

South View Community Primary School

Our Religious Education (RE) Curriculum



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1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long-term memory of an ambitious body of procedural and semantic knowledge.

2. OUR CURRICULUM INTENT

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Our curriculum drivers, enabling us to ensure OUR children get what THEY need from us are that:

- ❖ Our children will develop **vocabulary** so that they are able to speak and understand spoken language, access more complex texts and write with eloquence.
- ❖ Our children will leave South View as **successful readers**. They will 'learn to read' and consequently 'read to learn'.
- ❖ Our children will explore their own cultures, surroundings and emotions and those of others, to gain a **wider understanding of the world** and their place within it.

3. ASSESSMENT FOR LEARNING

All teachers assess the class against the progression documents for the relevant subjects. This is shared with subject leaders so they are aware of areas for further development. In the academic years 19/20 and 20/21 this has very much focussed on identifying gaps in learning as a result of COVID-19. Subsequent year groups have then used this information to revisit key knowledge and skills missed as a result of the pandemic. For example, Year 5 and 6 are studying and being assessed on the Year 4 units for the academic year 22/23. In the following year 23/24, Year 5 and 6 will be studying the Year 5 curriculum.

In RE we assess children based on their enquiry question for their unit. This assessment is used to check both factual knowledge and children's application of that to the world around them. Teachers use both a summative assessment (based on Discovery RE's suggested end of unit assessments) as well as formative teacher assessment throughout the unit.

4. RE INTENT

Key Strand: Curriculum – Intent. Does our Religious Education curriculum inspire?

- To deliver a **deeper understanding** of different religions and beliefs (following the Lincolnshire Agreed Syllabus for RE (LAS:RE) and Discovery RE), resulting in **greater tolerance, understanding and respect** that allow them to appreciate all religions and beliefs, and those who practice them, now and in the future.
- To provide children with the **key knowledge and vocabulary** related to a range of different religions and beliefs.
- To have an **enquiry-based approach**; to encourage children to want to ask questions; to read (appropriate) religious or belief-based texts; to be self-led in finding answers and relating those answers to help form their own beliefs and develop a sense of awe, wonder and mystery.
- To **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging, fostering personal reflection and spiritual development.
- To encourage children to **explore their own beliefs** (religious or non-religious) in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics.
- To enable children to **build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.

2.0 The aim of RE in Lincolnshire

To produce pupils who are religiously literate and able to hold balanced and informed conversations about religion and belief⁵.

2.2 Skills in RE

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. **Investigation and enquiry:** asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. **Critical thinking and reflection:** analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. **Empathy:** considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. **Interpretation:** interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. **Analysis:** distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. **Evaluation:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

2.1 Good RE should:

- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views
- focus on concepts as well as content, within the context of enquiry based learning
- explore authentic religious material, e.g. sacred texts
- reflect diversity in terms of the changing religious landscape of the UK (see 2011 census below) so that they are prepared for life in modern Britain
- engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development
- help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

5. RE IMPLEMENTATION

At South View Community Primary School, we follow the Lincolnshire Agreed Syllabus, supported by Discovery RE. Our curriculum is taught weekly to ensure that children revisit key learning regularly which enables them to build upon prior knowledge and develop a good understanding of different religions, aiding them in developing their own beliefs and spirituality.

In Foundation Stage, children begin by focusing on the building blocks of RE such as the ideas of special people and places, ways that people celebrate and learn about religion through stories.

In Key Stage One, children focus on Christianity and Islam and look at Judaism, as a comparison religion, as part of the additional units from the Lincolnshire Agreed Syllabus.

In Key Stage Two, children build further upon their learning from Key Stage One by continuing to study Christianity and Islam as well as introducing Hinduism. Children are also introduced to Humanism as a world view.

In the Academic year 2022-2023 the whole school curriculum has been adjusted due to gaps in prior knowledge. Children in Year 5 and 6 will complete the learning from Year 4 to ensure that key knowledge from Islam has not been missed.

In the Academic year 2023-2024 the whole school curriculum has been adjusted due to gaps in prior knowledge. Children in Year 6 will complete the learning from Year 5 to ensure that key knowledge from Hinduism and Christianity has not been missed.

Our curriculum and units have been planned and sequenced so that prior learning is built upon and children make links within and between different religions and world viewpoints.

Children use different skills to deepen their understanding and the knowledge taught: investigating, reflecting, recalling and retelling, exploring, discussing and empathising so that children can discuss and compare the lives of people they have studied from a variety of different religions.

At South View, children are also involved in class and whole school assemblies to further develop their understanding of different religions and develop respect and tolerance of different beliefs and cultures.

Visits to local places of worship, visitors from different religions to our school and themed days also enrich the curriculum at our school.

6.RE IMPACT

Our children make progress by knowing more and remembering more which enables them to make links between different religions and develop their own sense of belief.

At South View the impact of our RE curriculum can be measured by:

- Children showing respectful behaviour to all within our school setting and outside of school in the wider community and beyond.
- Children demonstrating a positive attitude towards people of any religion and showing an understanding of cultural beliefs different to their own.
- Assessing children's understanding of each unit's key enquiry question at the end of each unit.
- Images and videos of the children's learning.
- Marking of written work in books.
- Interviewing the pupils about their learning (pupil voice).
- Exploring children's RE journals and their learning journey within.

7. MEETING THE NEEDS OF ALL CHILDREN IN RE

Supporting Children with Special Educational Needs and Disabilities

Cognition and Learning		Communication and Interaction	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Conceptual understanding of key historical and modern-day religious practices</p> <p>Low attainment in literacy can present barriers to activities e.g. understanding of subject specific vocabulary, ability to read key information</p>	<ul style="list-style-type: none"> • Use of simplified visual activities to support children's understanding. • Use of simplified, dual coded resources such as the knowledge organisers. Potentially additional support during lessons. • Differentiate to provide shorter, simplified texts/information • Teacher / TA support for children during lessons to access learning. • Use of writing frames to support children access activities. 	<p>Language/communication difficulties may make it difficult for children to participate in activities and access learning.</p> <p>Difficulties with processing language.</p>	<ul style="list-style-type: none"> • Teacher / TA support for children during lessons to access learning. • Opportunities for retrieval to reinforce learning, through accessible low stakes assessment each week. • Alternative ways to present/access work e.g. through technology • Simplified step by step instructions, visuals and mixed ability pairs.

Physical and Sensory		Social Emotional and Mental Health	
<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>	<u>Subject Challenges for SEND</u>	<u>Provision for SEND</u>
<p>Children with sensory impairments may find it difficult to access physical resources</p> <p>Children with visual or auditory impairment may have related challenges to accessing lessons.</p> <p>Accessibility/participation in particular activities may be impacted by physical disabilities</p>	<ul style="list-style-type: none"> • Use of technology to support access e.g. videos • Ensure seating arrangements are carefully considered, ensure labels are used for those with auditory difficulties. Use of audio descriptions for visuals e.g. artefacts • Ensure those with PD are considered at the planning stage - how can staff ensure full inclusion? 	<p>If children believe they cannot be successful in class they may become frustrated and withdrawn - low self-esteem etc</p> <p>Children may find certain topics within RE difficult or triggering e.g. loss, death etc.</p>	<ul style="list-style-type: none"> • Adapt lessons appropriately with clear instruction, scaffolding and differentiation accordingly, to ensure lessons are accessible. • Ensure content being used in lesson is not overly distressing for any children in class. Allow children to have a safe space to express these feelings if they wish.

Non-Negotiables that need to be in place in all lessons/classrooms when teaching RE:

1. Provide access to physical resources such as real-life objects from different religions where appropriate to support children with SEN to access learning
2. Access to dual coded resources/knowledge organisers to support understanding of key vocabulary
3. Ensure each lesson has an opportunity for class or group discussions so children can share their views/understanding verbally

4. Supporting and Challenging Children who are working at a Greater Depth of Religious Understanding.

Through our curriculum and using the Lincolnshire Agreed Syllabus we strive to nurture our most able children by fostering critical thinking and encouraging a deeper exploration of religious beliefs, practices, and philosophies. We challenge these pupils with thought-provoking questions, guiding them to analyse and evaluate the significance of religious texts, traditions, and rituals within various cultural contexts. By enabling and encouraging discussions around complex moral and ethical dilemmas, we empower them to make connections between religious principles and contemporary issues, fostering a deeper understanding of the subject.

This approach not only deepens their academic understanding but also cultivates empathy, critical awareness, and a broader appreciation for the role of religion in shaping human experience.

8. RE LONG TERM PLAN

EYFS	KS1	Lower KS2	Upper KS2
	 	 	 
<i>Christianity and Islam</i>	<i>Christianity and Islam</i>	<i>Christianity, Islam and Hinduism</i>	<i>Christianity, Islam, Hinduism and Humanism</i>
<p><i>(Early Adopter Framework)</i> PoS: Understanding the World ‘...foster their understanding of our culturally, socially, technologically and ecologically diverse world’</p> <p><u>ELG:</u> People, Culture and Communities <i>Concepts are expected to be woven through the year and taught at the most appropriate points</i></p>	36 hours a year = 45 mins per week + Themed assemblies, trips and visits	45 hours a year = 1 hour per week + Themed assemblies, trips and visits	45 hours a year = 1 hour per week + Themed assemblies, trips and visits

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Theme: Special People Key Question: What makes people special? Religions: Christianity,	Theme: Christmas Key Question: What is Christmas? Religion: Christianity concept: Incarnation	Theme: Celebrations Key Question: How do people celebrate? Religions: Christianity	Theme: Easter Key Question: What is Easter? Religion: Christianity concept: Salvation	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam,	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam,
<i>RE Experiences</i>	Harvest Festival	Christmas Services at Abbey		Easter Services at Crowland Abbey	Trip to Crowland Abbey	

Yr1	Theme: Community and Belonging Concept: God Key Question: Who am I? What does it mean to belong? Added in unit Religion: Christianity and Islam	Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Religion: Christianity	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? Religion: Christianity	Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king by the crowds on Palm Sunday? Religion: Christianity	Theme: Community and Belonging Key Question: Who is Muslim and how do they live? Added in unit not all of unit to be covered (7 kittens and the tiny ant) Religion: Islam	Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism Link: to Sunday and Friday prayers
<i>Area of Enquiry link from the Agreed Syllabus</i>	God: What do people believe about God? Life journey: rites of passage: How do people mark important events in life?	Community, worship and celebration: How do people express their religion and beliefs?	God: What do people believe about God?	Community, worship and celebration: How do people express their religion and beliefs?	God: What do people believe about God? Being human: How does faith and belief affect the way people live their lives?	Community, worship and celebration: How do people express their religion and beliefs? Additional Unit: In-depth study of another religion/belief system- Jewish Practice
<i>RE Experiences</i>	Harvest Festival Baptism visit	Christmas Services at Abbey	<i>Visit to Crowland Abbey</i>	Easter Services at Crowland Abbey	<i>Muslim Visitor</i>	
Yr2	Theme: Prayer Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam	Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	Theme: What did Jesus teach? Concept: Gospel Key Question: Is it possible to be kind to everyone all of the time? Religion: Christianity	Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after his crucifixion? Religion: Christianity	Theme: Community and Belonging Key Question: What makes some places sacred to believers? Added in Unit Religion: Christianity, Islam and Judaism.	Theme: Rights of Passage Key Question: Does completing Hajj make a person a better Muslim? Religion: Islam

<i>Area of Enquiry link from the Agreed Syllabus</i>	God: What do people believe about God? Being human: How does faith and belief affect the way people live their lives?	Community, worship and celebration: How do people express their religion and beliefs?	Being human: How does faith and belief affect the way people live their lives?	Community, worship and celebration: How do people express their religion and beliefs?	Community, worship and celebration: How do people express their religion and beliefs? Additional unit: Places of Worship	Life journey: rites of passage: How do people mark important events in life?
<i>RE Experiences</i>	Harvest Festival	Christmas Services at Abbey		Easter Services at Crowland Abbey	Mosque and church visit Virtual tour of mosque if needed Virtual synagogue	
Yr3	Theme: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism	Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity	Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity	Theme: Easter - Forgiveness Concept: Salvation/Gospel Key Question: What is 'good' about Good Friday? Religion: Christianity	*Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism	*Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non- Hindu? Link to pilgrimage in other religions. Religion: Hinduism and Judaism
<i>Area of Enquiry link from the Agreed Syllabus</i>	God: What do people believe about God?	God: What do people believe about God? Community, worship and celebration: How do people express their religion and beliefs?	God: What do people believe about God?	God: What do people believe about God? Community, worship and celebration: How do people express their religion and beliefs?	Community, worship and celebration: How do people express their religion and beliefs?	Life journey: rites of passage: How do people mark important events in life? Additional unit: Pilgrimage
<i>RE Experiences</i>	Harvest Festival Hinduism Day/Workshop (5 hours)	Christmas Services at Abbey		Easter Services at Crowland Abbey		
Yr4	Theme: 99 names of Allah Key Question: How special is Allah to Muslims Religion: Islam	Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Prophet Key Question: How important is the Prophet Muhammad(PBUH) to Muslims? Religion: Islam	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: The Qur'an Key Question: How does the Qur'an influence Muslims today? Religion: Islam	Theme: Humanism Key Question: How could Humanists lead good lives? Religion: Humanism
<i>Area of Enquiry link from the Agreed Syllabus</i>	God: What do people believe about God?	God: What do people believe about God?	Community, worship and celebration: How do people express their religion and beliefs?	Being human: How does faith and belief affect the way people live their lives?	Being human: How does faith and belief affect the way people live their lives?	Additional unit: In-depth study of another religion/belief system

RE Experiences		Abbey visit Christmas Services at Abbey		Easter Services at Crowland Abbey	Question time with Muslim speakers	Humanist Visitor
Yr5	Theme: Beliefs and Practices Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism and link to Humanism	Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity <i>RE Today: Pictures in Jesus</i>	*Theme: Gospels Key Question: Why are there 4 gospels and how are they relevant to Christians today? Religion: Christianity	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Why do Christians believe Jesus had to die? Religion: Christianity	*Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity
Area of Enquiry link from the Agreed Syllabus	Being human: How does faith and belief affect the way people live their lives?	Community, worship and celebration: How do people express their religion and beliefs?	God: What do people believe about God?	God: What do people believe about God?	Being human: How does faith and belief affect the way people live their lives? Additional unit: School study	Being human: How does faith and belief affect the way people live their lives?
RE Experiences	Harvest Festival Performance	Christmas Services at Abbey		Easter Services at Crowland Abbey		
Yr6 (2024-2025)	Theme: Key Question: Does belief in the Trinity help Christians make better sense of God as a whole? Religion: Christianity	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Link to Humanism Religion: Christianity and Humanism.	Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Link to Humanism Religion: Christianity and Humanism.	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity and Humanism (link to all religions)
Area of Enquiry link from the Agreed Syllabus		Being human: How does faith and belief affect the way people live their lives? Community, worship and celebration: How do people express their religion and beliefs?	Being human: How does faith and belief affect the way people live their lives?		Additional unit: Big Question Being human: How does faith and belief affect the way people live their lives?	Community, worship and celebration: How do people express their religion and beliefs?
RE Experiences	Harvest Festival Performance			Easter Services at Crowland Abbey		Speakers from different religions.

9. RE PROGRESSION OVERVIEW



R.E.

South View Primary School

Foundation Stage	Aims	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							
(Understanding of the World)		Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
<ul style="list-style-type: none"> -Talk about members of their immediate family and community. -Name and describe people who are familiar to them. -Comment on images of familiar situations in the past. -Compare and contrast characters from stories, including figures from the past. -Recognise that people have different beliefs and celebrate special times in different ways. 	<p>Knowledge and understanding of religions and worldviews.</p>	<p>I can recall facts about the religions and beliefs that I have studied.</p> <p>I can begin to use religious vocabulary.</p> <p>I can start to explain the significance and meaning of the symbols, facts and practices in different religions</p>	<p>I can recall facts about religions I have studied.</p> <p>I can select the facts that are most significant to my learning enquiry question and start to explain their relevance and importance.</p>	<p>I can recall facts about religions and explain differences in practice and interpretation within and between religions and belief systems.</p>			
	<p>Personal reflection and belief</p>	<p>I can discuss what concepts like belonging, kindness and forgiveness mean to me in my world.</p> <p>I can verbalise and express my own thoughts.</p>	<p>I can talk about the concepts and beliefs e.g. belonging and start to relate this to the religion I am studying.</p> <p>I can express my own opinions and start to support them with rationale.</p>	<p>I can explain how the concept and beliefs e.g. forgiveness resonates in my own life and I can also see this might be different for other people because of their religion or beliefs.</p> <p>I can express my own thoughts etc having reflected on them in relation to other people's.</p>			

<p>-Recognise some similarities and differences between life in this country and life in other countries.</p> <p>-Understand the effect of changing seasons on the natural world around them.</p>	<p>Skills of evaluation and critical thinking</p>	<p>I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.</p>	<p>I can apply my knowledge to my learning enquiry question and give an answer supported by one or more facts.</p>	<p>I can weigh up evidence and different arguments and aspects relevant to the enquiry question and express my answer, supported with evidence and a rationale.</p>
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10. RE PROGRESSION OF KNOWLEDGE AND SKILLS BY RELIGION



R.E.

South View Primary School

Key Religions	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
Christianity	<p>AUT 1 -recognise symbols of belonging for Christians -give an account of what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean</p> <p>AUT 2 -retell the Christmas story -suggest a gift I would give to Jesus.</p> <p>SPR 1 -remember the Christian Creation story and talk about it. -express an opinion about the Christian belief about creation.</p>	<p>AUT 2 -remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. -say why Christians believe God gave Jesus to the world. -say how I would solve a problem by showing love.</p> <p>SPR 1 -talk about when I have been kind to others even when it is difficult. -retell a story Jesus told about kindness ('The Good Samaritan') or give an example of when Jesus showed kindness ('The Paralyse Man').</p>	<p>AUT 2 -explain what Christmas means to me and talk about whether this involves giving and receiving gifts. -start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. -start to tell you what Christians means to Christians and what it means to me.</p> <p>SPR 1 -talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.</p>	<p>AUT 2 -design a symbolic object to show the significance of Christmas or the Christmas holiday to me. -describe one thing a Christian might learn about Jesus from a Christmas symbol. -ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>SPR 2 -talk about what sort of help I might need to show forgiveness. -describe what a Christian might learn about forgiveness from a Biblical text.</p>	<p>AUT 2 -start to explain how 'true' could mean different things to different people and how stories can be 'true' in different ways. -start to explain the Christian believe that Jesus was the Incarnation of God. -start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>SPR 1 -Say something I have learn from Jesus' actions that I would like to consider in my own life.</p>	<p>AUT 1 -explain how other people may have different aspects to their nature. -make links between the consubstantial nature of God in 3 persons and the attributes that these persons share. -reflect on the Christian belief in The Trinity and some of the sources of this belief and express thoughts on this.</p> <p>SUM 1 -express the feelings I have when I think about situations or things I would like to last forever.</p>

	<p><u>SPR 2</u> -recall parts of the Easter story and recognise symbols in the story in particular Palm Sunday. -I can start to show understanding that Jesus is special to Christians and say why.</p>	<p>-Say if I believe Christians should be kind and why.</p> <p><u>SPR 2</u> -say what I believe happens when you die and discuss how you might remember people. - recall what Christians believe happened on Easter Sunday. -suggest a different explanation to what happened to Jesus after the empty tomb and offer my opinion.</p>	<p>-explain one Christian viewpoint about one of Jesus' healing miracles. -start to say whether I believe Jesus actually healed people or not.</p> <p><u>SPR 2</u> -suggest how a person may rescue/help others who are in difficult situations. -start to tell you why Christians believe Jesus' death is important. -start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	<p>-show an understanding of how Christians believe God can help them show forgiveness.</p>	<p>-describe an event that occurs in more than one Gospel and say what a Christian might learn from it. - say whether or not I think it is important to have stories repeated in several Gospels, and why this might be relevant to Christians.</p> <p><u>SPR 2</u> -give an example of someone with a strong sense of purpose for their life and give my opinions on this. -start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy week. -Start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p><u>SUM 2</u> -show an understanding of why people show commitment in different ways. -describe how different practices enable Christians to show their commitment to God and understand that some of these will be more</p>	<p>-make links between different Christian beliefs and their views on whether anything is ever eternal. -reflect on my own beliefs about whether anything is eternal.</p> <p><u>SUM 2</u> -explain how the influence people have had on me has affected what I see as important. - explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. -give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>
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Islam

					<p>significant to some Christians than others. -explain why I think some ways of showing commitment to God would be better than others for Christians.</p>	
	<p>AUT 1 -recognise symbols of belonging to Muslims -give an account of what happens when a baby is born into a Muslim family.</p> <p>SUM 1 -recognise the words of the Shahadah and that it is very important for Muslims. -give examples of how Muslims use stories about the Prophet to guide their beliefs and actions -give examples of how stories about the Prophet show what Muslims believe about Muhammad (PBUH).</p>	<p>AUT 1 -use the correct vocabulary to describe how Muslims pray and begin to explain why they do this. -think about how praying 5 times a day might help Muslims.</p> <p>SUM 2 -tell you about a special journey and why it was special to me. -remember some of the events that happen during Hajj and start to explain why these are important to Muslims. -start to think about the significance of Hajj to a Muslim.</p>		<p>AUT 1 -tell you how I demonstrate my respect for other people. -describe some of the attributes (names) of Allah and some of the actions that a Muslim might take to demonstrate respect to Allah. -start to see similarities between my way of showing respect and some of the ways Muslims may show respect for Allah.</p> <p>SPR 1 -explain who is special to me and say why -identify what I feel might be the most important parts of the life of Muhammad (PBUH) to a Muslim. -explain my reasons for choosing certain facts about Muhammad's (PBUH) life above others.</p>		<p>AUT 2 -show an understanding of why people show commitment in different ways. -describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. -think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>SPR1 -give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. -explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p>

				<p>SUM 1</p> <ul style="list-style-type: none"> -explain something I have learnt from a book that has helped me. -explain why the Qur'an is important to Muslims and some actions they take to show this. -consider some actions a Muslim could take to follow the teachings in the Qur'an. 		<ul style="list-style-type: none"> -recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims. <p>SPR 2</p> <ul style="list-style-type: none"> -give examples of times when I misinterpreted something. -explain two different Muslim interpretations of Jihad. -recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
<h1>Hinduism</h1>			<p>AUT 1</p> <ul style="list-style-type: none"> -tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol. - describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali. - start to say why Divali might bring a sense of belonging to Hindus. <p>SUM 1</p> <ul style="list-style-type: none"> -explain some of the different role I play 		<p>AUT 1</p> <ul style="list-style-type: none"> -show an understanding of why people show commitment in different ways. -describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. -express why I think Hindus might choose 	

			<p>whilst still being me.</p> <ul style="list-style-type: none"> -describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. -recognise what I think about some Hindu beliefs about and gods, showing respect to Hindus. <p>SUM 2</p> <ul style="list-style-type: none"> -explain why water is important. -describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. -empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges. 		<p>different ways to show commitment to God.</p> <p>SUM 1</p> <ul style="list-style-type: none"> -start to express my own ideas about life after death. -compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. -express my own views about Hindu beliefs and whether they make sense to me or not. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Other</p>	<p>SUM 2- Judaism</p> <ul style="list-style-type: none"> -tell you which is my favourite day of the week and talk about food I would like to share in a special meal. -use the correct vocabulary for things that are special to Jewish people during 	<p>SUM 1- Islam, Christianity and Judaism.</p> <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 		<p>SUM 2- Humanism</p> <ul style="list-style-type: none"> -tell you how I demonstrate my empathy for other people. -describe some of the things that Humanists believe are important and some of the actions that a Humanist might 		

	Shabbat and explain why. -start to make a connection between being Jewish and decisions about behaviour.	in two religions and give a simple account of how they are used and something about what they mean.		take to demonstrate empathy. -start to see similarities between my way of showing empathy and some of the possible actions of Humanists.		

11. GENERAL RE VOCABULARY

Foundation Stage (Understanding the world)	Year 1 	Year 2 	Year 3 	Year 4 	Year 5 	Year 6 
AUT 1 & 2 Family Special Role Model God Jesus Christians Moses Ten commandments Rules Giving Present	AUT 1 Belong Symbol Cross Crucifix Church Bible Christian Fish symbol Baptism Muslim Ka'aba Mosque	AUT 1 Allah Qur'an Salah Mosque Makkah Prayer Mat AUT 2 Trinity Incarnation Agape Advent SPR 1	AUT 1 Divali Ramayana Rangoli AUT 2 Advent Incarnation Shepherds Star Wise men and their gifts Stable SPR 1	AUT 1 Qur'an Calligraphy Calligrams Allah AUT 2 Frankincense Myrrh Christingle Incarnation SPR 1 Muhammad (PBUH) Prophet	AUT 1 Puja Gayatri Mantra Vedas Purusharthas Dharma AUT 2 Gospels Gospel 'writers' Disciples Truth SPR 1 Gospel	AUT 1 Trinity Monotheism Creed AUT 2 Ramadan Muhammad (PBUH) Qur'an The five pillars The Shahadah Salat Zakat Fasting

<p>Christmas Celebration Bible Shepherds Nativity <u>SPR 1 & 2</u> New Year Chinese New Year China Persian New Year Iran Nowruz Holi Easter Spring Palm Sunday Palm Cross Hosanna Jesus Pray Miracle <u>SUM 1 & 2</u> Truth Lie Priest Bilal Muslim Allah Islam Serpent India Disciples Home Special Church Mosque Synagogues Kippah</p>	<p>Prayer mat Taqiyah (prayer cap); Qur'an <u>AUT 2</u> Magi/wise men Gold Frankincense Deity Myrrh Mary Joseph <u>SPR 1</u> Bible Old Testament Genesis Creation Story Adam Eve <u>SPR 2</u> Disciples Palm Sunday Salvation Resurrection <u>SUM 1</u> Muslim Allah Prophet Muhammad (PBUH) Qur'an Shahadah <u>SUM 2</u> Shabbat Kippah Tenakh</p>	<p>Samaritan Levite Pharisee Parables The Ten Commandments <u>SPR 2</u> Resurrection Salvation Disciples New Testament <u>SUM 1</u> Sacred Mosque Minbar Minaret Synagogue Ner Tamid Bimah Ark Kippah <u>SUM 2</u> Makkah Hajj Ihram Qur'an Muhammad (PBUH) Ka'aba</p>	<p>Incarnation Trinity Disciples Miracles Pharisee Baths <u>SPR 2</u> Incarnation Disciples Crucifixion Resurrection Communion Salvation <u>SUM 1</u> Brahman Brahma Vishnu Shiva Atman Trimurti Deity <u>SUM 2</u> Ganges Puranas Samsara Moksha</p>	<p>Qur'an Sunni Muslims Caliph The Five Pillars The Shahadah Salat Zakat Fasting Hajj <u>SPR 2</u> Incarnation Gospel Disciples Lamb of God <u>SUM 1</u> Muhammad (PBUH) Prophet Qur'an Koran The Five Pillars <u>SUM 2</u> Humanist Atheist Agnostic</p>	<p>Old Testament New Testament <u>SPR 2</u> Pilate Incarnation Disciples Resurrection Crucifixion Pharisee <u>SUM 1</u> Karma Samsara Moksha Sadhu <u>SUM 2</u> 10 Commandment Gifts of the Spirit Prayer The Lord's Prayer</p>	<p>Hajj <u>SPR 1 & 2</u> Akhirah Jihad Lesser Jihad Greater Jihad Yawm ad-Din <u>SUM 1</u> Agape Messiah <u>SUM 2</u> Agape Harvest Fish symbol</p>
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