



Mickleton Primary School

RE

Intent and Implementation

Progression of Knowledge and Skills for RE

Religious Education Curriculum Intent Statement:

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to explore diverse moral and religious questions. We encourage them to consider and study different religious beliefs, values and traditions and to develop a more rigorous understanding of the numerous faiths that are followed in our multi-cultural society. We intend these skills to prepare them for their adult life, by promoting tolerance and enabling them to combat prejudice.

By following the Agreed RE Syllabus for Gloucestershire, children are taught knowledge and understanding around a range of religious and worldwide views so that they can: describe, explain, analyse, investigate and appreciate beliefs and practices, recognising the diversity, meanings and values within and among individuals and communities (including their own). Cross curriculum links are made to other subject areas where possible.

Principal aim

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

The purpose of religious education

The Gloucestershire Agreed Syllabus 2017 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus,¹ which is constructed to support pupils and teachers in fulfilling them:

The purpose of RE is captured in the principal aim, which is intended to be a shorthand version for day-to-day use. It should be considered as a doorway into the wider purpose articulated above.

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.

- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Religious Education Curriculum Implementation:

- Through a weekly lesson which all children attend
- Opportunities to develop community links
- Cross-curricular learning opportunities.
- Role play and hot seating - drama
- Stories are used from a variety of religions and to compare between religions
- Artefacts / resources
- Trips – planned for and then used upon return to school to make learning 'real'
- Opportunities to ask questions and carry out research
- Local community members lead assemblies and share their experiences e.g. linked to Remembrance
- Class book showing learning that has taken place.
- There is an RE display board in the main corridor where each class displays their work for half a term throughout each year.

Assessment

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study.

In order to assess pupil progress in Religious Education we:

- understand the requirements of the aims and subject content
- define the purposes of any assessment tasks we set
- identify what we understand by progression in RE (see below)
- identify relationships between teaching, learning and attainment targets
- recognise when pupils are achieving certain levels
- understand why it is that pupils do not achieve a given level – is it the result of a conceptual misunderstanding, a failure to grasp the processes involved or a procedural difficulty
- **The children in Reception will be assessed at the end of the year to say if they are emerging, expected or exceeding in 'The World' which incorporates RE based learning (see below)**
- **EYFS will use development matters to track progress within the EYFS curriculum**
- Devise learning tasks, which will enable pupils to demonstrate the level of their attainment.

Resources:

There are a wide range of resources available and easily accessible in clearly labelled religion boxes. There are a range of books in our library as well as in the resource area to support all topic areas. We also use Purple Mash and other ICT to support with children's learning of RE.

Monitoring:

RE is monitored by the subject lead following the monitoring policy. This includes observations of lessons, discussions with children and monitoring of class books. The RE lead is responsible for writing, updating and evaluating the action

<u>Reception</u>					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer</u>	<u>Summer 2</u>
Being special	Why is Christmas special for Christians	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	Which places are special and why?	What times/stories are special and why?
<u>Understanding the World</u> <u>People, Cultures and Communities</u> Show an increased interest in the lives of people who are familiar to them Begin to understand that not everyone celebrates the same things as them Have a greater understanding about why certain events are celebrated		<u>Understanding the World</u> <u>People, Cultures and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways		<u>Understanding the World</u> <u>People, Cultures and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, maps and non-fiction texts Know some similarities and differences between different religious and cultural communities in the UK, drawing on their experiences and what has been read and discussed in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps	
<u>Vocabulary</u> Christian beliefs cultures respect Christmas nativity God Jesus religion special unique Bible promises Church celebration		<u>Vocabulary</u> Christian beliefs cultures respect Easter God Jesus religion special unique bible promises cross celebration		<u>Vocabulary</u> Christian beliefs cultures respect God Jesus religion special unique Bible promises Church worship	

<u>Trips/Visitors/Outdoor Learning</u> Visit to St. Lawrence Church Mickleton	<u>Trips/Visitors/Outdoor Learning</u>	<u>Trips/Visitors/Outdoor Learning</u>
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Year 1-RE

Autumn 1	Autumn 2	Spring 1 and 2		Summer 1	Summer 2
1.10 What does it mean to belong to a faith community? Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). Give examples of ways in which people express their identity and belonging within faith communities and other communities,	1.1 What do Christians believe God is like? Identify what a parable is Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for	1.7 Who is Jewish and how do they live? [God/Torah/ People] Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.		1.2 Who made the world? Retell the story of creation from Genesis 1:1–2.3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say thank you to God for the Creation Think, talk and ask questions about living in an amazing world	1.9 How should we care for others and the world, and why does it matter? Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world.

responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	example Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas			Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.
A child working at Greater Depth by the end of Year 1 will...				
As above at a greater depth	Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God Give clear, simple accounts of what the text means to Christians Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh Give at least two examples of how Christians put their	As above at a greater depth	Retell the story of creation from Genesis 1:1–2:3 simply Say what the story tells Christians about God, creation and the world Give at least two examples of what Christians do to look after the world for God Think, talk and ask questions about living in an amazing world	As above at a greater depth

	beliefs into practice in worship: for example, using the story in church, in art Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas			
Vocabulary respect truthfulness perseverance friendship forgiveness trust prayer marriage Christening baptism resurrection	Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust Jewish Shabbat Synagogue Chanukah	Vocabulary respect truthfulness perseverance friendship forgiveness trust Creation good and bad right and wrong Genesis	Vocabulary respect truthfulness perseverance friendship forgiveness trust Creation good and bad right and wrong community belief compare
Trips/Visitors/Outdoor learning Visit local church for Harvest	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Jewish workshop		Trips/Visitors/Outdoor learning

Year 2-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.6 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman] Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)	1.3 Why does Christmas matter to Christians? [Incarnation] Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for, giving a reason for their ideas Think, talk and ask questions about Christmas for people who are Christians and for people who are not.	1.6 Part 2 Who is a Muslim and how do they live? [God/Tawhid/ibadah/iman] Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)	1.5 Why does Easter matter? Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different idea	1.4 What is the good news that Jesus brings? Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)	1.8 What makes some places sacred to believers? Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue

Give examples of how Muslims put their beliefs about prayer into action. Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.		Give examples of how Muslims put their beliefs about prayer into action. Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.		Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas	Talk about why some people like to belong to a sacred building or a community. Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
A child working at Greater Depth by the end of Year 2 will...					
As above at a greater depth	As above at a greater depth	As above at a greater depth	Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people) Give at least three	Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and	As above at a greater depth

			examples of how Christians show their beliefs about Jesus as saviour in church worship Think, talk and ask questions about whether the text has something to say to them (for example whether forgiveness is important), exploring different ideas	that they should say thank you to God for his good gift Describe how Christians show their beliefs: for example, thanking God in prayer Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas	
Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust sacred

Five Pillars Prophet Muhammad Holy Qur'an guidance Mosque	Christmas incarnation	Five Pillars Prophet Muhammad Holy Qur'an guidance Mosque	Easter salvation resurrection	good and bad right and wrong Gospel New Testament	Church Mosque Synagogue prayer
Trips/Visitors/Outdoor learning Mosque Visit local church for Harvest	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Mosque	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning

Year 3-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2a.1 What do Christians learn from the Creation stories? Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' Make clear links between Genesis 1 and what Christians believe about God and Creation Describe what Christians do because they believe God is Creator (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians	2a.2 What is it like to follow God? Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world	L2.9 How do festivals and worship show what matters to a Muslim? Identify some beliefs about God in Islam, expressed in Surah 1 Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshipping; how Muslims submit to God) Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.	L2.10 How do festivals and family life show what matters to Jewish people? [God/Torah/People/the Land] Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	L2.4 What kind of world did Jesus want? [Gospel] Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	L2.12 How and why do people try to make the world a better place? Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Raise questions and suggest answers about

			Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.		why the world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views
A child working at Greater Depth by the end of Year 3 will...					
Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story' Offer suggestions about what the story of Adam and Eve might show about human nature and how to act Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness Make links between what stories in the Bible say about human beings, and pupils'	Make clear links between the story of Abraham and the concept of faith Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world	As above at a greater depth	As above at a greater depth	As above at a greater depth	As above at a greater depth

own ideas about how people should behave	today				
Vocabulary respect truthfulness perseverance friendship forgiveness trust Creation Genesis The Fall grace faith	Vocabulary respect truthfulness perseverance friendship forgiveness trust covenant incarnation religions wedding marriage	Vocabulary respect truthfulness perseverance friendship forgiveness trust Worship Surah Islam Muslim Community	Vocabulary respect truthfulness perseverance friendship forgiveness trust religions festivals celebrations Jewish Exodus	Vocabulary respect truthfulness perseverance friendship forgiveness trust Gospel disciples values outcast	Vocabulary respect truthfulness perseverance friendship forgiveness trust faith salvation sin tikkun olam Tzedek
Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Local Church visit for Christmas	Trips/Visitors/Outdoor learning Visit a Mosque	Trips/Visitors/Outdoor learning Jewish Workshop	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning

Year 4-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2a.3 What is the Trinity? Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter Offer suggestions about what texts about baptism and Trinity might mean Give examples of what these texts mean to some Christians today Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like	L2.7 What do Hindus believe God is like? [Brahman/atman] L2.8 What does it mean to be Hindu in Britain today? [Dharma] Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship	L2.8 Identify the terms '<i>dharma</i>', '<i>Sanatan Dharma</i>' and '<i>Hinduism</i>' and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	2a.5 Why do Christians call the day Jesus died Good Friday? Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday,	L2.6 For Christians, what was the impact of Pentecost? [Kingdom of God] Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas	L2.11 How and why do people mark the significant events of life? Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate

	Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas		Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.		commitment (e.g. different practices of marriage, or Christian baptism) Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today
A child working at Greater Depth by the end of Year 4 will...					
Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels Offer suggestions for what texts about God might mean Give examples of what the texts studied mean to some Christians Describe how Christians show their beliefs about God the Trinity in the way they live	As above at a greater depth	As above at a greater depth	Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate	As above at a greater depth	As above at a greater depth

Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own			and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.		
Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust <i>Sanatan</i>	Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust

Trinity Threeness of God Incarnation baptism incarnation reincarnation	Hindu brahman atman dharma deity murti Svetaketu Ganesh Diwali Shrine	<i>Dharma'</i> Hinduism' Faith Diwali	salvation resurrection Holy Week Easter Sunday Good Friday Palm Sunday Maundy Thursday Holy Communion Betrayal	Pentecost Kingdom of God Holy Spirit faith	love commitment ceremony baptism sacred thread marriage
Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Local church visit for Christmas	Trips/Visitors/Outdoor learning Hindu Workshop	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning

Year 5-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U2.1 What does it mean if Christians believe God is holy and loving? identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah] Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Worcestershire today	2.3 Was Jesus the Messiah? Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Weigh up how far the idea	U2.9 Why is the Torah so important to Jewish people? Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how	U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.	U2.10 What matters most to Humanists and Christians? Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view Give evidence and examples to show how Jewish people put their beliefs into practice in

	Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views	that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives	far they are valuable to people who are not Jewish.	Articulate their own responses to the issues studied, recognising different points of view	different ways (e.g. some differences between orthodox and progressive Jewish practice) Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views
A child working at Greater Depth by the end of Year 5 will...					
		Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus'	As above at a greater depth	As above at a greater depth	As above at a greater depth

		Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives			
Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust Tawhid iman ibadah Five Pillars prayer charity Qur'an Mosque	Vocabulary respect truthfulness perseverance friendship forgiveness trust Incarnation Messiah prophecy Gospel saviour	Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust Gospel Parable	Vocabulary respect truthfulness perseverance friendship forgiveness trust authority Humanist

Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Visit a mosque	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Visit to local church for Easter Jewish workshop	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning
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Year 6-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2.1 Creation & Science: conflicting or complementary? Outline the importance of Creation on the timeline of the 'big story' of the Bible Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together Identify key ideas arising from their study of Genesis 1 and comment on how far	U2.11 Why do some people believe in God and some people not? Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing	U2.7 Why do Hindus want to be good? Identify and explain Hindu beliefs, e.g. • <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, • <i>moksha</i>, etc. Make clear connections between Hindu • beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live Connect the four Hindu aims of life and • the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections between Hindu beliefs • studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus Reflect on and articulate what impact • belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world,	U2.5 What do Christians believe Jesus did to 'save' people? Outline the timeline of the 'big • story' of the Bible, explaining how Incarnation and Salvation fit within it Explain what Christians mean when they say that Jesus' death was a • sacrifice, using theological terms Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts Make clear connections between • the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their • beliefs into practice in different ways Weigh up the value and impact of • ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice,	U2.6 For Christians, what kind of king is Jesus? [Kingdom of God] Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of	U2.12 How does faith help when life gets hard? Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/ heaven/ <i>karma</i>/ reincarnation make a difference to how someone lives Interpret a range of artistic expressions of afterlife, offering and explaining

these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account	insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning.	recognising different points of view.	recognising different points of view.	the importance of love and service in the world today	different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own
A child working at Greater Depth by the end of Year 6 will...					
Identify the type of text that Psalm 8 is, and its purpose Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation Make clear connections between Psalm 8 and some ways Christians respond to God as Creator Show understanding of why some Christians find science and faith compatible Respond to the idea that humans have great responsibility for the Earth	As above at a greater depth	As above at a greater depth	As above at a greater depth	As above at a greater depth	As above at a greater depth

Weigh up how well humans are responding to this responsibility, taking into account religious and nonreligious viewpoints					
Vocabulary respect truthfulness perseverance friendship forgiveness trust Creation Genesis conflict complementary scientific	Vocabulary respect truthfulness perseverance friendship forgiveness trust Theist Atheist Agnostic Genesis Belief	Vocabulary respect truthfulness perseverance friendship forgiveness trust <i>dharma,</i> <i>karma,</i> <i>samsara,</i> <i>moksha,</i>	Vocabulary respect truthfulness perseverance friendship forgiveness trust Incarnation Salvation Sacrifice death/resurrection Holy Communion/Lord's Supper	Vocabulary respect truthfulness perseverance friendship forgiveness trust Kingdom of God problems resolve	Vocabulary respect truthfulness perseverance friendship forgiveness trust resurrection judgement heaven karma reincarnation afterlife
Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Hindu workshop	Trips/Visitors/Outdoor learning Visit local church for Easter	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning

Greater Depth - What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

See each year group skills progression information (above)

Examples of Cultural Capital in Religious Education:

- Opportunities to learn about different religions (including atheist views)
- Visitors from different religions
- Opportunities for trips – synagogue, church, mandir, mosque
- Cross-curricular learning – cooking, use of IT, use of music, art and drama
- Use of the outdoor learning environment
- Use of resources and artefacts to provide 'hands on' learning
- Opportunities to ask questions and research and explore answers
- Promote enjoyment and enthusiasm for learning about the world around them from an early age
- Help children to transform into thoughtful members of society who have respect for the community and the planet
- Learn about different religions linked to their inspirational class person.
- Learn and use more religious vocabulary as this is explicitly taught.
- Range of religious visitors in school
- Range of religious trips

Examples of how RE skills are relevant for future jobs:

Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:

Learning Objective:
How you can use this learning for a job when you are older:

- Chaplain
- Higher education lecturer
- Primary school teacher
- Secondary school teacher
- Advice worker
- Archivist
- Charity fundraiser
- Counsellor
- Civil Service administrator
- Community development worker
- International aid/development worker
- Mediator
- Newspaper journalist
- Police officer
- Youth worker
- Missionary
- Outreach worker
- Charity worker

