and The Unforgiving Servant; and explore what messages/morals they might offer Christians</li> <li>• To know that agape means selfless love of others. Christians believe that Jesus showed agape and they should show it also.</li> <li>• To know who Mother Teresa was and why she is a role model to many Christians.</li> <li>• To understand that there are many Christian charities that show agape (Christian Aid, CAFOD). Many Christians support these charities with money, gifts or by volunteering</li> </ul>

<b><u>Experiences:</u></b> Visitors: Iman (Islam), Buddhist Monk, Open the Book. Diwali dance workshop. Celebrating different religious festivals.	<b><u>SMSC:</u></b> This year’s overarching question and theme around ‘How should we live our lives?’ particularly provides opportunities to promote: <ul style="list-style-type: none"> <li>• spiritual development through: discussing and reflecting on key questions of meaning and truth about good</li> </ul>	<b><u>British Values:</u></b> Tolerance is a continual focus throughout the year but we look particularly at tolerance within communities e.g. through beliefs and values that unite Christians (denominations) and through the shared rituals that unite communities in Islam.	<b><u>WPAT Values:</u></b> Resilience is taught through the parables of Jesus and the ritual of fasting or giving up something in various religions. Responsibility is taught the rituals of fasting and the importance of Ramadan in the context of the 5 pillars.
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	<p>and evil, beliefs about God and human values such as justice, integrity, honesty and truth.</p> <ul style="list-style-type: none"> <li>• moral development through: considering the importance of rights and responsibilities and developing a sense of conscience.</li> <li>• social development through: examining the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met – e.g. through Sikhism especially. Exploring how religious community life works and the contributions community living makes to human well being.</li> <li>• cultural development through: investigating the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures. Considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices.</li> </ul>	<p>Respect is taught through the notion of how religious texts and individuals can be sources of authority who followers will respect. What makes them people/objects of respect? Rule of law is considered through the way that people use stories and written religious texts are a source of moral guidance. Discuss the link to law and guidance.</p>	<p>Honesty is taught through parables and stories/examples from Sikh Gurus Humility is taught through the story of Jesus in the desert.</p>
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UKS2, Year 5: R.E. Skills Progression	
WHERE DO WE FIND GUIDANCE ON HOW TO LIVE OUR LIVES?	
<b>Beliefs and Values</b> <ul style="list-style-type: none"> <li>• Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>• Explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<b>Living religious traditions</b> <ul style="list-style-type: none"> <li>• Explain differing forms of expression and why these might be used</li> <li>• Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>
<b>Search for personal meaning</b> <ul style="list-style-type: none"> <li>• Discuss and debate the sources of guidance available to them</li> <li>• Consider the value of differing sources of guidance</li> </ul>	<b>Shared human experiences</b> <ul style="list-style-type: none"> <li>• Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>• Consider the role of rules and guidance in uniting communities</li> </ul>

UKS2, Year 5: END POINTS	
Christianity (God) Why is it sometimes difficult to do the right thing?	<ul style="list-style-type: none"> <li>• To simply retell the story of the Original Sin in Genesis 3 and understand that the story from Genesis 3 can be understood metaphorically or literally by Christians</li> <li>• To simply retell the parable of The Lost Son</li> <li>• To compare the portrayal of God in the story of the Original Sin and in the parable of The Lost Son</li> <li>• To understand that many Christians believe that sin separates humans from God, but through Jesus' sacrifice, humans can be saved</li> <li>• To recognise that many Christians believe that everyone sins but that God is forgiving.</li> <li>• To analyse and interpret the Lord's Prayer</li> <li>• To recognise the Ten commandments as a source of guidance for Christians</li> </ul>
Islam Why is the Qur'an important to Muslims?	<ul style="list-style-type: none"> <li>• To understand that the Qur'an is the holy book for Muslims, revealed to the Prophet Muhammad (pbuh) and that these Qur'anic revelations are regarded by Muslims as the sacred word of God</li> <li>• To recognise that the Qur'an is treated with immense respect by Muslims because it is the sacred word of God</li> <li>• To know that the Night of Power (Laylat Al Qadr) is considered the holiest night in the Islamic calendar</li> <li>• To explain that when many Muslims describe Muhammad (pbuh) as the seal of the prophets, they mean that Muhammad is the final prophet in Islam. Therefore, Muslims regard</li> </ul>
Hindu Dharma What might Hindus learn from stories of Krishna?	<ul style="list-style-type: none"> <li>• To recognise that stories from Hindu literature often offer Hindus guidance on how to live their lives</li> <li>• To know that Krishna is an avatar of the God Vishnu and know that Vishnu is one of the 3 principle deities of Brahman (the supreme spirit)</li> </ul>

	<ul style="list-style-type: none"> <li>• To compare and contrast two stories about Krishna, investigating the guidance contained within them ('Krishna the butter thief' and 'Krishna and Sudama')</li> <li>• To simply retell the story of Holi and understand that the story contains messages about devotion and loyalty</li> <li>• To explain the Hindu belief that God is present in all people and this belief has an impact on their actions</li> <li>• To describe and explain the variety of ways that many Hindus might celebrate the festival of Holi</li> </ul>
<p>Christianity (Jesus)</p> <p>What do we mean by a miracle?</p>	<ul style="list-style-type: none"> <li>• To simply retell the miracles of The Feeding of the Five thousand and Healing a Lame Man performed by Jesus, and discuss what these stories tell Christians about Jesus</li> <li>• To know that many Christians believe that the ultimate miracle was the resurrection.</li> <li>• To understand that some Christians choose to go on a pilgrimage to places associated with miraculous events.</li> <li>• To recognise that when a Christian's prayers are answered they believe a miracle has been performed</li> <li>• To understand that the belief in miracles and the power of prayers has an impact on a Christian's life; they believe in a powerful God who can change their lives and the world around them.</li> </ul>
<p>Christianity (Church)</p> <p>How do people decide and what to believe?</p>	<ul style="list-style-type: none"> <li>• To understand that many Christians believe that God is one, but that God can be experienced in three different persons. This is called 'The Trinity'</li> <li>• To recognise the 'Trinity' as God the Father (the creator and sustainer of all things), God the Son (the incarnation of God as a human being) and God the Holy Spirit (the power of God, which is active in the world, drawing people towards God)</li> <li>• To recognise a range of symbols that can be used to represent the Trinity</li> <li>• To understand that the Apostles' Creed, which is often recited in worship, expresses the most important Christian beliefs.</li> <li>• To understand that there is one worldwide Christian church with many branches, called denominations.</li> <li>• To know that many Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how they understand some of the teachings and how they should live a Christian life.</li> </ul>
<p>Judaism</p> <p>Do people need laws to guide them?</p>	<ul style="list-style-type: none"> <li>• To make links between beliefs and sacred texts (Torah) including how and why religious sources are used to teach and guide believers</li> <li>• Explain the impact of Jewish beliefs and values- including reasons for diversity</li> <li>• To explain the diversity of religious practices and lifestyles within the religion</li> <li>• To interpret the deeper meaning of symbolism- contained in stories, images and actions.</li> <li>• To explain, with examples, where people might seek wisdom and guidance</li> <li>• To consider the role of rules and guidance in uniting communities</li> <li>• To discuss and debate the source of guidance available to them</li> <li>• To consider the value of differing sources of guidance.</li> </ul>

<p><b>Experiences:</b>  Visitors: Iman (Islam), Buddhist Monk,  Open the Book.  Diwali dance workshop.  Celebrating different religious  festivals.</p>	<p><b>SMSC:</b>  This year’s overarching question and  theme around ‘Where do we find  guidance on how to live our lives?’  particularly provides opportunities to  promote</p> <ul style="list-style-type: none"> <li>• social development through:  examining the social role of  religion in bringing people  together, building a sense of  identity, encouraging  community life and giving a  context in which the  challenges of human life can  be met e.g. through  pilgrimage. Investigating social  issues from religious  perspectives, recognising the  diversity of viewpoints within  and between religions as well  as the common ground  between religions e.g. through  exploration of denominations.</li> <li>• cultural development through  the exploration of differences  in the way that festivals  (Hindu) are celebrated around  the world.</li> </ul>	<p><b>British Values:</b>  Respect investigate how religious  texts are respected and  valued/treated.  Tolerance investigate how different  views within religions are tolerated  and valued e.g. denominations in  Christianity.  Rule of law explore the 10  commandments and the apostles  creed in relation to laws and  guidance.  Individual Liberty –explore the balance  of liberty and the greater good e.g. ‘the  fall’.  Democracy is modelled by the  teacher, allowing everyone to have a  say and be heard in class discussions.</p>	<p><b>WPAT Values:</b>  Resilience is taught through the  exploration of beliefs about loyalty  and devotion across religions but  specifically Hinduism.  Responsibility is taught through the  understanding of the role of religious  texts and how they should be treated.  Also, the notion of pilgrimages and the  responsibility some people feel to go  on them.  Honesty is taught through the ideas of  prayer and worship (Christian prayer  and the creed).  Humility is taught through the notion  of worship and symbolism contained  in stories, images and actions.</p>
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UKS2, Year 6: R.E. Skills Progression	
IS LIFE LIKE A JOURNEY?	
<b>Beliefs and Values</b> <ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<b>Living religious traditions</b> <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression</li> </ul>
<b>Search for personal meaning</b> <ul style="list-style-type: none"> <li>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>Develop own views and ideas in response to learning</li> <li>Demonstrate increasing self-awareness in their own personal development</li> </ul>	<b>Shared human experiences</b> <ul style="list-style-type: none"> <li>Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life</li> </ul>

UKS2, Year 6: END POINTS	
Christianity (God) How do Christians mark 'turning points'?	<ul style="list-style-type: none"> <li>To simply retell the story of Jesus' baptism</li> <li>To know that baptism is a ceremony that symbolises a commitment to living a life as a Christian.</li> <li>To know that many Christians believe that Jesus was God incarnate (God embodied in human form) so he was without sin and therefore did not need to be baptised.</li> <li>To know that many Christians believe that Jesus was baptised to set an example for people to follow.</li> <li>To know that all Christian denominations believe in baptism but that there are differences between these sacraments (adult and infant baptism)</li> <li>To know that baptism and confirmation are 'sacraments'</li> </ul>
Hindu Dharma Is there one journey or many?	<ul style="list-style-type: none"> <li>To know that many Hindus believe in reincarnation and that this process is called 'samsara'</li> <li>To understand that many Hindus believe that a person's next incarnation (life) is always dependent on how the previous life was lived (karma).</li> <li>To know that karma is the belief that every action has an equal reaction either straight away or later on</li> <li>To understand that moksha is liberation from the cycle of samara • To recognise that samsara, karma and moksha are linked • To explain that belief in samsara might affect the way in which a Hindu views the 'journey of life', and give them a sense of purpose to fulfil moral duties</li> </ul>
Islam What is Hajj and why is it important to Muslims?	<ul style="list-style-type: none"> <li>To know that there are Five Pillars of Islam and be able to simply explain them. To know that Hajj is the fifth pillar and is a pilgrimage to Makkah.</li> <li>To know that many Muslims follow the Five Pillars to show their submission to the will of Allah.</li> </ul>

	<ul style="list-style-type: none"> <li>• To know that the Ummah is the worldwide community of Muslim</li> </ul>
<p>Christianity (Jesus)</p> <p>Why do Christians believe Good Friday is good?</p>	<ul style="list-style-type: none"> <li>• To know that the events leading up to and including the death of Jesus are remembered in Holy Week</li> <li>• To know that the main events of Holy Week as Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.</li> <li>• To know that many Christian's beliefs about the suffering, death and resurrection can guide and comfort them during difficult times</li> <li>• To know that many Christians celebrate the events of Holy Week through a range of different activities and rituals.</li> <li>• To know that Good Friday and Easter represent the Christian belief of God's power over death</li> <li>• To know that on Maundy Thursday, at the Last Supper, Jesus asked his disciples to share bread and wine. This is often referred to as the Eucharist.</li> <li>• To simply explain the procedures involved in the Eucharist</li> </ul>
<p>Buddhism</p> <p>What do we mean about a 'good life'?</p>	<ul style="list-style-type: none"> <li>• To analyse Buddhist beliefs and teachings about how to be content with life</li> <li>• Explain Buddhist beliefs and values contained within the story of Prince Siddhartha</li> <li>• To make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about the Four Noble Truths</li> <li>• To describe and explain what is involved in following the Eight-Fold Path of Buddhism and the impact this might have on the life of a Buddhist.</li> <li>• To consider the importance of daily meditation</li> <li>• To discuss the meaning of contentment- is it the same as happiness or is it something different?</li> <li>• To raise questions about the human experience of being unsatisfied- why do humans so often want more than they have? To what extent does this prevent people from ever being happy?</li> <li>• To ask and respond thoughtfully to questions about their own happiness- understand this is something they're in control of.</li> <li>• Discuss the potential barriers to their happiness and what they can do to overcome these.</li> </ul>
<p>Christianity (Church)</p> <p>If life is like a journey, what's the destination?</p>	<ul style="list-style-type: none"> <li>• To know that Christians believe that God offered salvation following the mistakes that Adam and Eve made</li> <li>• To simply retell the story of Jesus' death and resurrection and to know that many Christians believe that through Jesus's death and resurrection, humans' broken relationship with God is restored. This was God offering salvation.</li> <li>• To know that salvation means that human souls can be saved from Hell and are allowed to enter Heaven</li> <li>• To know that Christians believe that after death they will be taken into the presence of God and they will be judged for actions during their lifetime. If judged well, they will be able to enter Heaven.</li> <li>• To know that many Christians recognise that they do make mistakes, but they try to atone. They believe that if they repent, they will receive forgiveness.</li> <li>• To recognise that many Catholic Christians seek forgiveness through reconciliation.</li> </ul>

<p><b>Experiences:</b>  Visitors: Iman (Islam), Buddhist Monk,  Open the Book.  Diwali dance workshop.  Celebrating different religious  festivals.</p>	<p><b>SMSC:</b>  These units provide opportunities to  promote</p> <ul style="list-style-type: none"> <li>spiritual development  through: discussing and  reflecting on key questions of  meaning and truth about such  topics as the origins of the  universe, life after death, good  and evil (e.g. eight-fold path,  ashramas, reincarnation,  death and resurrection).  Learning about and reflecting  on important concepts,  experiences and beliefs that  are at the heart of religious  and other traditions of belief  and practice.</li> </ul>	<p><b>British Values:</b>  Tolerance and democracy –this is  taught through understanding the  importance of the Ummah for  Muslims and that this is a community  of diverse members.</p>	<p><b>WPAT Values:</b>  Resilience is taught through the way  people of faith respond to their  ‘journeys’ e.g. by following rules and  guidance within their faith and not  taking the other paths that their  friends may take e.g. choosing not to  drink alcohol or to commit their life to  their God.  Responsibility is taught through the  responsibilities that people of certain  faiths have e.g. the ashramas,  pilgrimages, duties etc.  Honesty is taught through the notion  of the Four Nobel Truths and a  discussion of how truth and honesty  are linked  Humility is taught through the  commitment of people to their faith  and how they might put their faith and  others first.</p>
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