



Stanton-in-Peak Church of England Primary School

RE Progression and Long Term Plan

"Life in all its fullness." John 10:10

At Stanton-in-Peak C of E Primary School we aim to provide all our children with an excellent caring and supportive Christian environment. Our Christian values, which develop the children's spiritual and moral understanding, underpin all areas of school life as we support our children to become valued, caring and responsible members of society. The strong Christian ethos in our school is reflected in our Religious Education curriculum. Following a key-stage appropriate programme of study, children follow the Understanding Christianity programme alongside the Derbyshire Agreed Syllabus. Big Questions also play an important part in allowing children to explore their thoughts and ideas. As they explore the subject, children are supported to develop their understanding of Christianity, other religions and worldviews. Children are taught how to make sense of beliefs, make connections based on their learning and understand their impact of beliefs on themselves, their community and the wider world. Children are taught disciplinary knowledge of Theology, Sociology and Philosophy. We are passionate about equipping our children with the skills they need to be effective global citizens.

Intent

Through our Religious Education curriculum we aim:

- To engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- To provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
 - To develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
 - To enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- To enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
 - To encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

Implementation

Religious Education is taught on a weekly basis. Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate. Lessons are planned and taught in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Pupils' progress in RE is based on the expected outcomes outlined in the Derbyshire Agreed Syllabus and in Understanding Christianity, which in turn have been developed in line with guidance produced nationally. Pupils are taught about disciplinary knowledge and how to identify if their learning is through philosophy, sociology or philosophy. We track individual pupil's progress in this way, whilst also bearing in mind that the statements do not cover all aspects of teaching and learning in RE. For example, pupil's personal views and ideas are not subject to formal assessment, and yet are central to good RE.

Impact

Religious Education at Stanton-in-Peak C of E Primary School develops pupils': Knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views; understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths; understanding of the influence of faith and belief on individuals, societies, communities and cultures; skills of enquiry and response through the use of religious vocabulary, questioning and empathy; skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these. consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human; understand the influence of religion on individuals, families, communities and cultures; learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs; learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues; develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society; develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. Religious Education at Stanton-in-Peak C of E Primary School enhances pupils': awareness and understanding of religions and beliefs, teachings, practices and forms of expression; ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Autumn 1 Cycle 1	Autumn 2 Cycle 1	Spring 1 Cycle 1	Spring 2 Cycle 1	Summer 1 Cycle 1	Summer 2 Cycle 1
<p>EYFS: God/Creation</p> <p>UC: Why is the word 'God' so important to Christians? (sociology)</p>	<p>EYFS: Incarnation</p> <p>UC: Why do Christians perform the Nativity play at Christmas? (sociology)</p>	<p>EYFS: Special Stories - Believing</p> <p>DAS F1 Which stories are special and why? (theology)</p>	<p>EYFS: Salvation</p> <p>UC: Why do Christians put a cross in an Easter garden? (sociology)</p>	<p>EYFS: Special Places – Expressing / Buildings in other faiths</p> <p>DAS F3 Which places are special and why? (theology)</p>	<p>EYFS: Being Special – Believing</p> <p>DAS F2 Which people are special and why? (theology)</p>
<p>KS1: Believing</p> <p>DAS 1.1 & 1.7 Who is a Christian and what do they believe? & What does it mean to belong to a faith community? (Theology)</p>	<p>KS1: Myself</p> <p>DAS 1.2 & 1.3 Who is a Muslim and what do they believe? & Who is a Jew and what do they believe</p> <p>KS1: Story – Believing (theology)</p>	<p>DAS 1.4 What can we learn from sacred books? What do stories of Jesus tell Christians about how to live?</p> <p>To know the Bible is important to Christians, that the Quran is important to Muslims & that the Torah is important to Jews. (theology/sociology)</p>	<p>KS1: Salvation (Core Learning)</p> <p>UC: Why does Easter matter to Christians?</p> <p>To know why Easter is important to Christians, that Christians believe that Jesus rose on Easter & to know what Christians do to celebrate Easter (sociology)</p>	<p>KS1: Symbols - Expressing</p> <p>DAS What makes some places sacred?</p> <p>In what ways is a church / mosque / synagogue important to believers? (theology)</p>	<p>KS1: Creation</p> <p>UC: Who made the world? Digging deeper.</p> <p>To know that Christians believe that God made the world in 7 days (theology)</p>
<p>J1: God/People of God</p> <p>UC: What's it like to follow God? (sociology)</p>	<p>J1: Teachings and authority - Believing</p> <p>DAS 2.2 Why is the Bible important for Christians today & why is the Guru Granth Sahib so important for Sikhs? (sociology/theology)</p>	<p>J1: Symbols and religious expression – Expressing</p> <p>DAS L2.4 Why do people pray?</p> <p>Why is prayer important for religious believers? How do people express their faith through the arts? What is the purpose and value of a sacred space? (sociology/theology)</p>	<p>J1: Salvation (Core Learning)</p> <p>UC: Why does Easter matter to Christians? Digging deeper. (sociology)</p>	<p>J1: Worship, pilgrimage and special places – Expressing</p> <p>DAS L2.5 Why are festivals important to religious communities</p> <p>Why is pilgrimage important to some religious believers? (sociology)</p>	<p>J1: Kingdom of God</p> <p>UC: When Jesus left what was the impact of Pentecost? (philosophy)</p>
<p>J2: God/People of God (Core Learning)</p> <p>UC: How can following God bring freedom and justice? (philosophy)</p>	<p>J2: Teachings and authority - Living</p> <p>DAS U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Why is the Qur'an so important for Muslims? (sociology)</p>	<p>DAS U2.7 Why do some people believe God exists? (philosophy)</p>	<p>J2: Salvation</p> <p>UC: What difference does the Resurrection make to Christians? (sociology)</p>	<p>DAS U2.4 If God is everywhere, why go to a place of worship? (Philosophy)</p>	<p>J2: Kingdom of God</p> <p>UC: What kind of king is Jesus? &</p> <p>DAS: What would Jesus do? (Theology)</p>

Autumn 1 Cycle 2	Autumn 2 Cycle 2	Spring 1 Cycle 2	Spring 2 Cycle 2	Summer 1 Cycle 2	Summer 2 Cycle 2
<p>EYFS: God/Creation</p> <p>UC: Why is the word 'God' so important to Christians?</p> <p>(sociology)</p>	<p>EYFS: Incarnation</p> <p>UC: Why do Christians perform the Nativity play at Christmas? (sociology)</p>	<p>EYFS: Special Stories - Believing</p> <p>DAS F1 Which stories are special and why?</p> <p>(theology)</p>	<p>EYFS: Salvation</p> <p>UC: Why do Christians put a cross in an Easter garden?</p> <p>(sociology)</p>	<p>EYFS: Special Places – Expressing / Buildings in other faiths</p> <p>DAS F3 Which places are special and why?</p> <p>(theology)</p>	<p>EYFS: Being Special – Believing</p> <p>DAS F2 Which people are special and why?</p> <p>(theology)</p>
<p>KS1: God</p> <p>UC: What do Christians believe God is like?</p> <p>Y1 Lost Son Y2 Digging deeper: Jonah</p> <p>To know that Christians believe that God is forgiving/loving/caring/kind</p> <p>(sociology)</p>	<p>KS1: Incarnation</p> <p>UC: Why does Christmas matter to Christians?</p> <p>To be able to retell the Christmas story and to know that Christians believe that Jesus was born on Christmas day</p> <p>(sociology)</p>	<p>KS1: Celebrations</p> <p>DAS 1.6 How and why do we celebrate special and sacred times?</p> <p>(philosophy/sociology)</p>	<p>KS1: Salvation (Digging Deeper)</p> <p>UC: Why does Easter matter to Christians?</p> <p>To know why Easter is important to Christians, that Christians believe that Jesus rose on Easter and to know what Christians do to celebrate Easter</p> <p>(sociology)</p>	<p>KS1: Gospel</p> <p>UC: What is the good news that Jesus brings?</p> <p>Y2 Digging Deeper?</p> <p>To know that God brings good news to Christians by bringing peace/happiness/love</p> <p>(theology)</p>	<p>KS1: Belonging</p> <p>DAS 1.8 How should we care for others and the world? And why does it matter?</p> <p>What can we learn from creation stories?</p> <p>Hinduism</p> <p>(philosophy)</p>
<p>J1: Religion and the individual</p> <p>What can we learn from religions about deciding what is right and wrong?</p> <p>Journey of life and death How and why do believers show their commitments during the journey of life?</p> <p>(philosophy)</p>	<p>J1: Incarnation/God (Digging Deeper)</p> <p>UC: What happened at Christmas? UC: What is the Trinity?</p> <p>(theology)</p>	<p>J1: Inspirational people - Believing</p> <p>DAS L2.3 Why is Jesus inspiring to some people and what makes a leader worth following? (Muhammad)</p> <p>How and why do Christians follow Jesus?</p> <p>(sociology)</p>	<p>J1: Beliefs and questions - Believing</p> <p>DAS L2.1 What do different people believe about God?</p> <p>Why is Easter so important for Christians?</p> <p>(theology)</p>	<p>J1: Religion, family and community - Living</p> <p>DAS L2.8 What does it mean to be a Hindu in Britain today?</p> <p>How can we make our village/town/county a more respectful place?</p> <p>(sociology)</p>	<p>J1: Gospel</p> <p>UC: What kind of world did Jesus want?</p> <p>(theology)</p>
<p>J2:</p> <p>DAS U2.7 What matters most to Christians and Humanists?</p> <p>(sociology)</p>	<p>J2: Incarnation</p> <p>UC: Was Jesus the Messiah?</p> <p>(theology)</p>	<p>J2:</p> <p>DAS U2.3 What do religions say to us when life gets hard?</p> <p>(philosophy)</p>	<p>UKS2 Creation/Fall</p> <p>UC: Creation and science: conflicting or complementary?</p> <p>(sociology)</p>	<p>J2: Harmlessness or Community? - Living</p> <p>DAS What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p> <p>(philosophy)</p>	<p>J2: People of God (Digging Deeper)</p> <p>DAS U2.7 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>(philosophy)</p>

Understanding Christianity Unit	EYFS	Yr 1&2	Year 3/4	Year 5/6
<p>Creation/Fall(KS2)</p>	<p>UC: Why is the word 'God' so important to Christians? To know that Christians believe that God made the world in 7 days</p> <p>Same, Different, Believe Right, Wrong</p> <p>Formative assessment at end of block.</p>	<p>UC: Who made the world? Digging deeper. To know that Christians believe that God made the world in 7 days</p> <p>To express their own beliefs on their ideas of Creation</p> <p>Values Respect Belonging Meaning Truth Opinions</p> <p>Formative assessment at end of block.</p>		<p>UC: Creation and science: conflicting or complementary?</p> <p>To be able to identify what type of text some Christians say Genesis 1 is, and its purpose</p> <p>To be able to suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p> <p>To be able to make clear connections between Genesis 1 and Christian belief about God as a Creator</p> <p>To be able to show an understanding of why many Christians find science and faith go together</p> <p>To be able to discuss how far the Genesis 1 creation narrative is in conflict, or is complimentary, with a scientific account.</p> <p>Pre & Post topic assessment comparison</p>
<p>Incarnation</p>	<p>UC: Why do Christians perform the Nativity play at Christmas? To know the story of Christmas To know why Christmas is important To know why we give gifts at Christmas</p>	<p>UC: Why does Christmas matter to Christians? To be able to retell the Christmas story.</p>	<p>UC: What is the Trinity? To know that Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <p>To understand that Christians believe The Father creates</p>	<p>UC: Was Jesus the Messiah? To know where Incarnation and Messiah fit within the 'big story' of the Bible.</p>

	<p>Celebration, Christmas, Nativity</p> <p>Performance of the Nativity</p>	<p>To know that Christians believe that Jesus was born on Christmas day</p> <p>Special festivals, celebrations, Christmas, tradition</p> <p>Formative assessment at end of block.</p>	<p>To understand that Christians believe that Jesus is not just a good man, but God, come to Earth to rescue humanity.</p> <p>To understand that 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> <p>To know that Jesus was baptised in a river by his cousin John: the voice of God announced Jesus as the Son of God and the Holy Spirit was present in the form of a dove.</p> <p>To know that Christians try to follow Jesus' example by being baptised and are baptised in the name of The Father, Son and Holy Spirit.</p> <p>To know that a Baptism welcomes people into the Church family and is a way for people to declare their faith in Jesus Christ.</p> <p>Pre & Post topic assessment comparison</p>	<p>To be able to identify where the Gospel and prophecy texts are in the Bible.</p> <p>To identify the connections between biblical texts, Incarnation and Messiah</p> <p>To express their own personal beliefs as to whether Jesus was the messiah.</p> <p>To know how Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas</p> <p>To be understand how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>To express their own thoughts and beliefs about the idea that Jesus is the Messiah, a Saviour from God and is important in the world today and, to consider the difference that this belief might make in people's lives</p> <p>Pre & Post topic assessment comparison</p>
<p>Salvation</p>	<p>UC: Why do Christians put a cross in an Easter garden? To know what the symbol of a cross means to Christians</p> <p>Symbols, cross, Easter</p> <p>Formative assessment at end of block</p>	<p>UC: Why does Easter matter to Christians?</p> <p>To know why Easter is important to Christians, that Christians believe that Jesus rose on Easter.</p> <p>To know what Christians do to celebrate Easter</p> <p>To know some symbols of Easter and new life (Digging Deeper)</p>	<p>LKS2: Salvation (Core Learning)</p> <p>UC: Why does Easter matter to Christians? Digging deeper.</p> <p>To be able to understand the details of what happened during the week leading up to the first Easter Sunday</p> <p>To be able to understand the relationship between Eucharist/Holy</p>	<p>UC: What difference does the Resurrection make to Christians?</p> <p>To know that Christians read the 'big story' of the Bible as pointing out the need for God to save people</p> <p>To know that The Gospels give accounts of Jesus' death and resurrection</p>

		<p>Easter, Christians, Christianity, celebration, traditions, Festival</p> <p>Formative assessment at end of block</p>	<p>Communion and Jesus' last supper, and consider the significance of bread and wine</p> <p>To learn 2 versions about Jesus' resurrection and draw a similarities and differences table to state the similarities and differences between the two</p> <p>To learn about signs and symbols which represent shrove Tuesday and Ash Wednesday and their importance to the Christian faith</p> <p>To learn about the events of Good Friday</p> <p>To be able to share their views on the idea that it is 'Good Friday' because Jesus died for all our sins and that we can be forgiven</p> <p>Pre & Post assessment at end of block</p>	<p>To know that the New Testament says that Jesus' death was 'for us'</p> <p>To know that Christians interpret the salvation in a variety of ways</p> <p>To learn that Christians remember Jesus' sacrifice through the service of Holy Communion</p> <p>To know that to Christians the belief in Jesus' resurrection confirms that Jesus is the incarnate Son of God, but also that death is not the end.</p> <p>To understand that Christians believe that Jesus calls them to sacrifice their own needs to the needs of others</p> <p>Pre & Post topic assessment comparison</p>
<p>Gospel</p>		<p>UC: What is the good news that Jesus brings? Y2 Digging Deeper</p> <p>To know that God brings good news to Christians by bringing peace/ happiness/love To know how God brings peace/ love/happiness to Christians</p> <p>believe, happiness, love, good news</p> <p>Formative assessment at end of block</p>	<p>UC: What kind of world did Jesus want?</p> <p>To learn about the story of Jesus and his disciples and understand what Jesus ask his disciples to do</p> <p>To understand that Jesus is revered in Islam as a Prophet</p> <p>To be able to identify the qualities of a disciple and understand why the disciples were chosen</p> <p>To learn the story of Jesus and the leper</p>	<p><i>This unit is completed at the same time as Kingdom of God</i></p> <p>UC: What kind of king is Jesus?</p> <p>To be able to identify courageous advocates as people who have changed the world in which we live</p> <p>To understand that Jesus displayed kingship to everyone he met.</p> <p>To know that Jesus was offered to be king by the Devil and to</p>

			<p>To be able to consider what kind of world Jesus wanted and to show an understanding of how Jesus wanted his followers to behave</p> <p>To be able to reflect on how churches today work towards the world Jesus wanted</p> <p>To learn how Christians today work towards the world Jesus wanted</p> <p>Pre & Post topic assessment comparison</p>	<p>understand why he turned this offer down.</p> <p>To be able to understand that Jesus believed there was more to being a king than just ruling kingdoms. To understand and discuss what is meant by Kingship.</p> <p>Pre & Post assessment at end of block</p>
<p>God</p>		<p>UC: What do Christians believe God is like?</p> <p>To know that Christians believe that God is forgiving/loving/caring/kind</p> <p>To retell parts of the story of the Lost Son/Jonah</p> <p>Christianity, Christian, Religion, Religious</p> <p>Formative assessment at end of block.</p>	<p>UC: What's it like to follow God? (This Unit is taught alongside People of God Unit)</p> <p>To know that 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</p> <p>To know that they believe he promises to stay with them and Bible stories show how God keeps his promises</p> <p>Pre & post assessment.</p>	<p>UC: How can following God bring freedom and justice? (extends and compliments learning from People of God Unit)</p> <p>To know that the Old Testament pieces together the story of the People of God</p> <p>To understand that the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt and that Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin</p> <p>To understand that Christians seek to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus</p> <p>To know that Christians see the Christian church as the People of God, and try to live in a way</p>

				that attracts others to God; for example, as salt and light in the world. Pre & Post topic assessment
People of God			<p>UC: What's it like to follow God? (This Unit is taught alongside God unit)</p> <p>To know that the People of God try to live in the way God wants, following his commands and worshipping him</p> <p>To know that 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</p> <p>To know that Christians believe that, through Jesus, all people can become the People of God</p> <p>Pre & Post assessment.</p>	<p>People of God (Digging Deeper)</p> <p>DAS U2.7 Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>To know how the holy buildings and works of art of two different matter as expressions of devotion to God and worship, and about how the two religions practice generosity and charity.</p> <p>To express their own personal beliefs as to which has the greater impact – art or charity?</p> <p>To consider what the world would be like without great art and architecture or without charity and generosity.</p> <p>To be able to examine the positives of both religions and compare their perspectives to their own.</p> <p>Pre & Post topic assessment comparison</p>
Kingdom of God			<p>UC: When Jesus left what was the impact of Pentecost?</p> <p>To be able to make clear links between the story of the Day of Pentecost and Christian's belief about the Kingdom of God on Earth</p>	<p>UC: What would Jesus do?</p> <p>To be able to reflect on the idea that Christians believe that Jesus came to Earth to get people to heaven and to make the world more like heaven.</p>

			<p>To be able to express their own understanding about what the description of Pentecost might mean</p> <p>To be able to give examples of what Pentecost means to some Christians now</p> <p>To be able to express their own views on I Corinthians 12 and Galatians 5 and understand what the texts mean to Christians.</p> <p>To be able to make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities</p> <p>To be able to describe how Christians show their belief about the Holy Spirit in worship and in the way they live</p> <p>Pre & Post topic assessment comparison</p>	<p>To be able to learn some of the parables Jesus told and express their meaning to them as individuals</p> <p>To know that Jesus had 10 commandments in which he believed people should live by</p> <p>To be able to express their own understanding of the 10 commandments</p> <p>To express an understanding that Peace can be improved by completing small tasks and that this was in Jesus' vision</p> <p>Pre & Post topic assessment comparison</p>
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Derbyshire Agreed Syllabus Unit	EYFS	Yr 1&2	Year 3/4	Year 5/6
<p>Believing Special Stories (KS1)</p> <p>Teachings and authority (LKS2)</p>	<p>Special Stories (KS1)</p> <p>DAS F1 Which stories are special and why?</p> <p>To be able to retell the story of The Two Sons To know the Muslim holy book is the Quran and this is where they have their special stories. Bible, Quran, book, special stories</p>	<p>Special Stories (KS1)</p> <p>DAS 1.4 What can we learn from sacred books? What do stories of Jesus tell Christians about how to live?</p> <p>To know the Bible is important to Christians, that the Quran is important to Muslims & that the Torah is important to Jews.</p> <p>Pray, Symbol</p> <p>Formative assessment at end of block.</p> <hr/> <p>DAS 1.2 & 1.3 Who is a Muslim and what do they believe?</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <ul style="list-style-type: none"> • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel <p>Make links between what the Holy Qur'an says and how Muslims behave (A2).</p> <p>Ask some questions about God that are hard to answer and offer some</p>	<p>Teachings and authority - Believing</p> <p>DAS 2.2 Why is the Bible important for Christians today & why is the Guru Granth Sahib so important for Sikhs?</p> <p>To be able to suggest reasons why religious people use holy books today.</p> <p>To be able to describe what Christians and/or people from other religions believe makes their book sacred or holy.</p> <p>To know that the Guru Granth Sahib is the final Guru and that the Guru Granth Sahib is treated as a living Guru.</p> <p>To be able to describe how the Bible is divided into books, chapters and verses, and arranged in two 'Testaments.'</p> <p>To be able to describe some things that Christians find helpful about reading their Bible.</p> <p>Formative assessment at end of block.</p>	

ideas of their own (C1).

Muslim, Judaism, Islam, Jewish,
believe

**Formative assessment at end of
block.**



<p>Believing</p> <p>Being Special (KS1) Inspirational people (LKS2) Beliefs and questions (KS2)</p>	<p>Being Special- Believing DAS F2 Which people are special and why?</p> <p>To recall and talk about stories of Jesus as a friend to others To recall stories about special people in other religions</p> <p>Believing, special</p>	<p>Believing</p> <p>DAS 1.3 & 1.7 Who is a Jew and what do they believe? What does it mean to belong to a faith community?</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <ul style="list-style-type: none"> • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). • Make links between some Jewish teachings and how Jewish people live (A2). • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). <p>Formative assessment at end of block.</p>	<p>LKS2: Beliefs and questions - Believing</p> <p>DAS L2.1 What do different people believe about God?</p> <p>Why is Easter so important for Christians?</p> <p>To understand and describe how Christians celebrate Holy Week and Easter Sunday</p> <p>To be able to identify the most important parts of Easter for Christians and say why they are important</p> <p>To be able to describe the terms gospel, incarnation, salvation and know how they link Holy Week and Easter</p> <p>To be able to make connections between the Easter story of Jesus and the wider 'big story' of the Bible</p> <p>To be able to identify beliefs about God that are held by Christians, Hindus and/or Muslims</p> <p>To be able to retell and suggest the meanings of stories from sacred texts about people who encountered God</p> <p>To be able to describe some of the ways in which Christians Hindus and/or Muslims describe God</p>	<p>Beliefs and questions - Believing</p> <p>DAS U2.7 Why do some people believe God exists?</p> <p>To be able to outline the Christian understanding of what God is like.</p> <p>To be able to give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</p> <p>To be able to reflect on the impact of believing or not believing in God on someone's life</p> <p>To be able to define the terms theist, atheist and agnostic and reflect on these beliefs</p> <p>To be able to compare different views on why people believe in God or not, including their own ideas</p> <p>To understand what some atheists, agnostics and theists say about God.</p> <p>To be able to express their own ideas and arguments, using evidence and examples</p> <p>Pre & Post topic assessment comparison</p>
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To be able to ask questions and suggest some of their own responses to ideas about God

To be able to suggest why having a faith or belief in something can be hard

Identify how and say why it makes a difference in people's lives to believe in God (B1).

To be able to identify some similarities and differences between ideas about what God is like in different religions

Pre & Post topic assessment comparison

Inspirational people - Believing

DAS L2.3 Why is Jesus inspiring to some people

What makes a leader worth following? (Muhammad)

How and why do Christians follow Jesus?

To be able to ask questions raised by the stories and life of Jesus

To be able to give examples of how Christians are inspired by Jesus

			<p>To be able to express their own beliefs and ideas about good ways to treat others</p> <p>To be able to make connections between Jesus' teachings and the way Christians live today</p> <p>To be able to express their own ideas about attitudes and values to have today, making links with Christian values</p> <p>To be able to recite some stories of religious leaders and to explain their meanings</p> <p>To be able to explain what it means to 'follow' or 'to have faith in' a religious leader</p> <p>To be able to discuss how a religious leader or teacher can make a difference</p> <p>To learn what makes a good leader, and explain how following an inspiring leader can have an impact on life</p> <p>To be able to describe leadership qualities shown by 2 religious leaders and compare their lives</p> <p>Pre & Post topic assessment comparison</p>	
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<p>Expressing</p> <p>Special Places (KS1)</p> <p>Buildings in other faiths (KS1)</p> <p>Worship, pilgrimage and special places (KS2)</p>	<p>DAS F3 Which places are special and why?</p> <p>To know that Christians worship in churches. To know a mosque as a special place for Muslims</p> <p>Special Place, Mosque, Church, Christians, Muslim</p>		<p>Worship, pilgrimage and special places – Expressing</p> <p>DAS L2.5 Why are festivals important to religious communities</p> <p>To learn some stories behind religious festivals and make connections between these stories, symbols and beliefs with what happens in at least two festivals</p> <p>To be able to identify similarities and differences in the way festivals are celebrated within and between religions To be able to explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p> <p>To be able to discuss their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied</p> <p>To be able to express their own beliefs on how and why religious festivals are valuable to many people</p> <p>Why is pilgrimage important to some religious believers?</p> <p>Pre & Post topic assessment comparison</p>	<p>Worship, pilgrimage and special places – Expressing</p> <p>DAS U2.4 If God is everywhere, why go to a place of worship?</p> <p>To know that a place of worship is somewhere people go to connect with their religion.</p> <p>To know that a place of worship has many purposes for different people,</p> <p>To understand that there are 2 different types of Christian church, Anglican and Baptist and that the Christians who attend may have different beliefs.</p> <p>To know that Hindus worship at home and at the Mandir.</p> <p>To know what a Mandir is and its features.</p> <p>To know that a Jewish place of worship is called a Synagogue or a Schul.</p> <p>To understand how a Synagogue and a Schul differ.</p> <p>To be able to understand that Christians see the church itself as the body of Christ</p> <p>To be able to express opinions on whether we need to go to a place of worship to show our belief in God.</p> <p>Pre & Post topic assessment comparison</p>
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<p>Expressing Symbols (KS1) Symbols and religious expression (LKS2)</p>		<p>KS1: Symbols - Expressing</p> <p>DAS What makes some places sacred?</p> <p>In what ways is a church / mosque / synagogue important to believers?</p> <p>To know that Christians worship in churches, Jews worship in synagogues and Muslims worship in mosques</p> <p>Muslim, Judaism, Islam, Jewish, Religious Places of worship (Church, Mosque, Synagogue) Worship Sacred Community Faith</p> <p>Formative assessment at end of block..</p>	<p>LKS2: Symbols and religious expression – Expressing</p> <p>DAS L2.4 Why do people pray?</p> <p>To be able to describe what some believers say and do when they pray</p> <p>To be able to respond thoughtfully to examples of how praying helps religious believers</p> <p>To be able to describe the practice of prayer in the religions studied</p> <p>To be able to make connections between what people believe about prayer and what they do when they pray</p> <p>To be able to describe ways in which prayer can comfort and challenge believers</p> <p>To be able to describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p> <p>To be able to identify some similarities and differences between how people pray</p> <p>To be able to consider and evaluate the significance of prayer in the lives of people today</p> <p>To be able to express their own beliefs on how prayer is important to them</p> <p>Pre & Post topic assessment comparison</p>	
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<p>Living</p> <p>Religion and the individual (LKS2)</p> <p>Teachings and authority (UKS2)</p>			<p>LKS2: Religion and the individual</p> <p>What can we learn from religions about deciding what is right and wrong?</p> <p>To be able to give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p> <p>To be able to make connections between stories of temptation and why people can find it difficult to be good</p> <p>To be able give examples of ways in which some inspirational people have been guided by their religion</p> <p>To be able to discuss personal and others' ideas about how people decide right and wrong.</p> <p>Pre & Post topic assessment comparison</p>	<p>UKS2 Teachings and authority - Living</p> <p>DAS U2.6 What does it mean to be a Muslim in Britain today?</p> <p>Why is the Qur'an so important for Muslims?</p> <p>To be able to make links between Muslim practice of the five pillars and Muslim beliefs about God and Muhammad</p> <p>To be able to describe and reflect on how the Qur'an is significant to Muslims</p> <p>To be able to compare, noting similarities and differences, individual guidance to the guidance used by a Muslim</p> <p>To be able to identify and explain connections between the main functions of the Mosque and Muslim beliefs</p> <p>Pre & Post topic assessment comparison</p>
<p>Living</p> <p>Celebrations (KS1)</p> <p>Religion, family and community (LKS2)</p> <p>Harmlessness or Community? (UKS2)</p> <p>Death (UKS2)</p> <p>Morality (UKS2)</p>		<p>KS1: Celebrations - Living</p> <p>DAS 1.6 How and why do we celebrate special and sacred times?</p> <p>Identify some ways Christians celebrate Easter</p> <p>Describe what happens and what is being celebrated at Eid- ul Fitr</p>	<p>LKS2: Religion, family and community - Living</p> <p>DAS L2.8 What does it mean to be a Hindu in Britain today?</p> <p>How can we make our village/town/county a more respectful place?</p>	<p>UKS2 : Harmlessness or Community? - Living</p> <p>DAS What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</p> <p>To be able to describe what ahimsa means: no violence, eating no meat and wearing no leather;</p>

		<p>Describe what happens during Ramadan</p> <p>Easter, celebrations, Eid-ul Fitr, Ramadan, Muslim, Islam, Tradition</p> <p>Formative assessment at end of block.</p>	<p>To know how Hindus show their faith within their families and homes.</p> <p>To know that the four aims of Hindu life are: dharma: artha: kama and moksha</p> <p>To understand what is meant by karma and how this affects Hindu beliefs.</p> <p>To know how Hindus show their tradition within their faith communities.</p> <p>Pre & Post topic assessment comparison</p>	<p>find out how ahimsa links to ideas of karma and reincarnation</p> <p>To be able to describe Grace. Learn that for Christians the idea of grace from God means that God loves people unconditionally and is willing to offer forgiveness to anyone for anything</p> <p>To be able to describe Ummah and understand the Muslim community is ummah. To know how Ummah is expressed- pilgrimage to Makkah and shared welfare through Zakat.</p> <p>To be able to understand the impact of ahimsa, grace and Ummah. To consider, how would life change if we all followed these ideas.</p> <p>To be able to make links between the three concepts:and weigh up the value and impact of these key ideas for themselves.</p> <p>Pre & Post topic assessment comparison</p>
				<p>Death - Living</p> <p>DAS U2.3 What do religions say to us when life gets hard?</p> <p>To be able to express ideas about how and why religion can help believers when times are hard</p> <p>To be able to identify Christian, Hindu and/or nonreligious beliefs about life after death</p>

				<p>To be able to explain some similarities and differences between beliefs about life after death</p> <p>To be able to explain some reasons why Christians and Humanists have different ideas about an afterlife</p> <p>To be able to express their own personal beliefs about life after death.</p> <p>Pre & Post topic assessment comparison</p>
				<p>DAS U2.7 What matters most to Christians and Humanists?</p> <p>To be able to describe what Christians mean about humans being made in the image of God & being 'fallen', giving examples.</p> <p>To be able to describe some Christian & Humanist values</p> <p>To be able to express personal ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p> <p>To be able to discuss why it might be helpful to follow a moral code & why it might be difficult, offering different points of view</p> <p>Formative assessment at end of block.</p>

We understand RE as a multi- disciplinary subject: In our curriculum RE is rooted in three disciplines. These are theology, philosophy and the human/social sciences, the latter of which is a collection of disciplines. Our progression map shows how skills within each of these disciplines are developed across the key stages.

Theology	Year 1 & 2	Year 3 & 4		Year 5 & 6	
A. Where beliefs come from	Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief Recognise different types of writing from within one text	Show awareness of different sources of authority ¹ and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority	Identify different sources of authority and how they link with beliefs. Give examples of different writings and different ways in believers interpret sources of authority	Describe different sources of authority and how they link with beliefs. Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers.	Explain different sources of authority and the connections with beliefs. Begin to discuss the reliability and authenticity of texts that are authoritative for a group of believers.
B. How beliefs change over time	N/A	Recognise that beliefs are influenced by events in the past and present	Identify events in history and society which have influenced some religious and non- religious worldviews	Describe how events in history and society have influenced some religious and non- religious worldviews	Explain how events in history and society have influenced some religious and non- religious worldviews
C. How beliefs relate to each other	Recognise that some beliefs connect together and begin to talk about these connections.	Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.	Make clear links between different beliefs being studied within a religion or worldview. Identify some of the similarities and differences between and within religions and worldviews	Describe the connections between different beliefs being studied and link them to sources of authority Describe some of the key theological similarities and differences between and within religions and worldviews	Explain connections between different beliefs being studied and link them to sources of authority using theological terms Explain the key theological similarities and differences between and within religions and worldviews
D. How beliefs shape the way believers see the world and each other	Give different examples of how _____beliefs influence daily life	Recognise ways in which beliefs might make a _____think about how they live their life, how they see the world in which they live and how they view others	Identify ways in which beliefs might make a _____think about how they live their life, how they see the world in which they live and how they view others	Describe ways in which beliefs shape the way _____view the world in which they live and how they view others	Explain and discuss how beliefs shape the way _____view the world in which they live and how they view others

Philosophy	Year 1 & 2	Year 3 & 4		Year 5 & 6	
<p>A.</p> <p>The Nature of knowledge, meaning and existence</p>	<p>Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them</p> <p>Talk about what people mean when they say they 'know' something.</p>	<p>Recognise that there are many different religious and non-religious answers to questions people raise about the world around them</p> <p>Talk about the difference between knowing and believing.</p>	<p>Describe different philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.</p>	<p>Explain different philosophical answers to questions about the world around them, including questions relating to meaning and existence.</p> <p>Explain some of the different ways in which philosophers understand abstract concepts.</p>	<p>Begin to analyse and evaluate a range of philosophical answers to questions about the world around them, including questions relating to meaning and existence</p> <p>Begin to analyse and evaluate different ways in which philosophers understand abstract concepts.</p>
<p>B.</p> <p>How and whether things make sense</p>	<p>Give a reason to say why someone might hold a particular belief using the word 'because'</p>	<p>Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly.</p> <p>Use more than one reason to support their view.</p>	<p>Begin to weigh up whether different reasons and arguments are expressed coherently when studying religion and belief</p> <p>Give reasons for more than one point of view, providing pieces of evidence to support these views</p>	<p>Explain, using a range of reasons, whether a position or argument is coherent and logical.</p> <p>Link a range of different pieces of evidence together to form a coherent argument</p>	<p>Begin to analyse and evaluate whether a position or argument is coherent and logical and show increasing awareness of divergence of opinion.</p> <p>Use well-chosen pieces of evidence to support and counter a particular argument</p>

<p>C. Issues of right and wrong, good and bad</p>	<p>Using religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.</p>	<p>Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.</p>	<p>Describe a range of answers to ethical and moral questions, showing awareness of the diversity of opinion and why there are differences.</p>	<p>Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences.</p>	<p>Begin to analyse and evaluate a range of different answers to ethical and moral questions/issues, showing an understanding of the connections between beliefs, practices and behaviour.</p>
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Human/Social Sciences	Year 1 & 2	Year 3 & 4		Year 5 & 6	
<p>A.</p> <p>The diverse nature of religion</p>	<p>Recognise the names of different religions, religious beliefs and worldviews and use them correctly.</p>	<p>Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>Describe the difference between the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews.</p>	<p>Explain the different ways in which the terms 'religion' and "belief" are used by followers from within a religion or worldview and those from outside it.</p> <p>Show awareness that talking about religion and belief can be complex.</p>	<p>Begin to analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it.</p> <p>Recognise some areas of controversy when interpreting and explaining the nature of religion and belief.</p>
<p>B.</p> <p>Diverse ways in which people practice and express beliefs</p>	<p>Identify evidence of religion and belief especially in the local area.</p>	<p>Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.</p>	<p>Describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two religions/worldviews .</p>	<p>Explain some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>	<p>Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews.</p>

Reception	Year 1/2		Year 3/4	Year 5/6
<p>Same Different Believe Right Wrong Special Place Celebration</p>	<p>Christianity Judaism Islam Muslim Jewish Christian Religion Religious Pray Festival Symbol Ideas Traditions Religious Places of worship (Church, Mosque, Synagogue)</p>	<p>Sikhism Sikh Worship Sacred Community Faith Values Respect Belonging Meaning Truth Opinions</p>	<p>Hinduism Hindu Ritual Pilgrimage Sacrifice Diversity Commitment Religious Places of worship (temple)</p>	<p>Buddhism Ethical Discrimination Moral Just Cultural Influence Ethnic Socio-economic</p>

Our Values

Curiosity	Resourcefulness	Responsibility	Resilience	Collaboration
Questioning – having the confidence to ask relevant questions to find out about views, beliefs and customs of others	Making links – linking learning between other religions and worldviews and our own experiences	Respect – respecting the views and beliefs of everyone, even if we don't agree	Self confidence – contributing to creating a positive view of yourself	Teamwork – working together to explore big life questions
Expanding horizons – developing appreciation and understanding of other's religions and customs	Generalisation – identifying similarities and differences	Open mindedness – being open to appreciating similarities and differences between us	Challenge –developing confidence to ask questions which may be challenging and listen to the answers, even if we don't agree	Community links – using members of our school and local community as well as places of worship a learning resources
Exploring the unknown – using learning as an opportunity find out about and gain insight into views and beliefs of others		Tolerance – understanding and respect for other		Communication – talking together and listening to each other to discuss big life questions
		Understanding – developing knowledge of religious and other worldviews		Building cross-cultural bridges – understanding, valuing and appreciating each other