

Curriculum Growth Journey

RE



Curriculum Intent:

What do we want to achieve in our RE curriculum?

In Religious Education at Trinity All Saints Primary School we intend for our pupils to:

1. Develop knowledge and understanding of Christianity and other major world religions
2. Develop a sense of personal identity, self-worth and an awareness of spiritual and moral issues in life experiences.
3. Develop skills of enquiry, reasoned argument and reflection.
4. Know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.

At Trinity All Saints Primary School we believe that each individual child is very important. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities, so that they can reach their full potential and grow into the very best versions of themselves. We feel that their contribution to school life should be valued and we seek to build their self-esteem. Spiritual development in our school seeks to support every individual on their spiritual quest.

Implementation:

How will this be achieved?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves. We incorporate our Power of Three curriculum drivers (ACT) within our planning, ensuring children are **A**ctive in their learning, **C**ontented in themselves and **T**houghtful as a citizen. The Christian element of RE is taught through **Understanding Christianity**. This is a spiral curriculum built around eight core concepts. It provides a teaching and learning approach to unpack these concepts and their impact in the lives of Christians in the UK and the world today, making connections with the world of the pupils and their wider understanding. Our Christian curriculum begins with exposure to biblical texts. Each unit addresses one of the concepts through some key questions which explore the text, the impact for Christians and possible implications for the lives of our pupils. In addition, pupils learn about a

range of world faiths and views guided by the Leeds/ York Syllabus, fostering respect and understanding and enabling tolerance whilst embracing a differing stance.

Throughout the curriculum pupils will be asked to reflect critically and responsibly on their own spiritual, philosophical and ethical convictions. Pupils will develop investigative and research skills to enable them to make reasoned judgements about religious issues, thinking deeply about the concepts presented and explaining their ideas. They will develop a theologically informed and thoughtful account of Christianity, other faiths and world issues. Children will exhibit their religious education in many ways, from dance, creativity, writing and role-play to fully immerse children in the understanding of a unit.

Opportunities for Spiritual development:

We aim to:

- Provide opportunities for reflection
- Provide opportunities for experiential techniques such as listening, being still and quiet, perceiving the senses, being aware of the recent moment, imaginary journeys, guided imagery, attention to an object, exploring stories and self awareness.
- Develop positive relationships in the school community
- Develop a spirit of enquiry and open-mindedness enhanced by the use of skilful and sensitive questioning by the teacher
- Develop creativity by expressing innermost thoughts, imagination and feelings through art, appropriate music, literature and crafts.
- Develop feelings and emotions by being moved by beauty and kindness, hurt by injustice or aggression, a growing awareness of when it is important to control emotions and feelings and how to use such feelings as a source for growth.
- Develop a sense of wonder, awe, reverence, imagination,
- To promote an awareness of enjoyment in using their imaginative potential
- To encourage quiet reflection during a lesson
- Develop self-confidence in expressing inner thoughts in a variety of ways
- Develop a positive self- image and self-esteem in pupils



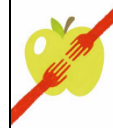


Impact:

What will outcomes for learners be?

Pupils will be religiously literate; they will be able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Actively engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Grow in their understanding and acceptance of themselves.
- Grow in an understanding of others who are the same in their belief and way of living as them or different.
- Show a respect for and actively engage in projects that impact at a local, national and global level.

RE Christian Concepts

| | God UC | Creation & Fall UC | People of God UC | Incarnation UC |
|--|---|--|---|---|
| |  <p>Fundamental to Christian belief is the existence of God, Father and Holy Spirit.</p> |  <p>Creation: the universe and human life are God's good creation. Humans made in the image of God.</p>  <p>Fall: humans tend to go their own way rather than keep their place in relation</p> |  <p>The Old Testament tells the story of God's plan to reverse the impact of the Fall, to save humanity. It involves choosing people who will model a restored relationship with God, who</p> |  <p>The New Testament presents Jesus as the answer: the Messiah and Saviour, who will repair the effects of sin and the Fall and offer a way for humans to be at one with God again. Incarnation</p> |

| | | | | |
|--|---|--|--|---|
| | | to their Creator. This attitude is called sin, popularly 'the Fall'. | will attract all their people back to God. | means that Jesus is God in the flesh, and that, in Jesus, God came to live amongst humans. Whole school Christmas service retelling the story through songs and readings. |
| <p>Making sense of the text. Understanding the impact of the text and teachings. Making connections between pupils' lives and ways of understanding the world.</p> | | | | |
| Rec | <p>F1 Why is the word God so important to Christians?</p> <p>Children will know that:</p> <p>The word God is a name.</p> <p>Christians believe God is Creator of the universe.</p> <p>Christians believe God made our wonderful world and so we should look after it.</p> | | | <p>F2 Why do Christians perform nativity plays at Christmas?</p> <p>Children will know that:</p> <p>Christians believe God came to Earth in human form as Jesus.</p> <p>Christians believe Jesus came to show that all people are precious and special to God.</p> <p>Singing carols and performing nativity plays is about telling the good news of God coming to earth</p> <p>Christmas is about sharing God's love with others</p> |
| Yr. 1 | <p>1.1 What do Christians believe God is like?</p> <p>Children will be able to:</p> <p>Identify what a parable is.</p> | | | <p>1.3 Why does Christmas matter to Christians?</p> <p>Children will be able to:</p> |

Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.

Give clear, simple accounts of what the story means to Christians.

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.

Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.

Recognise that stories of Jesus' life come from the Gospels.

Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Decide what they personally must be thankful for at Christmas time.




| | | | | |
|-------|--|---|--|---|
| Yr. 2 | | <p>1.2 Who do Christians say made the world?</p> <p>Children will be able to:</p> <p><i>Retell</i> the story of creation from Genesis 1:1-2.3 simply.</p> <p><i>Recognise</i> that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p><i>Give at least one example</i> of what Christians do to say thank you to God for the Creation.</p> <p><i>Think, talk and ask questions</i> about living in an amazing world.</p> | | <p>1.3 Why does Christmas matter to Christians?</p> <p>(Digging Deeper)</p> <p>Children will be able to:</p> <p><i>Recognise</i> that Incarnation is part of the 'Big Story' of the Bible.</p> <p>Tell the story of the birth of Jesus and recognise the link with Incarnation – Jesus is 'God on Earth'.</p> <p><i>Give at least two examples</i> of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.</p> <p><i>Think, talk and ask questions</i> about the Christmas story and the lessons they might learn from it; for example, about being kind and generous.</p> |
| Yr.3 | | <p>LKS2A.1 What do Christians learn from the Creation story?</p> <p>Children will be able to:</p> | | <p>LKS2A.3 What is the Trinity?</p> <p>Children will be able to:</p> <p><i>Identify</i> the difference between a 'Gospel', which tells the story of the</p> |

| | | | | |
|-------|--|--|--|--|
| | | <p><i>Place</i> the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p><i>Make clear links</i> between Genesis 1 and what Christians believe about God and Creation.</p> <p><i>Describe</i> what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p><i>Ask questions</i> and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> | | <p>life and teaching of Jesus, and a letter.</p> <p><i>Offer suggestions</i> about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p><i>Describe</i> how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p><i>Make links between</i> some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> |
| Yr. 4 | | <p>. LS2A.1 What do Christians learn from the Creation story? (Digging Deeper)</p> <p>Children will be able to:</p> | <p>LKS2A.2 What is it like to follow God?</p> <p>Children will be able to:</p> <p><i>Make</i> clear links between the story of Noah and the idea of covenant.</p> <p><i>Make</i> simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> | |

| | | | | |
|-------|---|--|--|---|
| | | | <i>Make</i> links between the story of Noah and how we live in school and the wider world. | |
| Yr. 5 | <p>U2B.1 What does it mean if God is holy and loving? Children will be able to:</p> <p><i>Identify</i> some different types of biblical texts, using technical terms accurately.</p> <p><i>Explain</i> connections between biblical texts and Christian ideas of God, using theological terms.</p> <p><i>Make</i> clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p><i>Show</i> how Christians put their beliefs into practice in worship.</p> <p><i>Weigh</i> up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> | <p>U2B.2 Creation and Science: conflicting or complementary? Children will be able to:</p> <p><i>Place</i> the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'.</p> <p><i>Offer suggestions</i> about what the story of Adam and Eve might show about human nature and how to act.</p> <p><i>Describe</i> how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.</p> <p><i>Make</i> links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</p> | <p>U2B.3 How can following God bring freedom and justice? Children will be able to:</p> <p><i>Explain</i> connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p><i>Make clear connections</i> between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p><i>Explain</i> ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p><i>Identify</i> ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses</p> | |
| Yr. 6 | | | . | <p>U2B.4 Was Jesus the Messiah? Children will be able to:</p> |

| | | | | |
|--|--|--|--|---|
| | | | | <p><i>Explain</i> the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms.</p> <p><i>Explain</i> connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p><i>Show</i> how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p><i>Weigh up</i> how far the idea that Jesus is the Messiah – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives.</p> |
|--|--|--|--|---|

Christian Concepts and thematic units

| | Gospel UC | Salvation UC | Kingdom of God UC | Thematic units Leeds York Syllabus |
|-----|---|--|--|--|
| |  <p>Jesus' incarnation is 'good news' for all people. ('Gospel' means 'good news'.) His life, teaching and ministry embody what it is like to be one of the people of God, what it means to live in relationship with God.</p> |  <p>Jesus' death and resurrection effect the rescue or salvation of humans. He opens the way back to God. Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored. <i>Whole school musical retelling the Easter story.</i></p> |  <p>This does not mean that no one sins anymore! The Bible talks in terms of God's 'Kingdom' having begun in human hearts through Jesus. The idea of the 'Kingdom of God' reflects God's ideal for human life in the world – a vision of life lived in the way God intended for human beings.</p> | <p>Nonreligious worldviews to be explored in such a way as to ensure that pupils develop mutual respect and tolerance of those with different faiths and beliefs.</p> |
| Rec | | <p>F3 Why do Christians put a cross in an Easter Garden? Children will <i>know</i> that: Christians remember Jesus' last week at Easter. Jesus' name means 'He saves.' Christians believe Jesus came to show God's love. Christians try to show love to others.</p> | | <p>F4 Where do I belong? Children will be able to: <i>retell</i> religious stories, making connections with personal experiences. <i>Recall</i> simply what happens at a traditional Christian infant baptism and dedication. <i>Recall</i> simply what happens when a baby is</p> |

welcomed into a religion
other than Christianity.

Share and record

occasions when things
have happened in their
lives that made them feel
special.

Church Visit

F5 Which places are
special & why?

Children will be able to:

Recognise that some
religious people have
places which have special
meaning for them.

Identify some significant
features of sacred places.

Recognise a place of
worship.

Get to *know and use*
appropriate words to talk
about their thoughts and
feelings when visiting a
church.

Talk about somewhere that

is special to themselves,
saying why.
Talk about the things that
are special and valued in a
place of worship.
*Express a personal
response* to the natural
world.

F6 Which stories are
special and why?

Talk about some religious
stories.

Recognise some religious
vocabulary, e.g. about God.
Identify a sacred text e.g. Bible,
Qur'an.

Identify some of their own ~~feelings~~
the stories they ~~hear~~

Talk about what Jesus teaches
about keeping promises and say
why keeping promises is a good
thing to do.

Talk about what Jesus
teaches about saying 'thank
you', and why it is good to

| | | | | |
|-------|--|--|--|--|
| | | | | thank and be thanked. |
| Yr. 1 | | <p>1.5 Why does Easter matter to Christians?</p> <p>Children will be able to:</p> <p><i>Recognise</i> that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p><i>Tell</i> stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p><i>Give at least three examples</i> of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p><i>Think, talk and ask questions</i> about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> | | <p>1.8 Who am I? What does it mean to belong?</p> <p>Children will be able to:</p> <p><i>Recognise</i> that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people.</p> <p><i>Give an account</i> of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <p>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).</p> <p><i>Give examples</i> of ways in which people express their identity and belonging within faith communities</p> |

and other

1.10 How should we care for the world and others?

Children will be able to:

Identify a story or text that says something about each person being unique and valuable

Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)

Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.

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

Give examples of how Christians and Jews can show care for the natural earth

Say why Christians and Jews might look after the natural world.

| | | | | |
|-------|---|---|--|---|
| | | | | <p><i>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</i></p> <p><i>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</i></p> <p><i>Talk about what they have learned and how their ideas have changed.</i></p> |
| Yr. 2 | <p>1.4 What is the Good News Jesus brings?</p> <p>Children will be able to:</p> <p><i>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</i></p> <p><i>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</i></p> <p><i>Recognise that Jesus gives instructions to people about how to behave.</i></p> <p><i>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness</i></p> | <p>1.5 Why does Easter matter to Christians? (Core – see above and then Digging Deeper)</p> <p>Children will be able to:</p> <p><i>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</i></p> <p><i>Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).</i></p> <p><i>Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</i></p> | | <p>1.9 What makes some places sacred to believers?</p> <p>Children will be able to:</p> <p><i>Recognise that there are special places where people go to worship, and talk about what people do there</i></p> <p><i>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</i></p> <p><i>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</i></p> |

| | | | | |
|------|--|---|--|---|
| | <p>and peace, and bringing good news to the friendless.</p> <p><i>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</i></p> <p><i>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</i></p> | <p><i>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</i></p> | | <p><i>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.</i></p> <p><i>Give simple examples of how people worship at a church, mosque or synagogue.</i></p> <p><i>Talk about why some people like to belong to a sacred building or a community.</i></p> <p><i>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</i></p> <p><i>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places</i></p> <p><i>Talk about what they have learned and what has helped them to learn.</i></p> <p>Church Visit</p> |
| Yr.3 | LKS2A.4 What kind of world did Jesus want? | LKS2A.5 Why do Christians call the day Jesus died Good Friday? | | L2.9 What are the deeper meanings of festivals? |

Children will be able to:

Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.

Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.

Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.

Make simple links between Bible texts and the concept of 'Gospel' (good news).

Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.

Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

Children will be able to:

Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.

Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.

Give examples of what the texts studied mean to some Christians.

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.

Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.

Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Children will be able to:

Identify the main beliefs at the heart of religious festivals (i.e. at least one festival in at least two religions)

Make clear links between these beliefs and the stories recalled at the festivals.

Make connections between stories, teachings, symbols and beliefs and how believers celebrate these festivals

Describe how believers celebrate festivals in different ways (e.g. between celebrations at home and in community; and/or a variety of ways of celebrating within a religious tradition).

Raise questions and suggest answers about what is worth celebrating and remembering in religious communities and in their own lives.

Make links between the beliefs and practices studied and the role of festivals in the life of Britain

| | | | | |
|-------|--|---|---|---|
| | | | | <p>today, showing their understanding of the values and beliefs at the heart of each festival studied, giving good reasons for their ideas</p> <p><i>Talk</i> about what they have learned, how and why their thinking has changed.</p> |
| Yr. 4 | | <p>LKS2A.5 Why do Christians call the day Jesus died Good Friday? (Digging Deeper)</p> <p>Children will be able to:</p> <p><i>Offer suggestions</i> about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. <i>Give examples</i> of what the texts studied mean to some Christians.</p> <p><i>Make clear links</i> between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.</p> <p><i>Describe</i> how Christians show their beliefs about Jesus in their everyday lives: for example, prayer,</p> | <p>LKS2A.6 When Jesus left what was the impact of Pentecost?</p> <p>Children will be able to:</p> <p><i>Make</i> clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p><i>Offer</i> suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p><i>Make</i> simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> | <p>L2.10 How and why do believers show their commitments during the journey of life?</p> <p>Children will be able to:</p> <p><i>Identify</i> some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p><i>Offer</i> informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p> <p><i>Describe</i> what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p><i>Make</i> simple links between beliefs</p> |

| | | | | |
|-------|--|---|---|---|
| | | <p>serving, sharing the message and the example of Jesus.</p> <p>Raise <i>questions</i> and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p> | <p><i>Make</i> links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> | <p>about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p><i>Identify</i> some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</p> <p><i>Raise</i> questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones</p> <p><i>Make</i> links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p><i>Give</i> good reasons why they think ceremonies of commitment are or are not valuable today.</p> |
| Yr. 5 | | <p>U2B.6 What did Jesus do to save human beings? Children will be able to:</p> | | <p>U2.11 Why do some people believe in God and some don't? Children will be able to: <i>Define</i> the terms 'theist', 'atheist' and</p> |

Outline the timeline of the 'big story' of the Bible, *explaining* how Incarnation and Salvation fit within it.

Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.

Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.

Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.

Show how Christians put their beliefs into practice.

Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

'agnostic' and give examples of statements that reflect these beliefs

Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from
Give examples of reasons why people do or do not believe in God.

Make clear connections between what people believe about God and the impact of this belief on how they live.

Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis).

Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.

Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of

| | | | | |
|-------|---|---|---|---|
| | | | | <p>their own about why people believe in God or not.</p> <p><i>Make connections between belief and behaviour in their own lives, talking about what they have learned and how and why their thinking may or may not have changed in the light of their learning.</i></p> |
| Yr. 6 | <p>U2B.5 What would Jesus do? Children will be able to:</p> <p><i>Identify</i> features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, <i>suggest</i> meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p><i>Make clear connections</i> between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> | <p>U2B.7 What difference does the resurrection make to Christians? Children will be able to:</p> <p><i>Outline</i> the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p><i>Suggest</i> meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</p> <p><i>Explain</i> connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> | <p>U2B.8 What kind of king is Jesus? Children will be able to:</p> <p><i>Explain</i> connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p><i>Make clear connections</i> between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p><i>Relate</i> Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their</p> | <p>U2.12 What will make our city/town/village a more respectful place? Children will be able to:</p> <p><i>Identify</i> the religions and beliefs represented locally and regionally, and explain some of their key beliefs</p> <p><i>Describe</i> examples of how different communities deal with diversity and interfaith issues.</p> <p><i>Make clear connections</i> between what different people believe and the way they live (e.g. involvement in community, in interfaith projects etc.)</p> <p><i>Explain</i> how and why people respond differently to diversity and interfaith issues (e.g. inclusivism, exclusivism etc).</p> |

| | | | |
|---|---|---|--|
| <p><i>Relate</i> biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> | <p><i>Make clear connections</i> between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways.</p> <p><i>Explain</i> why some people find belief in the Resurrection makes sense and inspires them.</p> <p><i>Offer and justify</i> their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p> | <p>own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> | <p><i>Make connections</i> between religious and non-religious beliefs and practices related to living with difference in community</p> <p><i>Reflect</i> on and articulate lessons people might gain from the experience of living in communities of diverse beliefs and practices, including their own responses</p> <p><i>Talk about</i> how and why people think differently about diversity and interfaith, giving good reasons for their own views</p> <p><i>Consider</i> and weigh up the ways in which the ideas studied relate to their own experiences and views of the world today.</p> |
|---|---|---|--|

| RE | |
|--|---|
| Faiths other than Christianity To enable pupils to know and understand about other major world religions. | |
| Rec | <p>F6 runs throughout the year celebrating special times i.e., Harvest, Diwali, Hanukah</p> <p>Children will be able to</p> <p><i>Respond</i> to a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g.</p> |

| | |
|----|---|
| | <p>Prophet Muhammad and the night of power; Muhammad and the cats; Muhammad and the boy who threw stones at trees; Bilal the first muezzin; Rama and Sita; the story of Ganesha; stories about Krishna.</p> |
| Y1 | <p>1.6 Who is Jewish and how do they live?</p> <p>Children will be able to:</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p> <p>Ask some questions about what Jewish people celebrate and why</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people</p> <p>Give a good reason for their ideas about whether any of these things are good for them too.</p> <p>Synagogue Visit</p> |
| Y2 | <p>1.7 Who is a Muslim and what do they believe?</p> <p>Children will be able to:</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> |

| | |
|----|---|
| | <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them to</p> <p>Mosque Visit</p> |
| Y3 | <p>L2.7 What does it mean to be a Hindu in Britain today?</p> <p>Children will be able to:</p> <p>Identify some Hindu deities and describe Hindu beliefs about God (e.g. Brahman, trimurti)</p> <p>Offer informed suggestions about what Hindu murtis express about God</p> <p>Make links between Hindu beliefs and the aims of life (e.g. karma).</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g., arti and bhajans at the mandir; Diwali), indicating some differences in how Hindus show their faith</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas</p> <p>Consider and weigh up the value of taking part in family and community rituals in Hindu communities and express insights on whether it is a good thing for everyone, giving good reasons for their ideas and talking about whether their learning has changed their thinking.</p> <p>Mandir Visit</p> |
| Y4 | <p>L2.8 What does it mean to be a Sikh in Britain today?</p> <p>Children will be able to:</p> <p>Identify some of the core beliefs of Sikhism, e.g. one God, the message of Guru Nanak, equality and service</p> <p>Make clear links between the Mool Mantar and Sikh beliefs and actions</p> <p>Offer informed suggestions about what some of the teachings of the Gurus mean to Sikhs today.</p> <p>Make simple links between the life of at least one of the Gurus and some actions Sikhs take today (e.g. Guru Nanak and the langar; Guru Gobind Singh and the Khalsa)</p> <p>Give some examples that demonstrate that remembering God, working hard and serving others are important to Sikhs today.</p> <p>Raise questions about what matters to Sikhs (e.g. equality, service, honest work), and say why they still matter today</p> <p>Make links between key Sikh values and life in the world today, identifying which values would make most difference in pupils' own lives and in the world today.</p> |

| | |
|------------------|--|
| | <p><i>Talk</i> about what they have learned and whether they have changed their thinking.</p> <p>Gurdwara Visit</p> |
| <p>Y5</p> | <p>U2.9 What does it mean for Muslims to follow God?</p> <p>Children will be able to:</p> <p><i>Identify</i> and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p><i>Describe</i> and explain ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet).</p> <p><i>Make clear connections</i> between Muslim beliefs and worship (e.g. Five Pillars, mosques, art)</p> <p><i>Give evidence</i> and examples to show how Muslims put their beliefs into practice in different ways.</p> <p><i>Make connections</i> between Muslim beliefs studied and Muslim ways of living in Britain/Yorkshire today.</p> <p><i>Consider</i> and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p><i>Reflect</i> on and talk about what and how they have learned, and how and why their thinking has changed.</p> <p>Mosque Visit</p> |
| <p>Y6</p> | <p>U2.10 What does it mean for a Jewish person to follow God?</p> <p>Children will be able to:</p> <p><i>Identify</i> and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</p> <p><i>Make clear connections</i> between Jewish beliefs about the Torah and how they use it</p> <p><i>Make clear connections</i> between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p><i>Give evidence</i> and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</p> <p><i>Make connections</i> between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> |

Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far these ideas are valuable to people who are not Jewish

Talk about how ideas of tradition, ritual, community and study relate to their own lives, giving good reasons for their views and explaining how their thinking has developed during the unit.

Synagogue Visit