



# **Religious Education**

## **at Morton Church of England Primary School**

### **Intent**

At Morton C of E Primary School, we believe that it is important for all our pupils to learn through the three disciplines of religious education - theology (believing), philosophy (thinking) and human/social science (living), so that they can understand the world around them. The aim of Religious Education in our school is to see our pupils ability to hold balanced and well-informed conversations about and belief; as well as to help children acquire and develop knowledge of the other principal religions represented in Great Britain; to engage all our pupils in enquiring into and exploring questions arising from study of religion, faith and belief; to appreciate the way that religious beliefs shape life and behaviour, to enable our pupils to become aware of their own beliefs and values and to have a positive attitude to the research for meaning and purpose in life. We are proud to see our pupils develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. We want all our children to become independent and responsible members of a society, who understand and explore big questions about life and reflect on their own ideas and ways of living.



# Religious Education Implementation Statement

We use the Lincolnshire Locally Agreed Syllabus, for Religious Education as the basis for our curriculum and Understanding Christianity materials to cover Christianity.

At Morton Church of England Primary School, it has been agreed that having considered the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity;
- Islam;
- Hinduism;
- Judaism;
- Buddhism.

From the syllabus it is required that:

In the Early Years Foundation Stage the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures.

Christianity is compulsory at each Key Stage.

In addition:

At Key Stage 1 pupils must study Islam;

At Key Stage 2 pupils must study Hinduism and Islam;

- Other religions, beliefs and worldviews can be studied alongside the core religions as a point of comparison, but not as the focus of study.
- Other religions, beliefs and worldviews can be investigated in depth as part of the additional units.

As part of this planning process, teachers use end of stage assessment points, which outlines knowledge (including vocabulary) all children must master;

- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Trips and visiting experts who will enhance the learning experience.



In our school community, we value the religious backgrounds of all members and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity, and we value the links, which are, and can be made between home, school, and a faith community. We are fortunate that members of our local church, St John the Baptist Church, and the wider Christian community regularly visit our school to engage and encourage us by enriching our school values. Their many visits include re-acting stories from the Bible (Open the Book), giving talks, provide support throughout the year for services such as Christingle, Harvest and Remembrance.

## Religious Education Impact Statement

RE plays an important role in our school; our children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own. We are proud that they become successful learners, confident individuals and responsible citizens. Our pupils demonstrate respectful behaviour to all, and this is transferable outside of school in the wider community and beyond. Through their R.E. learning, the children can make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. Through the wider disciplines of RE we want our children to be able to hold balanced and well-informed conversations about religion and belief through the three disciplines of theology (believing), philosophy (thinking) and human/social science (living).



## Religious Education at our school





## Lincolnshire Local Agreed Syllabus Expectations

### Early Years

#### **Communication and language:**

Children:

- respond creatively, imaginatively and meaningfully to memorable experiences;
- use a religious celebration as a stimulus and talk about the special events associated with it;
- learn about important religious celebrations through artefacts, stories, music, etc.

#### **Personal, social and emotional development (PSED)**

Children:

- use some stories from religious traditions as a stimulus to reflect on their own experiences and explore them;
- use role play as a stimulus and talk about some of the ways that people show love and concern for others and why this is important;
- think about issues of right and wrong and how humans help one another;
- demonstrate a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others;
- show a developing respect for their own cultures and beliefs and those of other people;
- show an understanding of what is right, wrong and why.

#### **Literacy**

Children:

- listen with enjoyment and respond to stories, songs, music, rhymes and poems and make up some of their own;
- extend their vocabulary, exploring the meaning and sounds of new words.

#### **Understanding the world**

Children:

- begin to learn and become aware of their own cultures, beliefs and those of other people;
- ask questions about religion and culture as they encounter them in everyday experiences;
- visit places of worship, learn new words associated with these places and show respect towards them;



- talk about similarities and differences between themselves and others, among families, communities and traditions.

### **Expressive arts and design**

Children:

- explore and play with a wide range of media and materials and have opportunities and encouragement to share their thoughts, ideas and feelings through a variety of activities;
- use religious artefacts as a stimulus to enable them to think about and express meanings associated with the artefact.

## Key Stage 1

### **Christianity:**

God: What do people believe about God

- What do Christians learn and understand about God through Old Testament Bible stories?
- What do stories in the New Testament tell Christians about Jesus?

Being Human: How does faith and belief affect the way people live their lives?

- What does the Bible say about how Christians should treat others and live their lives?
- How can Christian faith and beliefs be seen in the actions of inspirational Christians?

Community, worship and celebration: How do people express their religion and beliefs?

- What do Christians do to express their beliefs?
- What celebrations are important to Christians?

Life journey, rites of passage: How do people mark important events in life?

- What do Christians do to celebrate birth?
- What does it mean and why does it matter to belong?

### **Islam:**

God: What do people believe about God

- How is Allah (PBUH) described in the Qu'ran?
- What do Muslims learn about their Allah (PBUH) and their faith through the Qu'ran?

Being Human: How does faith and belief affect the way people live their lives?

- What does the Qu'ran say about how Muslims should treat others and live their lives?



- How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?

Community, worship and celebration: How do people express their religion and beliefs?

- What do Muslims do to express their beliefs?
- What celebrations are important to Muslims?

Life journey, rites of passage: How do people mark important events in life?

- What do Muslims do to celebrate birth?

## Key Stage 2

### Christianity:

God: What do people believe about God

- How do symbols in the Bible help a Christian to relate to God?
- What do symbols in the story of the baptism of Jesus reveal about the nature of God?
- What visual symbols and symbolic acts can be seen in a Christian church?
- How might language within worship express Christian belief?

Being Human: How does faith and belief affect the way people live their lives?

- In what ways does the Bible teach Christians to treat others?
- How is this expressed in practice?

Community, worship and celebration: How do people express their religion and beliefs?

- How is Christian belief expressed collectively?
- How does Christian worship and celebration build a sense of community?

Life journey, rites of passage: How do people mark important events in life?

- How do Christians show they belong?

### Hinduism:

God: What do people believe about God

- How are deities and key figures described in Hindu sacred texts and stories?
- What might Hindus understand about the Divine through these stories?
- What is the purpose of the visual symbols in the mandir?



Being Human: How does faith and belief affect the way people live their lives?

- How do Hindus reflect their faith in the way they live?
- What is karma and how does it drive the cycle of samsara?
- How might a Hindu seek to achieve moksha?

Community, worship and celebration: How do people express their religion and beliefs?

- How is Hindu belief expressed personally and collectively?
- How does Hindu worship and celebration build a sense of community?

Life journey, rites of passage: How do people mark important events in life?

- How do Hindus show they belong?

### **Islam:**

God: What do people believe about God

- What do the main concepts in Islam reveal about the nature of Allah?
- What is the purpose of visual symbols in a mosque?

Being Human: How does faith and belief affect the way people live their lives?

- What does the Qu'ran teach Muslims about how they should treat others?
- How do Muslim teachings guide the way Muslims act in the world?
- How are Muslim beliefs expressed in practice?

Community, worship and celebration: How do people express their religion and beliefs?

- How is Muslim worship expressed collectively?
- How does Muslim worship and celebration build a sense of community?

Life journey, rites of passage: How do people mark important events in life?

- How do Muslims show they belong?





## Our Religious Education Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	My senses , Special times in my life , My friends , Our living world (2 yr rotation) see detailed plan – Include Traditions and Celebrations (Harvest,					
<b>Reception</b>	<b>LAS Unit</b> Myself  <i>Our Special Books</i>	<b>LAS Unit</b> <i>Special Times for me and others</i> <i>Diwali</i> <i>Christmas</i> <b>Incarnation UC</b>	<b>LAS Unit</b> Special people to me  Noah’s Ark	<b>Salvation</b> UC F3 (core)	<b>Creation</b> UC F1 (core)	<b>LAS Unit</b> Our beautiful world
<b>Year 1</b>	<b>God</b> UC 1.1 (core)		<b>LAS Compulsory</b> God – Islam	<b>LAS Compulsory</b> Community – Islam	<b>Creation UC 1.2 (core)</b>	<b>LAS Additional</b> Thankfulness (including Christianity) Judaism
<b>Year 2</b>	<b>LAS Additional</b> Places of worship (including Christianity)	<b>Incarnation</b> UC 1.3 (core)	<b>LAS Compulsory</b> Life Journey – Islam	<b>Salvation</b> UC 1.5 (core)	<b>LAS Compulsory</b> Being Human – Islam	
<b>Year 3</b>	<b>LAS Compulsory</b> God – Hinduism	<b>LAS Compulsory</b> God – Islam	<b>God/Incarnation</b> UC 2a.3 (core and digging deeper)		<b>Salvation</b> UC 2a.5 (core)	<b>LAS Additional</b> Big Questions (including Christianity) [What does it mean to live a good life?]
<b>Year 4</b>	<b>LAS KS2 Additional Big Questions</b> (including Christianity): Why do we celebrate? Believing, Living, Thinking	<b>LAS KS2 Compulsory</b> Community – Hinduism Living	<b>LAS KS2 Compulsory</b> Community – Islam Living	<b>Creation</b> UC 2a.1 (core) What do Christians learn from the creation story?	<b>LAS KS2 Additional</b> Pilgrimage (including Christianity) Believing, Living, Thinking	
<b>Year 5</b>	<b>LAS Compulsory</b> Being Human – Hinduism/Islam	<b>LAS KS2 Compulsory</b> Life Journey – Hinduism/Islam <b>Living</b> (focus on Islam only)	<b>Salvation</b> UC 2b.7 (core) What difference does the resurrection make for Christians?	<b>Incarnation</b> UC 2b.4 (core) Was Jesus the Messiah?	<b>LAS Additional</b> Expressing Beliefs through the Arts (including Christianity)	
<b>Year 6</b>	<b>God UC 2b.1 (core)</b> What does it mean if God is loving and holy?	<b>LAS KS2 Additional Unit</b> Designed by the School (including Christianity): Do you have to believe in God to be good? Study of Buddhism/Humanism/atheism	<b>Creation UC 2b.2 (core)</b> Creation and Science: Conflicting or Complementary?	<b>Creation UC 2b.2</b> (digging deeper) Creation and Science: Conflicting or Complementary?	<b>LAS KS2 Compulsory</b> Hinduism : Life Journey How do Hindus show they belong?	<b>LAS KS2 Compulsory</b> Islam: Life Journey How do Muslims show they belong?
<b>Black = Lincs Agreed Syllabus Compulsory      Green = Lincs Agreed Syllabus Additional      Red = Understanding Christianity (nb. This covers core Christianity content)</b>						



## Progression in Knowledge

Age Phase	Yr Group		
EYFS	N	<b>Check points (Birth to five and Development matters)</b>	
		<table border="1"> <tr> <td> <b>Range 3</b>                      People and Communities                     <ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with, or which fascinate them</li> <li>• Is interested in photographs of themselves and other familiar people and objects</li> <li>• Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> </ul> </td> <td> <b>Range 4</b>                      People and Communities                     <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations and pets</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>• Beginning to have their own friends</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul> </td> </tr> </table>	<b>Range 3</b> People and Communities <ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with, or which fascinate them</li> <li>• Is interested in photographs of themselves and other familiar people and objects</li> <li>• Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> </ul>
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	R	<b>End points (Birth to five and Development matters)</b>	
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Why this and why now?		
	<p><b>Nursery: My senses , Special times in my life , My friends , Our living world (cycle)</b> These units build on a developing understanding myself, my family, my special times (birthday, christening) and those of special people around me. Children will develop a sense of place in the world and the wonder and awe of God’s creation.</p> <p><b>Reception:</b> <b>Myself:</b> At the start of the year, children will be learning more about each other. This is a chance for them to learn that, for some people, occupying a religious worldview is part of who they are. <b>Special People to me:</b> Having introduced the idea of religious worldviews, this is an opportunity to introduce some people who are important within a range of religious worldviews. The Understanding Christianity unit offers an opportunity to do this with a focus on the significance of Jesus for Christians. <b>Our Special Books:</b> Having learned about stories that are important to religious people, this is an opportunity to look in depth at a story that is very important to Christians.</p>	<p><b>Reception:</b> <b>Creation:</b> This builds on children’s learning about special books and special stories by exploring the Christian story of creation in more detail. <b>Our Beautiful World:</b> Having learned about the Christian story of creation, this unit broadens the children’s understanding of different ways in which religious and non-religious people understand and engage with the natural world.</p>
<b>Local links</b>	<p><b>A sense of place and belonging; where is my house, where is my school.</b> <b>A visit to St John the Baptist Church in Morton</b> <b>A visit to New Day Baptist Church in Morton</b> <b>Local people who are special to me or my school – Vicar / Pastor</b></p>	<p><b>What do we celebrate together in our village and community?</b> <b>How do other towns and villages celebrate (difference with Diwali/ Eid)</b></p>



<b>KS1</b>	<b>Key Concepts - Y1</b>					
	<b>Y1</b>	<p><b>Aut 1+2</b> Children will know that Christians believe</p> <ul style="list-style-type: none"> <li>• In God, and that they find out about God in the Bible.</li> <li>• God is loving, kind, fair and forgiving, and also Lord and King.</li> <li>• Some stories show these Christian beliefs.</li> <li>• Christians worship God and try to live in ways that please him.</li> </ul>	<p><b>Spr 1</b> Children will know that Muslim's believe that One God (tawhid)</p> <ul style="list-style-type: none"> <li>• Created the universe in harmony</li> <li>• Created human beings to help keep the universe in harmony</li> <li>• Provided a straight path (shariah)</li> <li>• Gave 99 Names of Allah</li> <li>• Gave the Qur'an = holy book of Islam;</li> <li>• Prophet Muhammad – the final prophet;</li> </ul>	<p><b>Spr 2</b> Children will know that</p> <ul style="list-style-type: none"> <li>• Muslim's worship (ibadah) and pray five times a day: (shahadah): (wudu)</li> <li>• Muslims have key objects associated with prayer: prayer mat</li> <li>• Muslims study the Qur'an:</li> <li>• Muslim's celebrate Festivals: Eid ul-Fitr</li> </ul>	<p><b>Sum 1</b> Children will know that Christians believe</p> <ul style="list-style-type: none"> <li>• that God created the universe.</li> <li>• the Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• humans should care for the world because it belongs to God.</li> </ul>	<p><b>Sum 2</b> Children will learn about key Concepts for places of worship</p> <ul style="list-style-type: none"> <li>• Judaism: Torah scroll, yad, Ner Tamid, tallit, Torah scroll, mitzvot (commandments),Yad, Ner Tamidm.</li> <li>• Islam: prayer mat, qibla, minaret Prayer mat: preparations for prayer (wudu); prayer facing Makkah Qibla, Minaret</li> </ul>



Why this and why now?					
	Children build on learning in EYFS by exploring in detail ways in which Christians articulate their beliefs about God.	Children have the opportunity to build on learning in EYFS and autumn term by exploring in detail ways in which Muslims articulate their beliefs about Allah (God).	Children build on their learning in the previous term by exploring different ways in which Muslims worship Allah (God).	Building on learning, children explore how Christians articulate their different beliefs about the origins of the universe and the ways in which these connect with beliefs about God.	Children build on previous learning about special places. Having learned about different ways in which Muslims worship Allah (God), pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years
<b>Local links</b>	Visit from Anglican Priest/ Baptist minister	Visit to Mosque in Peterborough or Islamic Centre in Sleaford	Opportunity to sample awe and wonder in world	Visit to St John the Baptist Church to focus on traditions compare with Mosque visit and possible visit to Baptist Chapel	



	<p><b>Key Concepts Y2</b></p>	<p><b>Aut 1</b> Children will learn about key Concepts for places of worship</p> <ul style="list-style-type: none"> <li>• Christianity: candle, font, altar, Candle, symbol of Jesus, prayer, Font, key elements of a baptism service, Altar, bread and wine symbolising the body and blood of Jesus, paten and chalice (containers for bread and wine), candles, Bible.</li> </ul>	<p><b>Aut 2</b> Children will know that:</p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>• The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> <li>• Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</li> </ul>	<p><b>Spr 1</b> Children will know</p> <ul style="list-style-type: none"> <li>• The importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah)</li> <li>• Celebrating a new members of the Muslim community (ummah), call to prayer (adhaan) into the baby's ear just after they have been born – The aqiqah ceremony at 7 days old: Some Muslims shave the baby's hair at this time as well; Babies are traditionally given a name at this time; Compare to other religious ceremonies.</li> </ul>	<p><b>Spr 2</b> Children will know:</p> <ul style="list-style-type: none"> <li>• Easter is very important in the 'big story' of the Bible.</li> <li>• Christians believe Jesus rose again, giving people hope of a new life.</li> </ul>	<p><b>Sum 1+2</b> Children will know the main beliefs of Islam:</p> <ul style="list-style-type: none"> <li>• Imam (faith) shahadah (statement of faith); used as a key part of Muslim prayer; connection with belief in the oneness of God ( tawhid )</li> <li>• Akhlaq (character, moral conduct) making good choices, that is, choices that will keep creation in harmony, as God intended</li> <li>• The importance of serving others and showing compassion, e.g. gifts 2.5% of disposable income annually) zakat (charitable helping address disharmony in the world, that is, some have more than they need, others don't have enough</li> <li>• Stories about the prophets (e .g. Ibrahim, Nuh, Musa, Isa, Muhammad)</li> </ul>
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Y2					
<b>Why this and why now?</b>					
	<p>Children build on previous learning about special places. Pupils have the opportunity to explore different places of worship across different religious traditions. This also builds on learning in Early Years</p>	<p>In this unit, pupils build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God</p>	<p>Having explored beliefs about human beings in the previous term, pupils now have the opportunity to learn about how Muslims welcome a new human into the world.</p>	<p>In this term, pupils have the opportunity to explore in depth the story of Jesus' crucifixion and resurrection as something for which Christians express gratitude.</p>	<p>Building on the learning from Year 1, pupils learn more about what Muslims believe about human beings, their relationship to each other and their relationship to Allah (God).</p>
<b>Local links</b>	Local Link to Peterborough Mosque	Visit from Vicar/ Baptist Minister	Local Link to Peterborough Mosque	Visit to St John the Baptist Church to look at depiction of crucifixion, resurrection	



<b>Lower KS2</b>	<b>Key Concepts Y3</b>					
	<b>Y3</b>	<p><b>Aut 1</b> Children will know that:</p> <ul style="list-style-type: none"> <li>•Hinduism as an umbrella term for a collection of religious expressions</li> <li>• Hindus believe: in Sanatana Dharma</li> <li>• Hindus recognise the Trimurti –</li> <li>• Hindus worship other deities</li> <li>• Hindus believe in Atman</li> <li>• Hindus believe the goal is for the atman to break free from this cycle of life</li> <li>• Hindus believe that Human beings can achieve moksha</li> <li>• Hindus use stories</li> <li>•Hindus recognise the aum symbol</li> </ul>	<p><b>Aut 2</b> Children will know that:</p> <ul style="list-style-type: none"> <li>•Muslims believe in the oneness of God (tawhid) and its reflection in the shahadah</li> <li>• Muslims believe God as creator who has created the universe to be in harmony</li> <li>• Muslims recognise the connection between iman (faith/beliefs) and ibadah (worship/practice):</li> </ul> <p>Five Pillars:</p> <ul style="list-style-type: none"> <li>• The masjid (mosque) key features (ways in which mosques engage with the local community,</li> </ul>	<p><b>Spr 1+2</b> Children will know that:</p> <ul style="list-style-type: none"> <li>•Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>• Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> <li>• Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>• Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>• Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <li>• Christians believe the Holy Spirit is God’s power at work in the world and in their lives today, enabling them to follow Jesus.</li> </ul>	<p><b>Sum 1</b> Children will know that</p> <ul style="list-style-type: none"> <li>•Christians see Holy Week as the culmination of Jesus’ earthly life, his death and resurrection.</li> <li>• The various events of Holy Week, such as the Last Supper,</li> <li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> <li>• Christians remember and celebrate Jesus’ last week on earth.</li> </ul>	<p><b>Sum 2</b> Children will learn to</p> <ul style="list-style-type: none"> <li>•Recognise that the word ‘good’ means different things to different– Do you have to believe in God to be Good</li> <li>• Think about how understanding what ‘bad’ is might help us understand what ‘good’ is</li> <li>• Examples of explanations of what good is in a number of religions and non-religious worldviews: Christianity: the ‘Golden Rule’ (Mark 12:30-31) – ‘love God and love your neighbour as yourself’, the Sermon on the Mount (Matthew 5:1-12), Islam: Hadith (teachings/sayings/advice given by the Prophet Muhammad) Humanism: key principles – trusting scientific method,</li> </ul>





Why this and why now?					
	In this unit, pupils build on prior learning about God in KS1. Hinduism is a new focus for the pupils, but there are opportunities to compare and contrast with knowledge covered on Christianity and Islam at KS1.	In this unit, pupils build on their learning about Muslim beliefs about Allah (God) in KS1. Here, they explore different ways in which Muslims use symbols to articulate beliefs about God. There are opportunities to	In this unit, pupils build on their learning about Christian beliefs about God in KS1 with a key focus on the Christian understanding of God as Trinity. There are also opportunities to compare and contrast with learning in autumn term on Hindu and Muslim beliefs about God.	In this unit, pupils build on their learning in spring term by exploring the second person of the Trinity (God the Son, Jesus) in more depth. In particular, they explore reasons why Christians understand the crucifixion to be a 'good' thing	Having explored why Christians believe the crucifixion of Jesus is a 'good' thing, pupils develop their learning by investigating different ways in which religious and non-religious people articulate what they mean by a 'good' life.
<b>Local links</b>	A visit to the Hindu Mandir in Peterborough. A visit from Sunita, a practising Hindu	A visit to the Mosque in Peterborough	A visit to St John the Baptist Church to look at how the Trinity is symbolised in an Anglican Church A visit from the Vicar to explain the Trinity	A visit to St John the Baptist's Church to look at the imagery in stained glass of the life of Jesus	Visitors from different backgrounds. Bishop's Visitor, Baptist Minister. Other faith and non-faith visitors



	<p><b>Key Concepts Y4</b></p>	<p><b>Aut 1</b> •Children will learn about different ways in which we celebrate – birthdays •Children will make connections between celebrations that are happy and celebrations that help us remember events, including sad events Examples of celebrations from religions/non-religious worldviews: Humanism, Christianity, Judaism</p>	<p><b>Aut 2</b> •Children will know about the key beliefs of Hindus: Brahman, the Trimurti, samsara, atman, karma, moksha. •Children will learn about Worship in the home, worship in the mandir •Children will know about important Hindu Festivals: Diwali, Holi, Raksha</p>	<p><b>Spr 1</b> •Children will know about of key beliefs of Muslims: God, tawhid, the straight path (shariah) the Qur’an and the prophets Ummah – the global community of Muslims and the way this relates to the idea of harmony and the straight path •Children will know about The Five Pillars and the way they relate to Muslim beliefs: The mosque (masjid) as a centre of the community; its role in providing education (the madrassah), welfare (by distributing zakat) and engaging with the wider local community •Children will learn about Festivals and the ways in which they relate to Muslim beliefs: Eid ul-Fitr, Eid ul-Adha</p>	<p><b>Spr 2</b> Children will know that Christians believe that: • God the Creator cares for the creation, including human beings. • As human beings are part of God’s good creation, they do best when they listen to God. • The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). • [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]</p>	<p><b>Sum 1+2</b> •Children will know that pilgrimage as a significant journey carried out for a special reason •Children will know some examples of religious and non-religious pilgrimages Jerusalem •Children will learn about important places of pilgrimage for Christians: explore at least two Christian sites of pilgrimage, Jerusalem and for Hindus the Kumbh Mela •Children will know about the impact of pilgrimage on the natural world and the way in which this challenges the value religious believers place on the environment and their duty to protect it.</p>
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Why this and why now?					
<b>Y4</b>	This unit asks pupils to think of different reasons why humans celebrate. It explores how people celebrate good things and difficult things. It builds on learning in EYFS and KS1 around festivals and rites of passage.	This unit explores specific celebrations related to a Hindu worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.	This unit explores specific celebrations related to a Muslim worldview. It builds on learning about worship and celebration from KS1 and the previous term, and introduces questioning about the impact of worship and celebration on the natural world. This latter theme runs as a golden thread throughout this year.	This unit explores different Christian views about the natural world and explores what Christians believe about the relationship between the natural world and human beings. It considers the impact of human action on the natural world, building on the work carried out in the previous two terms.	This unit introduces the theme of pilgrimage, looking at it through the lens of both religious and non-religious worldviews. It particularly focuses on the impact of pilgrimage on the natural world, exploring questions about what happens if religious beliefs and practices conflict with each other
<b>Local links</b>	Visit to New Day Baptist Church and compare to St John the Baptist about how baptism, weddings and confirmation are different.	Visit to the Hindu Mandir in Peterborough	Visit to the Mosque in Peterborough	Visitors to school or videos of faith leaders, artists, poets, writers inspired by God's creation	Visitors to school who may have done a pilgrimage.



<p><b>Upper KS2</b></p>	<p><b>Key Concepts Y5</b></p>	<p><b>Aut 1</b> Children will know (revise) the key beliefs of Hinduism:</p> <ul style="list-style-type: none"> <li>•Brahman, the Trimurti, samsara, atman, karma</li> <li>•Ways in which a Hindu may try and fulfil their dharma (duty): carrying out good actions (karma) and avoiding bad actions (karma)</li> <li>•Ahimsa – the principle of non-violence</li> <li>•The role of yoga, meditation and renunciation</li> <li>•The importance of the family, the community and society in thinking about one’s dharma (duty)</li> <li>•Examples of Hindus and the way they lived their lives</li> </ul>	<p><b>Aut 2</b> Children will know (revise) the key beliefs of Islam:</p> <ul style="list-style-type: none"> <li>•God, tawhid, everything created in harmony (muslim), humans as ‘abd and khalifa to help keep everything in harmony; the straight path (shariah)</li> <li>•The Five Pillars (see KS2 Compulsory Unit: Community - Islam) with an emphasis on linking the practices with the beliefs that underpin them</li> <li>•The role of human beings in maintaining a harmonious (muslim) world</li> <li>•Family life and the way in which this contributes to following the straight path</li> <li>•The Hadith</li> <li>•The work of Muslim charities,</li> </ul>	<p><b>Spr 1</b> Children will know that:</p> <ul style="list-style-type: none"> <li>• Christians read the ‘big story’ of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God.</li> <li>• The Gospels give accounts of Jesus’ death and resurrection.</li> <li>• Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.</li> <li>• This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).</li> </ul>	<p><b>Spr 2</b> Children will know that:</p> <ul style="list-style-type: none"> <li>• Jesus was Jewish.</li> <li>• Christians believe Jesus is God in the flesh.</li> <li>• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> <li>• The Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. Some texts talk about what this ‘messiah’ would be like.</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>• Christians see Jesus as their Saviour (See Salvation).</li> </ul>	<p><b>Sum 1+2</b> Children will know</p> <ul style="list-style-type: none"> <li>• The importance of creativity as a way to express meaning, emotion, knowledge, etc. and it is one of the key ways in which humans are different from other animals</li> <li>• The different ways in which human beings communicate meaning and challenges to different people</li> <li>• The difficulties of communicating about ideas like God</li> <li>• The other ways in which people try to express their understanding of these ideas:</li> <li>• Reasons why some religious people will depict God/key religious figures visually and others will not</li> <li>• Examples of religious art and art exploring religious themes</li> </ul>
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<b>Y5</b>					
<b>Why this and why now?</b>					
	<p>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</p>	<p>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</p>	<p>This unit builds on learning about Christian beliefs about God, Jesus and human beings from KS1. It focuses on the impact that belief in the resurrection of Jesus has on a Christian's decisions and actions.</p>	<p>This unit interrogates the evidence for Jesus' resurrection and asks how Christians seek to reason about their belief in the resurrection and its significance in their lives. This builds on learning about the significance of Jesus to Christians from KS1.</p>	<p>The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.</p>
<b>Local links</b>	<p>Visit to Hindu Mandir in Peterborough</p>	<p>Visit to Islamic Centre or visitor – Imam from a local Mosque</p>	<p>Visit to St John the Baptist Church to look a symbolism and depiction of Jesus's life. His relationship with St John the Baptist (Patron Saint of parish church)</p>	<p>Visit to St John the Baptist Church to look a symbolism and depiction of Jesus's life.</p>	<p>Visit to places of worship, garden, field, forest school to look at representations of faith and belief through art.</p>



	<p><b>Key Concepts Y6</b></p>	<p><b>Aut 1</b> Children will know that</p> <ul style="list-style-type: none"> <li>•Christians believe God is omnipotent, omniscient and eternal</li> <li>•Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</li> <li>•Christians do not all agree about what God is like.</li> <li>•Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>	<p><b>Aut 2</b> •Children will know that the word ‘good’ means different things to different people</p> <ul style="list-style-type: none"> <li>•Children will show an understanding what ‘bad’ is might help us understand what ‘good’ is (the via negativa – understanding what something is by thinking about what it is not)</li> <li>•Children will learn about examples of religions and worldviews that do not have a concept of God: Buddhism: the story of Siddhartha Gautama and his discovery of the Four Noble Truths;</li> </ul>	<p><b>Spr 1</b> Children will know that:</p> <ul style="list-style-type: none"> <li>• There is much between creation in Genesis and contemporary science.</li> <li>• These debates and controversies relate to the purpose and interpretation of the texts.</li> <li>• There are many scientists throughout history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator</li> </ul>	<p><b>Spr 2</b> Children will know that</p> <ul style="list-style-type: none"> <li>•There are many scientists through history and now who are Christians.</li> <li>•The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul>	<p><b>Sum 1</b> Children will know about key rites of passage in Hinduism (Samskaras)</p> <ol style="list-style-type: none"> <li>1. Birth (namkarna and jatakarma – naming ceremony and welcome ceremony)</li> <li>2. Initiation (upanayana – sacred thread ceremony)</li> <li>3. Marriage (vivaha)</li> <li>4. Death (antyeshti)</li> </ol> <p>The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma</p>	<p><b>Sum 2</b> •Children will know/revise key beliefs God, tawhid, shariah,</p> <ul style="list-style-type: none"> <li>•Children will know/revise the Five Pillars with an emphasis on linking the practices with the beliefs that underpin them</li> <li>•Children will learn about the work of Muslim charities,</li> <li>•Children will know examples of contemporary Muslims and the ways in which their beliefs impact on their lives</li> </ul>
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<b>Y6</b>						
<b>Why this and why now?</b>						
	<p>This unit interrogates the evidence for the Christian belief that God is holy and loving. It also explores some of the real-life implications for Christians if God is holy and loving. This builds on prior learning about God as Trinity and Jesus as God incarnate (God 'in the flesh').</p>	<p>This unit builds on the prior term by exploring some of the arguments for and against the existence of God. It builds on prior learning in Year 3 ('What is a Good Life?') by deepening pupils' understanding of how different religious and non-religious worldviews articulate what it means to be 'good'.</p>	<p>The previous two terms have explored some of the ways in which religious and non-religious people present evidence to support their beliefs and claims. This unit deepens this learning by interrogating the relationship between science and religion, asking whether a scientific worldview is compatible with a religious worldview.</p>	<p>This unit provides pupils with a further opportunity to deepen their understanding of different ways of reasoning about the world.</p>	<p>This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</p>	<p>This unit looks back at the previous terms, which have all focused on the question of how religious and non-religious people reason about the world around them, using different kinds of evidence to support their beliefs and claims.</p>
<b>Local links</b>	<p>Visit from Anglican and Baptist Priest/Minister</p>	<p>Visits/Videos of people presenting contrasting viewpoints of God.</p>		<p>Visit to Hindu Mandir in Peterborough</p>	<p>Visit to Mosque in Peterborough</p>	



## Religious Education Skills Progression

There is now a general consensus that the purpose of RE is about religious literacy. In relation to this we are defining this more specifically as:

**Helping children and young people hold balanced and well-informed conversations about religion and belief.**

In order to fulfil this purpose we are advocating that RE needs to provide a balance between three disciplines.

These are:

- Theology – This is about **believing**. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.
- Philosophy - This is about **thinking**. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.
- Human/Social Science - This is about **living**. It explores the diverse ways in which people practise their beliefs. It engages with the impact of beliefs on individuals, communities and societies

A balanced curriculum, is like a three-legged stool. Holding the three disciplines in balance is key. One should not dominate the other.





THEOLOGY: BELIEVING	KS1	LKS2	UKS2
<b>Where Do Beliefs Come From?</b>	Be able to use clear and simple language to retell a story	Be able to explain what it means for a text/story to 'have authority' for a group of believers.	Be able to name at least three sources of authority for a group of believers and identify the beliefs/concepts they make reference to.
	Recognise a link between a story and a belief/concept	Be able to identify at least two different sources of authority for a group of believers.	Describe a range of genres of authoritative texts for a group of believers and explain different ways in which believers may interpret these texts.
	Recognise at least two different types of text in a sacred book (e.g. laws, stories with a moral, etc.).	Identify at least three different genres of authoritative texts, providing examples from a range of religions and worldviews.	Be able to name at least three sources of authority for a group of believers and identify the beliefs/concepts they make reference to.
	Describe at least two ways in which different people are influenced by these stories in the way they live their lives.	Explain different ways in which believers may interpret (take meaning from) authoritative texts/stories.	Begin to consider the reliability and authenticity of texts that are authoritative for a group of believers,
<b>How Have Beliefs Changed Over Time?</b>	N/A	Be able to recognise that the way in which people interpret authoritative texts/stories, the beliefs they hold and the way they live them out is influenced by historical context.	Explain the ways in which historical context can influence the ways in which a group of believers interpret authoritative texts.
		Be able to provide at least one example of this, e.g. beliefs about women priests, the origin of the universe, etc.	Be able to provide at least two examples of this, e.g. changes in the way Christians have interpreted Genesis 1.
<b>How Do Beliefs Relate To Each Other?</b>	Recognise that stories/texts tell people about important beliefs/concepts, e.g. salvation, tawhid, dharma, etc.	Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.	Explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories.
	Show understanding that some beliefs connect together, e.g. God and creation, Allah and Shariah (the straight path) and begin to explain these connections.	Recognise and being to explain similarities/differences between beliefs/concepts from at least two religions/worldviews, e.g. God, creation, etc.	Explain similarities/differences between beliefs/concepts from two or more religions/worldviews e.g. God, good, compassion, etc.
<b>How Do Beliefs Shape the Way Believers See the World and Each Other?</b>	Describe at least two ways in which beliefs affect the daily life of believers, e.g. dietary laws, showing forgiveness.	Be able to make connections between at least three practices (e.g. prayer, giving to charity, going on pilgrimage) and the beliefs/concepts that underpin them.	Explain connections between at least three practices (e.g. artistic expression, fasting, meditation) and the beliefs/concepts that underpin them.
			Identify similarities and differences between practices for different groups of believers and be able to consider whether they are underpinned by the same or different beliefs/concepts.



<b>PHILOSOPHY: THINKING</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
<b>Questions of Knowledge, Meaning and Existence</b>	Be able to ask questions about the world around them.	Be able to explain reasons why they/members of a belief tradition might understand the world around them in a particular way (e.g. the idea that the world is created).	Begin to analyse the reasoning of members of a belief tradition when answering questions about the world around them (e.g. how the world began, why prayer is important).
	Be able to make connections between using their senses and what they know about the world around them.	Be able to understand and begin to explain that there is a difference between believing and knowing.	Explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.
	Begin to think about questions members of a belief tradition might ask about the world around them.	Explain what is meaningful to themselves/members of a belief tradition, giving reasons and examples in support of what they say.	Begin to analyse some ways in which members of a belief tradition understand abstract concepts (e.g. goodness, truth, duty).
<b>Working Out How and Whether Things Make Sense</b>	Use reasons to support personal opinions about religions/beliefs.	Begin to use a range of evidence to support personal opinions about religions/beliefs.	Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world.
	Begin to provide reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).	Identify and describe a range of evidence a member of a belief tradition may provide to support their beliefs about the world around them.	Explain whether a particular belief (including a personal belief) is coherent, reflecting on the diversity of ways in which this belief may be articulated (e.g. the nature of God – what God is like).
<b>Issues of Right, Wrong, Good and Bad</b>	Identify that what people believe about the world around them impacts on how they behave.	Be able to articulate that it is difficult to define 'right', 'wrong', 'good' and 'bad'.	Explain the connection between beliefs about 'right', 'wrong', 'good' and 'bad', and the choices members of a belief tradition make about how to live their lives.
		Describe at least one way in which members of a belief tradition define 'right', 'wrong', 'good' and 'bad' with reference to religious texts/stories.	Explain diverse ways of responding to a particular ethical issue (e.g. poverty) from within a belief tradition/between two or more belief traditions.



HUMAN/SOCIAL SCIENCES: Living	KS1	LKS2	UKS2
<b>The diverse nature of religion and beliefs today</b>	Be able to identify that different people have different beliefs about the world around them.	Be able to describe the difference between 'beliefs' and 'religion'.	Explain the reasons why some belief traditions are not comfortable with the term 'religion' and be able to identify what makes a non-religious worldview different from a religion.
	Be able to provide a simple definition of the word 'religion'.	Explain a range of ways in which people understand the term 'religion' (e.g. a way of life, a set of guidelines, a community of believers).	Describe some examples of diversity within religions (e.g. different denominations of Christianity).
<b>The diverse ways in which people practise and express beliefs.</b>	Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.	Explain ways in which members of a belief tradition express their beliefs in a diverse range of ways (e.g. through creative expression).	Describe ways in which members of at least two belief traditions are influenced by their society/culture in how they express/interpret their beliefs
		Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.	Explain diverse ways in which members of at least two belief traditions practice their beliefs locally, nationally and globally, making links between religious practice and context.
<b>The ways in which religion shapes individual identity and vice versa</b>	Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).	Make connections between the choices made by individuals and their religious beliefs.	Be able to discuss ways in which individual choices may challenge religious beliefs (e.g. choosing not to follow dietary laws).
		Describe ways in which an individual's self-identity can be affected by their religious beliefs.	Be able to explain the importance of personal responsibility within at least two belief traditions (e.g. in the context of coming-of-age ceremonies)
<b>The ways in which beliefs contribute to and impact on communities and vice versa</b>	Be able to explain that a community can be a group of people with a shared set of beliefs.	Be able to explain connections between religious beliefs and family life in at least two beliefs traditions.	Be able to identify a diverse range of faith communities within a particular belief tradition and explain how these communities impact on a believer's experience of religion.
	Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.	Be able to explain at least one way in which family life can impact on a person's experience of religion.	Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of religion (e.g. keeping the fast during Ramadan whilst sitting exams in school).



<b>The ways in which beliefs contribute to and impact on society and vice versa</b>	Be able to identify different ways in which members of a belief tradition express their beliefs through their culture (e.g. use of art, music, etc.)	Be able to describe diverse cultural expressions of beliefs from at least two belief traditions.	Be able to make connections between religious beliefs and social norms (e.g. laws of the land).
		Be able to explain how different cultural expression may help members of a belief tradition explore and understand their beliefs.	Be able to explain some ways in which religious beliefs have influenced society and vice versa (e.g. legal structure, role of the monarch in the UK, involvement of religious groups in society through key national events, charity work, etc.).

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#### Opportunities for Assessment:

Assessment is a core mechanism of ensuring that all pupils are flourishing academically in RE; it also enables teachers to check that the curriculum design is working effectively and to reflect on the impact of teaching and learning.

Regular assessment is important as it enables teaching to be adapted where necessary to ensure that all pupils receive their entitlement to 'powerful knowledge' through the curriculum, as well as making sure that pupils are developing the skills that will empower them to access their next stage of learning. Assessment can be formative and summative and can incorporate a wide range of evidence.

- high-quality teacher questioning
- teacher observations of children's verbal contributions in class
- teacher observations of verbal pupils' contributions in group work
- teacher observations of children engaged in collaborative learning
- teaching assistants scribing children's verbal responses
- quality verbal and written feedback
- effective use of self and peer assessment
- beginning and end of learning assessments
- prior knowledge and understanding mind maps (revisited at the end of the learning).

These can be gathered as part of:



- class portfolios
- exercise books
- reflection diaries
- photographs
- records of group or class discussions
- class displays of pupils' contributions.



## Vocabulary

	<b>Key Vocabulary</b>
<b>EYFS</b>	Special event, senses, celebration, religion, love, right, wrong, friend, family, respect, worship, believe, enjoy, achieve, community, tradition, God, Christian, Hindu, Muslim, Bible, birthday, christening, creation, church, vicar, pastor, Diwali, Christmas, Easter, Old/ New Testament
<b>Year 1</b>	Old/New Testament, culture Islam, Allah, Qur'an, Faith, belief, life journey, rite of passage, birth, death, loving, kind, fair, Lord, Universe, Creator, Sustainer, Mosque, Tawhid, Shariah, Muhammad (PBUH), Ibadah, Shahadah, wudu, Prayer mat, Eid-ul-Fitr, Judaism, Synagogue, Torah, Yad, Ner Tamid, tallit, mitzvot, Candle, font, altar, symbol, baptism, paten, chalice, prayer mat, qibla, minaret
<b>Year 2</b>	Candle, font, altar, symbol, baptism, paten, chalice, Advent, Messiah, Ummah, Community, harmony, shariah, adhaan, aqiqah, shahadah, Tawhid, akhlaq, aakat, disharmony, prophet, ceremony, Easter, resurrection,
<b>Year 3</b>	Hinduism, Sanatana Dhrama, Monotheism (theism), Brahman, Trimurti, Brahma, Shiva, Deity, Ultimate reality, Lakshmi, Hanuman, Ganesh, Atman, Samsara, Reincarnation, Moksha, Dharma, Karma, Ramayana, Bhagavad Gita, Mahabharata, Aum, Tawhid, Shahadah, Iman, Ibadah, Five Pillars (Shahadah, Salat, Zakat, Sawm, Haji), Masjid (qibla, minaret, minbar, wudu), Trinity (Father, Son, Holy Spirit), Holy Week, Death and Resurrection, Crucifixion, Last Supper, Hadith, Humanism
<b>Year 4</b>	Hinduism, Judaism, Islam, Humanism, Diwali, Holi, Raksha Bandhan, Tawhid, Shariah, Mosque, Madrassah, Zakat, Eid-UI-Fitr, Eid-UI-Adha, Ten Commandments, Creator, Pilgrimage, Jerusalem,
<b>Year 5</b>	Hinduism, Brahman, trimurti, samsara, atman, karma, moksha, dharama, ahimsa, abd, ahalifa, five pillars, shahada, salat, zakat, sawm, hajj, Hadith, salvation, resurrection, incarnate, heaven, rescuer, messiah, anointed, Saviour,
<b>Year 6</b>	Omnipotent, Omniscient, Eternal, Sin, Injustice, Buddhism, Siddhartha Gautama, Four Noble Truths, Genesis, Atheism, Samskara, Namkarna, Jatakarma, Initiation, Upanayana, Vivaha, Antyeshti,