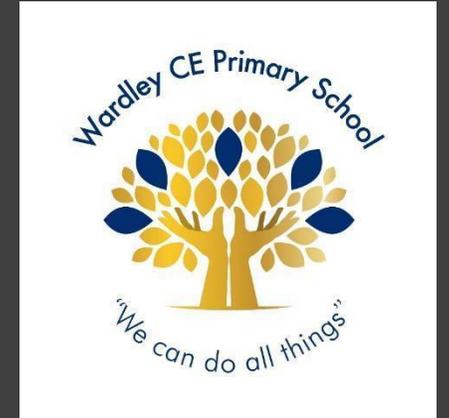
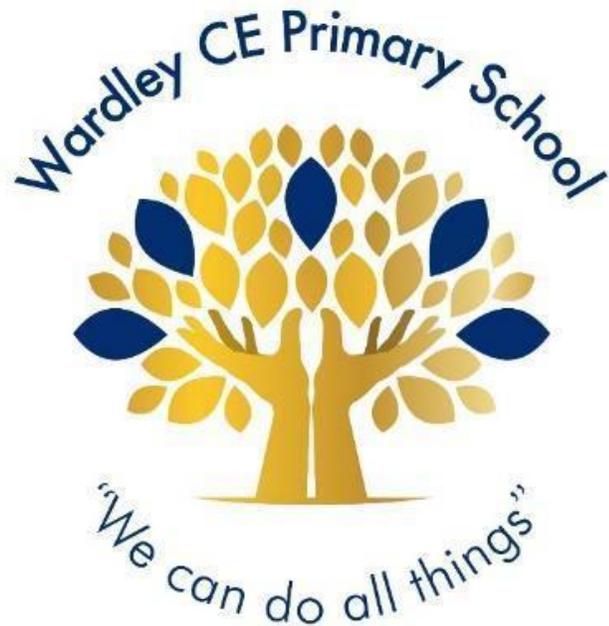


RE Curriculum



Curriculum Intent



The curriculum intent for Wardley CE Primary school aims to:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

Religious Education Intent



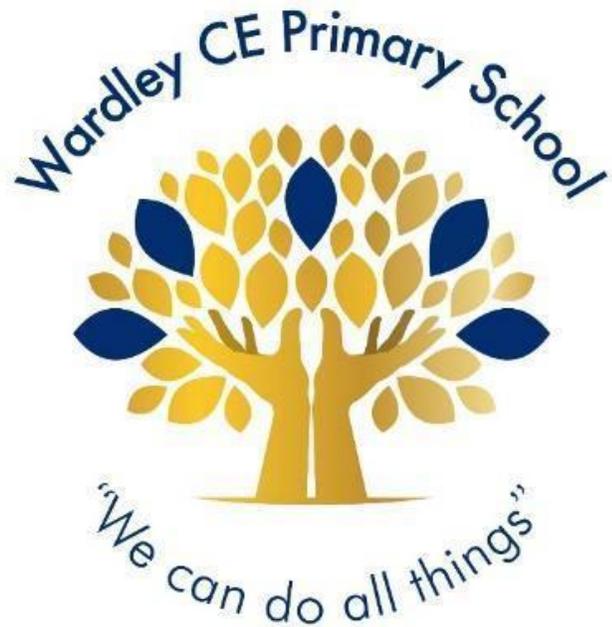
Religious education is where we learn about different religions like Christianity, Islam, Judaism, and Hinduism. We learn about what people believe, what practices they follow and how they worship, how they show their beliefs and why their religion is important to them.

One of the reasons we learn about different religions is to help us understand and respect different people, cultures, and beliefs. Learning about religion can help us get along with people who may have different ideas from us. It can help us ask good questions and find out more about the world around us.

Another reason we learn about religion is that it can help us explore big questions in life. Questions like "What is the meaning of life?" and "How should we treat other people?" can be answered differently depending on a person's religion. By learning about different religions, we can better understand how different people answer these big questions.

The reason our curriculum is ambitious is that we want to help children learn as much as possible about the different religions in an interesting, engaging and respectful manner. This can help children become open-minded, tolerant, and respectful to others. We believe that by learning about different religions, children can become better citizens of the world, who value diversity and always seek to understand the people around them.

RE Curriculum



Early Years and Foundation Stage

RE in the Nursery

Some ideas for religious education in the nursery can include:

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of children's learning at this stage.

- creative play, make-believe, role play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world or thoughts and feelings, and imagination
- exploring authentic religious artefacts, including those designed for small children such as 'toy' artefacts or story books
- seeing pictures, books and videos of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious vocabulary
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions

RE in the Nursery

Themes which lend themselves to opportunities for RE work include the following:

Myself	People who help us	Special times
My life	Friendship	Our community
My senses	Welcome	Special books
My special things	Belonging	Stories
People special to me	Special places	The natural world

RE in the Reception

Non-statutory guidance for RE for all 4–5s in the reception class

The approach outlined for nursery will also serve Reception.

The first three Units below can be taught in Nursery.

The next six Units below are to be taught in Reception.

Religions and World Views

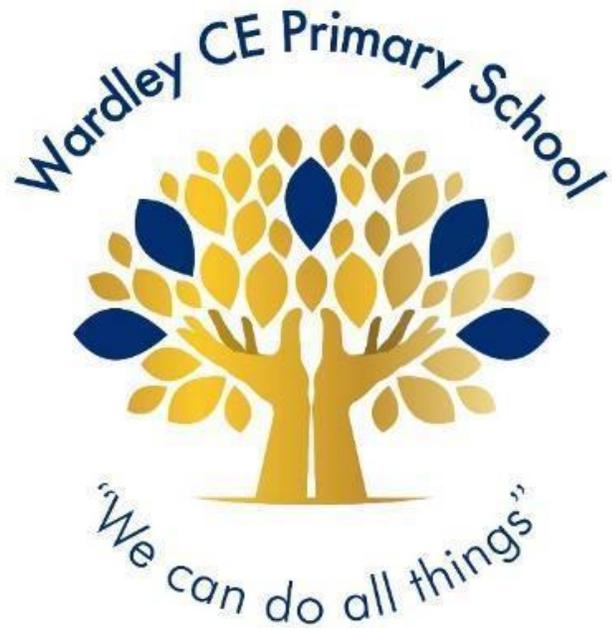
In Reception class, children should encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Three units below focus on Christianity, and the others include opportunities to encounter Christians, Hindus, Jews and Muslims, as well as non-religious responses and ways of living.

RE Topics Overview

	Autumn 1	Spring 1	Summer 1
By the end of EYFS	Which people are special and why?	Which times are special and why?	What is special about our world?
	Which stories are special and why?	Why is the word 'God' special to Christians?	Being special: where do we belong?
	Why is Christmas special for Christians?	Why is Easter special for Christians?	Which places are special and why?

RE Curriculum

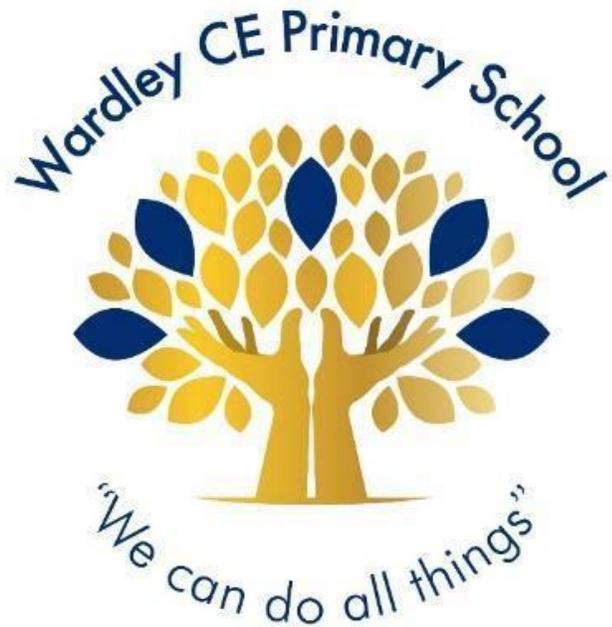


**Key Stage 1, Lower Key Stage 2 and
Upper Key Stage 2**

RE Topics Overview

	Autumn	Spring	Summer
By the end of KS1	<p>What makes some places sacred?</p> <p>How do we celebrate special and sacred times? Christmas</p>	<p>What does it mean to belong to a faith community?</p> <p>How do we celebrate special and sacred times? Easter</p>	<p>Who do Christians say made the world?</p> <p>Who is a Christian and what do they believe?</p>
	<p>Who is Jewish and how do they live?</p> <p>Why does Christmas matter to Christians?</p>	<p>Who is Muslim and how do they live?</p> <p>Why does Easter matter to Christians?</p>	<p>What can we learn from sacred books?</p> <p>How should we care for others and the world and why does it matter?</p>
By the end of LKS2	<p>What do different people believe about God?</p> <p>How do people from religious and non-religious communities celebrate key festivals?</p>	<p>Why is the Bible important for Christians in Britain today?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Why do people pray?</p> <p>What does it mean to be a Christian in Britain today?</p>
	<p>What does it mean to be a Hindu in Britain today?</p> <p>Why are Christmas and Eid important to religious communities?</p>	<p>What can we learn from religions about deciding what is right and wrong?</p> <p>Why is Jesus inspiring to some people?</p>	<p>What is the 'Trinity' and why is it important for Christians?</p> <p>Why do some people think that life is like a journey and what significant experiences mark this?</p>
By the end of UKS2	<p>What does it mean to be a Muslim in Britain today?</p> <p>If God is everywhere, why go to a place of worship?</p>	<p>What do Christians believe Jesus did to 'save' people?</p> <p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p>	<p>Why do some people believe in God and some people not?</p> <p>What can be done to reduce racism? Can religion help?</p>
	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>What matters most to Christians and Humanists?</p>	<p>What difference does it make to believe in ahimsa, grace and/or Ummah?</p> <p>Green religion? How and why should religious communities do more to care for the Earth?</p>	<p>What do religions say to us when life gets hard?</p>

RE Curriculum



**Threshold Concepts
Disciplinary Knowledge**

RE: Threshold Concepts - Disciplinary Knowledge

In nursery and reception children will work towards the following outcomes:

	Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
By the end of the EYFS	<ul style="list-style-type: none">● They should listen to and talk about stories.● They should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship.● Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression.			<ul style="list-style-type: none">● They ask questions and reflect on their own feelings and experiences.● They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.	

RE: Threshold Concepts - Disciplinary Knowledge

Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
<p>This concept involves understanding the key teachings of various religions.</p>	<p>This concept involves understanding the day to day lives and practices of various religions.</p>	<p>This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<p>This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>
<p>By the end of KS1</p> <ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Describe some of the main festivals or celebrations of a religion. 	<ul style="list-style-type: none"> • Recognise, name and describe some religious artefacts, places and practices. 	<ul style="list-style-type: none"> • Name some religious symbols. • Explain the meaning of some religious symbols. 	<ul style="list-style-type: none"> • Identify the things that are important in their own lives and compare these to religious beliefs. • Relate emotions to some of the experiences of religious figures studied. • Ask questions about puzzling aspects of life. 	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life. • Explain how actions affect others. • Show an understanding of the term 'morals'.

RE: Threshold Concepts - Disciplinary Knowledge

Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
<p>This concept involves understanding the key teachings of various religions.</p>	<p>This concept involves understanding the day to day lives and practices of various religions.</p>	<p>This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<p>This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>
<p>By the end of LKS2</p> <ul style="list-style-type: none"> • Present the key teachings and beliefs of a religion. • Refer to religious figures and holy books to explain answers. 	<ul style="list-style-type: none"> • Identify religious artefacts and explain how and why they are used. • Describe religious buildings and explain how they are used. • Explain some of the religious practices of both clerics and individuals. 	<ul style="list-style-type: none"> • Identify religious symbolism in literature and the arts. 	<ul style="list-style-type: none"> • Show an understanding that personal experiences and feelings influence attitudes and actions. • Give some reasons why religious figures may have acted as they did. • Ask questions that have no universally agreed answers. 	<ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas

RE: Threshold Concepts - Disciplinary Knowledge

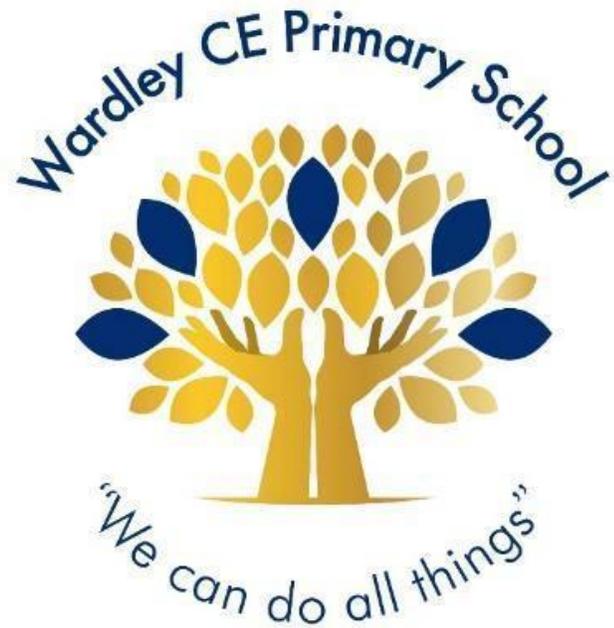
Understand beliefs and teachings	Understand practices and lifestyles	Understand how beliefs are conveyed	Reflect	Understand values
<p>This concept involves understanding the key teachings of various religions.</p>	<p>This concept involves understanding the day to day lives and practices of various religions.</p>	<p>This concept involves understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p>	<p>This concept involves an appreciation of how religion plays an important role in the lives of some people.</p>	<p>This concept involves an appreciation of how many people place values as an important aspect of their lives.</p>
<p>By the end of UKS2</p> <ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities. 	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader. 	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs. 	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others. 	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.

RE Curriculum



Substantive Knowledge

RE Curriculum



Nursery and Reception

RE: Substantive Knowledge - By the end of Foundation Stage

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> give examples of how stories show what people believe 		<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them
Which people are special and why?	<ul style="list-style-type: none"> Talk about people who are special to them Recall and talk about stories of Jesus as a friend to others using new vocabulary Recall stories about special people in other religions and talk about what we can learn from them 	<ul style="list-style-type: none"> Talk about some of the things these stories teach believers Hold conversations about what makes their family and friends special to them Identify some of the qualities of a good friend 	<ul style="list-style-type: none"> Reflect on the question 'Am I a good friend?'
Which times are special and why?	<ul style="list-style-type: none"> Give examples of special occasions and suggest features of a good celebration Recall simple stories connected with Christmas / Easter and a festival from another faith 	<ul style="list-style-type: none"> Say why Christmas / Easter and a festival from another faith is a special time for Christians/members of the other faith Respond imaginatively and expressively to what happens at their favourite times. 	<ul style="list-style-type: none"> Use new vocabulary to identify some similarities and differences between religious communities in Britain
What is special about our world?	<ul style="list-style-type: none"> Re-tell stories about creation and nature, talking about what they say about the world, God, human beings 	<ul style="list-style-type: none"> Respond imaginatively and expressively to the beauty and delight of the natural world Express ideas about how to look after animals and plants 	<ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Think about the wonders of the natural world, expressing ideas and feelings Talk about what people do to mess up the world and what they do to look after it

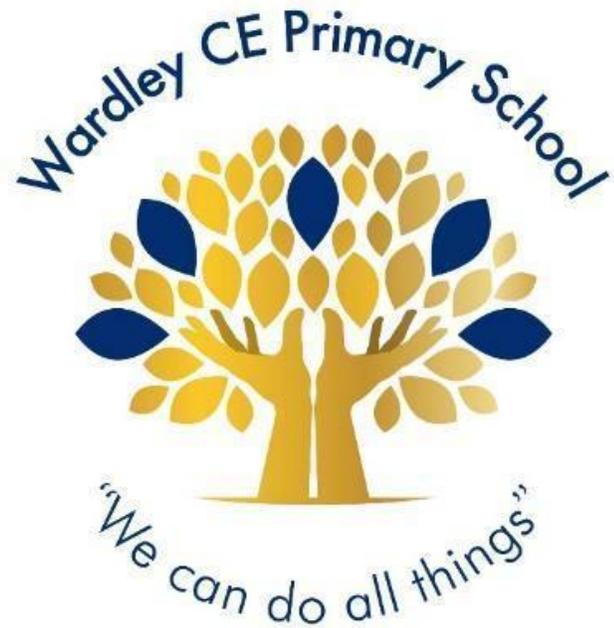
RE: Substantive Knowledge - By the end of Foundation Stage

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> give examples of how stories show what people believe 		<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them
Which stories are special and why?	<ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah, <i>Veda</i> 	<ul style="list-style-type: none"> Talk about some of the things these stories teach believers 	<ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear
Why is Christmas special for Christians?	<ul style="list-style-type: none"> Describe the belief that God came to Earth as Jesus Retell religious stories 	<ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas) 	<ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Retell religious stories, making connections with personal experiences.
Why is the word 'God' special to Christians?	<ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings 	<ul style="list-style-type: none"> Say how and when Christians like to thank their Creator 	<ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Think about the wonders of the natural world, expressing ideas and feelings Talk about what people do to mess up the world and what they do to look after it.

RE: Substantive Knowledge - By the end of Foundation Stage

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> give examples of how stories show what people believe 		<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions 	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them
Why is Easter special for Christians?	<ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians 	<ul style="list-style-type: none"> Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. Talk about some ways Christians remember these stories at Easter 	<ul style="list-style-type: none"> Talk about ideas of new life in nature Make connections with signs of new life in nature and eggs
Being special: where do we belong?	<ul style="list-style-type: none"> Retell religious stories 	<ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity 	<ul style="list-style-type: none"> Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special
Which places are special and why?	<ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God 	<ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship 	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world

RE Curriculum



Year 1 and Year 2

RE: Substantive Knowledge - By the end of Key Stage 1

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> identify the core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 		<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them give a good reason for the views they have and the connections they make
Who do Christians say made the world?	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world 	<ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation 	<ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.
How do we celebrate special and sacred times? Christmas	<ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means Talk about ways in which Jesus was a special person who Christians believe is the Son of God Identify some ways Christians celebrate Christmas Re-tell stories connected with Christmas Suggest meanings for some symbols and actions used in religious celebrations 	<ul style="list-style-type: none"> Collect examples of what people do, give, sing, remember or think about Christmas, and say why they matter to believers 	<ul style="list-style-type: none"> Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion Identify some similarities and differences between the celebrations studied
What makes some places sacred?	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship 	<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community 	<ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

RE: Substantive Knowledge - By the end of Key Stage 1

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> identify the core beliefs and concepts studied and give a simple description of what they mean give examples of how stories show what people believe (e.g. the meaning behind a festival) give clear, simple accounts of what stories and other texts mean to believers 		<ul style="list-style-type: none"> give examples of how people use stories, texts and teachings to guide their beliefs and actions give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> think, talk and ask questions about whether the ideas they have been studying have something to say to them give a good reason for the views they have and the connections they make
How do we celebrate special and sacred times? Easter	<ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means Talk about ways in which Jesus was a special person who Christians believe is the Son of God Identify some ways Christians celebrate Easter Re-tell stories connected with Easter Suggest meanings for some symbols and actions used in religious celebrations 	<ul style="list-style-type: none"> Collect examples of what people do, give, sing, remember or think about Easter, and say why they matter to believers 	<ul style="list-style-type: none"> Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion Identify some similarities and differences between the celebrations studied
What does it mean to belong to a faith community?	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people 	<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.
Who is a Christian and what do they believe?	<ul style="list-style-type: none"> Talk about the fact that Christians believe in God and follow the example of Jesus Recognise some Christian symbols and images used to express ideas about God Identify what a parable is Tell a story from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 	<ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make.

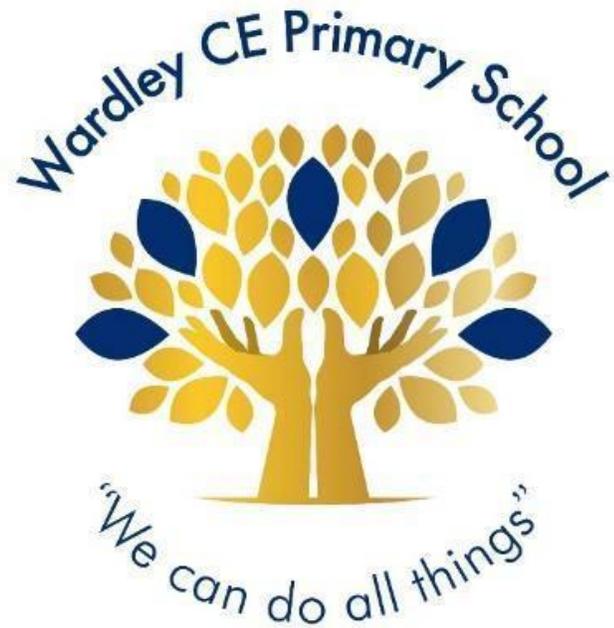
RE: Substantive Knowledge - By the end of Key Stage 1

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> ● identify the core beliefs and concepts studied and give a simple description of what they mean ● give examples of how stories show what people believe (e.g. the meaning behind a festival) ● give clear, simple accounts of what stories and other texts mean to believers 		<ul style="list-style-type: none"> ● give examples of how people use stories, texts and teachings to guide their beliefs and actions ● give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> ● think, talk and ask questions about whether the ideas they have been studying have something to say to them ● give a good reason for the views they have and the connections they make
Who is Jewish and how do they live?	<ul style="list-style-type: none"> ● Recognise the words of the Shema as a Jewish prayer ● Retell simply some stories used in Jewish celebrations (e.g. Chanukah) ● Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 	<ul style="list-style-type: none"> ● Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) ● Make links between Jewish ideas of God found in the stories and how people live ● Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 	<ul style="list-style-type: none"> ● Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas ● Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
Why does Christmas matter to Christians?	<ul style="list-style-type: none"> ● Recognise that stories of Jesus' life come from the Gospels ● Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians 	<ul style="list-style-type: none"> ● Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 	<ul style="list-style-type: none"> ● Think, talk and ask questions about Christmas for people who are Christians and for people who are not ● Decide what they personally have to be thankful for, giving a reason for their ideas.
Who is Muslim and how do they live?	<ul style="list-style-type: none"> ● Recognise the words of the Shahadah and that it is very important for Muslims ● Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean ● Give examples of how stories about the Prophet show what Muslims believe about Muhammad 	<ul style="list-style-type: none"> ● Give examples of how Muslims use the Shahadah to show what matters to them ● Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) ● Give examples of how Muslims put their beliefs about prayer into action 	<ul style="list-style-type: none"> ● Think, talk about and ask questions about Muslim beliefs and ways of living ● Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas ● Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.

RE: Substantive Knowledge - By the end of Key Stage 1

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> ● identify the core beliefs and concepts studied and give a simple description of what they mean ● give examples of how stories show what people believe (e.g. the meaning behind a festival) ● give clear, simple accounts of what stories and other texts mean to believers 		<ul style="list-style-type: none"> ● give examples of how people use stories, texts and teachings to guide their beliefs and actions ● give examples of ways in which believers put their beliefs into action 	<ul style="list-style-type: none"> ● think, talk and ask questions about whether the ideas they have been studying have something to say to them ● give a good reason for the views they have and the connections they make
Why are Easter and Pesach important to religious communities?	<ul style="list-style-type: none"> ● Retell some stories behind festivals (e.g. Easter, Pesach) ● Make connections between stories, symbols and beliefs with what happens in at least two festivals ● Identify similarities and differences in the way festivals are celebrated within and between religions 	<ul style="list-style-type: none"> ● Recognise and identify some differences between religious festivals and other types of celebrations ● Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Pesach) ● Suggest how and why religious festivals are valuable to many people 	<ul style="list-style-type: none"> ● Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives
What can we learn from sacred books?	<ul style="list-style-type: none"> ● Talk about some of the stories that are used in religion and why people still read them ● Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories ● Make links between the messages within sacred texts and the way people live 	<ul style="list-style-type: none"> ● Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books ● Recognise that sacred texts contain stories which are special to many people and should be treated with respect 	<ul style="list-style-type: none"> ● Ask and suggest answers to questions arising from stories Jesus told and from another religion. ● Talk about issues of good and bad, right and wrong arising from the stories ● Suggest their own ideas about stories from sacred texts and give reasons for their significance
How should we care for others and the world and why does it matter?	<ul style="list-style-type: none"> ● Identify a story or text that says something about each person being unique and valuable ● Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) ● Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world 	<ul style="list-style-type: none"> ● Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories ● Give examples of how Christians and Jews can show care for the natural earth ● Say why Christians and Jews might look after the natural world 	<ul style="list-style-type: none"> ● Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world ● Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

RE Curriculum



Year 3 and Year 4

RE: Substantive Knowledge - By the end of Lower Key Stage 2

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the key concepts studied offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 		<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make
What do different people believe about God?	<ul style="list-style-type: none"> Retell and suggest the meanings of stories from sacred texts about people who encountered God Describe some of the ways in which Christians Hindus and/or Muslims describe God 	<ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims 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. Identify some similarities and differences between ideas about what God is like in different religions 	<ul style="list-style-type: none"> Ask questions and suggest some of their own responses to ideas about God Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.
How do people from religious and non-religious communities celebrate key festivals?	<ul style="list-style-type: none"> Retell some stories behind festivals (e.g. Christmas, Chanukah) Describe how the way some people celebrate festivals might show something about their beliefs Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews 	<ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons Suggest how and why religious festivals are valuable to many people 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live Describe two different answers to 'How do people celebrate Christmas?' by a religious studies expert and a sociologist
Why is the Bible important for Christians in Britain today?	<ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression Explain how the Bible uses different kinds of stories to tell a big story 	<ul style="list-style-type: none"> Identify at least two ways Christians use the Bible in everyday life Give examples of how and suggest reasons why Christians use the Bible today Suggest why Christians believe that God needs to rescue/save human beings 	<ul style="list-style-type: none"> Discuss their own and others' ideas about why humans do bad things and how people try to put things right

RE: Substantive Knowledge - By the end of Lower Key Stage 2

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the key concepts studied offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 		<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make
Why do Christians call the day Jesus died 'Good Friday'?	<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways 	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.
Why do people pray?	<ul style="list-style-type: none"> Describe what some believers say and do when they pray Describe the practice of prayer in the religions studied Consider and evaluate the significance of prayer in the lives of people today 	<ul style="list-style-type: none"> Respond thoughtfully to examples of how praying helps religious believers Describe ways in which prayer can comfort and challenge believers Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray Explain similarities and differences between how people pray 	<ul style="list-style-type: none"> Make connections between what people believe about prayer and what they do when they pray
What does it mean to be a	<ul style="list-style-type: none"> Identify and name examples of what Christians have and do in their families and at church to show their faith Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings 	<ul style="list-style-type: none"> Ask good questions about what Christians do to show their faith Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes 	<ul style="list-style-type: none"> Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others Discuss and present ideas about what it means to be a Christian in Britain today, making links with their

RE: Substantive Knowledge - By the end of Lower Key Stage 2

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the key concepts studied offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 		<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make
What does it mean to be a Hindu in Britain today?	<ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home puja) Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) 	<ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) 	<ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.
Why are Christmas and Eid important to religious communities?	<ul style="list-style-type: none"> Retell some stories behind festivals (e.g. Christmas Eid) Make connections between stories, symbols and beliefs with what happens in these two festivals Identify similarities and differences in the way festivals are celebrated within and between religions 	<ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations Ask questions and give ideas about what matters most to believers in festivals (e.g. Christmas, Eid) Suggest how and why religious festivals are valuable to many people 	<ul style="list-style-type: none"> Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives
What can we learn from religions about deciding what is right and wrong?	<ul style="list-style-type: none"> Recall and talk about some rules for living in religious traditions Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions Give examples of ways in which some inspirational people have been guided by their religion Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system 	<ul style="list-style-type: none"> Find out at least two teachings from religions about how to live a good life Discuss their own and others' ideas about how people decide about right and wrong Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity 	<ul style="list-style-type: none"> Make connections between stories of temptation and why people can find it difficult to be good

RE: Substantive Knowledge - By the end of Lower Key Stage 2

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> identify and describe the core beliefs and concepts studied make clear links between texts/sources of authority and the key concepts studied offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers 		<ul style="list-style-type: none"> make simple links between stories, teachings and concepts studied and how people live, individually and in communities describe how people show their beliefs in how they worship and in the way they live identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live give good reasons for the views they have and the connections they make
Why is Jesus inspiring to some people?	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today Describe how Christians celebrate Holy Week and Easter Sunday Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) reflecting on why this inspires Christians 	<ul style="list-style-type: none"> Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus Identify the most important parts of Easter for Christians and say why they are important 	<ul style="list-style-type: none"> Suggest some ideas about good ways to treat others, arising from their learning
What is the 'Trinity' and why is it important for Christians?	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.
Why do some people think that life is a journey? What significant experiences mark this?	<ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) Suggest why some people see life as a journey and identify some of the key milestones on this Journey. Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what 	<ul style="list-style-type: none"> Identify at least two promises made by believers at these ceremonies and say why they are important Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people Explain similarities and differences between ceremonies of commitment 	<ul style="list-style-type: none"> Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief Discuss and present their own ideas about the value and challenge of religious commitment in Britain today

RE Curriculum



Year 5 and Year 6

RE: Substantive Knowledge - By the end of Upper Key Stage 2

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority 		<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
<p>what does it mean to be a Muslim in Britain today?</p>	<ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) 	<ul style="list-style-type: none"> Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways 	<ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Manchester today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
<p>If God is everywhere, why go to a place of worship?</p>	<ul style="list-style-type: none"> Recall and name some key features of places of worship studied Make connections between how believers feel about places of worship in different traditions Outline how and why places of worship fulfil special functions in the lives of believers 	<ul style="list-style-type: none"> Select and describe the most important functions of a place of worship for the community Give examples of how places of worship support believers in difficult times, explaining why this matters to believers 	<ul style="list-style-type: none"> Find out about what believers say about their places of worship Present ideas about the importance of people in a place of worship, rather than the place itself

RE: Substantive Knowledge - By the end of Upper Key Stage 2

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority 		<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	<ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts 	<ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives 	<ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives Articulate their own responses to the issues studied, recognising different points of view.
Why do some people believe in God and some people not?	<ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) 	<ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning.
What can be done to reduce racism? Can religion help?	<ul style="list-style-type: none"> Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews Describe examples of connections between anti-racism and religion Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities 	<ul style="list-style-type: none"> Respond sensitively to religious engagements with racism with ideas of their own Understand the challenges racism presents to human communities and consider different religious responses Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas 	<ul style="list-style-type: none"> Find out about at least two examples of anti-racism that have been effective Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument

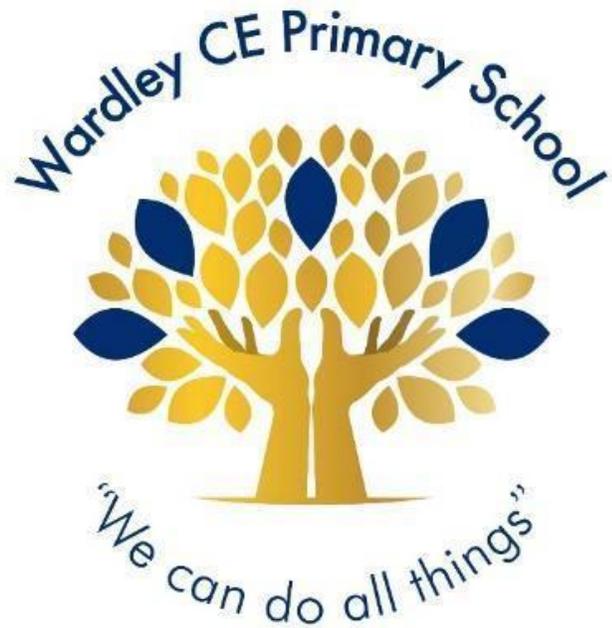
RE: Substantive Knowledge - By the end of Upper Key Stage 2

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> • identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority 		<ul style="list-style-type: none"> • make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> • make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
Is it better to express your beliefs in arts and architecture	<ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) • Outline how and why some Humanists criticise spending on religious buildings or art 	<ul style="list-style-type: none"> • Respond with ideas of their own to the title question • Show understanding of the value of sacred buildings and art • Suggest reasons why some believers see generosity and charity as more important than buildings and art 	<ul style="list-style-type: none"> • Find out about religious teachings, charities and ways of expressing generosity • Apply ideas about values from scriptures to the title question • Examine the title question from different perspectives, including their own
Green religion? How and why should religious communities do more to care for the Earth?	<ul style="list-style-type: none"> • Describe some key environmental problems and some key religious teachings about the Earth • Make connections between beliefs about the earth and activist behaviour in different religions • Explain similarities and differences between religious beliefs about the Earth 	<ul style="list-style-type: none"> • Respond sensitively to examples of green religious practice with ideas of their own • Understand the challenges facing the planet and responses from different religions • Consider and evaluate the contributions religions can make to environmental protection 	<ul style="list-style-type: none"> • Find out about two examples of religious projects seeking to have an environmental impact • Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' • Express ideas about key questions to do with the need for 'greener religions'

RE: Substantive Knowledge - By the end of Upper Key Stage 2

Make sense of belief make sense of a range of religious and nonreligious beliefs		Understand the impact understand the impact and significance of religious and nonreligious beliefs	Make Connections make connections between religious and non-religious beliefs, concepts, practices and ideas studied
<ul style="list-style-type: none"> identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority 		<ul style="list-style-type: none"> make clear connections between what people believe and how they live, individually and in communities using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures 	<ul style="list-style-type: none"> make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
What difference does it make to believe in ahimsa grace and ummah?	<ul style="list-style-type: none"> Describe what ahimsa, grace or ummah mean to religious people Make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions Explain similarities in ways in which key beliefs make a difference to life in two or three religions 	<ul style="list-style-type: none"> Respond sensitively to examples of religious practice with ideas of their own Outline the challenges of being a Hindu, Christian or Muslim in Britain today Consider similarities and differences between beliefs and behaviour in different faiths Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas 	<ul style="list-style-type: none"> Make connections between beliefs and behaviour in different religions
What matters most to Christians and Humanists?	<ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') 	<ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view 	<ul style="list-style-type: none"> Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.
How does faith help people when life gets hard?	<ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives 	<ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.

RE Curriculum



Progression of Vocabulary

Progression of Vocabulary

This table shows how learning across the age groups develops and uses the language of religious study and of particular religions in increasing depth and complexity. The selected terminology is a brief minimum that features in the plans and can contribute to coherent progression.

	EYFS Discovering	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)
The general language of religious study	Religion Special books Special places Special stories Prayer	Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, co-operation, belonging, worship, holiness, sacred, creation story	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model	Religion, harmony, respect, justice, faith, inter-faith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution
Christianity	Christmas Bible Church Jesus	Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel	Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Bible, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven	Christian, Jesus, Incarnation Bible, Gospel, Letters of Saint Paul, Trinity, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape
Judaism	Moses Passover Torah Synagogue	Jewish, Judaism Synagogue, bimah Torah, Tenakh, Ark Chanukah/Hanukkah, Shabbat, mezuzah	Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah	Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam
Islam	Allah, Prophet Muhammad, Qur'an, Mosque	Muslim, Islam, Allah, tawid Prophet, mosque, Muhammad Eid, Ramadan Qur'an, moon and star,	Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise	Muslim, Allah, Prophethood, Prophet Muhammad Ummah, 5 Pillars, Hajj Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque