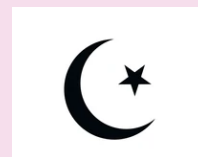
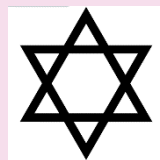




Meole Brace
C of E Primary School and Nursery

Religious Education Handbook



Our vision and rationale for Religious Education

As a Church of England School, Religious Education is considered to be a core subject and fundamental to developing the children's understanding of their role in the community of a Church School and as a member of a multicultural society and world. We believe that our RE Curriculum should prepare children to live within the diverse, multi-religious and multi-secular society of today. Children are challenged to think about their place in the world at local, national and global levels.

The principal aim of our religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The children understand they are part of the school **community**. They learn how to be a valued member of this **community** and what their role is within it. They also understand that Christianity is a global faith and they are part of the local Church as well as the wider global Christian **community**.

They study key Christian values and the values of other world religions and non-religious viewpoints. This allows them to understand and **respect** the beliefs and views of all. Pupils are encouraged to **respect** each other, their teachers and all members of the school and wider **communities**.

Through studying the Bible and other religious texts, pupils learn that **perseverance** is important to success in life. They are encouraged to embrace challenges in their learning and life and to **persevere** despite these. They are taught to link Christian values to the religious texts they learn about.

Our RE curriculum promotes understanding, **respect** and tolerance for all religious faiths and encourages curiosity, questioning and the exploration of religious concepts.

As a school and a community, we give children every opportunity to flourish and let the light of God shine through them, remembering that it is only with God's help – the source of all light – that we will be most able to shine brightly.

“Let your light shine” Matthew 5.16



Curriculum Subject Leaders






Mrs Sally Polisena



Miss Ruth Jones

End of Phase Outcomes

Key stage	 Making sense of Beliefs	 Understanding the Impact	 Making Connections
End of KS1	<ul style="list-style-type: none"> • Identify core beliefs and concepts studied and give a simple description of what they mean ○ Give examples of how stories show what people believe (e.g. the meaning behind a festival) ○ Give clear, simple accounts of what stories and other texts mean to believers 	<ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions • Give examples of ways in which believers put their beliefs into practice 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying, have something to say to them • Give a good reason for the views they have and the connections they make.
End of LKS2	<ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied ○ Make clear links between texts/sources of authority and the key concepts studied ○ Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers 	<ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into practice 	<ul style="list-style-type: none"> • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly ○ Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live ○ Give a good reason for the views they have and the connections they make.

<p>End of UKS2</p>	<ul style="list-style-type: none">• Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions○ Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts○ Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority	<ul style="list-style-type: none">• Make clear connections between what people believe and how they live, individually and in communities• Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	<ul style="list-style-type: none">• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)○ Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently○ Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.
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Muslims	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p data-bbox="221 517 421 571">Making sense of Beliefs</p>			<ul data-bbox="884 272 1086 1043" style="list-style-type: none"> • Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names, and give a simple description of what some of them mean • Give examples of how stories about the Prophet* show what Muslims believe about Muhammad 	<ul data-bbox="1126 272 1328 671" style="list-style-type: none"> • Identify some beliefs about God in Islam, expressed in Surah I • Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God) 		<ul data-bbox="1572 272 1794 890" style="list-style-type: none"> • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) 	



Understanding the Impact

- Give examples of how Muslims use the *Shahadah* to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

- Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)

- Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways



Making Connections





- Think, talk and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control,

- Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
- Make links between the

- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Shropshire today
- Consider and weigh up the value of e.g. submission, obedience, generosity, self-


			<p>giving a good reason for their ideas</p> <ul style="list-style-type: none"> • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. 	<p>Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>		<p>control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. 	
Vocabulary			<p>Muslim Allah Islam Muhammad The Qur'an Shahadah Salah Ibadah Prophet Five pillars Arabic</p>	<p>Islam Muslim Arabic Tawhid Salah Qur'an Mosque Surah Ibadah Fasting celebrating Five Pillars festivals</p>		<p>Qur'an Iman Shahadah Tawhid Salat Ramadan Zakah ibadah Hajj Wudu Id-ul-Adha Fitr Halal</p> <p>Id-ul-</p>	



Jews	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Making sense of Beliefs</p>		<ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like 		<ul style="list-style-type: none"> Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today 		<ul style="list-style-type: none"> Identify and explain Jewish beliefs about God Give examples of some texts that say what God is like and explain how Jewish people interpret them 	
 <p>Understanding the Impact</p>		<ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the 		<ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) 		<ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it Make clear connections between Jewish commandments and how Jews live (e.g. in 	

		<p>stories and how people live</p> <ul style="list-style-type: none"> • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 		<ul style="list-style-type: none"> • Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. 		<p>relation to kosher laws)</p> <ul style="list-style-type: none"> • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) 	
 <p>Making Connections</p> 		<ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 		<ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future • Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, 		<ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to 	

				including pupils' own lives, and giving good reasons for their ideas.		people who are not Jewish.	
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Hindus in Britain	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Making sense of Beliefs</p>					<ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God ○ Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God ○ Offer informed suggestions about what Hindu murtis express about God • Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean 		<ul style="list-style-type: none"> • Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.

					<ul style="list-style-type: none"> • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) 		
 <p>Understanding the Impact</p>					<ul style="list-style-type: none"> • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) ○ Identify some different ways in which Hindus worship • Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) • Describe how Hindus show their faith within their faith communities in Britain today 		<ul style="list-style-type: none"> • Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways

					<p>(e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as <i>Diwali</i>)</p> <ul style="list-style-type: none"> • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) 		
 <p>Making Connections</p> 					<ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today ○ Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good 		<ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.

					<p>reasons for their ideas.</p> <ul style="list-style-type: none">• Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.		
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God	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Making sense of Beliefs</p>	<ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings 	<ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians 			<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms 	
 <p>Understanding the Impact</p>	<ul style="list-style-type: none"> Say how and when Christians like to thank their Creator 	<ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) 			<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live 	<ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship 	

		<ul style="list-style-type: none"> • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) 					
 <p>Making Connections</p> 	<ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Talk about what people do to mess up the world and what they do to look after it. 	<ul style="list-style-type: none"> • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make. 			<ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> • 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. 	

Creation	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Making sense of Beliefs</p>		<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world 		<ul style="list-style-type: none"> 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 Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world 			<ul style="list-style-type: none"> 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
 <p>Understanding the Impact</p>		<ul style="list-style-type: none"> Give at least one example of what Christians do to say ‘thank you’ to God for Creation 		<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) Describe how and why Christians might pray to God, say sorry and ask for forgiveness 			<ul style="list-style-type: none"> 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



Making Connections



Vocabulary

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.



- 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, giving good reasons for their views.

Creation
Genesis
God
world
Christians
amazing



God
Creation
Genesis
Creator
Ten Commandments
Forgiveness
The Fall
Obey
Disobey

Genesis
Creation
Cosmology
Evolution
Creator
Universe
Conflict
complement
Scientific theory
Alternative faith
Agnostic
atheist
Belief psalm

Incarnation	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Making sense of Beliefs</p>	<ul style="list-style-type: none"> Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences. 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today 	<ul style="list-style-type: none"> 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 	
 <p>Understanding the Impact</p>	<ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas) 		<ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas 		<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and 	<ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas 	



					<p>in the way they live</p>	<ul style="list-style-type: none"> • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible 	
 <p>Making Connections</p> 	<ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Retell religious stories, making connections with personal experiences. 		<ul style="list-style-type: none"> • Decide what they personally have to be thankful for, giving a reason for their ideas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not. 		<ul style="list-style-type: none"> • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. 	<ul style="list-style-type: none"> • Weigh up how far the idea of Jesus as 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, giving good reasons for their answers. 	

Salvation	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Making sense of Beliefs</p>	<ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians 		<ul style="list-style-type: none"> Recognise 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) 		<ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week 		<ul style="list-style-type: none"> 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
 <p>Understanding the Impact</p>	<ul style="list-style-type: none"> Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature 		<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter 		<ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities <ul style="list-style-type: none"> Describe how Christians show their beliefs about Jesus in 		<ul style="list-style-type: none"> 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



	<ul style="list-style-type: none"> • Talk about some ways Christians remember these stories at Easter. 				<p>worship in different ways</p>		<p>beliefs into practice in different ways</p>
 <p>Making Connections</p> 	<ul style="list-style-type: none"> • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about ideas of new life in nature 		<ul style="list-style-type: none"> • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. 		<ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 		<ul style="list-style-type: none"> • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.


People of God	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p data-bbox="219 416 421 475">Making sense of Beliefs</p>				<ul data-bbox="1122 264 1330 416" style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant 			
 <p data-bbox="226 699 416 758">Understanding the Impact</p>				<ul data-bbox="1122 547 1330 815" style="list-style-type: none"> • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 			
 <p data-bbox="237 983 398 1042">Making Connections</p> 				<ul data-bbox="1122 829 1330 1042" style="list-style-type: none"> • Make links between the story of Noah and how we live in school and the wider world. 			


Gospel	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p>Making sense of Beliefs</p>			<ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with the 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 	<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' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian 		<ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts 	
 <p>Understanding the Impact</p>			<ul style="list-style-type: none"> • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good 	<ul style="list-style-type: none"> • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways 		<ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives 	

			<p>news to the friendless</p> <ul style="list-style-type: none"> • 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) 				
 <p>Making Connections</p> 			<ul style="list-style-type: none"> • 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 about how to live, giving a good reason for their ideas. 	<ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. 		<ul style="list-style-type: none"> • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives <ul style="list-style-type: none"> ○ Articulate their own responses to the issues studied, recognising different points of view. 	



Kingdom of God	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p data-bbox="215 539 418 596">Making sense of Beliefs</p>					<ul data-bbox="1317 268 1525 970" style="list-style-type: none"> • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now 		<ul data-bbox="1785 268 2033 699" style="list-style-type: none"> • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
 <p data-bbox="215 1169 409 1227">Understanding the Impact</p>					<ul data-bbox="1317 992 1525 1375" style="list-style-type: none"> • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now • Describe how Christians show their 		<ul data-bbox="1785 992 2018 1375" style="list-style-type: none"> • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways

					<p>beliefs about the Holy Spirit in worship</p>		
 <p>Making Connections</p> 					<ul style="list-style-type: none"> • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. 		<ul style="list-style-type: none"> • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today.

Thematic Units	EYFS			Year 1		Year 2	Year 3	Year 4	Year 5	Year 6	
 <p>Making sense of Beliefs</p>	<p>Being Special: where do we Belong?</p> <ul style="list-style-type: none"> Retell religious stories making connections with personal experiences 	<p>Which Places are Special and Why?</p> <ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God 	<p>Which Stories are Special and Why?</p> <ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible, Torah 	<p>Belonging:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people 	<p>World and Others:</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews 	<p>Sacred Places:</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 in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting 	<p>Make the World Better:</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place 	<p>Stages of Life:</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious 	<p>Humanists and Christians:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') 	<p>Why believe in God:</p> <ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God 	<p>Life Gets Hard:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences

					about the natural world	these beliefs simply to a place of worship		people today			
 <p>Understanding the Impact</p>	<ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply 	<ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them Talk about the 	<ul style="list-style-type: none"> Talk about some of the things these stories teach believers (for example, what Jesus teaches about 	<ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and 	<ul style="list-style-type: none"> Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories 	<ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe <ul style="list-style-type: none"> Give simple examples of 	<ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) 	<ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these 	<ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live <ul style="list-style-type: none"> Give evidence and 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenge

	<p>what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>things that are special and valued in a place of worship</p>	<p>being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc.</p>	<p>suggest what the actions and symbols mean</p> <ul style="list-style-type: none"> ○ Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<ul style="list-style-type: none"> ○ Give examples of how Christians and Jews can show care for the natural Earth ○ Say why Christians and Jews might look after the natural world 	<p>how people worship at a church, mosque or synagogue</p> <ul style="list-style-type: none"> ○ Talk about why some people like to belong to a sacred building or a community 	<ul style="list-style-type: none"> ○ Describe some examples of how people try to live (e.g. individuals and organisations) ○ Identify some differences in how people put their beliefs into action 	<p>rituals mean</p> <ul style="list-style-type: none"> ○ Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) ○ Identify some differences in how people celebrate commitment (e.g. different practices of 	<p>moral code and why it might be difficult, offering different points of view</p>	<p>examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p>	<p>s in life (e.g. suffering, bereavement)</p> <ul style="list-style-type: none"> ○ Give examples of ways in which beliefs about resurrection/judgment/heaven/karma/reincarnation make a difference to how someone lives
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									marriage, or Christian baptism)			
 <p>Making Connections</p> 	<ul style="list-style-type: none"> • Retell religious stories making connections with personal experiences • Share and record occasions when things have happened in their lives that made them 	<ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • Get to know and use appropriate words to talk about their thoughts and feelings 	<ul style="list-style-type: none"> • Identify some of their own feelings in the stories they hear 	<ul style="list-style-type: none"> • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to 	<ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world <ul style="list-style-type: none"> ○ Give good reasons why everyone (religious and non-religious) 	<ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas <ul style="list-style-type: none"> ○ Talk about what makes some places special to people, and what the 	<ul style="list-style-type: none"> • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better <ul style="list-style-type: none"> ○ Make links between some commands for living from religious traditions, non-religious worldviews 	<ul style="list-style-type: none"> • Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones <ul style="list-style-type: none"> ○ Make links between ideas of love, commitment 	<ul style="list-style-type: none"> • Raise important questions and suggest answers about how and why people should be good <ul style="list-style-type: none"> ○ Make connections between the values studied and their own lives, and their importance in the world today, giving good 	<ul style="list-style-type: none"> • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging <ul style="list-style-type: none"> • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of 		<ul style="list-style-type: none"> • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these <ul style="list-style-type: none"> ○ Offer a reasoned response to the

	feel special	when visiting a church <ul style="list-style-type: none"> Express a personal response to the natural world. 		differences <ul style="list-style-type: none"> Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	should care for others and look after the natural world.	difference is between religious and non-religious special places.	and pupils' own ideas <ul style="list-style-type: none"> Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	ent and promises in religious and non-religious ceremonies <ul style="list-style-type: none"> Give good reasons why they think ceremonies of commitment are or are not valuable today. 	reasons for their views.	their own about why people believe in God or not <ul style="list-style-type: none"> Make connections between belief and behaviour in their own lives, in the light of their learning. 	unit question, with evidence and example, expressing insights of their own.
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Religious Education Unit Coverage

	Autumn Term	Spring Term	Summer Term
Year R	<p>Being Special: Where do we Belong? Why is Christmas Special for Christians? Church Visit</p>	<p>Why is the word God so important to Christians? Why is Easter special to Christians? Judith and Cerys visit to talk about the Easter Story Prayer Space</p>	<p>What places are special and why? What time/stories are special and why? Church Visit</p>
Year 1	<p>What does it mean to belong to a Faith Community? What do Christians believe God is like? Visit from School Chaplain</p>	<p>Who is Jewish and how do they live? Prayer Space</p>	<p>Who do Christians say made the world? How should we care for the world and for others, and why does it matter?</p>
Year 2	<p>Who is Muslim and how do they live? Why does Christmas matter to Christians?</p>	<p>Who is Muslim and how do they live? (part 2) Why does Easter matter to Christians? Prayer Space</p>	<p>What is the good news Christians believe Jesus brings? What makes some places sacred to believers? Church Visit led by School Chaplain</p>
Year 3	<p>What do Christians learn from the Creation story? What is it like for someone to follow God? Visit from School Chaplain</p>	<p>How do festivals and worship show what matters to a Muslim? How do festivals and family life show what matters to Jewish people? Visit from Rabbi Prayer Space</p>	<p>What kind of world did Jesus want? How and why do people try to make the world a better place?</p>
Year 4	<p>What is the Trinity and why is it important for Christians? What do Hindus believe God is like?</p>	<p>What does it mean to be Hindu in Britain today? Why do Christians call the day Jesus died Good Friday? Prayer Space</p>	<p>For Christians, when Jesus left, what was the impact of Pentecost? How and why do people mark the significant events of life? CPAS School ventures weekend retreat - Investigation empty tombs.</p>

Year 5	<p>What does it mean if Christians believe God is holy and loving? What does it mean to be Muslim in Britain today?</p>	<p>Why do Christians believe Jesus was the Messiah? Why is the Torah so important to Jewish people? Prayer Space</p>	<p>Christians and how to live: What would Jesus do? What matters most to Humanists and Christians?</p>
Year 6	<p>Creation and Science: conflicting or complementary? Why do some people believe in God and some people not?</p>	<p>Why do Hindus want to be good? What do Christians believe Jesus did to save people? Prayer Space</p>	<p>For Christians, what kind of king is Jesus? How does faith help people when life gets hard?</p>