

Religious Education at Exwick Heights Primary School

Overview

The principal aim of Religious Education (RE) at Exwick Heights 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 required to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

Curriculum Principles

Through our aspirational RE curriculum, by the end of their primary education, a pupil of Exwick Heights Primary School will:

- Have a grounded understanding of religious and non-religious worldviews, practices and ways of life.
- Recognise how and why sources of authority are used, expressed and interpreted in different ways by individuals and within communities.
- Have the knowledge, understanding and skills needed to handle questions raised by religious and non-religious worldviews, reflecting on their own ideas and ways of living.
- Be able to make connections between religious and non-religious worldviews, concepts, practices and ideas studied.
- Be able express their own critical responses and personal reflections with increasing clarity and understanding.
- Have gained knowledge and skills supported by limitless opportunities for outdoor learning and first hand experiences including visits to local places of worship and visits from members of faith communities.

By the end of Early Years, pupils can...

- Talk about the differences they notice between people, whilst also looking at similarities between different families and communities.
- Talk positively about different appearances, skin colours and hair types.
- Engage in celebrations and value cultural, religious and community events and experiences.
- Talk about other's families and ask questions
- Talk about people that they may have come across within their community
- Explore the purpose of places of worship and places of local importance to the community drawing on their own experiences where possible
- Visit places of worship and places of local importance to the community
- Listen to and ask questions of visitors from different religious and cultural communities
- Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.
- Build a rich bank of vocabulary with which to describe their own lives and the lives of others.

By the end of KS1, pupils can...

- Identify core beliefs and concepts studied and give a simple description of what they mean.

- Give examples of how stories show what people believe.
- Give examples of how people use stories, texts and teachings to beliefs, actions and worldviews.
- Give examples of ways in which people put their beliefs into practice.
- 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.

By the end of lower KS2, pupils can...

- Identify and describe the core beliefs and concepts studied.
- Make clear links between texts/sources of authority and the core concepts studied.
- Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to religious and non-religious people.
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities.
- Describe how people show their worldviews in how they worship and in the way they live.
- Identify some differences in how people put their worldviews into practice.
- Make links between some of the worldviews studied and life in the world today, expressing some ideas of their own clearly.
- Raise important questions and suggest answers about how far the worldviews studied might make a difference to how they think and live.
- Give good reasons for the views they have and the connections they make.

By the end of upper KS2, pupils can...

- Identify and explain the core beliefs and concepts studied, using examples of texts/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 some ways in which believers interpret texts/sources of authority.
- Make clear connections between what religious and non-religious worldviews and how these people live, individually and in communities.
- Using evidence and examples, show how and why people put their worldviews into practice in different ways
- Make connections between the beliefs and concepts studied, evaluating and explaining their importance to different religious and non-religious people.
- Reflect on and articulate lessons people might gain from the worldviews studied, including their own responses, recognising that other may think differently.
- Consider and weigh up how worldviews 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.

In order to achieve a true understanding of RE, topics are sequenced based on the following rationale:

- It responds to national calls for deepening pupils' knowledge about religions and for developing their 'religious literacy'. It does this by studying one religion at a time (systematic units) and then including 'thematic units', which build on learning by comparing the beliefs and practices of

different religious and non-religious worldviews.

- Depth is more important than overstretched breadth and so the study of different religions is restricted to 4 per key stage.
- Good practice in RE, as well as European and domestic legislation, has established the principle that RE should be inclusive of both religious and non-religious worldviews.
- Understanding Christianity is a requirement in each key stage as this represents the highest proportion of religious believers in the country. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, and Judaism. Non-religious worldviews, including for example Humanism, will also be the focus for study.
- This sequence sets out a context for open exploration of religious and non-religious worldviews. It offers a structure through which pupils can encounter diverse religious worldviews alongside non-religious worldviews – which reflect the backgrounds of many pupils in our school.
- It is a spiral curriculum so that pupils will revisit previously taught worldviews. Each lesson begins with a 'Flashback' task which reviews learning from previous lessons, units and years so that this knowledge is more easily embedded in pupils' long term memory.
- In EYFS, pupils are encouraged to develop positive attitudes about the differences between people through 'Understanding the World'. Resources reflect the diversity of life in modern Britain and pupils celebrate and value cultural, religious and community events and experiences.

The RE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students from disadvantaged background do not always have same level of social/cultural competence and experiences as non-disadvantaged peers. Trips to places of worship and inviting visitors from faith communities improves the cultural capital of these pupils.
- The RE curriculum encourages exposure to different cultures, religions and ways of life.
- It encourages pupils to express their views through discussion and debates on a variety of key questions linked to religious and non-religious worldviews.
- Special educational needs/disabilities are given extra support through a wide range of resources to scaffold their learning. These scaffolds include, but are not limited to, dual coding symbols in lessons, visual representations, vocabulary supports and additional adult support.

We fully believe RE can contribute to the personal development of students at Exwick Heights:

- Pupils will have an improved understanding of the life choices of those who they may live amongst in the local community or in the wider area. Greater tolerance, respect and understanding will enhance the positive impact they have in the different communities they belong to.
- Pupils will become reflective learners, thinking about their own religious or non-religious worldviews and how these influence their behaviour and attitudes.
- Pupils will gain a greater appreciation of the differences between people.
- Pupils will develop debating and reasoning skills in order to express their viewpoints and consider those of other people with regards to 'Big Questions' explored as part of the curriculum.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Curriculum Overview including Enrichment Opportunities

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	In Nursery, children will begin to Understand the World by exploring People, Culture and Communities.					
Reception Visitor	Being special: where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	What places are special and why?	
	What times/stories are special and why?					
Year 1 Visitor	What does it mean to belong in a faith or belief community?	What do Christians believe God is like?	Who is Jewish and how do they live?		Who do Christians say made the world?	How should we care for the world and others, and why does it matter?
Year 2 Visitor	Who is Muslim and how do they live? (1)	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? (2) Trip: Mosque	What is the 'good news' that Christians believe Jesus brings?	Why does Easter matter to Christians?	What makes some places sacred to believers?
Year 3 Visitor	What do Christians learn from the Creation story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	What kind of world did Jesus want?	How do festivals and family life show what matters to Jewish people?	How and why do people try to make the world a better place?
Year 4 Visitor	What do Hindus believe God is like?	What is the Trinity and why is it important to Christians?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day that Jesus died, 'Good Friday'?	How do people from religious and non-religious communities celebrate key festivals?	How and why do people mark the significant events of life?
Year 5 Visitor	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	What does it if Christians believe God is holy and loving?	Why is the Torah so important to Jewish people? Trip: Synagogue	What does it mean to be a Humanist in Britain today?	What can be done to reduce racism? Can religion help?
Year 6 Visitor	Why do Hindus want to be good?	Christians and how to live: What would Jesus do?	Creation and science: conflicting or complementary?	For Christians, what kind of king is Jesus?	What matters most to Humanists and Christians?	What do religious and non-religious worldviews teach about caring for the Earth?

Our Spiral Curriculum

All children are entitled to an aspirational curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in RE at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's RE journey at Exwick Heights.

Nursery and Reception

Nursery							
		<p>Children will: Continue developing positive attitudes about the differences between people.</p> <p>We will:</p> <ul style="list-style-type: none"> • Ensure that resources reflect the diversity of modern Britain • Encourage children to talk about the differences they notice between people whilst drawing their attention to similarities between different families and communities. • Answer their questions and encourage discussion. Suggestion: Talk positively about difference appearances, skin colours and hair types. • Celebrate and value cultural, religious and community events and experiences. • Help children to learn each other's names, modelling correct pronunciation. 					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Knowledge and Skills	Being special: where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?		Which places are special and why?
		What times/stories are special and why?					
		<ul style="list-style-type: none"> * Talk about some religious stories. * Recognise some religious words * Identify some of their own feelings in the stories they hear. * Identify a sacred text. * Talk about some of the things these stories teach believers. 					

		<p>* Talk about the idea that each person is unique and valuable.</p> <p>* Introduce the idea that religions teach that each person is unique and valuable.</p> <p>* Explore Christian and Jewish views that God loves people even before they are born.</p> <p>* Consider signs and symbols used in the welcoming of children into the faith community.</p> <p>* Talk about how children are welcomed into another faith or belief community.</p>	<p>*Talk about people who are special to them.</p> <p>* Say what makes their family and friends special to them.</p> <p>* Recall simply what happens at a traditional Christian festival.</p> <p>* Begin to recognise the word 'Incarnation' as describing the belief that God came to Earth as Jesus.</p> <p>* Retell religious stories, making connections with personal experiences.</p>	<p>* Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>* Retell stories, talking about what they say about the world, God, human beings.</p> <p>* Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>* Say how and when Christians like to thank their Creator.</p> <p>* Talk about what people do to mess up the world and what they do to look after it.</p> <p>* Say how and when Christians like to thank their Creator.</p> <p>* Talk about what people do to mess up the world and what they do to look after it.</p>	<p>* Recognise and retell stories connected with celebration of Easter.</p> <p>* Say why Easter is a special time for Christians.</p> <p>* Talk about ideas of new life in nature.</p> <p>* Recognise some symbols Christians use during Holy Week and make connections with signs of new life in nature.</p> <p>* Talk about some ways Christians remember these stories at Easter.</p>	<p>Talk about somewhere that is special to themselves, saying why.</p> <p>* Recognise that some religious people have places which have special meaning for them.</p> <p>* Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</p> <p>* Get to know and use appropriate words to talk about their thoughts and feelings when visiting a Church.</p> <p>*Express a personal response to the natural world.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Topic	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?	Who do Christians say made the world?	How should we care for the world and for others and why does it matter?	
	Knowledge introduced	<ul style="list-style-type: none"> * Loving others in communities. * What Jesus and another leader taught about love. * What happens at a traditional Christian, Jewish or Muslim welcome ceremony. * Ways people show their love and belong to each other (e.g marriage). * Expressions of identity and belonging in faith communities and other communities. * What is good about being in a community/ faith community/ themselves. 	<ul style="list-style-type: none"> * Parables. * Lost Son from the Bible – making links with Christian idea of God as a forgiving father. * Examples of ways in which Christians show their belief in God as loving and forgiving. * Examples of how Christians put beliefs into practice in worship. * Thoughts about whether something can be learnt from the story for themselves. 	<ul style="list-style-type: none"> * Recognise the words of the Shema as a Jewish prayer. * Retell simple stories used in Jewish celebrations. * Examples of how Jewish people celebrate special times. * Examples of how some Jewish people might remember God in different ways. 	<ul style="list-style-type: none"> * Story of Creation (Genesis 1:1 – 2:3) * Creation is the beginning of the ‘big story’ of the Bible. * What the story tells Christians about God, *Creation and the world. * Examples of what Christians do to say ‘thank you’ to God for Creation. * What they personally have to be thankful for. 	<ul style="list-style-type: none"> * Stories that say something about each person being unique and valuable. * Examples of key beliefs some people find in one of these stories. * Examples of how people show that they care for others. * Examples of how Christians and Jews show care for the earth. * Why Christians and Jews might look after the world. * Reasons why everyone should care for others and look after the natural world. * What difference believing in God makes to how people treat each other and the natural world. 	

Skills introduced	Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.	Think, talk and ask questions about whether they can learn anything from the story for themselves exploring different ideas. Give a reason for ideas and connections they make.	Relate and give examples of how stories relate to Jewish thoughts about God. Making links between Jewish stories and how believers live.	N/A	
Knowledge revisited	Learning about communities in EYFS.	Learning about celebrations and religious holidays in EYFS.	Learning about differences in people and appearances in EYFS.	Key stories about creation in EYFS. Christianity <i>What do Christians believe God is like? (Y1)</i>	Natural world in EYFS. Previous religions studied: Christianity Judaism Non-religious views
Skills revisited	N/A	N/A	Giving good reasons for their ideas about whether reflecting, thanking and praising and remembering have something to say to them too. Talking about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas.	Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	Think, talk and ask questions about living in an amazing world. Give reasons for ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. Give good reasons why everyone (religious and non-religious) should care for others and the world.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Topic	<p>Who is Muslim and how do they live?</p> <p>(Revisited in Spring 1)</p> <ul style="list-style-type: none"> * Words of the Shahadah and it's important to Muslims. * Key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. * Examples of how Muslims use the Shahadah to show what matters to them. * Stories about the Prophet Muhammed and how these show what Muslims believe. * How stories about the Prophet guide Muslims beliefs and actions. * How Muslims put beliefs about prayer into action. 	<p>Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> * Stories of Jesus' life from the Gospels. * Story of Jesus' birth. * Why Jesus is important for Christians. * Examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. * What people have to be thankful for. 	<p>Who is a Muslim and how do they live? Pt2</p> <p>(Continued)</p> <ul style="list-style-type: none"> * Words of the Shahadah and it's important to Muslims. * Key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. * Examples of how Muslims use the Shahadah to show what matters to them. * Stories about the Prophet Muhammed and how these show what Muslims believe. * How stories about the Prophet guide Muslims beliefs and actions. * How Muslims put beliefs about prayer into action. 	<p>What is the 'good news' that Christians believe Jesus brings?</p> <ul style="list-style-type: none"> * Stories from the Bible that link with the concept of 'Gospel' or 'Good News'. * What Bible texts mean to Christians. * That Jesus gives instructions to people about how to behave. * Examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. * Examples of how Christians put these beliefs into practice in the Church community and their own lives. 	<p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> * Incarnation and Salvation. * How these are part of a 'Big Story' of the Bible. * Stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation. * Examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. 	<p>What makes some places sacred to believers?</p> <ul style="list-style-type: none"> * Special places where people go to worship. * What people do in the special places. * Objects used in worship in two religions and accounts of how they are used and what they mean. * Beliefs about worship and beliefs about God and connections between these and places of worship. * Examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. * Examples of how people worship at a church, mosque or synagogue. * Why some people belong to a sacred building or a community.
	Knowledge introduced						

	Skills introduced	N/A	Decide and reflect on what they personally have to be thankful for, giving a reason for their ideas.	N/A	N/A	N/A	N/A
	Knowledge revisited	N/A	Christianity <i>What do Christians believe God is like? (Y1)</i> <i>Who do Christians say made the world? (Y1)</i>	Islam <i>Who is a Muslim and how do they live? (Y2)</i>	Christianity <i>What do Christians believe God is like? (Y1)</i> <i>Who do Christians say made the world? (Y1)</i> <i>Why does Christmas matter to Christians? (Y2)</i> <i>Why does Easter matter to Christians? (Y2)</i>	Christianity <i>What do Christians believe God is like? (Y1)</i> <i>Who do Christians say made the world? (Y1)</i> <i>Why does Christmas matter to Christians? (Y2)</i>	Previous religions studied: Christianity Judaism Islam Non-religious views

	Skills revisited	<p>Think, talk and ask questions about Muslim beliefs and ways of living.</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say for them too.</p>	<p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p>Decide what they personally have to be thankful for, giving a reason for their belief.</p>	<p>Think, talk and ask questions about Muslim beliefs and ways of living.</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say for them too.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Topic	What do Christians learn from the Creation Story?	What is it like for someone to follow God?	How do festivals and worship show what matters to a Muslim?	What kind of world did Jesus want?	How do festivals and family life show what matters to Jewish people?	How and why do people try to make the world a better place?
	Knowledge introduced	<ul style="list-style-type: none"> * Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. * Links between Genesis 1 and what Christians believe about God and Creation. * That the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. * What Christians do because they believe that God is the Creator. * How Christians pray to God, say sorry and ask for forgiveness and why. 	<ul style="list-style-type: none"> * Links between the story of Noah and the idea of covenant. * Links between promises in the story of Noah and promises that Christians make at a wedding ceremony. * Links between the story of Noah and how we live in school and the wider world. 	<ul style="list-style-type: none"> * Beliefs about God in Islam expressed in Surah 1. * Links between beliefs about God and ibadah. Examples of how ibadah in Islam and describe what they involve. * Links between Muslim beliefs about God and a range of ways in which Muslims worship. 	<ul style="list-style-type: none"> * Texts that come from a Gospel which tells the story of the life and teaching of Jesus. * Links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. * What Jesus' actions towards outcasts mean for a Christian. * Examples of how Christians try to follow Jesus' teaching in different ways. 	<ul style="list-style-type: none"> * Jewish beliefs about God, sin and forgiveness and what they mean. * Links between the story of the Exodus and Jewish beliefs about God and His relationship with the Jewish people. * Links between Jewish beliefs about God and His people and how Jews live. * How Jews show their beliefs through worship in festivals, both at home and in wider communities. 	<ul style="list-style-type: none"> * Beliefs about why the world is not always a good place. * Links between religious beliefs and teachings and why people try to live and make the world a better place. * Links between teachings about how to live and ways in which people try to make the world a better place. * Examples of how people try to live. * Differences between how people put their beliefs into action.

<p style="text-align: center;">Skills introduced</p>	<p>Raise questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>N/A</p>	<p>N/A</p>	<p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p>	<p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied.</p>
<p style="text-align: center;">Knowledge revisited</p>	<p>Christianity <i>What do Christians believe God is like? (Y1)</i> <i>Who do Christians say made the world? (Y1)</i> <i>Why does Christmas matter to Christians? (Y2)</i> <i>Why does Easter matter to Christians? (Y2)</i></p>	<p>Christianity <i>What do Christians believe God is like? (Y1)</i> <i>Who do Christians say made the world? (Y1)</i> <i>Why does Christmas matter to Christians? (Y2)</i> <i>Why does Easter matter to Christians? (Y2)</i> <i>What do Christians learn from the Creation Story? (Y3/4)</i></p>	<p>Islam <i>Who is a Muslim and how do they live? (Y2)</i></p>	<p>Christianity <i>What do Christians believe God is like? (Y1)</i> <i>Who do Christians say made the world? (Y1)</i> <i>Why does Christmas matter to Christians? (Y2)</i> <i>Why does Easter matter to Christians? (Y2)</i> <i>What do Christians learn from the Creation Story? (Y3/4)</i> <i>What is it like for someone to follow God? (Y3/4)</i></p>	<p>Judaism <i>Who is Jewish and how do they live? (Y1)</i></p>	<p>Previous religions studied: Christianity Judaism Islam & Non-religious views.</p>

	Skills revisited	N/A	N/A	<p>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.</p> <p>Make links between the 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>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.</p>	<p>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.</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>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.</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	What do Hindus believe God is like?	What is the 'Trinity' and why is it important to Christians?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day that Jesus died, 'Good Friday'?	How do people from religious and non-religious communities celebrate key festivals?	How and why do people mark the significant events of life?
Year 4	Knowledge introduced	<ul style="list-style-type: none"> * Hindu deities and how they help Hindus describe God. * Links between some stories and what Hindus believe about God. * Links between beliefs about God and how Hindus live. * Different ways in which Hindus worship. 	<ul style="list-style-type: none"> * What a Gospel is and examples of the kinds of stories it contains. * What texts about baptism and Trinity mean. * Examples of what these texts mean to some Christians today. * How Christians show their beliefs about God the Trinity in worship in different ways. 	<ul style="list-style-type: none"> * How Hindus show their faith within their families in Britain today. * How Hindus show their faith within their faith communities in Britain today. * Different ways in which Hindus show their faith. * Terms and definitions: Dharma, Sanatan Dharma, Hinduism * Links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) 	<ul style="list-style-type: none"> * Definition of the term 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people. * What the events of Holy Week mean to Christians. * Examples of what Christians say about the importance of the events of Holy Week. * Links between the Gospel accounts and how Christians mark the Easter events in their communities. * How Christians how their beliefs about Jesus in worship in different ways. 	<ul style="list-style-type: none"> * Find out about how, why and by whom celebrations are done, making connections to religious and non-religious world views. * Look at information about diversity within how festivals are celebrated. * Ask a variety of people from different religious and non-religious worldviews and analyse the results. * Explore the benefits of celebration to religious communities. 	<ul style="list-style-type: none"> * Beliefs about love, commitment and promises in two religious traditions and what they mean. * Meaning and importance of ceremonies of commitment for religious and non-religious people today. * What happens in ceremonies of commitment and what these rituals mean. * Links between beliefs about love and commitment and how people in at least two religious traditions live. * Differences in how people celebrate commitment.

Skills introduced	N/A	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	N/A	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas).	N/A
Knowledge revisited	N/A	Christianity <i>What do Christians believe God is like? (Y1)</i> <i>Who do Christians say made the world? (Y1)</i> <i>Why does Christmas matter to Christians? (Y2)</i> <i>Why does Easter matter to Christians? (Y2)</i> <i>What do Christians learn from the Creation Story? (Y3)</i> <i>What is it like for someone to follow God? (Y3)</i> <i>What kind of world did Jesus want? (Y3)</i>	Hinduism <i>What do Hindus believe God is like? (Y3)</i>	Christianity <i>Why does Easter matter to Christians? (Y2)</i> <i>What is it like for someone to follow God? (Y3)</i> <i>What kind of world did Jesus want? (Y3)</i> <i>What is the 'Trinity' and why is it important to Christians? (Y3)</i>	Christianity <i>Why does Christmas matter to Christians? (Y2)</i> <i>Why does Easter matter to Christians? (Y2)</i> Previous religions studied: Christianity Judaism Islam & Non-religious views.	Previous religions studied: Christianity Judaism Islam & Non-religious views.

	Skills revisited	<p>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 reasons for their ideas.</p>	<p>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.</p>	<p>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.</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p>	<p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p>	<p>Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live. Make simple links between stories, teachings and values behind festivals and how people remember these when celebrating. Describe how people show what is important to them at a festival in how they mark it.</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to reach the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Topic	What does it mean to be a Muslim in Britain today?	Why do Christians believe Jesus was the Messiah?	What does it mean for Christians to believe that God is holy and loving?	Why is the Torah so important to Jewish people?	What does it mean to be a Humanist in Britain today?	What can be done to reduce racism? Can religion help?
	Knowledge introduced	<ul style="list-style-type: none"> * Explain Muslim beliefs about God, the Prophet and the Holy Qur'an (Tawhid; Muhammed as the Messenger, Qur'an as the message). * Ways in which Muslim sources of authority guide Muslim living. * Connections between Muslim beliefs and ibadah. 	<ul style="list-style-type: none"> * The place of Incarnation and Messiah within the 'big story' of the Bible. * How to identify Gospel and Prophecy texts using technical terms. * How Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. 	<ul style="list-style-type: none"> * Different types of biblical texts. * Connections between biblical texts and Christian ideas of God using theological terms. * Connections between Bible texts studied and what Christians believe about God. * How Christians put their beliefs into practice in worship. 	<ul style="list-style-type: none"> * Explain Jewish beliefs about God. * Examples of some texts that say what God is like and explain how Jewish people interpret them. * Connections between Jewish beliefs about the Torah and how they use and treat it. * Connections between Jewish commandments and how Jews live. 	<ul style="list-style-type: none"> * Study Census 2021 data. * Explore Humanists beliefs about life's origins, linking this to science. * The humanist rejection the idea of knowledge being 'revealed' by a supernatural being. * The humanist belief that we only have one life and how we should live it. * Connections between value similarities and differences. 	<ul style="list-style-type: none"> * People who have given their lives to reducing prejudice and hatred. *The statues of Colston and Wesley in Bristol. *Art, prayer and other forms of expression have been used to tackle racism. * Christian stories about human unity. * Prophet Muhammad's teachings to set racial differences aside.

	Skills introduced	<p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Devon and Torbay today.</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for views.</p>	<p>How to explain connections between biblical texts, Incarnation and Messiah using theological terms.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider world.</p>	<p>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.</p>	N/A	<p>Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife.</p>	<p>Raise important questions and suggest answers about how to reduce racism.</p> <p>Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these.</p> <p>Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.</p>
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	Knowledge revisited	<p>Islam <i>Who is a Muslim and how do they live? (Y2)</i> <i>How do festivals and worship show what matters to a Muslim? (Y3)</i></p>	<p>Christianity <i>What do Christians believe God is like? (Y1)</i> <i>Why does Christmas matter to Christians? (Y2)</i> <i>Why does Easter matter to Christians? (Y2)</i> <i>What do Christians learn from the Creation Story? (Y3)</i> <i>What is it like for someone to follow God? (Y3)</i> <i>What is the 'Trinity' and why is it important to Christians? (Y4)</i> <i>Why do Christians call the day Jesus died, 'Good Friday'? (Y4)</i></p>	<p>Christianity <i>What do Christians believe God is like? (Y1)</i> <i>What is it like for someone to follow God? (Y3/4)</i> <i>What kind of world did Jesus want? (Y3)</i> <i>What is the 'Trinity' and why is it important to Christians? (Y4)</i></p>	<p>Judaism <i>Who is Jewish and how do they live? (Y1)</i> <i>How do festivals and family life show what matter to Jewish people? (Y3)</i></p>	<p>Previous religions studied: Christianity Non-religious views</p>	<p>Previous religions studied: Christianity Humanism Non-religious views.</p>
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	Skills revisited	N/A	<p>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 peoples' lives, giving good reasons for their answers.</p>	<p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</p>	<p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways. 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 people who are not Jewish.</p>	<p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>	<p>Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities.</p>
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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Why do Hindus want to be good?	Christians and how to live: What would Jesus do?	Creation and Science: conflicting or complementary?	For Christians, what kind of king is Jesus?	What matters most to Humanists and Christians?	What do religious and non-religious worldviews teach about caring for the Earth?
Year 6	Knowledge introduced	<ul style="list-style-type: none"> * Using technical terms to identify and explain Hindu beliefs e.g. dharma, karma, samsara, moksha. * The story of the man in the well and what this means and how it relates to Hindu beliefs about samsara, moksha etc. * Connections between Hindu beliefs about dharma, karma and samsara and moksha and ways in which Hindus live. * The connections between the four Hindu aims of life and the four stages of life. 	<ul style="list-style-type: none"> * Examine: Foundations for living: the wise and foolish builders: Matthew 7:24 – 27 The Sermon on the Mount: Matthew 5 – 7. A healing miracle: The Centurion’s Servant: Luke 7:1–10 *Explore ways in which Christians try to use Jesus’ words as their ‘foundations for living: prayer, justice, illness and healing, turning enemies into friends. * How people show generosity to those in need. 	<ul style="list-style-type: none"> * What type of text Genesis 1 is and its purpose. * Connections between Genesis 1 and Christian belief about God as Creator. * Why many Christians find science and faith go together. * Scientific account of cosmology. * Christian scientists 	<ul style="list-style-type: none"> * Connections between biblical texts and the concept of the kingdom of God. * Different possible meanings for the biblical texts studied and awareness of different interpretations. * Connections between belief in the kingdom of God and how Christians put their belief into practice. * The different ways Christians put their beliefs into action. 	<ul style="list-style-type: none"> * Explore the notion of good and bad, making links to what Christians and Humanists may believe. * The Humanist ‘Code for Living’ * Moral concepts such as freedom, truth, peace etc. * The Christian Code for Living linked to Jesus’ teachings. * Similarities and differences between Christian and Humanist values. 	<ul style="list-style-type: none"> * Explore Greta Thunberg and the issue of climate justice. *The key concepts such as khalifa (Islam), stewardship (Christianity), Bhumi (goddess in Hindu Dharma) and Tu B’Shevat (Jewish) which have implications for care of the earth. * The work of projects such as the Jewish Ecological Coalition, Islamic Relief’s tree-planting, the Hindu Bhumi Project, Christian projects Eco Church or Operation Noah. * Examples of creative expressions of green spirituality
	Skills introduced	N/A	Articulate their own responses to the issues studied, recognising different points of view.	Taking account of the context, suggest what Genesis 1 might mean and compare their ideas with ways in which Christians	Relate the Christian kingdom of God model to issues, problems and opportunities in the world today.	N/A	N/A

			interpret it, showing awareness of different interpretations. Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.			
Knowledge revisited	<p>Hinduism <i>What do Hindus believe God is like? (Y4)</i> <i>What does it mean to be a Hindu in Britain today? (Y4)</i></p>	<p>Christianity <i>What do Christians believe God is like? (Y1)</i> <i>What is the 'good news' that Christians believe Jesus brings? (Y2)</i> <i>What kind of world did Jesus want? (Y3)</i> <i>What is the 'Trinity' and why is it important to Christians? (Y4)</i> <i>Why do Christians call the day that Jesus died, 'Good Friday'? (Y4)</i> <i>Why do Christians believe that Jesus was the Messiah? (Y5)</i></p>	<p>Christianity <i>What do Christians believe God is like? (Y1)</i> <i>What do Christians learn from the Creation Story? (Y3)</i></p>	<p>Christianity <i>What do Christians believe God is like? (Y1)</i> <i>What do Christians learn from Creation Story? (Y3)</i> <i>What is it like for someone to follow God? (Y3)</i> <i>What is the 'Trinity' and why is it important to Christians? (Y4)</i> <i>What does it mean for Christians to believe that God is holy and loving? (Y5)</i> <i>Why do Christians believe that Jesus was the Messiah? (Y5)</i></p>	<p>Previous religions studied: Christians Non-religious views including <i>What does it mean to be a Humanist in Britain today? (Y5)</i></p>	<p>Previous religions studied: Christianity Judaism Islam Hinduism & Non-religious views.</p>

	Skills revisited	<p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways. Make connections between Hindu beliefs studied. Explain how and why they are important to Hindus. Reflect on and articulate what impact belief in Karma and dharma might have on individuals and the world, recognising different points of view.</p>	<p>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</p>	<p>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.</p>	<p>Articulate their own responses to the idea of the importance of love and sacrifice and service in the world today.</p>	<p>Raise important questions and suggest answers about how and why people should be good *Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p>Reflect on and articulate lessons people might gain from beliefs about the environment and people's responses to environmental issues they have studied, recognising that people may think differently about these. Consider and weigh up different ideas about and responses to environmental issues and use this reasoning to help articulate personal responses on caring for the world.</p>
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