

Frittenden
CoE
Primary School



Scheme of work: RE

Embedding our Intent- RE

At Frittenden CofE Primary School we aim to promote an enquiry-based approach to RE through the implementation of Understanding Christianity and the Diocese of Canterbury's agreed syllabus for world religions.

During each Key Stage, pupils are taught knowledge, skills and understanding through learning about Christianity, Islam, Hinduism, Judaism and Sikhism. Each unit of work identifies prior learning and builds on a key question. RE is taught weekly for an hour and a quarter. We aim to offer our children a wide range of religious experiences; where they are learning about religion and from religion.

Experiences at Frittenden Primary

- Handling artefacts
- Exploring sacred texts
- Visits and visitors to enhance learning of a religion
- Opportunities for celebration, prayer and reflection
- Termly visits to our local church
- Comparing religions and worldviews through discussion
- Using role-play or drama to express feelings and ideas
- Responding to images, games, stories, art, music and dance

Assessment of RE is ongoing, to inform teachers with their planning, lesson activities. RE is monitored throughout year groups through book looks, learning walks and pupil voices.

Our Christian values underpin all aspects of our teaching and learning. The high aspirations and expectations the teaching team have for the children ensure that no child is given a learning limit or ceiling and that every child is given the opportunity to flourish. The school values are integrated into every Religious Education lesson as follows:

Respect: Respect it at the core of our RE lessons: respect for the world around us and the environment; respect for people from other cultures; respect for people with different beliefs; respect for opinions and having a voice that will be heard.

Joy: Children are encouraged to find joy in the everyday; experience joy for their success and the success of others; and to share their joy. We find joy learning about Christianity and other world religions; knowing their leaders, stories and celebrations.

Compassion: we have compassion for each other and for who are not listened to or whose beliefs are not supported and embraced by others. A compassionate learner and free thinker is a **better model to their peers**

Frittenden CofE Primary's Essentials for this Subject:

- We ensure our pupils are taught to be respectful and tolerant of all beliefs and cultures, demonstrating the British Values we aim to help instill.
- We encourage pupils to engage in respectful debate and discussion about faith and beliefs.
- We teach religious education in every key stage, including Foundation Stage.
- Children are introduced to our school values (Compassion, Respect and Joy) and these form an integral part of our curriculum, including explicit teaching linked to collective worship and Christian Bible stories.

RE Schemes of Work Key Stages EYFS, 1 and 2

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	EYFS	CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament)	SALVATION Why do Christians put a cross in an Easter garden?	Which stories are special and why? (Old Testament)	Which stories are special and why? (world faiths) with support from RE Today unit
Dahl	Year A	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE LEARNING</i>	GOSPEL What is the good news that Jesus brings? <i>CORE LEARNING</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe?	JUDAISM Who is Jewish and what do they believe?
	Year B	CREATION Who made the world?	INCARNATION Why does Christmas matter to Christians? <i>DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>DIGGING DEEPER</i>	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe?	ISLAM Who is a Muslim and what do they believe?
Wells	Year A	PEOPLE OF GOD What is it like to follow God?	SIKHI What is important for Sikh people? CHRISTMAS theme 2 lessons	INCARNATION What is the Trinity? <i>CORE LEARNING</i> Optional 2 weeks on Humanism	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE LEARNING</i>	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHI How do Sikh people worship and celebrate?
	Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians remember the events of Holy week?	HINDUISM What does it mean to be a Hindu in Britain today?	Multi faith links: Why do some people think that life is a journey and what significant experiences mark this?
Shakespeare	Year A	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? Core learning	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	JUDAISM What does it mean to be Jewish in Britain today?	ISLAM What does it mean to be a Muslim in Britain today? Part 1
	Year B	CREATION Creation and science – conflicting or complementary?	ISLAM What does it mean to be a Muslim in Britain today? Part 2	GOSPEL What would Jesus do?	SALVATION What difference does the resurrection make for Christians?	ISLAM & CHRISTIANITY Is it better to express your beliefs in arts and architecture or in charity and generosity?	KINGDOM OF GOD What kind of King is Jesus?

In line with National Curriculum requirements, we make provision for a daily act of collective worship and teach religious education to pupils at every key stage.

MY LEARNING PATHWAY: RE

EYFS

Three- and Four-Year Olds	<p>Communication & Language: Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Personal, Social & Emotional Development: Play with one or more other children, extending & elaborating play ideas. Talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'. Understand gradually how others might feel.</p> <p>Literacy: Understand the 5 key concepts about print. We read English text from left to right & from top to bottom. Page sequencing.</p> <p>Understanding the World: Talk about what they see, using a wide vocabulary. Begin to understand the need to respect & care for the natural environment & all living things. Continue developing positive attitudes about the differences between people.</p> <p>Expressive Arts & Design: Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls & dollshouses etc. Respond to what they have heard, expressing their thoughts & feelings.</p>
Children in Reception	<p>Communication & Language: Understand how to listen carefully and why listening is important. Learn new vocabulary. Ask questions to find out more & to check they understand what has been said to them. Articulate their ideas & thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Engage in story times. Listen to & talk about stories to build familiarity & understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to & and talk about selected non-fiction to develop a deep familiarity with new knowledge & vocabulary.</p> <p>Personal, Social & Emotional Development: Express their feelings & consider the feelings of others. Think about the perspective of others.</p> <p>Literacy: Read individual letters by saying the sounds for them.</p> <p>Understanding the World: Talk about members of their immediate family & community. Name & describe people who are familiar to them. Comment on images & familiar situations in the past.</p>

	<p>Compare & contrast characters from stories, including figures from the past. Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs & celebrate special times in different ways.</p> <p>Expressive Arts & Design:</p> <p>Return to & build on their previous learning, refining ideas & developing their ability to represent them.</p> <p>Develop story lines in their pretend play.</p>
Early Learning Goals	<p>Communication & Language:</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction, rhymes & poems where appropriate.</p> <p>Express ideas & feelings about their experiences using full sentences.</p> <p>Personal, Social & Emotional Development:</p> <p>Show an understanding of their own feelings & those of others, and begin to regulate their behaviour accordingly.</p> <p>Work & play cooperatively & take turns with others.</p> <p>Show sensitivity to their own & to others' needs.</p> <p>Literacy:</p> <p>Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words & recently introduced vocabulary.</p> <p>Use & understand recently introduced vocabulary during discussions about stories, non-fiction, and during role play.</p> <p>Understanding the World:</p> <p>Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class.</p> <p>Understand the past through settings, characters & events encountered in books read in class & storytelling.</p> <p>Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class.</p> <p>Explore the natural world around them, making observations & drawing pictures of animals & plants.</p> <p>Expressive Arts & Design:</p> <p>Make use of props & materials when role playing characters in narratives & stories. Invent, adapt & recount narratives & stories with peers and their teacher.</p>
<p>Previous knowledge covered by Reception:</p> <p>Creation – Christians believe God created the World.</p> <p>Why the Bible is important to Christians.</p> <p>The nativity</p> <p>Bible stories</p> <p>Why we have crosses at Easter.</p>	
Compassion Respect Joy	

MY LEARNING JOURNEY: RE

'I CAN' The skills I have learnt...

'I KNOW' The knowledge I have...

TERM 1 (GOD)

What do Christians believe God is like?

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving father.
- Give clear, simple accounts of what the story means to Christians.
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
- Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

Key vocabulary:

Parable; Bible; God; Christians; forgiveness; worship;

Advent, disciple

(previous vocabulary: Bible, God, pray, prayer, religion, Christian, Christianity, church)

TERM 2 (INCARNATION)

Why does Christmas matter to Christians?

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
- Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

Key vocabulary

Jesus; Christmas; Gospel; Nativity; Bethlehem;

Christians, Light of the world

(previous vocabulary: God, Jesus, Bible, advent)

<p>TERM 3 (GOSPEL)</p> <p>What is the good news that Jesus brings?</p>	<ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. 	<ul style="list-style-type: none"> • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way. <p><i>Key vocabulary:</i></p> <p><i>Bible; Gospel; Christians; forgiveness; peace; confession; charity, friendship, disciples</i> (previous vocabulary: Bible, Jesus, pray, prayer)</p>
<p>TERM 4 (SALVATION)</p> <p>Why does Easter matter to Christians?</p>	<ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. • Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	<ul style="list-style-type: none"> • Easter is very important in the 'big story' of the Bible. • Christians believe Jesus rose again, giving people hope of a new life <p><i>Key vocabulary:</i></p> <p><i>Salvation; incarnation; Holy Week; Easter; Jesus; Church; Bible, Easter story, Easter Sunday, Palm Sunday, Good Friday, heaven</i> (Previous vocabulary: Jesus, Bible, Easter, religion, disciples)</p>

<p>TERM 5 (JUDAISM)</p> <p>Who is Jewish and what do they believe?</p>	<ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God. • Make links between some Jewish teaching and how Jewish people live. • Talk about how Shabbat is a special day of the week for Jewish people. • Give some examples of what Jewish people might do to celebrate Shabbat. • Express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways. 	<ul style="list-style-type: none"> • That a mezuzah is a piece of parchment placed in a decorative case and carved with Hebrew verses from the Torah (Jewish Holy Book) • Shabbat is the Jewish day of rest. It is also known as the Sabbath. It is celebrated from sunset on Friday to the sight of 3 stars on Saturday night. • Shabbat is celebrated by lighting of candles and eating of special meals and special blessings. <p><i>Key vocabulary:</i></p> <p><i>Religion; Jewish; Mezuzah; Shabbat; Torah, seder plate, Judaism, Hebrew, Challah bread, Star of David, Menorah, Kippah</i></p>
<p>TERM 6 (JUDAISM)</p> <p>Who is Jewish and what do they believe?</p>	<ul style="list-style-type: none"> • Retell the story of Chanukah. • Suggest what this story shows Jewish people about God. • Talk about how Chanukah is a special time for Jewish people. • Talk about and suggest why the Synagogue is a special place for Jewish people. • Express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in light of their learning about why Jewish people choose to celebrate in these ways • 	<ul style="list-style-type: none"> • Chanukah or Hanukkah is an 8-day festival that celebrates the rededication of the Temple in Jerusalem. • On each of the 8 nights a candle is lit in a special menorah inside the synagogue. <p><i>Key vocabulary:</i></p> <p><i>Synagogue, menorah, Chanukah, Jewish, celebration, special</i></p> <p>(Previous vocabulary: Religion; Jewish; Mezuzah; Shabbat; Torah)</p>
<p>Greater Depth</p>	<p>I can</p> <p>Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.</p> <p>Describe some religious objects/places/people and practices. Begin to be aware of similarities in religions.</p> <ul style="list-style-type: none"> • Begin to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways. 	<p>I can</p> <p>Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning.</p> <p>Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <ul style="list-style-type: none"> • Recognise and describe some religious values in relation to matters of right and wrong. Make links between these and their own values.
<p>Greater depth – how this might look in a child's book.</p>	<p>Make links between what is taught & what we believe.</p> <p>Respond thoughtfully.</p> <p>Express own ideas about something in light of their learning.</p> <p>Suggest their own ideas.</p> <p>Suggest meaning.</p> <p>Identify some similarities & differences. Answer the title question thoughtfully.</p> <p>Give examples of ways.</p>	

MY LEARNING PATHWAY: RE

Previous knowledge covered by Year 1:

UC:

Idea of Christians believing God is forgiving & loving. Story of the Lost son.

Christians believe that Jesus is God and that he was born as a baby in Bethlehem.

Retell how Jesus was born & the story around it. Think about why Jesus is important to Christians. Children think about what they have to be thankful for at Christmas much as Christians were thankful for the birth of Jesus.

Christians believe Jesus' teachings make people think hard about how to live and show them the right way. Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.

World Faith = Judaism:

- ☐ That a mezuzah is a piece of parchment placed in a decorative case and carved with Hebrew verses from the Torah (Jewish Holy Book)
- ☐ Shabbat is the Jewish day of rest. It is also known as the Sabbath. It is celebrated from sunset on Friday to the sight of 3 stars on Saturday night.
- ☐ Shabbat is celebrated by lighting of candles and eating of special meals and special blessings.
- ☐ Talk about how Shabbat is a special day of the week for Jewish people. Give some examples of what Jewish people might do to celebrate Shabbat.
- ☐ Chanukah or Hanukkah is an 8-day festival that celebrates the rededication of the Temple in Jerusalem.
- ☐ Retell the story of Chanukah.
- ☐ Suggest what this story shows Jewish people about God.
- ☐ Talk about how Chanukah is a special time for Jewish people.
- ☐ Talk about and suggest why the Synagogue is a special place for Jewish people.

'I CAN' *The skills I have learnt...*

'I KNOW' *The knowledge I have...*

TERM 1 (Creation) Who 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. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world 	<ul style="list-style-type: none"> • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God. <p>Key vocabulary:</p> <p><i>creation, Christians, God, universe, Creator</i></p> <p>(previous vocabulary: Bible, God, pray, prayer, religion, Christian, Christianity)</p>
--	---	---

<p>TERM 2 (Incarnation)</p>	<ul style="list-style-type: none"> Recognise that Incarnation is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<ul style="list-style-type: none"> Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming. <p>Key vocabulary:</p> <p>Incarnation, Jesus, God, Christians, Christmas, Bible, Bethlehem</p> <p>(Previous vocabulary: Jesus; Christmas; Gospel; Nativity; Bethlehem; Christians, God, Bible, advent)</p>
<p>TERM 3 (Gospel) What is the good news that Jesus brings?</p>	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas 	<ul style="list-style-type: none"> Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way. <p>Key vocabulary:</p> <p>Gospel, God, Jesus, Christians, prayer, Jesus</p> <p>(previous vocabulary: Bible; Gospel; Christians; forgiveness; peace; confession; charity, Jesus, pray, prayer)</p>
<p>TERM 4 (Salvation) Why does Easter matter to Christians?</p>	<ul style="list-style-type: none"> Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus' behaviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring 	<ul style="list-style-type: none"> Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. Christians believe Jesus builds a bridge between God and humans. Christians believe Jesus rose again, giving people hope of a new life. <p>Key vocabulary:</p> <p>God, incarnation, Gospel, salvation, Jesus, Christians, forgiveness</p> <p>(Previous vocabulary: Salvation;</p>

	different ideas.	incarnation; Holy Week; Easter; Jesus; Church; Bible)
TERM 5 (Islam) Who is Muslim and what do they believe?	<ul style="list-style-type: none"> Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah Re-tell a story about the life of the Prophet Muhammad Recognise some objects used by Muslims and suggest why they are important Ask some questions about God that are hard to answer and offer some ideas of their own Find out about and respond with ideas to examples of cooperation between people who are different 	<ul style="list-style-type: none"> Muslims believe that Islam was revealed over 1400 years ago through the last prophet, Muhammad (peace be upon him). Muslims have the holy book the Holy Qur'an and worship in a mosque. Important objects include a prayer mat, badge, compass, head scarf, ihram, prayer hat, Holy Qur'an and stand, tasbe <p>Key vocabulary:</p> <ul style="list-style-type: none"> Muslim, Islam, Allah, Prophet Muhammad (peace be upon him), prayer mat, Holy Qur'an
TERM 6 (Islam) Who is Muslim and what do they believe?	<ul style="list-style-type: none"> Make links between what the Holy Qur'an says and how Muslims behave. Identify some ways Muslims pray, worship and celebrate. Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. (peace be upon him) Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel 	<ul style="list-style-type: none"> Holy Qur'an is the Holy Book and guides what Muslims do 5 pillars of Islam are very important to how Muslims live Special celebrations include Ramadan and Eid-ul-Fitr <p>Key vocabulary:</p> <p>Ramadan, Eid-ul-Fitr</p> <ul style="list-style-type: none"> (Previous vocabulary: Muslim, Islam, Allah, Prophet Muhammad (peace be upon him), prayer mat, Holy Qur'an)
Greater Depth	<p>I can</p> <ul style="list-style-type: none"> Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions. Know the function of objects/places/people within religious practices and lifestyles. Begin to recognise key similarities and differences. Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives. Identify religious symbols and symbolic actions. 	<p>I can</p> <ul style="list-style-type: none"> Recognise what influences them in their lives. Identify the influence religion has on lives, cultures and communities including their own. Identify ultimate questions and recognise that there are no universally agreed answers to these. Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.
	<p>Make links between what is taught & what we believe. Respond thoughtfully. Express own ideas about something in light of their learning. Suggest their own ideas. Suggest meaning. Identify some similarities & differences. Answer the title question thoughtfully. Give examples of ways.</p>	

MY LEARNING PATHWAY: RE

Previous knowledge covered by Year 2:

UC:

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.

Recognise that Incarnation is part of the 'Big Story' of the Bible.

Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.

For Christians, this good news includes being loved by God, and being forgiven for bad things.

Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross.

Christians believe Jesus builds a bridge between God and humans.

Christians believe Jesus rose again, giving people hope of a new life.

World Faiths: Islam

Muslims believe that Islam was revealed over 1400 years ago through the last prophet, Muhammad (peace be upon him).

Muslims have the holy book the Holy Qur'an and worship in a mosque.

Important objects include a prayer mat, badge, compass, head scarf, ihram, prayer hat, Holy Qur'an and stand, tasbeeh.

'I CAN' *The skills I have learnt...*

'I KNOW' *The knowledge I have...*

TERM 1 (People of God) What is it like to follow God?

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.

- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.
- Christians try to live in the way God wants, following his commands and worshipping him.
- Christians believe he promises to stay with them and Bible stories show how God keeps his promises.

Key vocabulary:

Noah, covenant, Old Testament, Israel, Bible, promises

(previous vocabulary: Parable; Bible; God; Christians; forgiveness; worship; Advent, pray, prayer, religion, Christian, Christianity)

TERM 2 (Sikhism) What is important to Sikh people?

- Describe things that are important to Sikhs and show how these impact their lives and actions.
- Make suggestions about what Sikhs believe about God.
- Make links between Sikh stories and the actions of Sikhs today.
- Explain what the 5 K's are and why they are important to Khalsa Sikhs.
- Make suggestions about why it is important for Sikhs to become part of the Khalsa.

- Sikhs believe that there is only one God, who they have several names for. (Waheguru)
- Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and sharing all they have.
- It is important for Sikhs to belong to a community of believers called the Khalsa.
- Khalsa Sikhs wear 5 articles of faith which remind them of their faith and duty as a Sikh.

		<p>Key vocabulary:</p> <p><i>Waheguru, guru, sikh, Sikhism, Khalsa, duty, faith</i></p>
<p>TERM 3 (Incarnation)</p> <p>What is the Trinity?</p>	<ul style="list-style-type: none"> Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	<ul style="list-style-type: none"> Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art. Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. <p>Key vocabulary:</p> <p><i>Trinity, Father, Son, Holy Spirit, worship, prayer, baptism, Christianity, Gospel</i></p> <ul style="list-style-type: none"> (Previous vocabulary: Incarnation, Jesus, God, Christians, Christmas, Bible, Bethlehem, Gospel; Nativity; Bethlehem; Bible, advent)
<p>TERM 4 (Salvation)</p> <p>Why do Christians call the day Jesus died Good Friday?</p>	<ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in 	<ul style="list-style-type: none"> Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. Christians today trust that Jesus really did rise from the dead, and so is still alive today. Christians remember and celebrate Jesus' last week, death and resurrection <p>Key vocabulary:</p> <p>Good Friday, Gospel, Palm Sunday, resurrection, disciples, Jesus, Jerusalem.</p> <ul style="list-style-type: none"> (Previous vocabulary: God, incarnation,

	<p>worship.</p> <ul style="list-style-type: none"> Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly 	<p>Gospel, salvation, Jesus, Christians, forgiveness, incarnation; Holy Week; Easter; Church; Bible)</p>
<p>TERM 5 (Kingdom of God)</p>	<ul style="list-style-type: none"> Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. 	<p>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</p> <ul style="list-style-type: none"> Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God. Christians celebrate Pentecost as the beginning of the Church. <p><i>Key vocabulary:</i> <i>Pentecost, Kingdom of God, disciples, Christians, Holy Spirit, Jesus</i></p> <p>(previous vocabulary: Noah, covenant, Old Testament, Israel, Bible, promises, Parable; God; Christians; forgiveness; worship; Advent, pray, prayer, religion, Christian, Christianity)</p>
<p>TERM 6 (Sikhism) How do Sikh people worship and celebrate?</p>	<ul style="list-style-type: none"> I can describe Sikh worship and suggest the significance of each part of it. I can make clear links between the teachings of the Guru Granth Sahib and seva. I can describe some of the same / different things Sikhs' do which show equality in the Langar. I can explain what happens at Vaisakhi and why Sikhs' celebrate it. I can discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes. 	<ul style="list-style-type: none"> Sikhs can worship at any time or day, at home or in the Gurdwara. Sikhs are expected to pray three times a day and meditate and recite words from the holy scriptures Sikh people respect and regard The Guru Granth Sahib as a living Guru. The Gurdwara is a place that is welcome and open to everyone and is known as the 'doorway to the house of God' All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service. Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year <p><i>Key vocabulary:</i> <i>Guru Granth Sahib, seva, Vaisakhi, guru,</i></p>

		<i>Gudwara, langar,</i> (Previous vocabulary: Waheguru, guru, sikh, Sikhism, Khalsa, duty, faith)
Greater Depth	<p>I can</p> <ul style="list-style-type: none"> Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning. Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Describe the meaning of religious symbols and symbolic actions Show understanding that symbols may be interpreted in different ways both within and between religions. 	<p>I can</p> <ul style="list-style-type: none"> Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions. Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.
	<p>Make links between what is taught & what we believe. Respond thoughtfully. Express own ideas about something in light of their learning. Suggest their own ideas. Suggest meaning. Identify some similarities & differences. Answer the title question thoughtfully. Give examples of ways.</p>	

MY LEARNING PATHWAY: RE

	'I CAN' The skills have learnt...	'I KNOW' The knowledge I have...
TERM 1 (Creation) What do Christians learn from the Creation story?	<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. 	<ul style="list-style-type: none"> Christians believe that God the Creator cares for the creation, including human beings. Christians believe the Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments). [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.] <p>Key vocabulary:</p> <p><i>Creation, God, Creator, Bible, relationship, Ten Commandments, Genesis 1</i></p> <p>(previous vocabulary: creation, Christians, God, universe, Creator, Bible, pray, prayer, religion, Christian, Christianity)</p>
Term 2 (Incarnation) What is the Trinity?	<ul style="list-style-type: none"> Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> Christians believe God is Trinity: Father, Son and Holy Spirit. Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. Understanding God is challenging; people spend their whole lives learning more and more about God. Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. <p>Key vocabulary:</p> <p><i>Gospel, Trinity, Father, Son, Holy Spirit, power, creator,</i></p> <p>(Previous vocabulary: Trinity, Father, Son, Holy Spirit, worship, prayer, baptism, Christianity, Gospel Incarnation, Jesus, God, Christians, Christmas, Bible, Bethlehem, Nativity; Bethlehem; Bible, advent)</p>

<p>TERM 3 (Gospel)</p> <p>What kind of a world did Jesus want?</p>	<ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> • Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. <p>Key vocabulary:</p> <p><i>Gospel, Jesus, disciples, forgiveness, justice, neighbour</i></p> <p>(previous vocabulary: Gospel, God, Jesus, Christians, prayer, Jesus, Bible; forgiveness; peace; confession; charity, pray.)</p>
<p>TERM 4 (Salvation)</p> <p>Why do Christians remember the events of Holy week?</p>	<ul style="list-style-type: none"> • Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. • Give examples of what the texts studied meant to some Christians. • Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. • Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. • Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. 	<ul style="list-style-type: none"> • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection. <p>Key vocabulary:</p> <p><i>Betrayal, denial, Gospel, Christians, prayer, serving, celebrating, resurrection, sharing</i></p> <p>(Previous vocabulary: Good Friday, Gospel, Palm Sunday, resurrection, disciples, Jesus, Jerusalem, God, incarnation, Gospel, salvation, Jesus, Christians, forgiveness, incarnation; Holy Week; Easter; Church; Bible)</p>

<p>TERM 5 (Hinduism) What does it mean to be a Hindu in Britain today?</p>	<ul style="list-style-type: none"> I can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life I can describe some ways in which Hindus express their faith through puja, aarti and bhajans I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others 	<p>Hindus believe in one ultimate God, Brahman. Hindus pray to many deities representing different characteristics of Brahman.</p> <p>Hindus worship in a temple called a Mandir.</p> <p>Hindus believe that life is a cycle of birth, death and re-birth.</p> <p>More detail can be found on https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p</p> <p>Key vocabulary: <i>Puja, aarti, Hindi, Hindu, bhajans, Mandir.</i></p>
<p>TERM 6 (Multi faith links) Why do people think that life is a journey and what significant experiences mark this?</p>	<ul style="list-style-type: none"> 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, Hindu ceremonies of commitment and say what these rituals mean. Suggest reasons why marking the milestones of life are important for people. Explain similarities and differences between ceremonies of commitment. Link up questions and answers about how believers show commitment with their own ideas about community, belonging and belief. Discuss and present my own ideas about the value and challenge of religious and nonreligious commitment in Britain today. 	<ul style="list-style-type: none"> Understanding of key rituals Christian, Jewish, Hindu and Humanist ceremonies of commitment Key milestones on journey of life – what are they and why mark them. Basic understanding of what different religions/world views believe about death How each faith guides people through difficult times. <p>Key vocabulary: Baptism, first communion, sacred thread ceremony, bar/bat mitzvah, Jewish, Christian</p> <p>(Previous vocabulary: Puja, aarti, Hindi, Hindu, bhajans, Mandir. Jewish = Synagogue, menorah, Chanukah, Jewish, celebration, special, Religion; Jewish; Mezuzah; Shabbat; Torah)</p>
<p>Greater Depth</p>	<p>I can</p> <ul style="list-style-type: none"> Using appropriate religious and moral vocabulary, identify and describe key features of religions, including beliefs, teachings and their meaning. Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. Describe the meaning of religious symbols and symbolic actions. 	<p>I can</p> <ul style="list-style-type: none"> Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers. Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.

	<ul style="list-style-type: none">• Show understanding that symbols may be interpreted in different ways both within and between religions.	<ul style="list-style-type: none">• Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.
Greater depth – how this might look in a child's book.	<p>Identify some similarities & differences. Discuss & present their own ideas about why they think something. Express their own understanding. Present their own ideas about attitudes. Make connections between key concepts and the big story of the Bible. Consider & evaluate. Suggest how & why. Express ideas.</p>	

MY LEARNING PATHWAY: RE

'I CAN' *The skills I have learnt...*

'I KNOW' *The knowledge I have...*

TERM 1 (God)
What does it mean if God is loving and holy?

- Identify some different types of biblical texts, using technical terms accurately.
- Explain connections between biblical texts and Christian ideas of God, using theological terms.
- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.
- Show how Christians put their beliefs into practice in worship.
- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.

- Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.
- Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.
- Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.
- Christians believe getting to know God is like getting to know a person rather than learning information

Key vocabulary:

Omnipotent, omniscient, eternal, worship, forgiveness, Christians, Bible, belief

(previous vocabulary: Pentecost, Kingdom of God, disciples, Christians, Holy Spirit, Jesus, Noah, covenant, Old Testament, Israel, Bible, promises, Parable; God; Christians; forgiveness; worship; Advent, pray, prayer, religion, Christian, Christianity)

TERM 2 (Incarnation)
Was Jesus the Messiah?

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

- Jesus was Jewish.
- Christians believe Jesus is God in the flesh.
- They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.
- The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.
- Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)
- Christians see Jesus as their Saviour (See Salvation).

Key vocabulary: *Incarnation, Messiah, prophecy, Gospel, resurrection, salvation, Saviour*

(Previous vocabulary: Gospel, Trinity, Father, Son, Holy Spirit, power, creator, worship, prayer, baptism, Christianity, Incarnation, Jesus, God, Christians, Christmas, Bible, Bethlehem, Nativity; advent)

<p>TERM 3 (People of God)</p> <p>How can following God bring freedom and justice?</p>	<ul style="list-style-type: none"> • Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. 	<ul style="list-style-type: none"> • The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus. <p><i>Key vocabulary:</i></p> <p>Moses, salvation, freedom, justice, Old Testament, Egypt, Christians, resurrection, Jesus</p> <ul style="list-style-type: none"> • (previous vocabulary: Omnipotent, omniscient, eternal, worship, forgiveness, Christians, Bible, belief, Pentecost, Kingdom of God, disciples, Holy Spirit, Jesus, Noah, covenant, Old Testament, Israel, promises, Parable; God; worship; Advent, pray, prayer, religion, Christian, Christianity)
<p>TERM 4 (Salvation)</p> <p>What did Jesus do to save human beings?</p>	<ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice. • Weigh up the value and impact of ideas of sacrifice in their own lives and 	<ul style="list-style-type: none"> • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of

	the world today	<p>others, and some are prepared to die for others and for their faith</p> <p>Key vocabulary: Gospel, salvation, sin, substitute, Holy Communion, Christians, sacrifice</p> <ul style="list-style-type: none"> (Previous vocabulary: Betrayal, denial, serving, celebrating, resurrection, sharing, Good Friday, Gospel, Palm Sunday, resurrection, disciples, Jesus, Jerusalem, God, incarnation, Gospel, salvation, Jesus, Christians, forgiveness, incarnation; Holy Week; Easter; Church; Bible)
<p>TERM 5 (Judaism)</p> <p>What does it mean to be Jewish in Britain today?</p>	<ul style="list-style-type: none"> Make connections between Jewish practice/teaching from the Torah and their beliefs about God Give examples of Jewish festivals and explain how they impact Jewish people today Explain the meaning and significance of Jewish rituals and practices. Comment thoughtfully on how the role of women varies within Judaism. Answer the key question from different perspectives, including my own. 	<ul style="list-style-type: none"> Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish people should live, worship God and pray. Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others. Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year. Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites. Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it. <p>Key vocabulary: Torah, Shema, Yom Kippur, Rosh Hashanah, forgiveness, Pesach, Tzedakah, rituals</p> <ul style="list-style-type: none"> (Previous vocabulary: Puja, aarti, Hindi, Hindu, bhajans, Mandir. Jewish = Synagogue, menorah, Chanukah, Jewish, celebration, special, Religion; Jewish; Mezuzah; Shabbat; Torah, sacred thread ceremony, bar/bat mitzvah)

<p style="text-align: center;">TERM 6 (Islam)</p> <p style="text-align: center;">What does it mean to be a Muslim in Britain today?</p>	<ul style="list-style-type: none"> Express some ideas about Muslim beliefs about God, making some links with some of the 99 Names of Allah Re-tell some stories about the life of the Prophet Muhammad (peace be upon him) and recognize what they might say about him Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam and analyse their importance within the Muslim faith Recognise some objects and places used by Muslim people and evaluate why they are important Find out about and respond with their own ideas to examples of different beliefs, prayer, generosity and worship 	<ul style="list-style-type: none"> Muslim people all over the world build their lives on the beliefs expressed in the five pillars of Islam Muslim people believe in the Oneness of God (Tawhid) Muslim people believe that the Prophet Muhammad (PBUH) is the prophet of Allah The Shahadah is the key statement of belief held by Muslim people Muslim people believe that they have a duty to pray five times every day (Salah) Zakah is the generous giving of money which Muslims believe that they have a duty to give to those in need The mosque is an important place of prayer, learning and meeting for the Muslim community <p>Key vocabulary:</p> <p>Allah, Prophet Muhammad (peace be upon him), 5 pillars, Shahadah, Zakah, Salah, Tawhid</p> <ul style="list-style-type: none"> (Previous vocabulary: Ramadan, Eid-ul-Fitr, Muslim, Islam, Allah, Prophet Muhammad (peace be upon him), prayer mat, Holy Qur'an)
<p style="text-align: center;">Greater Depth</p>	<p>I can</p> <ul style="list-style-type: none"> Use philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions. Explain how religious beliefs and ideas influence practices and lifestyles. Explore how these beliefs and ideas lead to diverse practice, both within and between religions. Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions. 	<p>I can</p> <ul style="list-style-type: none"> Explore and suggest reasons for their own and other people's views, including religious ideas about human identity and experience. Explain their own philosophical, moral and/or religious responses to a range of ultimate questions. Explore the views of others including different religious perspectives. Explain, with reasons, religious views about moral and ethical issues. Explore their own views and those of others in relation to these issues.

Greater depth – how this might look in a child's book.	<p>Identify some similarities & differences.</p> <p>Discuss & present their own ideas about why they think something.</p> <p>Express their own understanding.</p> <p>Present their own ideas about attitudes.</p> <p>Make connections between key concepts and the big story of the Bible.</p> <p>Consider & evaluate. Suggest how & why.</p> <p>Express ideas.</p>
--	---

MY LEARNING PATHWAY: RE

'I CAN' The skills I have learnt...

'I KNOW' The knowledge I have...

TERM 1 (Creation)
Creation and science – conflicting or complementary?

- Outline the importance of Creation on the timeline of the 'big story' of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together.
- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

- There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.
 - These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?
 - There are many scientists, throughout history and now, who are Christians.
 - The discoveries of science make Christians wonder even more about the power and majesty of the Creator
- Key vocabulary:**
- Interpretation, Genesis 1, complementary, conflict, scientific, interpretation, purpose, justify, Creator, Christians*
- (previous vocabulary: Creation, God, relationship, Ten Commandments, Genesis 1, Christians, God, universe, Creator, Bible, pray, prayer, religion, Christian, Christianity)

Key vocabulary:

*Interpretation, Genesis 1,
complementary, conflict, scientific,
interpretation, purpose, justify,
Creator,
Christians*

(previous vocabulary: Creation, God, relationship, TenCommandments, Genesis 1, Christians, God, universe, Creator, Bible, pray, prayer, religion, Christian, Christianity)

TERM 2 (Islam)

What does it mean to be a Muslim in Britain today?

- Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith
- Find out about and respond with their own ideas about these beliefs and practices
- Describe and reflect on the significance of the Holy Qur'an to Muslim people
- Describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow

- The five pillars of Islam are practised by Muslim people including by Muslim people living in Britain today
- Muslim people believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer (Sawm)
- Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able
- That the five pillars of Islam are both valuable and challenging for Muslim people and that they make a difference to individuals but also to the whole of the Muslim community (Ummah)

Key vocabulary:

Holy Qur'an, Sawm, Hajj, Muslim, five pillars, Ramadan, Mecca, Ummah, pilgrimage

- (Previous vocabulary: Allah, Prophet Muhammad (peace be upon him), 5 pillars, Shahadah, Zakah, Salah, Tawhid, Ramadan, Eid-ul-Fitr, Muslim, Islam, prayer mat, Holy Qur'an)

<p>TERM 3 (Gospel) What would Jesus do?</p>	<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 ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own. 	<ul style="list-style-type: none"> The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community. <p>Key vocabulary:</p> <p><i>Gospel, parable, narrative, connections, forgiveness, peace, beatitudes</i></p> <p>(previous vocabulary: Gospel, Jesus, disciples, forgiveness, justice, neighbour, God, Christians, prayer, Bible; peace; confession; charity, pray)</p>
<p>TERM 4 (Salvation) What difference does the resurrection make?</p>	<ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. 	<ul style="list-style-type: none"> Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. The Gospels give accounts of Jesus' death and resurrection. Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.

	<ul style="list-style-type: none"> • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today 	<ul style="list-style-type: none"> • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven). <p>Key vocabulary:</p> <p><i>Resurrection, salvation, incarnation, Good Friday, Easter Sunday, Gospel, justify</i></p> <p>(Previous vocabulary: Gospel, salvation, sin, substitute, Holy Communion, Christians, sacrifice, theological, Betrayal, denial, serving, celebrating, resurrection, sharing, Good Friday, Palm Sunday, resurrection, disciples, Jesus, Jerusalem, God, incarnation, Gospel, salvation, Jesus, Christians, forgiveness, incarnation; Holy Week; Easter; Church; Bible)</p>
<p>TERM 5 (Islam & Christianity)</p> <p>Is it better to express your beliefs in arts and architecture or in charity and generosity</p>	<ul style="list-style-type: none"> • Describe and make connections between examples of religious creativity (buildings and art) • 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 • Apply ideas about values and from scriptures to the title question 	<ul style="list-style-type: none"> • Reasons why some buildings are sacred • About some great examples of religious art and architecture • Some similarities and differences between Christian and Muslim sacred buildings. • Muslim ideas (e.g. from scriptures and from charities with an Islamic character) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. • Why Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. • Why some people may be critical of religious art / architecture, and why some would defend it as important. <p>Key vocabulary: Art, Architecture Charity Generosity Church Mosque Almsgiving Zakat</p> <p>(Previous vocabulary: Holy Qur'an, Sawm, Hajj, five pillars, Ramadan, Mecca, Ummah, pilgrimage, Allah, Prophet Muhammad (peace be upon him), Shahadah, Zakah, Salah, Tawhid, Ramadan, Eid-ul-Fitr, Muslim, Islam, prayer mat.)</p>
<p>TERM 6 (Kingdom of God)</p>	<ul style="list-style-type: none"> • Explain connections between biblical texts and the concept of the Kingdom of God. • Consider different possible 	<ul style="list-style-type: none"> • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through

	<p>meanings for the biblical texts studied, showing awareness of different interpretations.</p> <ul style="list-style-type: none"> • Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. 	<p>the lives of Christians who live in obedience to God.</p> <ul style="list-style-type: none"> • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. <p>Key vocabulary:</p> <p><i>Kingdom of God, parables, obedience, community, social injustice, worship, service</i></p> <ul style="list-style-type: none"> • (previous vocabulary: Moses, theological, salvation, freedom, justice, Old Testament, Egypt, Christians, resurrection, Jesus, Omnipotent, omniscient, eternal, worship, forgiveness, Bible, belief, Pentecost, Kingdom of God, disciples, Holy Spirit, Noah, covenant, Old Testament, Israel, promises, Parable; God; worship; Advent, pray, prayer, religion, Christian, Christianity)
Greater Depth	<p>I can</p> <p>Use philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.</p> <p>Explain how religious beliefs and ideas influence practices and lifestyles. Explore how these beliefs and ideas lead to diverse practice, both within and between religions.</p> <p>Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.</p>	<p>I can</p> <p>Explore and suggest reasons for their own and other people's views, including religious ideas about human identity and experience.</p> <p>Explain their own philosophical, moral and/or religious responses to a range of ultimate questions. Explore the views of others including different religious perspectives.</p> <p>Explain, with reasons, religious views about moral and ethical issues. Explore their own views and those of others in relation to these issues.</p>

<p>Greater depth – how this might look in a Child’s book.</p>	<p>Identify some similarities & differences. Discuss & present their own ideas about why they think something. Express their own understanding. Present their own ideas about attitudes. Make connections between key concepts and the big story of the Bible. Consider & evaluate. Suggest how & why. Express ideas.</p>
---	---

