



Religious Education Learning Journey

Intent, Implementation and Impact

Vision: Our community is inspired by our Christian Values to enable all to flourish in mind, body, heart and spirit.

Intent

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills are progressive as you move through the school. Knowledge is communicated to ensure coverage of the National curriculum and it is through this knowledge that children apply their skills.

Children at St Giles' and St George's leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences, which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Giles' and St George's Religious Education learning journey is to ensure that the teaching is rich, varied and inspiring to enable children to explore big questions, reflect critically and develop the skills to analyse, interpret and apply biblical text. As a school, we strive to provide our children with many opportunities for them to learn about a range of Religions but also to promote Christian values and a curriculum that is inspired by the life and example of Jesus Christ.

As a result of an excellent Religious Education curriculum we want our children to:

- Understand Christianity as a Global living faith
- Become Courageous Advocates, making reasoned and well informed judgments about religious and moral issues, enabling them to problem solve ways to combat prejudice and social injustice (bringing light to the darkness)
- Understand the Big Story (God's salvation plan) and the big ideas in Christianity (the concepts)
- Positively engage with their religion and use this to make a positive impact on their friends, families and the local and wider communities
- Have an understanding, respect and tolerance for other people's faiths and beliefs and the difference it makes to their lives, deepening their understanding of the world and their own experience within it
- Leave primary school as well rounded individuals with a respect and appreciation for their own religion, beliefs, morals as well as those of others using our school vision **HE SET MY FEET ON A ROCK AND GAVE ME A FIRM PLACE TO STAND (PSALM 40 V. 2)**

Implementation

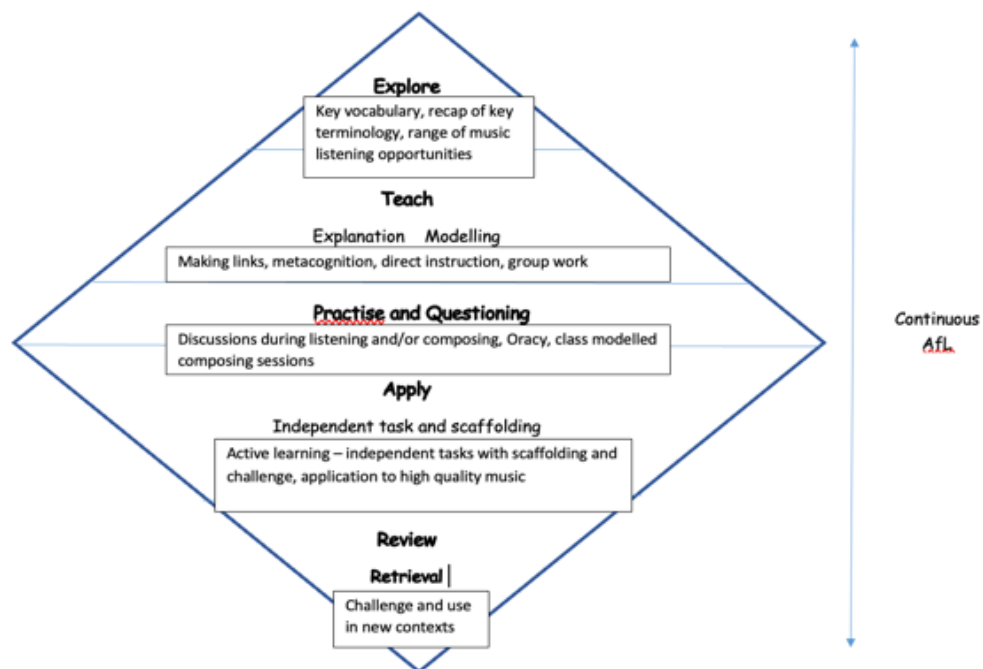
St Giles' and St George's Religious Education learning journey combines aspects from the Understanding Christianity and Discovery RE schemes to enable a balanced curriculum that teaches Christianity and other World Religions. Throughout the journey from nursery to Year 6, we follow a spiral curriculum to ensure progression of knowledge and skills. Children will experience a Religious Education based educational visit or workshop each year to support their learning. Our curriculum also supports children to become

Courageous Advocates. Children will learn about different Christian Charities and engage in community outreach projects. These links are identified on the RE curriculum overview.

Religious Education is taught for 1.5 hours each week, each new unit of learning is introduced through a key question. To check the current knowledge and understanding of the topic, children are asked to answer (in the form of a mindmap or written response) what they currently know about the key question. The responses will be used to support the planning for the unit. Children are then introduced to the key knowledge which will be shared during the unit in the form of a knowledge organiser that the children will have in their exercise book to refer to. The knowledge organiser will also be shared at the start and end of each lesson with key knowledge for each lesson highlighted. From this point children are taught 6 lessons of Religious Education in each unit that are separated into *'Engagement (one lesson), Investigation (three lessons), Expression (one lesson) and an Evaluation (one lesson)*.



Lesson and learning journey





Reception Theme Subject Journey



Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

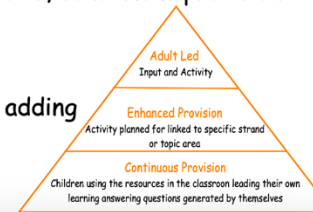
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



RE is taught as part of the Understanding of the World area of the EYFS learning and development. Children in Reception have a RE lesson once per week, following the units on the yearly overview. Where appropriate, lessons and unit will take the same form as the rest of the school: explore, teach, practise, apply and review. Children will also have the opportunity to practise and develop their understanding of religion and values in the enhanced and child-initiated continuous provision. Evidence of RE lessons and other supporting evidence can be found on Evidence Me linked to the appropriate statements and ELG.

ELG	Personal, Social and Emotional Development	Building Relationships	<ul style="list-style-type: none"> Show sensitivity to their own and others' needs.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

During each lesson, activities are varied for all learning styles and are differentiated where appropriate. Assessment and feedback will focus on misconceptions and next steps for learning using on-the-spot pink pen and pre-planned 'Next Steps' to support and challenge learning. At the end of each unit of learning, children will be asked the unit's Key Question again and, using the 'windows, mirrors and doors' approach, they will answer the question in a written response that should reflect what they have learnt, how it has impacted them personally and what they will take on board for the future. In EYFS and KS1, groups of children or the whole class may do this together, whereas in KS2, children will complete this independently using prompts.

In Religious Education, work is recorded through the use of exercise books. Children should record a pre-assessment (key question answer). Work for each lesson should then be included before the end of unit assessment (key question answer) and the assessment framework for the lesson, which is highlighted by the teacher. This should make a 'sandwich' of learning that children will be able to use to talk about their learning journey.

Impact












In addition to the outcomes shown on our curriculum tree, the impact of the St Giles' and St George's Religious Education Learning Journey is that children will have the ability to:











- Develop an understanding, respect and tolerance for a range of World Religions
- Develop an appreciation of their faith and fulfil their God-given talents
- Achieve well in RE, this will be reflected in good or outstanding progress that reveals a clear learning journey. Children will be able to talk enthusiastically about their learning in RE and are eager to further their learning in the next stages of their education
- Be confident, resilient and actively engaged in the wider society, taking on their role as Courageous Advocates
- Show compassion, justice, love and forgiveness in their relationships with others
- Confidently use skills such as retelling, describing, comparing, giving reasons, explaining the meaning of biblical stories and considering the impact of beliefs
- Reflect and consider important questions about Religious Education

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed for each child at the end of each unit using the assessment framework. A best fit approach to statements achieved results in an end of year summative grade using each child's work and the teacher's half-termly assessment to support this. The impact of the RE curriculum is monitored through pupil/staff/parent voice, work scrutiny and teaching and learning observations.

Religious Education Overview

Two different resources which complement each other are used. Understanding Christianity and **Discovery RE** which focuses on other religions

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	<p>Special People What makes people special? (Christianity/ Jewish World Views)</p> <p>Why are people different?</p>  <p>Singing and delivering Christmas cards to Coopers Croft</p>	<p>Incarnation Why do Christians perform nativity plays at Christmas?</p> <p>What does God look like?</p> 	<p>Celebrations How do people celebrate? Hindu World Views</p> <p>What is your favourite season?</p> 	<p>Salvation Why do Christians put a cross in the Easter garden?</p> <p>What makes a good friend?</p> 	<p>Stories What can we learn from stories? (All religions)</p> <p>What is important to me?</p> 	<p>Special Places What makes places special? (All religions)</p> <p>Where is your special place?</p>  <p>Visit St Giles' Church</p>
	KS1 A	<p>Creation Who made the world?</p> <p>What is the most beautiful thing in the world?</p>  <p>Christian Aid charity link</p>	<p>Incarnation What does Christmas matter to Christians?</p> <p>What colours make me think of Christmas?</p>  <p>Advent candles and prayer delivered to houses on Orme Road</p>	<p>Jesus as a friend Was it always easy for Jesus to show friendship? (Christianity)</p> <p>Should I treat everyone the same?</p> 	<p>Salvation Why does Easter matter to Christians?</p> <p>Should we fight and argue?</p> 	<p>Shabbat Is Shabbat important to Jewish children? (Jewish World Views)</p> <p>What makes me, me?</p>  <p>Synagogue visit</p>

<p>KS1 B</p>	<p>What did Jesus teach? Is it possible to be kind to people all the time? (Christianity)</p> <p>How can I demonstrate compassion?</p> 	<p>Gospel What is the good news that Jesus brings?</p> <p>What is true happiness?</p>  <p>Christmas singing around the community (nursing homes, hospitals, supermarkets)</p>	<p>Prayer at Home Does praying at regular intervals help a Muslim in their everyday life? (Islam)</p> <p>Is everyone's view of God the same?</p>  <p>Fair Trade charity link</p>	<p>God What do Christians believe God is like?</p> <p>Is everyone's view of God the same?</p>  <p>Visit St George's – Easter crafts</p>	<p>Community and Belonging Does going to a mosque give Muslims a sense of belonging? (Islam)</p> <p>What is a meaningful relationship?</p> 	<p>Hajj Does completing Hajj make a person a better Muslim? (Islam)</p> <p>What do you think is God's biggest achievement?</p> 
<p>LKS 2 B</p>	<p>Diwali Would celebrating Diwali bring a sense of belonging to a child? (Hindu world views)</p> <p>How do we know we've found all the colours of the world?</p>  <p>Derby Open Centre- Diwali workshop</p>	<p>Incarnation What is the Trinity?</p> <p>Is having a belief in something important?</p> 	<p>Creation/Fall What do Christians learn from the Creation Story?</p> <p>What is the purpose of the earth? What is beyond the universe?</p>  <p>Planting in the local community</p>	<p>Salvation Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Why do people ignore others when in need?</p> 	<p>Hindu Beliefs How can Brahman be in everything and everywhere? (Hindu world views)</p> <p>Is God alive now?</p> 	<p>Pilgrimage to the River Ganges Would visiting the River Ganges be important for a non- Hindu? (Hindu world views)</p> <p>Why are there religions?</p>  <p>Water Aid charity link</p>

LKS
2
A

Buddha's Teachings
Is it possible for everyone
to be happy?
(Buddhist World views)

What difference does
being loved make?



People of God
What is it like for
Christians to follow
God?

How can we care for
people we've never
met?



Visit St George's
(Advent crafts)

Save the children link

The 8-fold path
Can the Buddha
teachings make the
world a better place?
(Buddhist world views)

Who should I look up
to?



Easter
Is forgiveness
always possible for
Christians?

Is being a good friend
easy?



The 8-fold path
What is the best way
for a Buddhist to lead
a good life?
(Buddhist world views)

What responsibilities
do I have for others?



Read to the elderly in
nursing homes

Kingdom of God
When Jesus left what
was the impact of
Pentecost?

Is having a belief in
something important?



UKS
2
A

Belief into Action
How far would a Sikh go
for his religion?
(Sikh world views)

What is worth striving for?



Incarnation
Was Jesus the
Messiah?

What lasts forever?



Feed the Hungry
charity link

**Belief and modern
values**
Are Sikh stories
important today?
(Sikh world views)

What else is there to
discover?



Salvation
What did Jesus do to
save human beings?

What is a perfect
world?



Litter picking in
community

Prayer and Worship
What is the best way
for a Sikh to show
commitment to God?
(Sikh world views)

Where does your
identity come from?



God
What does it mean if
God is holy and loving?
What kind of king was
Jesus?

Is it more important to
be loved or to love?



Dovedale residential

UKS
2
B

Beliefs and Practise

What is the best way for a Muslim to show commitment to God? (Islam)

Are my beliefs important?



People of God

What would Jesus do?

Is there such a thing as a bad person?



Creation

Creation and science: conflicting or complementary?

How do we know what we don't?



Rev to do Q+A for this topic

Salvation

What does the Resurrection mean for Christians?

Why do people have to suffer? What is pain?



Salvation Army charity link

Belief in moral values

Does belief in Akhirah (after life) help Muslims to lead good lives? (Islam)

What do you think happens after death? Do you think there are requirements to get into heaven?



Derby Open Centre- Life after death workshop (Islam linked)

*Extra-curricular visit opportunity

*Community outreach opportunity

*Fundraising opportunity/exploring Christian charity

*Spiritual Pathways opportunity

Gospel Values Overview

EYFS

Compassionate and Loving - What makes people special?

Curious and Active - Incarnation

Grateful and Generous - How do people celebrate?

Curious and Active - Salvation

Learned and Wise - What can we learn from stories?

Grateful and Generous - What makes places special?

KS1 Year A

Curious and Active- Who made the world?

Grateful and Generous - Why does Christianity matter to Christians?

Compassionate and Loving - Was it always easy for Jesus to show friendship?

-Why does Easter matter to Christians?

-Is Shabbat important to Jewish children?

Grateful and Generous - Are Rosh Hashanah and Yom Kippur important to Jewish children?

KS1 Year B

Compassionate and Loving - is it possible to be kind to everyone all the time?

Intentional and Prophetic- what is the good news that Jesus brings?

Attentive and Discerning - How important is it to Jewish people to do what God asks them to do?

Learned and Wise - What do Christians believe God is like?

Intentional and prophetic - how special is the relationship Jews have with God?

Compassionate and Loving - What is the best way for Jews to show commitment to God?

LKS2 Year A

Attentive and Discerning - would celebrating Diwali bring a sense of belonging to a child?

Curious and Active - what is the Trinity?

Grateful and Generous - What do Christians learn from the Creation story?

Learned and Wise - why do Christians call the day Jesus died 'Good Friday'?

Curious and Active - How can Brahman be everywhere and everything?

-Would visiting the river Ganges be important for a non-Hindu?

LKS2 Year B

Grateful and Generous - is it possible for everyone to be happy?

Curious and Active - What is it like for Christians to follow God?

Learned and Wise - Can the Buddha's teachings make the world a better place?

Compassionate and loving - Is forgiveness always possible for Christians?

Intentional and Prophetic - what is the best way for Buddhists to lead a good life?

Faith-filled and Hopeful - When Jesus left what was the impact of Pentecost?

UKS2 Year A

Attentive and Discerning - How far would a Sikh go for his religion?

Intentional and Prophetic - was Jesus the Messiah?

Learned and Wise - Are Sikh stories important today?

Grateful and Generous - What did Jesus do to save human beings?

Curious and Active - What is the best way for a Sikh to show commitment to God?

Compassionate and loving - What does it mean if God is holy and loving?

UKS2 Year B

Curious and Active - What is the best way for a Muslim to show commitment to God?

Intentional and Prophetic - What would Jesus do?

Learned and Wise - Creation and Science: conflicting or complementary?

Grateful and Generous - What does the Resurrection mean for Christians?

Attentive and Discerning - Does belief in Akhirah help Muslims to lead a good life?

Faith-filled and hopeful - Does belief in Akhirah help Muslims to lead a good life?

Religious Education Skills Progression

	KS1	LKS2	UKS2
Investigation (Enquiry)	<ul style="list-style-type: none"> • Use their skills to identify (e.g. in relation to objects, pictures, buildings). • Listen to stories and communicate about what they mean. • Use books, videos and ICT to find out about aspects of the programme of study. • Investigate aspects of the programme of study (e.g. festivals, ceremonies, worship) through close attention to tangible aspects. • Share beliefs, values and questions with each other. 	<ul style="list-style-type: none"> • Use their skills of observation to understand, compare, contrast primary sources (e.g. places, practices, symbols). • Investigate/respond to a range of secondary sources (e.g. information books, articles, pictures, film and web-based resources). • Begin to organise their thoughts or questions. Present the results clearly and appropriately in the given context. • Suggest important answers to questions about life and the world arising from the material studied. 	<ul style="list-style-type: none"> • Identify different ways of finding out about religion/belief. • Identify ways in which enquiry into religion/belief is similar to or different from other forms of enquiry (e.g. history or science). • Organise and analyse material. • Construct moral and philosophical arguments using appropriate reasoning. • Identify some of the 'big questions' raised by our experiences and begin to compare and contrast answers from different perspectives.
Reflection	<ul style="list-style-type: none"> • Respond to quiet and stillness. • Reflect carefully their own and others' experience. • Develop their thoughts, feelings and opinions in the light of their work in RE. 	<ul style="list-style-type: none"> • Respond to quiet and stillness with increasing awareness of why times of quiet are important for people. • Reflect carefully their own and others' experience, showing increasing ability to listen to others with sensitivity and empathy. • Reflect on and change their thoughts, feelings and opinions in the light of their work in RE. 	<ul style="list-style-type: none"> • Identify and respond to a range of opportunities for reflecting on spiritual and moral issues. • Give a personal response or opinion with increasing confidence. • Show awareness of different perspectives and a readiness to modify/develop their ideas. • Respond appropriately with emotions and reason. • Start learning about philosophy as a way to discover what is true and to better understand the world around them.

<p>Empathy</p>	<ul style="list-style-type: none"> • Express their own feelings. • Share their experiences with others. • Listen to other pupils' beliefs and values and respond sensitively. 	<ul style="list-style-type: none"> • Express consideration of others' views. • Imagine what others feel in different situations. 	<ul style="list-style-type: none"> • Identify a range of feelings associated with different situations. • Compare and contrast their own reactions with those of others.
<p>Application/ Synthesis</p> <p>UC- 'Understanding the Impact'</p>	<ul style="list-style-type: none"> • Talk about the 'message' of stories and teachings for their own lives. • Identify the difference that religious beliefs and practices make to people's lives, including their own. • Make simple links between their own experience and concepts in RE, or vice versa (e.g. they apply their own experience of celebration to religious celebration; they apply the fact that people wear special clothing associated with their faith to their own experience of clothing worn for special reasons). • Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. • Give at least three examples of how Christians put their beliefs into practice in church worship. 	<ul style="list-style-type: none"> • Apply themes, issues and teachings in RE to their own and others' experiences, attitudes and behaviour. • Identify the impact of religious beliefs and practices on the lives of individuals and groups. • Make links between the 'big questions' of life (like 'why are we here? And 'what happens after we die?') and the questions addressed/explored by religions. • Make links between different areas of learning in RE so that their understanding of key concepts is developed (e.g. they gain understanding of 'worship' or 'ritual' by applying knowledge and understanding gained in one context to another). • Make simple links between different areas of learning in RE (e.g. they apply what they know about Christian beliefs to a Christian place of worship, or the meaning of light in one context to the symbol of light in another). • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live. 	<ul style="list-style-type: none"> • Apply their understanding of religious and philosophical beliefs. • Teachings and practices to a range of ultimate questions and ethical issues, including to their own viewpoint. • Identify the impact of faith/belief on individuals, societies, cultures and events. • Identify and understand that sometimes, following a religion can be hard, especially today. People might face challenges or tough choices because their beliefs don't always match what everyone around them is doing. • Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. • Show how Christians put their beliefs into practice in different ways, for example in different denominations. For example – Catholic Christians have a special service called 'mass' while protestant Christians have a simpler church service.

<p>Expression/Communication</p>	<ul style="list-style-type: none"> • Talk about their own thoughts, feelings, beliefs and values and allow others the right to express themselves. • Express their ideas in non-verbal ways, such as art & design, music and dance, drama and role play. • Respond to varied forms of expression used by others, including those found in religion (e.g. objects, dress, gesture). • Recognise that particular forms of spoken language are often used in religion (e.g. prayers, chants). • Talk about the 'meaning' of stories. • Recognise when appropriate language and behaviour is called for in special places or situations (e.g. inside a sacred building, in a ceremony or act of worship). 	<ul style="list-style-type: none"> • Make links between their own thoughts, feelings, beliefs and values and those of others. • Begin to distinguish between potentially confrontational modes of expression and 'dialogue', and understand the need for dialogue between people of different faiths/beliefs or different traditions within the same faith. (People from different faiths or traditions might believe in different things, but by talking and sharing ideas in a kind way, they can understand each other better. Dialogue helps people find common ground, respect each other, and work together to make the world a better place.) • Begin to compare and contrast forms of expression (verbal and non-verbal) of different traditions, with some demonstration of an understanding of the reasons. Understanding some may express traditions through speech, actions, symbols and even what they wear. • Become increasingly adept at interpreting meaning in a range of expressions (e.g. stories and other literature, art & design, ritual, music, dance and drama) including self-expression through creative means. 	<ul style="list-style-type: none"> • Express their own thoughts, feelings, beliefs and values and raise questions on important issues with reason, justification and sensitivity. • Pursue philosophical questions in a sustained way (e.g. as a reasoned argument or in a 'community of enquiry'). • Enter into conversation with others and recognise the importance of interfaith dialogue in today's world. • Identify some of the different features that make up the 'language' of religion (e.g. myth, ritual, symbol, liturgy, and the arts). • Interpret texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.
<p>Interpretation/Discernment</p> <p>UC – 'Making Sense of the Text'</p>	<ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious life and practice. • Recall stories from different faith/ beliefs traditions. • Talk about what information could be used. • Identify how religion is expressed in different ways. • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians 	<ul style="list-style-type: none"> • Recognise the similarities and differences in the way the information is gathered and expressed. • Ask important questions about religions and beliefs. • Make links between their own attitudes and behaviours and those of different religions/beliefs. • Use a developing range of religious vocabulary. • Show understanding of the sources /texts used by religions. • Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians 	<ul style="list-style-type: none"> • Suggest meanings from a variety of sources of religious, moral and spiritual expression. • Interpret sources and arguments that are used in different ways by different traditions. • Interpret significance of different forms of religions, spiritual and moral expression. • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • Taking account of the context(s), suggest meanings for biblical texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretation.

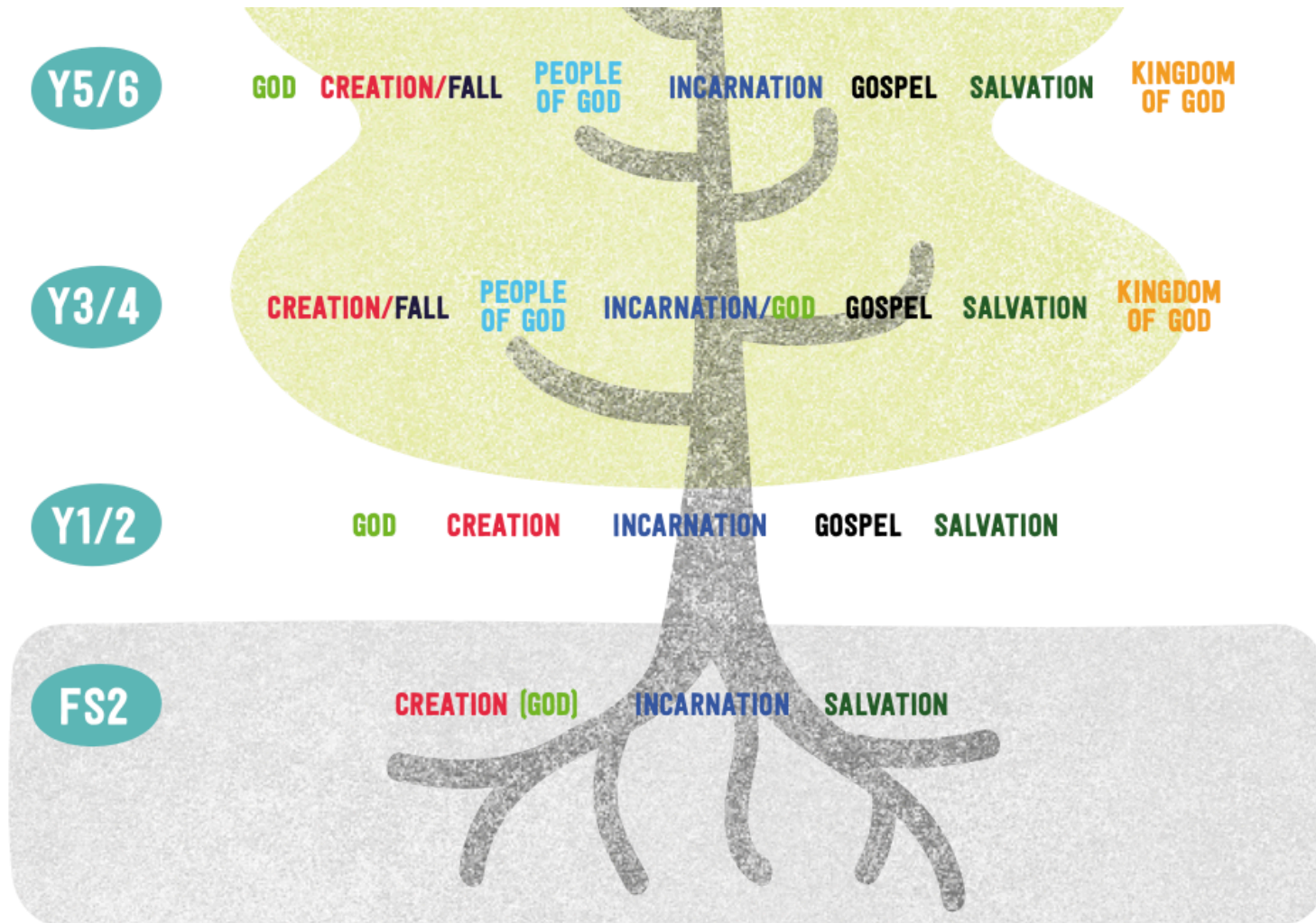
<p>Evaluation/Analysis</p> <p>UC – ‘Making Connections’</p>	<ul style="list-style-type: none"> • Weigh up the worth or relevance of qualities, attitudes, behaviour, values and opinions, including their own. • Recognise what is deeply important to themselves and others, or has impact on their lives. • Distinguish between big ‘open’ questions and questions that have a straightforward answer. • Explain what they think they gain by learning in various ways in RE (e.g. by making a visit or meeting a visitor). <p>• Think, talk and ask questions about whether the text has something to say to them, exploring different ideas.</p>	<ul style="list-style-type: none"> • Explain the worth or relevance of qualities, attitudes, motives, behaviour, values and opinions, including their own. • Account for what is deeply important to themselves and others or has impact on their lives. • Identify profound questions about life and the world and show awareness of some different responses to them. • Explain what they have learned in RE, how they learned it, and how effective/valuable this was. <p>• Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live.</p> <p>• 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.</p>	<ul style="list-style-type: none"> • Show reasoned and balanced viewpoints when considering their own and others’ responses to spiritual and moral issues. • Evaluate the impact of religion/belief, personally, locally or globally. • Evaluate how good or helpful moral and philosophical arguments are when answering big questions. • Identify the advantages/ disadvantages or strengths/ weaknesses of different modes of enquiry in RE. <p>• Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>• Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</p>
---	--	---	--

Adaptive Teaching Strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time 	<ul style="list-style-type: none"> • Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 	<ul style="list-style-type: none"> • Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc) • Sloping board • Alternative methods of recording • Wobble cushions • Chew buddies • Pencil grips/sloping boards

RE Curriculum Overview

Understanding Christianity



GOD

EYFS	KS1	LKS2	UKS2
<p>Key Knowledge:</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Christians believe in God and find out about him from the Bible (parables) • Christians believe God is loving, kind, fair, and also Lord and King: and there are some stories that show this • Christians worship God, and try to live in ways that please him • The Parable of the Lost Son is a special story that was told by Jesus to help people learn and understand ideas. It shows God as a loving and forgiving person like a parent. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • The Old Testament tells the story of particular group of people - the children of Israel - the People of God - and their relationship with him • People of God live how he wanted, following his commands and worshipping him • They believe he promises to stay with them and Bible stories show how to keep God's promises • Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God • Christians believe that through Jesus, all people can become People of God • Stories of Noah and Abraham 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information
<p>Key Vocab:</p>	<p>Key Vocab:</p> <ul style="list-style-type: none"> • Parable - a simple story used to teach a moral or spiritual lesson • Forgiveness- the action of forgiving or being forgiven • Representation - a description or picture of something • prayer - type of worship to praise or give thanks to God • praise - honour God with words or song 	<p>Key Vocab:</p> <ul style="list-style-type: none"> • covenant - agreement or promise between God and Abraham or two people • Abraham - regarded as the Father of the Jewish people • Noah - a Hebrew man commanded by God to build an ark • Baptism vows- public promises made by someone who wishes to join the church • Personal cost - act of doing something to benefit others 	<p>Key Vocab:</p> <ul style="list-style-type: none"> • Holy- the awesome, terrifying part of God • Omnipotent- having unlimited power • Eternal - no beginning or end • Omnipresence - always encountered • Omniscience - God is all knowing • Justice - quality of being fair and reasonable • Covenant - an agreement • Reconciliation - restoration of friendly relations/forgiveness • Humanism - system of thought attaching prime importance to humans

CREATION AND FALL

EYFS	KS1	LKS2	UKS2
<p>Key Knowledge:</p> <ul style="list-style-type: none"> • The word <i>God</i> is a name • Christians believe <i>God</i> is the Creator of the Universe • Christians believe <i>God</i> made our beautiful and wonderful world and so, we should look after it. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • <i>God</i> created the universe. • The Earth and everything in it are important to <i>God</i>. • <i>God</i> has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to <i>God</i>. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • <i>God</i> the Creator cares for the creation, including human beings. • As human beings are part of <i>God's</i> good creation, they do best when they listen to <i>God</i>. • The Bible tells a story (in <i>Genesis</i> 3) about how humans spoiled their friendship with <i>God</i> (sometimes called 'the Fall'). • This means that humans cannot get close to <i>God</i> without <i>God's</i> help. • The Bible shows that <i>God</i> wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to <i>God</i> too, through obedience and worship, which includes saying sorry for falling short. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • There is much debate and some controversy around the relationship between the accounts of creation in <i>Genesis</i> and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading <i>Genesis</i> as a poetic account conflict with scientific accounts? • There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.
<p>Key Vocab:</p> <ul style="list-style-type: none"> • <i>God</i> - the name of someone very special who created the universe • <i>Jesus</i> - <i>God's</i> son • Believe- to accept as true • Special - different from others • Commandment - a rule that should be followed 	<p>Key Vocab:</p> <p>Creator - person or thing that bring something into existence</p> <p>Creation - something that has been created</p> <p>Earth - planet we live on</p> <p>Positive- something good</p> <p>Negative- something bad</p> <p>Treat - to behave toward something/someone in a particular way</p>	<p>Key Vocab:</p> <p><i>God</i>- Christians believe is the creator of the universe</p> <p>Creation - action or process of bringing something into existence</p> <p>Bible- Christian Holy Book</p> <p>Adam and Eve- Christians believe were the first two people on Earth created by <i>God</i></p> <p>Sins - action that is or is felt to be bad</p> <p>The Fall- this happened when Adam and Eve disobeyed <i>God's</i> instructions</p>	<p>Key Vocab:</p> <p>Conflicting-when two ideas do not work well together</p> <p>Complementary - when two ideas do work well together</p> <p>Cosmology- learning about how the universe was created- scientists think it was due to the 'big bang'</p> <p>Evolution - process of animals/plants changing over time</p> <p><i>Genesis</i>- first book of the Bible</p> <p>Psalm- a book, song or poem found in the Bible</p>

PEOPLE OF GOD

EYFS	KS1	LKS2	UKS2
Key Knowledge: <ul style="list-style-type: none"> 	Key Knowledge: <ul style="list-style-type: none"> 	Key Knowledge: <ul style="list-style-type: none"> The Old Testament tells the story of a particular group of people, the 'children of Israel' — known as the People of God — and their relationship with God. The People of God try to live in the way God wants, following his commands and worshipping him. They believe he promises to stay with them, and Bible stories show how God keeps his promises. The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God and to attract all other nations to worshipping God. Christians believe that, through Jesus, all people can become the People of God. 	Key Knowledge: <ul style="list-style-type: none"> The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.
Key Vocab:	Key Vocab:	Key Vocab: Covenant - agreement or promise between God and Abraham or two people Abraham - regarded as the Father of the Jewish people Noah - a Hebrew man commanded by God to build an ark Baptism vows- public promises made by someone who wishes to join the church Personal cost - act of doing something to benefit others	Key Vocab: Restoration- returning something to what it was before Foundation-underlying basis or principle Parable- earthly story with a heavenly meaning Denial - saying something that is not true Sacrament- a religious ceremony or ritual Minister- a person in church that leads services Ethical dilemma- a moral choice has to be made between right and wrong

INCARNATION

EYFS	KS1	LKS2	UKS2
<p>Key Knowledge:</p> <ul style="list-style-type: none"> Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God. Nativity story- Mary gave birth to Jesus. Joseph was Mary's husband. Angel Gabriel - visited Mary to say she would birth the Son of God Christians celebrate the birth of Christ on Christmas 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming. The Gospel of Luke 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. Christians believe the Father creates; he sends the Son, who saves his people; the Son sends the Holy Spirit to his followers. Christians worship God as Trinity. It is a huge idea to grasp, and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Jesus was Jewish. Christians believe Jesus is God in the flesh. They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (see Salvation). Christians use Advent as a time of preparation for the arrival of Jesus
<p>Key Vocab:</p> <p>Jesus- God's son</p> <p>Tradition- handing down or a custom or belief from one generation to another</p> <p>Christmas - the day Jesus was born</p> <p>Nativity-a play about the birth of Jesus</p> <p>Bethlehem- an ancient town where Jesus was born</p>	<p>Key Vocab:</p> <p>Advent- a time of waiting and preparation for the coming of Jesus</p> <p>Nazareth-city in Israel where Jesus lived</p> <p>Census- official count of people who live in an area</p> <p>Stable- building where animals are kept</p> <p>Manger- trough which cattle feed from</p> <p>Shepherd-person who herds, tends to or guards sheep</p>	<p>Key Vocab:</p> <p>Trinity- The Christian belief that there is One God, who is the Father, Son and Holy Spirit</p> <p>Incarnation- Christian belief that God took human form by becoming Jesus</p> <p>Gospel - 'Good News' refers to the story of Jesus Christ's birth, death and resurrection</p> <p>Carol - religious song or hymn, usually associated with Christmas</p>	<p>Key Vocab:</p> <p>Restore- put or bring back to an earlier state</p> <p>Messiah- 'rescuer' or 'anointed one'</p> <p>New Testament- second part of the Bible containing the books written after the birth of Jesus</p> <p>Saviour- one who saves from any form or degree of evil</p> <p>People of God- In Old Testament it applies to Israelites and the New it applies to Christians</p> <p>Prophecy - prediction of what will happen in the future</p> <p>Advent-season marking preparation and celebration of Jesus' birth</p>

GOSPEL

EYFS	KS1	LKS2	UKS2
<p>Key Knowledge:</p> <ul style="list-style-type: none"> • 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way. • In Christianity, a disciple refers to a dedicated follower of Jesus. This term is found in the New Testament. There were 12 disciples. • Christians may find that churches help them to remember the ways in which Jesus' life and teachings offer them good news. • Christians will pray to God or confess to a priest to ask for forgiveness 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> •
<p>Key Vocab:</p>	<p>Key Vocab:</p> <p>Bible- holy book of Christians</p> <p>Gospel- it comes from the word 'good' and it refers to the good news that Jesus brings</p> <p>Disciple- follower of Jesus during his life</p> <p>Forgiveness- ability to allow someone else's hurtful behaviour to be excused</p> <p>Peace - a state of quiet and harmony</p>	<p>Key Vocab:</p>	<p>Key Vocab:</p>

SALVATION

EYFS	KS1	LKS2	UKS2
<p>Key Knowledge:</p> <ul style="list-style-type: none"> 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. Christians believe Jesus died on the cross to set us free from sin Holy week is the week before Easter. Easter Sunday is when he rose from the dead. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose from the dead, giving people hope of a new life. Jesus showed he is able to forgive all people Christians try to follow Jesus' example and look after other people Jesus wants Christians to help those who are suffering 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection. Christians believe Jesus was resurrected by his father, God. 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. The New Testament says that Jesus' death was somehow 'for us'. Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.
<p>Key Vocab:</p> <p>Palm Sunday-Jesus' entry into Jerusalem - start of Holy week</p> <p>Good Friday- Jesus died</p> <p>Hosanna- save us</p> <p>Palm leaves/cross- leaf of a palm tree waved by people welcoming Jesus. Also symbol of his death</p> <p>Easter- most important festival of Christianity -Jesus' resurrection (rising from dead)</p>	<p>Key Vocab:</p> <p>Forgive- stop being angry with someone who has done wrong</p> <p>Sin- bad things people do that make God sad</p> <p>Salvation-saving a person from sin or evil</p> <p>Crucifix-representation of a cross with a figure of Christ on it</p> <p>Chalice- large cup or goblet</p> <p>Paten- plate made of silver/gold</p>	<p>Key Vocab:</p> <p>Holy week-week before Easter, starting on Palm Sunday</p> <p>Resurrection- rising of Jesus from the dead</p> <p>Disciples-followers of Jesus</p> <p>Salvation-the act of delivering from evil or saving from sin</p> <p>Gospels- tell the life and teachings of Jesus</p> <p>Good Friday- Jesus was crucified and died</p> <p>Easter Sunday- Jesus' resurrection</p>	<p>Key Vocab:</p> <p>Sacrifice- to give up something that is valuable to you in order to help others or to kill an animal/person and offer them to God</p> <p>Holy Communion- Christians take this at church in remembrance of the body and blood of Christ (Jesus) that was broken and poured at the cross</p> <p>Stations of the cross- series of images showing Jesus on the day of his crucifixion</p> <p>Symbolism-use of symbols to represent ideas or qualities</p> <p>Martyr- a person who is killed because of their religious or other beliefs</p> <p>Eucharist- service/ceremony/sacrament commemorating the Last Supper</p> <p>Incarnation- person who embodies in the flesh of deity, spirit or quality-God in the flesh</p> <p>Lamb of God- Jesus seen as a sacrificial lamb by God.</p>

KINGDOM OF GOD

EYFS	KS1	LKS2	UKS2
Key Knowledge: <ul style="list-style-type: none"> 	Key Knowledge: <ul style="list-style-type: none"> 	Key Knowledge: <ul style="list-style-type: none"> Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church. Pentecost is a Christian festival. It is celebrated on the seventh Sunday after Easter. It marks the coming of the Holy Spirit to the disciples. The Holy Spirit can be thought of as a battery- it powers Christians to do God's work Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians. 	Key Knowledge: <ul style="list-style-type: none">
Key Vocab:	Key Vocab:	Key Vocab: Christian- person who believes in Christ and his teachings Jesus- God's son, who Christians believe came to earth God- the creator and ruler of the universe Holy Spirit- the third person of the trinity - this is God active in the world Resurrection- the time when Jesus rose from the dead Disciples - 12 of Jesus' followers/friends who helped him spread the word of God Pentecost- a Christian festival that marks the coming of the Holy Spirit	Key Vocab:

RE Curriculum Overview Other Religions

EYFS – All Religions

How do people celebrate?	What can we learn from stories?	What makes places special?
<p>Key Knowledge: Chinese New Year - Chinese families get together to celebrate. They put lights up in their homes. Houses are cleaned fully to sweep out any bad luck and make way for good luck from the new year. Fireworks are set off to scare away any evil. In Chinese tradition, each year is named after one of 12 animals. Families gather to share gifts and food. Persian New Year (Nowruz) - There are lots of people who celebrate the start of a new year in spring. They call it Nowruz. People make bonfires and jump over them, saying 'My sickly yellow paleness is yours. Your fiery red colour is mine', meaning they want the fire to take away their problems and give them warmth and energy. Food like nuts and pastries are shared. People clean their homes. Holi (Festival of Colour)- at the start of Holi, bonfires are lit in the hope they will take away evil. All rubbish is burnt as a way of getting rid of old and starting again. It celebrates the arrival of Spring flowers and when the crops are almost ready for harvest. It is a colourful festival, with dancing, singing and throwing of colourful powder.</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • The Boy who cried wolf (Aesop's Fables) • A shepherd boy kept tricking the villagers into thinking a wolf was attacking his sheep. When a wolf appeared and the boy called for help, the villagers didn't believe him and the sheep were eaten by the wolf. • The Crocodile and the Priest (A Sikh Story) • A crocodile prayed to God every day. A priest said he was only an animal so he shouldn't pray to God. The priest turned into a crocodile because he thought he was better than the him. • Sikhs believe people should not think they are better than other people because everyone is special and important. • Sikhs believe people should be the best person they can be. • Bilal and the Beautiful Butterfly (A Muslim story) • A butterfly spoke to Bilal about all of the beautiful things Allah had created. • Muslims believe Allah (God) created beautiful animals and places. • Muslims believe they should praise Allah for the beautiful world He has created. • The Gold-Giving Serpent (An Indian Fairytale) • There was a farmer who worked hard but was very poor. He saw a serpent and thought he was the god of his field so he worshipped him. He gave the serpent some milk and the serpent gave him a gold coin. The farmer's son decided to take the gold coins for himself so he tried to kill the serpent. The serpent killed the son and told the farmer not to come back again. • Best Friends (A story from Asia) • An elephant and a dog became best friends even though they were supposed to be enemies. • The Lost Coin (A Christian Parable) • A lady had 10 silver coins but she lost one. She kept on looking for the coin and did not give up until she found it. • Christians believe God loves everyone. • Jesus wanted people to learn that to God, everyone is precious and He cares if people become lost. He is very happy when they come back to Him. • The Good Samaritan (A Christian Parable) • A traveller was robbed and hurt. A priest and a Levite saw the man but walked past. A Samaritan saw the man and helped him even though they were enemies. • Jesus taught Christians to 'love your neighbour.' 	<p>Key Knowledge:</p> <ul style="list-style-type: none"> • The world - Christians believe God made our world so we should look after it. • A church is a special place for Christians to feel close to Jesus and God • Christians worship and pray in church. Inside a church you may find an: altar, lectern, pulpit, pews, a font, stained glass windows, a cross and statues. • Mosques- special places for Muslims. They are used to pray to their God, Allah. Men and women pray in different halls. They take off their shoes, wash and cover their hands when entering. Inside you will find a: dome, minaret, prayer hall, washing area, minbar and mihrab. • There are no statues or images of Allah in the mosque, but they have lots of colourful patterns. • Synagogues- special place where Jews worship. Jews wear special clothes to worship: a kippah, tefillin and tallit. Inside you will find: an aron hakodesh, ner tamid and bimah. There are no pictures of God or people. • Sometimes Jewish men and women sit separately during worship.

Key Vocab:

Celebrate- to mark something special with gifts, parties or activities

New Year's resolution - a decision made on New Year's Day to do or not to do something over the next year

Success- when someone does or something goes well

Achieve - succeed in doing something after trying

Rangoli Pattern- colourful design made on the floor using coloured rice powder

Tradition- the handing down of information, beliefs or customs from one generation to the next

Festival - ceremony or celebration that repeats, often once a year, and involved special activities

Key Vocab:

Equal- to be the same as

Lie- to say something that is not true

Honest- to be truthful

Priest - a religious leader

Moral- the lesson about doing right or wrong learned from a story

Meditate - to spend time thinking quietly

Allah- the word for God in the Islam faith

Greed - wanting more than you need

Parable- a story told to teach a lesson

Neighbour- a person living near you. Christians believe our neighbours are everyone we meet

Levite- worked in a temple (a religious building)

Samaritan - someone from Samaria (in Israel)

Key Vocab:

Home- a place where a person or animal lives

Worship- showing how special God is to you

Pray- to thank, ask or speak to God

Service- when all the Christians at church get together, usually on a Sunday, to sing and pray to God and learn from the Bible

Torah - Jewish holy book

Bible- Christian holy book

Imam- religious leader of Islamic faith

Mecca- holy city in Islamic faith

Special - different from others

Wudu- washing before prayer in the Islamic faith.

KS1 Year A – Judaism

Part 1 - Is Shabbat important to Jewish children?

Key Knowledge:

Shabbat is the day of rest in the Jewish religion
 The Jewish Holy books contain the creation story which says that God created the world in 6 days and rested on the 7th - the sabbath. For Jews, Saturday is the day of rest, Shabbat.
 Shabbat is celebrated both at home and the synagogue.
 No work is done from sunset on Friday until sunset on Saturday so food is prepared before the Sabbath starts.
 The start of Shabbat is marked with a special meal and ceremony in the home.
 When worshipping, Jews wear a skull cap called a kippah. It is worn by men as a sign of respect to God.
 On the day of rest, Jews take time to focus on God and what God has done for them.
 It is a time when families come together in the presence of God in their home.
 Shabbat candles are lit by women on the Friday at sunset.
 Jewish families drink wine because it symbolises joy and celebration.
 Challah bread is eaten on the Sabbath
 The whole family go to the synagogue on Saturday.

Key Vocab:

Kippah- skull cap
 Sabbath- a day of rest
 Synagogue- a building in which Jews meet for religious worship
 Challah- braided bread

Part 2 - Are Rosh Hashanah and Yom Kippur important to Jewish children?

Key Knowledge:

Rosh Hashanah is the Jewish New Year Festival

On this day, Jews eat a meal at home. This will include: round bread as a symbol of the circle of life and the cycle of the year; pomegranates (613 seeds represent the 613 commandments Jewish people try and live by); apple slices dipped in honey to represent sweetness of the year ahead.
 At Rosh Hashanah, Jews make plans for things they want to achieve in the coming year; how they want to be and how to be better people and ask God to help them. Before this, they spend 10 days thinking about the last year and what they can ask for forgiveness for, as well as the people they may still need to forgive.
 Yom Kippur is a time of reflection - thinking about who and what is most important to you as well as a time to say sorry and plan for the next year.
 On Yom Kippur, Jewish people will: wear white, not eat food or drink for 25 hours if they are over 13, attend 5 services in the synagogue, pray to God for forgiveness, say sorry to people.
 The Shofar is blown to mark the end of Yom Kippur.
 Jewish people believe they can change and make themselves better with God's help.

Key Vocab:

Forgive- to give up or let go of anger
 Forgiveness- the act of forgiving
 Rabbi- a teacher of the Jewish religion who is usually the leader of the Jewish synagogue
 Repentance- saying sorry
 Shofar- a large ram's horn which makes a long, loud sound
 Commandments - rules given by God

KS1 Year B– Islam

P1- Does praying at regular intervals help a Muslim in their everyday life?	P2- Does going to Mosque give Muslims a sense of belonging?	P3- Does completing Hajj make a person a better Muslim?
<p>Key Knowledge: Muslims believe in one God, Allah. Allah is the creator and is beyond comparison Muslims show respect to Allah via regular worship and by living a life according to His wishes. There are different groups within Islam and practices concerning prayer differ- Sunni Muslims often pray 5 times a day whereas Shi'a Muslims can pray 3 times. Many Muslims pray regularly ranging from early morning to last thing at night. Prayer is saying thanks to God. Muslims want to thank God for life and everything. Muslim life is built around worship of Allah (their name for God) through prayer. The daily prayers (Salah) mean that Muslims pray as a community. It is a great symbol of equality as all pray side by side in rows, focused towards the holy city of Makkah together. Prayer helps develop self-discipline; this is key to Muslims. Praying regularly helps Muslims put Allah at the centre of their lives. Prayer times are deliberately not convenient – prayer should not be fitted around life; it should be that life revolves around Allah. Muslims need to make sure they have somewhere clean to pray, so they will have a prayer mat and compass nearby if needed.</p>	<p>Key Knowledge: The Mosque is the Islamic place of worship and is the centre of the Muslim community. Going to the Mosque helps give a sense of belonging as Muslims gather there to give thanks to Allah. They wash before prayer with others and join their fellow Muslims praying on the floor of the prayer room as all are equal in the eyes of Allah. Purpose built mosques are very recognisable from the outside with a large domed roof covering the main prayer hall, tower called a minaret from which the Call to Prayer is made. Inside the Mosques there is usually a Minbar (platform at the top of some stairs) for the Imam (prayer leader) to stand on when he gives his sermon. Mihrab, an indentation in the Qiblah wall. This wall signifies the direction of Makkah to which Muslims pray. Muslims believe they are all part of a worldwide community called the Ummah - this connects Muslims from all over the world. In non-Muslim majority countries Mosques are often converted buildings. Having access to a Mosque is important for Muslims as the building is used for many community activities. Muslims will try to be involved in the upkeep of the Mosques and donate money to ensure it is maintained</p>	<p>Key Knowledge: Hajj, the Pilgrimage to Makkah in Saudi Arabia, is one of the "Five Pillars of Islam" on which the Sunni Muslim faith is built. The Hajj takes place every year and it is the duty of every adult Muslim, who is physically and mentally fit and can afford it, to make the pilgrimage at least once in a lifetime. The Hajj commemorates some major events in the early years of the faith and marks the start of the success of Islam. When on pilgrimage, Muslims put away their usual clothes and outward signs of wealth, the vast majority wear white seamless garments known as Ihram. This symbolises equality, a key Islamic belief. The pilgrimage involves commemorating stories involving prophets like Adam, Ibrahim (Abraham) and Muhammad. This worldwide gathering of Muslims from many different cultures shows the true meaning of Ummah - the Muslim community. One of the key parts of Hajj is to stand before God and ask for forgiveness for everything you have done wrong.</p>
<p>Key Vocab: Allah: Muslim name for God Qur'an: Holy book - word of Allah, written in Arabic Salah: daily prayers Mosque: Place of worship Makkah: holy city in Saudi Arabia</p>	<p>Key Vocab: Mosque: Islamic place of worship Ummah: Muslim community Qiblah wall: faces Makkah Minbar: stairs Minaret: tower Dome: semi-circular roof above the prayer hall</p>	<p>Key Vocab: Makkah: Holy city in Saudi Arabia - pilgrimage site Hajj: pilgrimage Ihram: a state of equality including plain clothing worn on pilgrimage Qur'an: Holy Book - word of Allah Muhammad: the final prophet of Islam</p>

LKS2 Year A – Hinduism

P1- Would celebrating Diwali at home and in the community bring a feeling of belonging?

P2- How can Brahman be everywhere and in everything?

P3- Would visiting the River Ganges feel special to a non-Hindu?

Key Knowledge:

Diwali is a Hindu festival which lasts for 5 days and is celebrated in October or November. The word Diwali means 'rows of lighted lamps'. Diwali celebrates the victory of good over evil, light over darkness, knowledge over ignorance. In Britain, as in India, homes are cleaned thoroughly, Hindus wear new clothes, make 'Rangoli' patterns and decorate buildings and homes with lights. Lamps called 'divas' are fuelled traditionally by mustard oil and these are placed in rows, in windows, doors and outside buildings to decorate them. The lamps are lit to help the goddess Lakshmi find her way into people's homes. They also celebrate one of the Diwali legends, which tells of the return of Rama and Sita to Rama's kingdom after 14 years of exile. Diwali is a time for buying and sharing gifts.

Key Knowledge:

Hindus believe in a universal soul or God called Brahman. Brahman takes on many forms that some Hindus worship as deities in their own right. Brahman, the supreme spirit, basically underpins and permeates everything. Hindus believe that there is a part of Brahman in everyone and this is called the Atman. Hindus are comfortable with using images and objects (often called murtis) to portray God. Hindus do not *worship* these but worship Brahman *through* them. Hindus are free to worship God in a variety of colourful forms. Trimurti, a term meaning "having three forms," refers to the three main aspects of Brahman: Brahma, Vishnu, and Shiva Ganesha -One of the most easily identifiable Hindu deities due to his large elephant head. He is known as the remover of obstacles and is very popular. Lakshmi- one of the most popular deities and is known as the goddess of wealth and purity Salt in water - you can't see the salt but you know it is there like Brahman - he is there although you don't see him. Most Hindus have a personal God/Goddess they pray to regularly.

Key Knowledge:

Hinduism began in India which has many holy rivers. The Ganges is the most important. Huge festivals take place here with millions trying to bathe in the river even though in many places it is not clean or particularly safe. The River Ganges is considered to be sacred and spiritually pure for Hindus although in reality it is not a clean river. Because of the purifying nature of the river, Hindus believe that any rituals performed on the banks of the river or in its water will wash away impurity. Many Hindus believe that bathing here will help them spiritually. It is also a place where the dead are cremated as Hindus believe that this will help them in their next life. Some Hindus have holy water from the Ganges in their home shrines. Many Hindus will not be able to go to India, but remembering key events and festivals will help keep the holy sites in their minds.

Key Vocab:

Hindu - a person who believes in Hinduism. Many live in India.
Festival - day or period of celebration
Diwali - festival of lights
Lakshmi- Hindu God - she is the goddess of wealth
Rangoli pattern- colourful design on the floor
Vishnu- Hindu God who protects the universe

Key Vocab:

Brahman: The Supreme Power -God
Brahma: creator
Vishnu: preserver
Shiva: destroyer
Atman: part of Brahman - in everyone
Trimurti- having 3 forms referring to the three aspects of Brahman.
Deity- a god or goddess

Key Vocab:

Ganges: Sacred river for Hindus -in India
Puranas: ancient Hindu Scripture
Samsara: the cycle of life and death
Moksha: liberation from the cycle of life and death
Cleanse: Hindus believe that bathing in the river will wash away sins
Pilgrimage- sacred journey undertaken for religious reasons.

LKS2 Year A – Buddhism

P1- Is it possible for everyone to be happy?	P2- Can the Buddha's teachings make the world a better place?	P3- What is the best way for a Buddhist to lead a good life?
<p>Key Knowledge: The Story of the Buddha follows a rich but unfulfilled Prince through a journey of self-discovery leading to teachings that explain the meaning of life and our part in the world. Siddhattha Gautama was a prince who would inherit a kingdom and become a ruler. He lived in India (now part of Nepal). India was a Hindu country. Siddhattha's struggles with the meaning of life are still relevant today. His teachings spelt out how each individual could minimise suffering. The Buddha realised that there are lots of things in life that hurt people or cause them to not be happy. Buddha believed the more you want, the more unhappy you will be. If our mind is pure and peaceful, we will be happy. Key Stories and teachings include the Story of the Buddha (provided) leading to his teachings which include: The Three marks of existence/ universal truths The Four Noble Truths The Noble Eightfold Path The Five Precepts</p>	<p>Key Knowledge: Buddhists believe that Siddhatta taught many truths - everything changes and people don't want it to, and life involves suffering and this suffering is caused by selfishness. The Buddha teaches that people need to accept that everything changes as it is a natural part of life and should embrace it rather than fear it. Buddha believed greed and selfishness could be stopped. He taught to live a good life without being selfish/greedy would make the world a better place. He gave people the eight-fold path to follow to do this. Buddhists believe it leads them to happiness and freedom. It is sometimes called the 'Middle Way' as it is a middle between a life of luxury and extreme hardship. The Dharma wheel represents the eight-fold path because it has 8 spikes. Just as every spike is needed for the wheel to keep turning, Buddhists need to follow each step of the path.</p>	<p>Key Knowledge: The Buddha said there are 8 things people can choose to do to help them lead a good life which would make the world better for everyone and everything. The eight-fold path helps people know which decisions/choices are good. Right viewpoint- look at life the right way (being positive) Right thought- think about others too Right speech - talk to people with respect Right action- act in a way that doesn't hurt people e.g. no killing or stealing Right living - your job must help, not harm others Right effort- do the best you can Right awareness- be sensitive to others and their needs and think about those around you Right concentration - focus your mind on what needs to be done. You might concentrate by using meditation.</p>
<p>Key Vocab: Siddhattha Gautama: A Prince who would become known as the Buddha Buddha: an enlightened one Enlightenment: understanding the true nature of existence Eight-fold path: The Buddha's practical instructions to reach the end of suffering and find happiness.</p>	<p>Key Vocab: Buddha- a human being who became 'enlightened' Meditation - a way of controlling the mind so that it becomes peaceful and focused. Suffering- undergoing pain, distress or hardship Greed- intense and selfish desire for something Selfishness- lack of thought for other people</p>	<p>Key Vocab: Buddha- a human being who became 'enlightened' Meditation - a way of controlling the mind so that it becomes peaceful and focused. Eight-fold path: The Buddha's practical instructions to reach the end of suffering and find happiness. Respect - act in a way that shows you care about feelings and well-being of others</p>

UKS2 Year A – Sikhism

P1- How far would a Sikh go for their religion?	P2- Are Sikh stories important today?	P3- What is the best way for a Sikh to show their commitment to God?
<p>Key Knowledge: There are 5 key Sikh beliefs: God is everything (Sikhs see God as an energy source rather than a physical entity) It is a Sikh's duty to serve others. All people should be treated as equal. Sikhs should share what they can with others. Sikhs should earn their living honestly.</p> <p>Langar- this is an important concept in Sikhism as it was started by Guru Nanak (the founder of Sikhism). Everyone, regardless of rank or wealth, sits and eats freely provided and freshly produced vegetarian food and non-alcoholic drink together as equals. Sikhs adopt many of the customs of whichever country they live in - for example in Christian counties, they worship on a Sunday to fit in with the traditional Christian day of rest. The Gurdwara is their place of worship.</p>	<p>Key Knowledge: Sikhs still respect and learn from traditional stories such as:</p> <ul style="list-style-type: none"> • Guru Nanak and the Jasmine Flower • Bhai Lalo and Malik Bhago • Viasakhi - Birth of the Khalsa • Guru Nanak and the Cobra <p>These stories help develop our ethical and moral knowledge and what is right and wrong. The stories all have deep meanings that help Sikhs learn how to live. Guru Granth Sahib is treated as the living Guru of the Sikhs. It contains writings and teachings by Sikh Gurus as well as leaders from other faiths. It stresses the importance of meditation as well as laying down guidance on morals. Uniquely it contains writings of other faiths as it recognises wisdom can come from many different places.</p>	<p>Key Knowledge: Commitment is a key word to Sikhs - everyday life will reflect the moral code laid out in the example of the Gurus and in the Guru Granth Sahib (their holy book). Sikh core beliefs include the need to treat people as equals and share with others Sewa. Sewa is the belief in selfless service to the community and is an important part of worship. Examples of Sewa include helping in the Langar or looking after the gurdwara (the Sikh place of worship) and giving money or other kinds of help to people in need. Joining the Khalsa/Amrit Ceremony - The Amrit ceremony involves the drinking of Amrit in the presence of 5 Khalsa Sikhs as well as the Guru Granth Sahib. Promises are made here and the novice is required to wear the physical symbols of a Khalsa at all times (the 5K's) Practices like the Khalsa date back to the formation of Sikhism and are still significant today - Sikhs remember the sacrifices made by the Gurus and other Sikhs followed them - they are a living example of the Gurus wishes. Sikhs look for ways of helping in their local community as well as nationally and globally.</p>
<p>Key Vocab: Harmadir Sahib- Golden Temple- place of pilgrimage in India Langar- free vegetarian meal available to all 5Ks - 5 physical symbols of joining the Khalsa Gurdwara - Sikh place of worship Guru Granth Sahib - holy book</p>	<p>Key Vocab: Guru - a teacher or guide Gurua Nanak - founder of Sikhism Chauri - fan Guru Granth Sahib - Holy book Gurdwara - Sikh place of worship Langar- a community kitchen where free meals are served</p>	<p>Key Vocab: 5Ks- Khalsa Sikhs wear 5 symbols called the 5Ks to show their devotion to their religion Sewa - service to others Amrit Ceremony - joining the Khalsa Amrit (sugar water stirred with a dagger) Guru Granth Sahib - Holy book Gurdwara - Sikh place of worship Langar- a community kitchen where free meals are served</p>

UKS2 Year A – Islam

P1- What is the best way for a Muslim to show commitment to God?

P2- Does belief in Akhirah (life after death) help Muslims lead a good life?

Key Knowledge:

This enquiry considers the 5 pillars which are central to Muslim life and Worship. The five pillars are:

The Shahadah is a statement which is repeated many times a day
'There is one God, Allah, and Muhammad is his prophet'

Salat - prayer, 5 times a day

Zakat - Giving 2.5% annual savings to charity

Fasting - sawm. This commemorates the giving of the Quran to Muhammad

by Angel Gabriel. The fast lasts a month and is during daylight hours

Hajj - Pilgrimage to Makkah in Saudi Arabia once in a lifetime

The Shahadah and Salat form a major focus of every day.

Opportunities should be taken to look after the poor and preparations for Ramadan will see communities support each other especially if the fast falls during the hotter months.

The Five Pillars are central to Sunni Islam, Shia Muslims have the Ten practices too.

Muslims believe money is loaned to them by Allah - they must use it wisely - life on earth is a test.

Key Vocab:

Allah: the Arabic word for God

Commitment: giving your time and energy to a job, activity or something you believe in

Ramadan: Month of fasting. The month the Qur'an was first revealed to Muhammad

Muhammad: the final prophet of Islam

Qur'an: Holy book. The word of Allah in Arabic

Pillars of Islam: 5 religious acts that are considered compulsory for Muslims

Key Knowledge:

Part 1: Akhirah - Life after death

Muslims believe Allah will judge them when they die and their daily thoughts, words and actions will be used as evidence. This will encourage them to live in the 'right way'. Muslims believe that when you die there is a judgment day. Allah, who is perfect justice, will decide on your next step after looking at the evidence collected during your life

Part 2: Jihad is defined as a personal struggle against evil.

Muslims define Jihad in different ways, for some it is an individual daily struggle to do the right thing, to avoid evil and temptation. For some other Muslims jihad can be taken to mean literally fighting against a perceived enemy or evil. This has led some Muslims to take extreme action and even die for their faith as well as kill others in the belief that this action will lead them straight to paradise.

Just War

A Just war is one that might be acceptable to fight

Holy War

A Holy war has religion as the driving force - usually to defend it from attackers

The word '**Jihad**' has different interpretations - the word means struggle and can be interpreted as a daily effort to do the right thing or for some can involve an armed response against what they see as evil

Cultural and regional situations will play a big aspect on how someone views Jihad

Key Vocab:

Akhirah: life after death

Jihad: Struggle

Lesser Jihad: a struggle or fight against the enemies of Islam

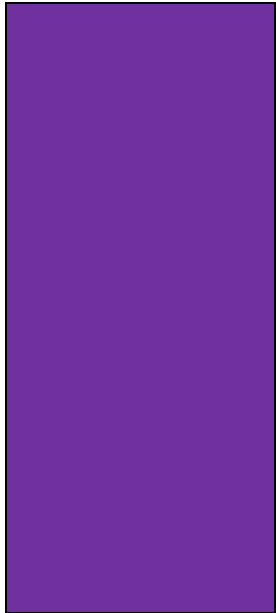
Greater Jihad: personal individual struggle against evil

Motivation: a reason or reasons for acting or behaving in a particular way

Judgement: to form an opinion about through careful weighing of evidence

KS1 Assessment

	Thinking about religion	Enquiring, investigating and interpreting	Creation and fall	God	Incarnation/ Salvation	Gospel
Working towards	<ul style="list-style-type: none"> • I can identify some features of religions and beliefs. • I can retell some simple religious, spiritual and moral stories. • I can describe some of the ways that people express their religion and beliefs. 	<ul style="list-style-type: none"> • I can identify what I find interesting and puzzling about life. • I recognise symbols of religious expression. • I know that some questions about life are too difficult to answer. 	<ul style="list-style-type: none"> • I know that Christians believe that God created the universe. • I can explain that Christians believe Earth and everything in it are important to God. • I can explain and give examples of how and why humans should care for the world. 	<ul style="list-style-type: none"> • I can name the Christians' holy book. • Christians believe God is loving, kind, fair, and also Lord and King. • I can describe how Christians worship God, and try to live in ways that please him. 	<ul style="list-style-type: none"> • I can retell the story of Jesus' birth. • I can explain why Jesus was a special baby. • I can describe how Christians celebrate Jesus' birth and Advent. 	<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings show them the right way to live.
Working within	<ul style="list-style-type: none"> • I can identify and match features of religions and beliefs. • I can retell religious, spiritual and moral stories and interpret the message. • I can describe and give examples of ways that people express their religion and beliefs. • I can identify similarities and differences in features of religions and beliefs. 	<ul style="list-style-type: none"> • I can identify and discuss what I find interesting and puzzling about life. • I recognise and describe symbols of religious expression and ways people demonstrate their beliefs. • I know that some questions about life are too difficult to answer. 	<ul style="list-style-type: none"> • I can describe how Christians believe the world was created. • I can explain that Christians believe Earth and everything in it are important to God. • I can explain and give examples of how and why humans should care for the world because it belongs to God. 	<ul style="list-style-type: none"> • I can describe how Christians would find out more about their God by reading the Bible. • I can describe what Christians believe God is like, using some Bible stories to help me. • I can identify and give some examples of how Christians worship God, and try to live in ways that please him. 	<ul style="list-style-type: none"> • I can talk about Christians' belief that Jesus is God and that he was born as a baby in Bethlehem. • I can explain why Jesus was a special baby and discuss the good news he was said to bring. • I can describe and give examples of how Christians celebrate and prepare for Jesus' birth and Advent. 	<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people and this includes being loved by God. • Christians believe Jesus is a friend to the poor and friendless. I can describe why this comforts Christians. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
Working beyond	<ul style="list-style-type: none"> • I can recall features of religious, spiritual and moral stories and other forms of religious expression. 	<ul style="list-style-type: none"> • I can identify and discuss what I find interesting and puzzling about life and share my 	<ul style="list-style-type: none"> • I can describe in detail how Christians believe the world was created. • I can explain that 	<ul style="list-style-type: none"> • I can talk about where Christians would find more information about their religion and God 	<ul style="list-style-type: none"> • I can talk about Christians belief that Jesus is God and that he was born as a baby in Bethlehem 	<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people, this good news includes being loved



- I can retell religious, spiritual and moral stories and interpret the message.
- I can describe and give examples of ways that people express their religion and beliefs.
- I can identify similarities and differences in features of religions and beliefs.

thoughts and examples.

- I can identify ways people demonstrate their beliefs.
- I can consider and share questions about life that are too difficult to answer.
- I can identify some possible meanings for symbols.

Christians believe Earth and everything in it are important to God.

- I can talk about God's unique relationship with human beings as their Creator and Sustainer.
- I can explain and give examples of how and why humans should care for the world because it belongs to God.

and how the Bible is organised into the Old and New Testament.

- Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this.
- I can discuss and give examples of how Christians worship God, and try to live in ways that please him.

- The Bible points out that his birth showed he was extraordinary and that he came to bring good news.
- I can explain how Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming.

by God, and being forgiven for bad things.

- Christians believe Jesus is a friend to the poor and friendless. I can give examples from the Bible to support this.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way. I can give examples from the Bible to explain this.

LKS2 Assessment

	Thinking about religion	Enquiring, investigating and interpreting	Creation and fall	God	Incarnation/ Salvation	Gospel
Working towards	<ul style="list-style-type: none"> • I can make links between beliefs, stories and practices. • I can comment on connections between questions, beliefs, values and practices. • I can describe similarities and differences within and between religions and beliefs. 	<ul style="list-style-type: none"> • I can make connections for features of different religions and beliefs. • I can identify and describe symbols for different religions. I can give some suggestions for the meanings of the symbols. • I can organise information and select relevant ideas about religion and beliefs. 	<ul style="list-style-type: none"> • I know Christians believe that God made the world. • I can retell the story of Adam and Eve including God's command to not to eat the fruit. • I know that some people don't believe that God made the world. 	<ul style="list-style-type: none"> • I know Christians believe God is Trinity; Father, Son and Holy Spirit. • I know that Christians try to describe God using symbols, similes, and metaphors, in song, story, poems and art and have created art to help to express this belief. • I can describe what happens at a Baptism. 	<ul style="list-style-type: none"> • I know that the Gospel of Jesus is about setting a good example and healing the damage done by sin. • I can identify a range of Jesus' teachings from the Bible. 	
Working within	<ul style="list-style-type: none"> • I can compare and make links between beliefs, stories and practices. • I can identify the impacts of beliefs and practices on people's lives. • I can compare and comment on connections between questions, beliefs, values and practices. 	<ul style="list-style-type: none"> • I can investigate and connect features of religions and beliefs. • I can gather and organise information about religion and beliefs. I can use this to ask significant questions about religions and beliefs. • I can describe and suggest meanings for symbols and other forms of religious 	<ul style="list-style-type: none"> • I know Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall. • I can retell the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from 	<ul style="list-style-type: none"> • I know Christians believe God is Trinity. I can describe the three parts and what they represent. (Father, Son and Holy Spirit.) • I know that Christians find God hard to describe, so they use symbols, similes, and metaphors, in song, story, poems and art. I can use one of these methods to explore a God's representation. • I can describe what happens at a Baptism and can retell the story of Jesus' Baptism. 	<ul style="list-style-type: none"> • I can explain how Jesus' Gospel is not only to teach Christians how to set a good example but also how to resolve damage (created by sin) in the world. • I can identify and retell a range of Jesus' teachings from the Bible. • I understand how these texts are fixed the way that different Christians have interpreted them over the years and 	

		expression.	<p>God, Adam and Eve expelled from paradise.</p> <ul style="list-style-type: none"> • I understand that many Christians believe they are asked to be caretakers of God's creation and how people try to put this into action. 		will vary in in different cultures.
Working beyond	<ul style="list-style-type: none"> • I can identify the impacts of beliefs and practices on people's lives. • I understand the impact of beliefs and practices on individuals, groups and communities and can give examples to explain this. • I can compare and contrast religions and beliefs to identify similarities and differences. 	<ul style="list-style-type: none"> • I can investigate and connect features of religions and beliefs. • I can identify, describe and suggest meanings for a range of forms of religious expression, using appropriate vocabulary. • I can ask significant questions about religions and beliefs and suggest answers to some questions raised by the study of religions and beliefs. 	<ul style="list-style-type: none"> • I can retell the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise. Christians call this the Fall. • I can talk about Christians' belief that God wants to help people to get close to him again. He gives them guidelines and offers forgiveness when they fall short. • I understand that many Christians believe they are asked to be 	<ul style="list-style-type: none"> • I know that Christians believe God is Trinity: Father, Son and Holy Spirit. I can explain using words or illustrations, what this means to Christians and what each part represents. • I can express my representation of God using symbols, similes, metaphors, songs, stories, poems or art work. • I can find, retell and discuss Jesus' Baptism from the Bible. I can explain the symbolism of the dove appearing. I can connect the Trinity to modern day baptisms and the language of 'in the name of the father, son and the holy spirit' 	<ul style="list-style-type: none"> • I can explain how Jesus' Gospel is not only to teach Christians how to set a good example but also how to resolve damage (created by sin) in the world. I can connect this to a Christian's way of life. • I can identify, retell and describe the impact of a range of Jesus' teachings from the Bible. I can explain why Christian groups use these stories to relay messages and bring the stories to life. • I understand and can describe how these texts are fixed the way that different Christians have interpreted them over the years

			stewards or caretakers of God's creation and can talk about examples where Christians have tried to put this idea in to practice.		and will vary in in different cultures.
--	--	--	---	--	---

UKS2 Assessment

	Thinking about religion	Enquiring, investigating and interpreting	Creation and fall	God	Incarnation/ Salvation	Gospel
Working towards	<ul style="list-style-type: none"> • I can explain connections between questions, beliefs, values and practices in different belief systems. • I can observe and identify the impact of beliefs on individuals and communities. • I can describe some of the ways that beliefs are expressed by people. 	<ul style="list-style-type: none"> • I can recognise diversity within religious expression. • I can identify the influence of different viewpoints within religions and beliefs. • I can interpret religions and beliefs from different viewpoints. 	<ul style="list-style-type: none"> • I can explain that there are different viewpoints about creation from Genesis and Scientific accounts. • I understand that not all Christian believe the same about the relationship between Creation and science. 	<ul style="list-style-type: none"> • I understand that Christians believe God is omnipotent, omniscient and eternal. However, I understand that some people do not believe that God exists. • I can identify different types of text in the Bible. 	<ul style="list-style-type: none"> • I understand that Jesus was Jewish. • I understand the meaning of Jesus' name in Greek and why he is often referred to as 'Messiah'. • I can describe how most Christians believe Jesus is God incarnate and God's long term plan to restore relationships between Humans and God. 	<ul style="list-style-type: none"> • I understand that the Gospel of Jesus is about setting a good example and healing the damage done by sin. I can make connections to how Christians use Gospel to lead good lives. • I can identify and retell a range of Jesus' teachings from the Bible. I can link some of these to the messages he wanted to convey.
Working within	<ul style="list-style-type: none"> • I can recognise and explain the impact of beliefs and ultimate questions on individuals and communities. 	<ul style="list-style-type: none"> • I can refer to relevant sources and evidence for information to suggest answers for questions raised by study. 	<ul style="list-style-type: none"> • I understand and can describe that Genesis and scientific accounts of creation hold different viewpoints. 	<ul style="list-style-type: none"> • I understand that Christians believe God is omnipotent, omniscient and eternal. However, I understand that 	<ul style="list-style-type: none"> • I understand that Jesus was Jewish but that Jews do not hold the same beliefs as Christians 	<ul style="list-style-type: none"> • I understand why Gospel is used by Christian groups to preach. I can explain how Jesus' Gospel is not only to teach Christians how to set

	<ul style="list-style-type: none"> • I can explain how and why differences in belief are expressed. • I can recognise the reasons that diversity exists within and between religions, beliefs and cultures. 	<ul style="list-style-type: none"> • I can identify the different viewpoints within religions and beliefs and describe the influence they may have. • I can interpret the significance and impact of different forms of religious and spiritual expression. 	<ul style="list-style-type: none"> • I understand the significance of Psalm 8. 	<p>some people do not believe that God exists. I can describe the meaning of these terms.</p> <ul style="list-style-type: none"> • I can identify and give examples of different types of text in the Bible. 	<p>do about Jesus being the Messiah.</p> <ul style="list-style-type: none"> • I know that most Christians believe Jesus is God incarnate and they believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • I understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. I can give my opinion on whether Jesus was the Messiah supported with evidence from relevant sources. 	<p>a good example but also how to resolve damage (created by sin) in the world.</p> <ul style="list-style-type: none"> • I can identify and retell a range of Jesus' teachings from the Bible, linking the stories with Jesus' message. • I understand how these texts are fixed the way that different Christians have interpreted them over the years and will vary in in different cultures. I can give an example of these stories.
Working beyond	<ul style="list-style-type: none"> • I can explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. • I can explain the reasons for, and effects of, diversity within and between 	<ul style="list-style-type: none"> • I can suggest lines of enquiry to address questions raised by the study of beliefs and suggest answers using relevant sources and evidence. • I can identify the different viewpoints 	<ul style="list-style-type: none"> • I understand and can describe that Genesis and scientific accounts of creation hold different viewpoints. I can express my opinion based on the research and study I have done. 	<ul style="list-style-type: none"> • I understand that Christians believe God is omnipotent, omniscient and eternal. However, I understand that some people do not believe that God exists and back this up with reasoning. I 	<ul style="list-style-type: none"> • I can discuss the meaning of Jesus' name and the other names linked with this. • I know that most Christians believe Jesus is God incarnate and they believe that his 	<ul style="list-style-type: none"> • I can explain and discuss how Jesus' Gospel is not only to teach Christians how to set a good example but also how to resolve damage (created by sin) in the world. I can connect this to a Christian's way of life.
	religions, beliefs	within religions and		can describe the	birth, life, death and	• I can identify, retell

	<p>and cultures.</p> <ul style="list-style-type: none"> • I can use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. 	<p>beliefs and explain how these could influence others.</p>	<ul style="list-style-type: none"> • I can explain the significance of Psalm 8. 	<p>meaning of these terms.</p> <ul style="list-style-type: none"> • I can give an example of how biblical ideas about holiness, love or forgiveness have made a difference in the world for example Coventry Cathedral. 	<p>resurrection were part of a longer plan by God to restore the relationship between humans and God.</p> <ul style="list-style-type: none"> • I can validate my point of view by answering the question 'Was Jesus the Messiah?' supported by a reasoned argument. 	<p>and describe the impact of a range of Jesus' teachings from the Bible. I can explain why Christian groups use these stories to relay messages and bring the stories to life.</p> <ul style="list-style-type: none"> • I can describe and give examples of how these texts are fixed the way that different Christians have interpreted them over the years and vary in in different cultures.
--	--	--	--	--	--	---