Standlake CE Primary School

Curriculum Handbook

Religious Education

Curriculum Statement

Intent

At Standlake CE Primary school, our Religious Education curriculum is designed to reflect our vision, *"Let Your Light Shine"*, by helping children grow into respectful, thoughtful, and compassionate individuals who are open to the richness and diversity of the wider world. RE is a vital tool to broaden pupils' horizons, challenge stereotypes, and nurture respect and understanding by developing knowledge and understanding about key religions and worldviews.

RE lessons are taught through an enquiry-based approach which encourages children to question and explore their world whilst being able to make their own choices and decisions concerning their own view of the world and personal beliefs.

RE lessons teach knowledge to inform and develop skills that allow children to independently think critically and evaluate the impact upon society or individuals whilst supporting children's personal, moral and spiritual development in an appropriate way.

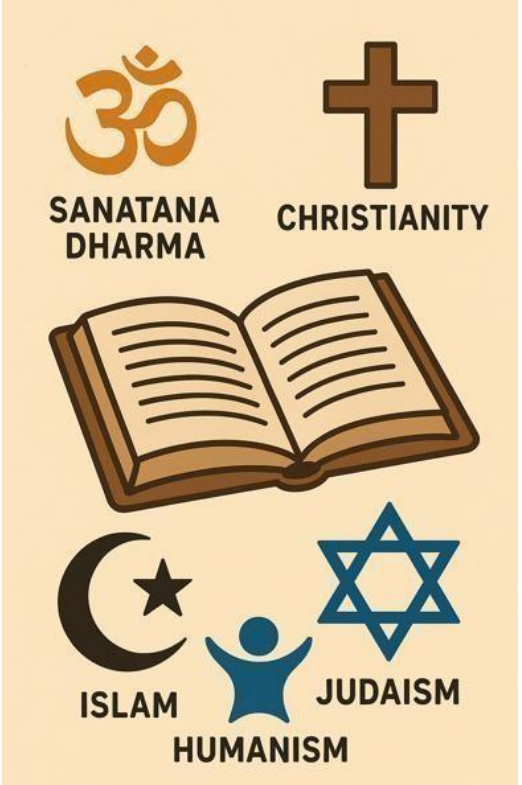
Implementation

RE lessons at Standlake give children the opportunity to explore in depth some major world religions, including Christianity, Islam, Judaism and Sanātanī Dharma, and Humanism as a worldview.

In addition to classroom lessons, our RE curriculum is designed to enrich children's learning and cultural awareness through real-life experiences. This includes visits to local churches, opportunities to meet religious leaders, encounters with community members who practise a faith, and trips to places of worship linked to the religions being studied. These experiences help to bring learning to life and deepen children's understanding of different beliefs and traditions.

Each unit, taught through the Jigsaw RE scheme, begins with a key enquiry question. Children engage in a series of lessons where they explore this question, examine evidence, and apply their knowledge to reach their own informed conclusions.

Jigsaw RE in the Early Years lays the foundation for children's spiritual, moral, social, and cultural development. It introduces children to key concepts such as identity, belonging, and the diversity of beliefs and traditions in the world around them. Learning is delivered through stories, songs, play, celebrations, and discussion, helping children to explore and respect a range of beliefs and practices.



Children are introduced to aspects of **Christianity, Islam, Judaism, Hinduism**, and **non-religious worldviews**, with a focus on experiences and ideas that are meaningful to young children, such as festivals, special people, and places of worship. The curriculum is enquiry-based and encourages curiosity, empathy, and respect.

In Key Stage one and two, children gain a solid understanding of the foundations of Christianity where they analyse

various aspects of the Christian faith. Judaism is also studied in KS1 with an introduction to Sanatana Dharma and also Humanism. In KS2 children deepen their knowledge and understanding of Christianity and Sanatana Dharma whilst also learning about Islam. Humanism continues to be explored through KS2 as a world view. To support their learning inn KS1 and KS2, each unit is outlined in a knowledge, concept, vocabulary organiser (KCV), which is revisited throughout the sequence of lessons to help children consolidate their understanding and grasp key vocabulary in context.

The enquiry question for each term is investigated in a 4-step process: Engagement, Investigation, Evaluation and Expression although the children will engage with these aspects as 'pieces' as they do in our PSHE curriculum. Each enquiry piece covers three types of knowledge; personal, substantive and disciplinary knowledge.

Impact

At Standlake School, the curriculum encourages children to develop a curiosity about different cultures and the diverse reasons why individuals may or may not follow a religion. Through their R.E. studies, pupils are able to draw connections between their own lives and those of others within their community and the wider world. This fosters empathy and a deeper understanding of different cultures and ways of life. In this way, R.E. plays a vital role in preparing children for life in an ever-changing world. They learn to apply their knowledge to think critically about a range of worldviews, using their own experiences and perspectives to support their conclusions.

One of our core school rules is to be respectful, and the teaching of Religious Education (RE) plays a key role in promoting this value. The way RE is taught supports children in becoming respectful and thoughtful citizens.

Through the RE curriculum, pupils learn about significant individuals within various faiths. As a church school, children also become familiar with important local religious figures, such as the rector, who regularly visits, leads collective worship and engages with the school.

The curriculum is carefully designed to provide children with a safe and supportive space to explore and discuss challenging questions about religion. They are encouraged to consider different beliefs about creation, the nature of god(s), and concepts of right and wrong. This approach enables them to express their own beliefs respectfully, while also developing the ability to make reasoned and informed responses to religious and moral issues.

Recording

RE lessons are recorded in individual RE books, with each session revisiting the enquiry question and learning objectives linked to the three types of knowledge. Activities are designed to offer varying levels of challenge, encouraging deeper understanding of key concepts. More practical lessons are evidenced through photographs and a reflection at the end of every lesson, which are included in pupils' books.

Assessment

Children are given opportunities to answer the key concept questions on the Key Concept Vocabulary (KCV) o r g a n i s er as they progress through each lesson piece. These may be set as a 'Green to Grow' challenge to encourage deeper reflection. Alongside this, enquiry-based learning and teacher assessment—using each lesson's learning objectives and knowledge statements—form the foundation of overall assessment in RE.

Teachers may also use the Jigsaw descriptors at the end of each enquiry piece to assess the three types of knowledge at the end of each half term or formal Assessment Point. These descriptors help determine whether a child is working below, at, or above age- related expectations. In addition, a set of generic descriptors is available for each key stage to support a 'best fit' judgement when assessing pupil progress.

Inclusion

Jigsaw RE is designed as a universal core curriculum, intended to be accessible to all children. Inclusivity is a central principle of its philosophy. Teachers are encouraged to tailor each lesson to meet the diverse needs of their pupils. To support differentiation, lessons often

offer children a choice in how they demonstrate their learning—this may include verbal explanations, drama, art, collaborative projects, or individual written work.

At Standlake, class teachers work diligently to ensure every child is fully included in RE lessons. Academic ability is never a barrier to participation or success. Providing pupils with choices not only fosters a greater sense of ownership and purpose but also empowers them to feel a sense of achievement.

All RE lessons at Standlake are designed to give every child an equal opportunity to learn, regardless of any disability or special educational need. Our RE ethos promotes curiosity, respect, and engagement. As a school community, we celebrate all learners and encourage positive attitudes, ensuring that every child can thrive in RE lessons

Cultural Capital

As part of their RE learning including visits to places of worship, children will gain an understanding of significant landmarks and community buildings.

They will also learn about religious festivals across a range of religions which are celebrated both in this country and around the world, so that they are able to make connections with what is covered in the media and references in films, literature and popular culture.

STANDLAKE CE PRIMARY SCHOOL

'Let Your Light Shine'

RE Curriculum Overview Year A/Year B

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Year A 2025-2026	What makes people special to me and others? ***Christianity and Judaism***	What is Christmas to me and others? ***Christianity concept: Incarnation***	How do I and other people celebrate? ***Sanatana Dharma***	What is Easter to me and others? ***Christianity concept: Salvation***	What can I and other people learn f rom stories? ***Christianity, Islam, Sanatana Dharma, Sikhi***	What makes places special to me and others? ***Christianity, Islam, Judaism***
	Year B 2026-2027	What makes people special to me and others? ***Christianity and Judaism***	What is Christmas to me and others? ***Christianity concept: Incarnation***	How do I and other people celebrate? ***Sanatana Dharma***	What is Easter to me and others? ***Christianity concept: Salvation***	*What can I and other people learn from stories?* ***Christianity, Islam, Sanatana Dharma, Sikhi***	What makes places special to me and others? ***Christianity, Islam, Judaism***
Reception	Year A 2025-2026	What makes people special? ***Christianity and Judaism***	What is Christmas? ***Christianity concept: Incarnation***	Celebrations ***Sanatana Dharma***	What is Easter? ***Christianity concept: Salvation***	What can we learn f rom stories? ***Christianity, Islam, Sanatana Dharma, Sikhi***	What makes places special? ***Christianity, Islam, Judaism***
	Year B 2026-2027	What makes people special? ***Christianity and Judaism***	What is Christmas? ***Christianity concept: Incarnation***	Celebrations ***Sanatana Dharma***	What is Easter? ***Christianity concept: Salvation***	What can we learn from stories? ***Christianity, Islam, Sanatana Dharma, Sikhi***	What makes places special? ***Christianity, Islam, Judaism***
Y1/2	Year A 2025-2026	What do Christians believe about God? ***Christianity***	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? ***Christianity***	Who is God to Jews? ***Judaism***	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? ***Christianity***	Who is God to Sanatanis? ***Sanatana Dharma***	What do Humanists believe? ***Humanism***

	Year B 2026-2027	What might Sanatanis learn f rom the story of Rama and Sita and the celebrations of Diwali? ***Sanatana Dharma***	Why do Christians believe God gave Jesus to the world? ***Christianity***	Does visiting the synagogue help Jewish children feel closer to God? ***Judaism***	How important is it to Christians that Jesus came back to lif e after his crucifixion? ***Christianity***	Is it possible to be kind to everyone all of the time? ***Christianity***	Is Shabbat important to Jewish children? ***Judaism***
Y3/4	Year A 2025-2026	Does visiting the Ganges make a person a better Sanatani? ***Sanatana Dharma***	Has Christmas lost its true meaning? ***Christianity***	Could Jesus heal people? Did He perform miracles or was there some other explanation? ***Christianity***	What is 'good' about Good Friday? ***Christianity***	What motivates humanists to lead good lives? ***Humanism***	Who is God to Muslims? (5-7) ***Islam***
	Year B 2026-2027	What do some deities tell Sanatanis about God? ***Sanatana Dharma***	What is the most significant part of the nativity story for Christians today? ***Christianity***	What is the best way for a Sanatani to lead a good life? ***Sanatana Dharma***	Is forgiveness always possible for Christians? ***Christianity***	Do people need to go to church to show they are Christians? ***Christianity***	How important is the Prophet Mohammed to Muslims? (5-7) ***Islam***
Y5/6	Year A 2025-2026	How can Brahman be everywhere and in everything? ***Sanatana Dharma***	Is the Christmas story true? ***Christianity***	What is the best way for a Muslim to lead a good life? (7-9) ***Islam***	How significant is it for Christians to believe that God intended Jesus to die? ***Christianity***	How do inspirational people impact on how humanists live today? ***Humanism***	Does belief in the Trinity help Christians make better sense of God as a whole? ***Christianity***
	Year B 2026-2027	Does completing a pilgrimage make a person a better Muslim? (7-9) ***Islam***	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? ***Christianity***	Is anything ever eternal? ***Christianity***	Is Christianity still a strong religion over 2000 years after Jesus was on Earth? ***Christianity***	How is the Quran vital for Muslims today? ***Islam***	Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives? ***Sanatana Dharma***

Nursery Linked to areas of learning (PSED)	Reception	Year A Y1/2	Year B Y1/2	Year A Y3/4	Year B Y3/4	Year A Y5/6	Year B Y5/6
Christianity/Judaism/Sanata Dharma/Sikhism and Islam: Develop their sense of responsibility and membership of a community. Play with one or more children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	**Christianity/Judaism/Sanata Dharma/Sikhism and Islam:** I can identify family and friends who are special to me and explain why. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. I can explain why presents are special	**Christianity:** I can respect the work of a creator. I can say how it felt to take care of something or somebody. I can say how it feels to take care of the world or somebody. I can talk about choosing meaningful gifts or presents for different people I can talk about a gift that is special to me I can talk about the feelings of giving and receiving	**Christianity:** I can tell you why the world may need special care I can say how I could help people in the world by showing love. I can say how I could help people in the world by showing love I can tell you how I could be kind to others even if it is difficult I can tell you when I have	**Christianity:** I can explain what I think a miracle is. I can talk about some of the things in the world that people think of as miracles and whether there might be another explanation. I can talk about a miracle I would like to see happen in the world today I can talk about what the Christmas celebrations or	**Christianity:** I can explain why symbols are used and the meaning of some symbols to me I can say what I think about the Christianbelief in Jesus as the incarnation of God and explain what Christmas time means to me I can design a symbolic object to show the significance of Christmas time to me	**Christianity:** I can understand how there might be different versions of events which are all true to some extent and to some people I can explain how “true” could mean different things to different people, and how stories can be “true” in different ways I can explain how people can see truths in stories which may not be completely true I can understand how some people believe in destiny and how others might believe in having free will to make their own	**Christianity:** I can explain the qualities needed in different people because of the important jobs they are chosen to do I can explain the qualities needed in different people because of the important jobs they are chosen to do I can explain the qualities needed in a person to carry out an important role. I can explain why I think some things will last forever and what I mean by that I can explain my own beliefs about whether anything is ever eternal

	to me and others. I can tell you how I might celebrate different events. I can explain what I think is special about Spring and Easter. I can explain how I feel about a story and start to make links with my own experiences. I can give examples of what makes a home special to me and others. when making an agreement.	meaningful gifts I can think about qualities in people I admire I can talk about a person I admire I can talk about a person I admire and say why I admire them **Judaism:** I can identify a promise and understand that trust is important I can explain why agreements are important and why they should be kept I can create a set of rules to help us live a happy life **Sanatana Dharma:** I can say how one person may show different parts of their personality to different people. I can say some	been kind to others even when it was difficult. I can say why kindness is important and think of ways to show kindness I can talk about what I believe happens when something or somebody dies and how memories help me to remember I can start to explain what I believe happens to you when you die I can consider what symbols I would like to use when	holidays mean to me I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts I can explain what Christmas means to me and talk about what gift I would like to give to the world I can explain how somebody might rescue or help others in a difficult situation I can reflect on what I think might or might not be good about the story of Easter as a rescue I can reflect on	I can explain what forgiveness is and why it might be difficult in some situations I can say whether I think showing forgiveness might be important I can explain what forgiveness might mean to me I can describe the feelings I associate with a special place I can explain some of my feelings about a special place and suggest why they exist. I can explain some of my feelings about	choices I can explain my own definitions of purpose and destiny I can give an example of someone with a strong sense of purpose in their life and give my opinion on this I can understand how one item or the same material can show itself in different ways I can explain how people can have different aspects of their nature **Sanatana Dharma:** I can think about who I am and what I mean to different people I can explain how I see different aspects of myself in different roles I can explain how a belief in the	I can explain my own beliefs about what it means to lead a good life I can explain who has been an influence or inspiration in my life and why I can explain how the influence people have had on me has affected my views I can explain a legacy I would like to leave the world **Islam:** I can plan what I might need for a special journey I can consider a special journey I have taken or would like to take and explain the feelings it may cause I can write a postcard describing a special journey I can consider how written guidance might impact on my

		of the different roles I take in life. I can say how it feels to show respect to living things. **Humanism:** I can say how I would like to be treated I can tell you how I might care for people, animals and the planet I can say what I would do to look after the world and show people I care	celebrating people I love or new life **Sanatana Dharma:** I can understand what it means to 'belong' and can talk about the feelings a sense of belonging brings I can tell you why belonging is important to me I can understand what it means to 'belong' and can talk about the feelings a sense of belonging brings	how rescuing somebody by taking action or showing them a better way to live might be a good thing **Humanism:** I can discuss what is a "good" life. I can explain some actions a Humanist might take to lead a good life I can say what would motivate me to lead a better life **Sanatana Dharma:** I can explain the importance of water. I can explain why water is important I can explain the	a special place and suggest why they exist. **Islam:** I can say what might make somebody important or special I can say who is special to me and say why I can say what qualities I find important in special people **Sanatana Dharma:** I can explain how people show different aspects of their personalities I can explain how different aspects of my character help others see who I really am I can explain how I could show more of my positive aspects	importance of the living world might affect people's actions **Islam:** I can consider what I think is meant by a good life I can explain what living a good life means to me I can think of ways to support charities who help others **Humanism:** I can discuss the characteristics of a role model I can explain something which has inspired me and how I live I can say whether the people we have studied might be a role model to me and others	behaviour I can explain what I have learnt from a text and how I might care for things which are important to me I can explain how I would like something important to me to be respected and treated **Sanatana Dharma:** I can explain what consequences might come from actions I could take I can express my views on life after death and start to explain how these views may make a difference to how I live my life I can create a (symbolic) piece of art reflecting how my beliefs may support me in leading a good life

			Judaism: I can talk about my favourite place and say why it is special to me I can start to explain feelings when I visit a place that is special to me I can think about how the synagogue might give special feelings to Jews, and include similar features in a special place I have designed I can talk about my favourite day of the week	importance of water and how I might protect it I can explain how my actions may have consequences for myself and othersI can explain different ways I could lead a good life I can explain how I could take actions to lead a good life which might have a positive impact on the future **Islam:** I can explain how to show respect. I can tell you how I might show respect for other people. I can say what I do to show people who are special to me	I can explain how my actions may have consequences for myself and others I can explain different ways I could lead a good life I can explain how I could take actions to lead a good life which might have a positive impact on the future		

			and say why it is special I can say what day might be special to me and explain what I might do on that day and whom I might spend it with I can explain why having a regular time of peace or rest might be good for me and others	that I care.			

	Substantive Knowledge: Learning about Religion and Beliefs							
Nursery (linked to areas of learning- understanding of the world)	**Reception** (linked to areas of learning- understanding of the world)	**Year A Y1/2**	**Year B Y1/2**	**Year A Y3/4**	**Year B Y3/4**	**Year A Y5/6**	**Year B Y5/6**
Christianity/Judaism/Sanata Dharma/Sikhism and Islam: I know some Christian stories: Moses as a Baby; Jesus healing the person with leprosy and Jesus feeding the 5000. Talk about what they see using a wide vocabulary. Begin to make sense of their own life-story and family's history. Continue to develop positive attitudes about the differences between people. Know there are different countries in the world and talk about the differences they have experienced or seen in photos. *I know the Christian Christmas Story.* *I am starting to know about different celebrations (Chinese New Year, Persian New*	**Christianity/Judaism /Sanata Dharma/Sikhism and Islam:** I know some Christian Stories: Moses and the 10 Commandments; Jesus Heals the Paralysed Man and Jesus Heals Blind Bartimaeus. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between	**Christianity:** I can retell the Christian Creation story. I can tell you how Christians think God wants them to behave (towards the world). I can remember some Christian beliefs about God and talk about them. I can remember some of the Christmas story I can say why the gifts given to Jesus might have been meaningful in Bethlehem I can retell the Christmas story and consider how gifts might	**Christianity:** I can understand that a Christian might believe Jesus came to save the world I can discuss something a Christian might use to prepare for Christmas and what this might look like in different places in the world I can describe the gifts Christians might think Jesus brought to the world I can remember the Christmas story and start to explain that Christians	**Christianity:** I can start to explain why certain Christmas items or symbols might be meaningful to Christians I can start to explain why kindness might be meaningful to Christians at Christmas I can start to consider how a Christian might can describe some of the symbolism of Christmas and explain a Christian belief about Jesus explain why Jesus was sent to Earth I can start to	**Christianity:** I can explain what Christmas symbols might refer to the Christian story of Jesus' birth I can explain what parts of the Nativity story might be meaningful to some Christians I can explain the symbolism within a Christingle I can describe some of the symbolism of Christmas and explain a Christian belief about Jesus I can describe what a Christian might learn about forgiveness from a Bible story	**Christianity:** I can retell a version of the Christmas story from the Bible I can compare versions of the Christmas story from the Bible I can start to explain what a Christian might believe is true from the Christmas Story I can start to explain the Christian belief that Jesus was the incarnation of God I can begin to consider whether the crucifixion was a consequence of the events of Holy Week	**Christianity:** I can discuss what the Bible says about why Mary was chosen to be Jesus' mother I can explain how Joseph reacted and was convinced to accept Mary's pregnancy I can explain the Christian concept of the incarnation I can make links between the Christian beliefs of the Virgin Birth and Incarnation I can discuss different types of love and whether they may be able

Year (Nowruz) and Holi). *I know the Christian Easter story.* *I am starting to know stories from different cultures and worldviews. (Aesop fable, Sikh, Muslim, Indian, Asia, Christian).* *I know that there are special places.*	life in this country and life in other countries. I can recall the Christmas story. I know about different celebrations (New Year, Chinese New Year, Persian New Year (Nowruz) and Holi). Understand the effect of changing seasons on the natural world around them. *I can recall the Christmas Easter Story.* *I know some stories from different cultures and worldviews. (Aesop fable, Sikh, Muslim, Indian, Asia, Christian).* *I know special places for different worldviews (Church, Mosque, Synagogue)*	be different today I can remember some of the Christmas story I can explain why Jesus might have been special or important to the people around him I can retell some of the Easter story (Before and during Palm Sunday) I can retell some of the Easter story (Palm Sunday to Easter Sunday) I can recall parts of the Easter story and I can recognise some symbols in the story **Judaism:** I can say how some important Jewish	believe Jesus was a gift from God I can recall parts of the Easter story (to the crucifixion) and say what I think happens next I can recall parts of the Easter story (after the crucifixion) I can recall parts of the Easter story (after the resurrection) I can recall what Christians believe happened on or after Easter Sunday I can recall parts of a story where Jesus spoke about kindness I can talk about a time in the	explain that Jesus was God in human form and why God gave him to the world I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the leper). I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the blind man). I can explain one Christian viewpoint about one of Jesus' healing miracles (healing of the paralysed man) I can explain one Christian viewpoint about one of Jesus' healing miracles	I can retell a Bible story where Jesus forgave somebody I can discuss how some Christians might feel about forgiveness I can describe what a Christian might learn about forgiveness from a Bible text I can discuss some events or services that might happen at a church (with a focus on Baptism) I can discuss some events or services that might happen at a church (with a focus on Holy Communion)	I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (Last Supper to praying in the garden) I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (The trials, Peter's denial, crucifixion, burial and resurrection) I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was	to last for ever I can discuss the Christianbeliefs in heaven and what actions a Christian might take to obtain eternal life I can discuss the Christianbeliefs in forgiveness and eternal life and how this might motivate a Christian to do good I can make links between different Christian beliefs and their views on whether anything is ever eternal I can discuss different types of festivals and celebrations and discuss what they demonstrate about Christianity I can explain

		beliefs began. I can retell the story of how Judaism began and say that Jews believe in one God. **Sanatana Dharma:** I can start to explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything I can start to explain the Sanatani belief in the Trimurti and what each deity represents I can start to explain the Sanatani belief that there is one God in many different forms I can remember some Sanatani beliefs about Brahman	Bible when Jesus showed kindness to somebody that was unpopular I can talk about a time in the Bible when Jesus showed kindness to somebody who had let him down I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. **Judaism:** I know Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue	I can start to tell you why Jesus' death might be important to Christians because of what happened at the Last Supper I can start to tell you why Jesus' death might be important to Christians because of what happened after the Last Supper I can start to tell you why Jesus' death might be important to Christians because of what happened on Good Friday I can tell you why Christians might see Jesus' death as important **Sanatana Dharma:**	I can discuss how a church might support a Christian with prayer and worship in their lives today. I can describe some of the ways Christians use Churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion **Sanatana Dharma:** I can explain the Sanatani belief that Brahman is one supreme deity with different aspects I can explain what some	the consequence of the events of Holy Week I can explain what a Christian might learn from the Bible about the Trinity I can explain what a Christian might learn from Church texts about the Trinity I can explain what other sources might help a Christian learn about the Trinity I can make links between the consubstantial nature of God in 3 persons and the attributes that these persons share **Sanatana Dharma:** I can explain why Sanatanis believe Brahman takes on many forms	some ways in which Christianity is influencing lives today regarding symbols and Christian organisations I can explain some ways in which Christianity is influencing lives today with its impact on people round the world and in this country I can explain a reason why people may believe Christianity is still a strong religion today **Islam:** I can consider what preparation might be needed to visit Makkah for Haj I can explain what happens at different stages of

		Humanism: I can say something a Humanist might choose to live by and how they might treat other people I can talk about 3 things Humanists believe and how this might affect their actions I can talk about a Humanist symbol and explain what it means I can say some things that Humanists might believe	I can talk about the Jewish Holy Book and explain how it is used I can talk about special clothing Jews wear when visiting the synagogue I can explain what happens when Jews visit the synagogue for worship and prayer I know Jerusalem and the synagogue are special to Jews and I can say what they might see at the Synagogue. I can talk about the Jewish Holy Book and explain how it is used	I can explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything I can say what actions Sanatanis might carry out in the river Ganges I can explain why Sanatanis might carry out certain actions in the river Ganges I can describe a ritual that happens at the Ganges and explain why this is important and significant to Sanatanis **Humanism:** I can discuss what rule a Humanist might choose to live	Sanatanis might believe about Ganesha I can explain what some Sanatanis might believe about Lakshmi I can describe different deities and explain why they may be important to Sanatanis I can explain the Sanatani beliefs in Karma, Atman and Moksha I can explain how a Sanatani might live a good life through prayer and dedication to God I can explain what some Sanatanis might believe about doing	I can explain some Sanatani teachings about God I can explain how characteristics of Brahman present in different deities show how he can be everywhere and in everything I can make links between Sanatani beliefs regarding Brahman and gods with how they choose to live their lives **Islam:** I can explain some duties and other actions a Muslim might take to lead a good life I can explain how helping others might be a way for a Muslim to lead a good life	Hajj I can explain how a Muslim might act and feel at different stages of Hajj I can describe important places and actions on the Hajj I can explain why I think some events were important during the Night of Power I can explain some actions a Muslim might take to show respect to the Qur'an I can interpret some sayings from the Qur'an and understand there may be different interpretations I can explain facts

			I can talk about special clothing Jews wear when visiting the synagogue I can explain what happens when Jews visit the synagogue for worship and prayer I can retell the creation story and how it relates to the Sabbath I can explain how Shabbat is celebrated I can talk about why a Jewish family might go to a synagogue to celebrate Shabbat I can say what happens on Shabbat	by to live a good life I can discuss what a Humanist might believe about how the world began. I can discuss what actions a Humanist may take to live a good life I can explain some things that Humanists might believe **Islam:** I can consider some attributes that Muslims might believe that Allah has I can explain the meaning of some of the 99 names of Allah I can explain the	good for society I can say how a Sanatani might lead a good life **Islam:** I can say why Muhammad was chosen to be a prophet I can say why events in the life of Muhammad were important to Islam I can show how some of the sayings of Muhammad might help Muslims behave today I can say what I feel might be the most important parts of the life of Muhammad to a Muslim	I can explain how fasting might help a Muslim lead a good life I can consider the different actions a Muslim might take to lead a good life Humanism: I can discuss how Albert Einstein might inspire a Humanist and say why I can explain why Charles Darwin might inspire a Humanist I can explain why and how Alice Roberts might inspire a Humanist I can explain what a Humanist might find as an inspiration and say why	about the treatment of the Qur'an and how it was revealed **Sanatana Dharma:** I can explain the Sanatani belief in Karma and Reincarnation and different types of Dharma I can explain how a belief in karma could help Sanatanis lead good lives. I can explain how some Sanatanis choose to live a good life because of their beliefs I can explain some Sanatani beliefs about life after death

			Sanatana Dharma: I can recall the story of Rama and Sita and begin to identify what Sanatanis and others learn from it I can describe how the story of Rama and Sita helps Sanatanis understand right and wrong I can describe how the story of Rama and Sita informs some elements of Sanatana Dharma practice I can describe some of the ways a Sanatani might celebrate Diwali and how these celebrations relate to the story of Rama and Sita	ways a Muslim might show respect to Allah in their lives I can describe some of the attributes (names) of Allah and what these might mean			

	Skills of evaluation, research and critical thinking: Learning about Religion and Beliefs						
Nursery (linked to areas of learning- communication and language)	**Reception**	**Year A Y1/2**	**Year B Y1/2**	**Year A Y3/4**	**Year B Y3/4**	**Year A Y5/6**	**Year A Y5/6**
Christianity/Judaism/ Sanata Dharma/Sikhism and Islam: Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary Understand 'why' questions like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Sing a large repertoire of songs.	**Christianity/Judaism/Sanata Dharma/Sikhism and Islam:** *I can listen carefully to stories about special people and begin to understand why they are special.* Understand how to listen carefully and why listening is important. Learn new vocabulary Ask questions to find out more and to check they understand what has been said to them Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in storytimes.	**Christianity:** I can apply this knowledge to the enquiry question I can express an opinion about some Christian beliefs about God I can suggest a gift a Christian might give to Jesus I can start to show understanding that Jesus is special to Christians and say why Judaism: I can talk about an agreement Jewish people make with God and begin to explain why this is important	**Christianity:** I can tell you why Christians think God gave Jesus to the world I can suggest what I think happened to Jesus after the tomb was found empty I can say if I think Christians think they should be kind and give a reason **Sanatana Dharma:** I can say how or why I think these actions might make somebody a better Sanatani **Judaism:** I can say what	**Christianity:** I can start to tell you what Christmas means to Christians and what it's true meaning might be to them and to me I can start to say whether I think Jesus actually healed people or not I can reflect on the Easter story and explain what might be good about Good Friday to a Christian **Humanism:** I can explain how Humanists might act in their daily lives	**Christianity:** I can consider what might be significant for a Christian about the Nativity story and what it tells them about Jesus I can show an understanding of how Christians might believe God can help them show forgiveness I can say why a Church may have an impact on a Christian **Sanatana Dharma:** I can explain why or how these deities might tell Sanatanis more about God I can explain why I think some of these actions might be a better way than others **Islam:**	**Christianity:** I can express an opinion on whether the Christmas story is true and what this might mean to Christians I can start to express an opinion on whether Jesus' crucifixionwas his destiny or purpose I can reflect on the Christian belief in the Trinity and some of the sources of this belief, and express thoughts on this **Sanatana Dharma:** I can express my understanding of how Brahman can/cannot be in everything	**Christianity:** I can start to consider my own response to the Christian belief in the Virgin Birth, showing respect for Christian views I can explain what a Christian might learn from the Bible about eternal life and how this might impact their daily lives I can give my opinion as to whether Christianity is a strong religion and why I think this **Islam:** I can consider if completing Hajj makes a person a better Muslim and say why or why not I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today

	Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. I can listen carefully to and retell the Christmas story in some detail. *I can show awareness of how different people celebrate.* *I can listen carefully to the Easter story and consider how people in the story felt.* *I can listen carefully to and retell stories from different cultures and worldviews.* *I can talk about what happens in different special places (prayer, worship, ceremonies).* Describe events in some detail.	**Sanatana Dharma:** I can say how these beliefs might impact the life of a Sanatani **Humanism:** I can say how Humanists might act in their daily lives	day might be special to me and explain what I might do on that day and whom I might spend it with I can talk about how Jewish children may feel closer to God if they visit the synagogue	**Sanatana Dharma:** I can say how or why I think these actions might make somebody a better Sanatani **Islam:** I can explain how Muslims might show respect for these in their daily lives	I can say why I have chosen certain facts about Muhammad's life above others .	**Islam:** I can explain what I think is the best way for a Muslim to lead a good life **Humanism:** I can explain how Humanists might act in their daily lives	**Sanatana Dharma:** I can express an opinion whether the Sanatani belief in reincarnation helps them lead good lives and explain why I think this

	Listen carefully to rhymes and songs and , paying attention to how they sound.						

	Trips and Experiences						
Nursery	**Reception**	**Year A Y1/2**	**Year B Y1/2**	**Year A Y3/4**	**Year B Y3/4**	**Year A Y5/6**	**Year B Y5/6**
Autumn 2 Christianity: Christian visitor to talk about what Christmas means to them **Summer 2 Christianity:** visit to St Giles church	**Autumn 2 Christianity:** Christian visitor to talk about what Christmas means to them **Summer 2 Christianity:** visit to St Giles church	**Autumn 1 Christianity:** Rev Jo invited to talk about who God is to Christians.	**Spring 1 Judaism:** Y1/2 trip to Oxford Synagogue	**Summer 1 Humanism:** Humanist speaker from Oxford Humanist Society to talk about what motivates Humanists to lead good lives https://humanists.uk/local-group/oxford/school-speakers/ **Spring 1 Sanatana Dharma:** Trip to Neasden Mandir in North London to explore the process of worship, core beliefs and practices.	**Summer 2 Islam:** Imam or muslim visitor to talk to children about who God id to muslims and also why the prophet Mohammed is so important to Muslims.(with Y5/6)	**Spring 1 Sanatana Dharma:** Trip to Neasden Mandir in North London to explore the process of worship, core beliefs and practices.. **Summer 1 Humanism:** Humanist speaker from Oxford Humanist Society to talk about what motivates Humanists to lead good lives https://humanists.uk/local-group/oxford/school-speakers/	**Summer 2 Islam:** Imam or muslim visitor to talk to children about who God id to muslims and also why the prophet Mohammed is so important to Muslims.(with Y3/4)