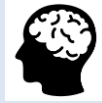


KNOWLEDGE



Reception:

Year 1/2: Christianity (creation, Christmas, Easter, Jesus as a friend and his teachings)

Judaism (Shabbat, Rosh Hashanah & Yom Kippur, Passover, God's covenant, rites of passage)

Year 3/4: Hinduism (Divali, Brahman, River Ganges)
Christianity (Christmas, Easter, healings, church)

Buddhism (happiness, Buddha's teachings, good life)

Year 5/6: Christianity (Christmas, Easter, eternity, commitment)

Sikhism (commitment, stories)

Islam (commitment, afterlife)

RE CURRICULUM INTENT



SKILLS



Discover the beliefs of those of different faiths
Compare and contrast different world religions
Discuss and explain the reasons why people of faith believe what they do and the impact that it has on their life
Analyse the commitment shown to their faiths by those of different religions

CULTURAL CAPITAL



Studying RE enables us to **gain an understanding** of the fascinating variety of religions that exist in our world. Whilst hundreds of religions are followed worldwide, more and more are practised in the UK, so by learning about them we **grow in our knowledge and understanding** of what others believe and **increase the tolerance** that we have of those of all faiths or none.

We can learn so much from the commitment shown by many to what they believe and, whether we consider ourselves religious or not, **apply this commitment** to whatever issues or beliefs are important to us.

EXPERIENCES



Global & National Events:

Christmas, Easter, Divali

50 Things to do:

Wonder

Trips:

Oxford Central Mosque, Standlake

Church,

CHARACTER



Roots that Strengthen: Knowledge of what people of different global faiths believe, including key beliefs about prayer, worship and life after death.

Branches that Reach: Comparison of different religions and discussion of them with our peers.

Fruit that Flourishes: Our own evaluation of world religions, enabling us to make choices about religions for ourselves as well as growing in tolerance of those of all faiths or none.

IMPACT



We monitor & support the teaching through:

Developmental Drop Ins

Book Look Feedback

We measure the impact on learning by:

Summative Assessment

End of Block assessments

We record the impact through:

Target tracker

Progression in Vocabulary and Key Concepts & Skills

| EYFS | Key Stage 1 | Key Stage 2 | |
|------------------------|------------------------------------|----------------------------------|-----------------------------|
| God / Jesus / Bible | Old Testament / New Testament | forgiveness | Sikh/Sikhism |
| Pray/prayer | miracle / parable | Trinity | Incarnation / Salvation |
| belief / believe | faith / obedience | Father/Son/Holy Spirit | Messiah |
| festival / celebration | symbol | Communion / Advent / Lent | Kingdom of God |
| belonging | resurrection / crucifixion | Gospel / Incarnation / Salvation | Muslim / Islam |
| Christmas / nativity | worship | Hinduism / Brahman / Divali | theist / atheist / agnostic |
| Easter / cross | creation / incarnation / salvation | community | tolerance |
| Christian | Jewish / Judaism | pilgrimage | mission / charity |
| special / love | covenant / Passover | Buddha / Buddhism | morality / world-view |
| | commitment | Kingdom of God | opinions / interpretation |
| | friendship / relationship | scripture | judgment |
| | sacred / holy | inspiring | fellowship |

| At the end of Reception children will be able to: | At the end of Year 2 children will be able to: | At the end of Year 6 children will be able to: |
|---|---|--|
| Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | Recall and name different beliefs and practices, including festivals, worship and rituals and suggest meanings behind different beliefs and practices | Describe, using increasingly sophisticated vocabulary, make connections between and reflect on the significance of different features of religions, including celebrations, worship, pilgrimages, rituals, stories and beliefs |
| Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class | Notice and respond sensitively to some similarities between different religions and worldviews (including wearing clothing and symbols and taking part in acts of worship) and identify what difference belonging to a faith community might make | Describe a range of beliefs, symbols and actions showing links between different religions including rules for living and forms of worship |
| Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - where appropriate - maps | Recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life | Show understanding of the challenges of commitment to a community of faith and suggest why belonging to a one may be valuable, both to faith members and in their own lives |

| Reception | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------|--|---|---|--|---|---|
| Class topic Cycle A | Houses and Homes | Fabulous Festivals | Transport and Travel | Once Upon a Time | Marvellous Minibeasts | (Think Big) |
| Class topic Cycle B | Superheroes/Super Me/Super People | Time for Toys | Dinosaurs | How does your garden grow? | 5,4,3,2,1 Blast Off! | On the Farm |
| Development Matters | Continue developing positive attitudes about differences between people. Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries | | | | | |
| Unit Title | Theme: Special People Concept: Key Question: What makes people special? Religion: Christianity, Judaism | Theme: Concept: Incarnation Key Question: Why do Christians perform nativity plays at Christmas? Religion: Christianity/Judaism | Theme: Celebrations Concept: Key Question: How do people celebrate? Religion: Hinduism | Theme: Concept: Salvation Key Question: Why do Christians put a cross in an Easter garden? Religion: Christianity | Theme: Stories Concept: Key Question: What can we learn from stories? Religion: Christianity, Islam, Hinduism, Sikhism | Theme: Special Places Concept: Key Question: What makes places special? Religion: Christianity, Islam, Judaism |
| Progression of Skills | I can tell that everyone is special for different reasons I can explain why Christians think that Jesus is special I can discuss how and why Jews follow the ten commandments | I can list the key people in the nativity story I can tell some special things that Christians do at Christmas I can explain how some people give thanks for a baby in a church | I can discuss how we celebrate special events in my family I can compare Chinese and Persian New Year I can describe the Hindu festival of Holi | I can tell that Christians believe Jesus came to save or rescue them I can describe the ways in which Christians celebrate Easter I can explain what the cross symbolises for Christians | I can discuss how stories help us to learn I can explain what I have learnt from a story I can compare stories from different religions | I can compare different homes from around the world I can tell someone about a special place to me and explain why it is special I can tell that different religions have different special buildings |
| RE Outcomes | ELG (End of Reception): Children at the expected level of development will: * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and- where appropriate - maps | | | | | |

| Year 1 & 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------|--|---|---|--|---|---|
| Class topic | Paddington | Scientists and Inventors | Tin Forest | Grow, grow, grow | Through the window/ Our Village in the Past | Under the sea |
| Unit Title | <p>Theme:</p> <p>Concept: Creation</p> <p>Key Question: Who made the world?</p> <p>Religion: Christianity</p> | <p>Theme:</p> <p>Concept: Incarnation</p> <p>Key Question: Why does Christmas matter to Christians</p> <p>Religion: Christianity</p> | <p>Theme: Jesus as a friend</p> <p>Concept: Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p> | <p>Theme:</p> <p>Concept: Salvation</p> <p>Key Question: Why does Easter matter to Christians</p> <p>Religion: Christianity</p> | <p>Theme: Shabbat</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p> | <p>Theme: Rosh Hashanah and Yom Kippur</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>Religion: Judaism</p> |
| Progression of skills | <p>I can retell the story of creation from Genesis 1:1-2:3</p> <p>I can give at least one example of what Christians do to say thank you to God for creation</p> <p>I can think, talk and ask questions about living in an amazing world</p> | <p>I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas</p> <p>I can decide what I personally have to be thankful for at Christmas time</p> | <p>I can talk about my friends and why I like them</p> <p>I can remember a story about Jesus showing friendship and talk about it</p> <p>I can say how Jesus tried to be a good friend</p> | <p>I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation</p> <p>I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>I can think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven</p> | <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why</p> <p>I can start to make a connection between being Jewish and decisions about behaviour</p> | <p>I can say how it feels to say sorry and what I have said sorry for</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about</p> <p>I can choose a picture and give my thinking on why this is important to Jewish children at Rosh Hashanah or Yom Kippur.</p> |

| Year 1 & 2 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------------------|--|--|---|--|--|---|
| Class topic | When I grow up | Explorers | Great Fire of London | The Little Gardener | Chocolate | Wild and wonderful creatures |
| Unit Title | <p>Theme: What did Jesus teach?</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p> | <p>Theme:</p> <p>Concept: Gospel</p> <p>Key Question: What is the good news that Jesus brings?</p> <p>Religion: Christianity</p> | <p>Theme: Passover</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p> | <p>Theme:</p> <p>Concept: God</p> <p>Key Question: What do Christians believe God is like?</p> <p>Religion: Christianity</p> | <p>Theme: The Covenant</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p> | <p>Theme: Rites of Passage and good works</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p> |
| Progression of skills | <p>I can tell you when I have been kind to others even when it has been difficult.</p> <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.</p> <p>I can say if I think Christians should be kind and give a reason.</p> | <p>I can give clear, simple accounts of what Bible texts mean to Christians</p> <p>I can give at least two examples of how Christians put beliefs about forgiveness and peace into practice</p> <p>I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians</p> | <p>I can talk about why I do as some people ask but not others.</p> <p>I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.</p> <p>I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> | <p>I can tell the story of The Lost Son from the Bible and recognise a link with the concept of God as a forgiving Father.</p> <p>I can give an example of how Christians put their beliefs into practice in worship.</p> <p>I can think, talk and ask questions about whether I can learn anything from the story of the Lost Son</p> | <p>I can explain why agreements are important and why they should be kept.</p> <p>I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.</p> <p>I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p> | <p>I can explain why I could do things at different ages. I can tell you what I am most committed to in my life.</p> <p>I can talk about one of the ways Jews show commitment to God.</p> <p>I can talk about a way that Jews show commitment to God and say why this might be important.</p> |

| Year 3 & 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------|---|---|--|---|---|---|
| Class topic | Groovy Greeks | The Fiery Earth | Frozen Planet | Anglo Saxons | Egyptians | Local Area Study |
| Unit Title | <p>Theme:</p> <p>Concept: Creation/Fall</p> <p>Key Question: What do Christians learn from the creation story?</p> <p>Religion: Christianity</p> | <p>Theme:</p> <p>Concept: Incarnation</p> <p>Key Question: What is the trinity?</p> <p>Religion: Christianity</p> | <p>Theme: Hindu beliefs</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p> | <p>Theme:</p> <p>Concept: Salvation</p> <p>Key Question: Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Religion: Christianity</p> | <p>Theme: Divali</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p> | <p>Theme: Pilgrimage to the River Ganges</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p> |
| Progression of skills | <p>I can make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>I can describe what Christians do because they believe God is Creator.</p> <p>I can ask questions and suggest answers about what might be important in the creation story for Christians living today</p> | <p>I can offer suggestions about what texts about baptism and the trinity might mean</p> <p>I can describe how Christians show their beliefs about God the Trinity in worship</p> <p>I can make links between some Bible texts studied and the idea of God in Christianity, expressing some ideas of my own</p> | <p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> | <p>I can offer suggestions for what the texts about entry into Jerusalem, and the death and resurrection of Jesus might mean</p> <p>I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities</p> <p>I can make links between some of the stories and teachings in the Bible and life in the world today</p> | <p>I can tell you three important actions I could take to support a group I belong to.</p> <p>I can discuss my understanding of my group's symbol. I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to say why Divali might bring a sense of belonging to Hindus.</p> | <p>I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.</p> <p>I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.</p> <p>I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p> |

| Year 3 & 4 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------|--|---|--|---|---|---|
| Class topic | Planet Earth | Flintstones | Romans | Europe | Baghdad | Rainforest |
| Unit Title | <p>Theme: Buddha’s teachings</p> <p>Key Question: Is it possible for everyone to be happy</p> <p>Religion: Buddhism</p> | <p>Theme:</p> <p>Concept: People of God</p> <p>Key Question: What is it like (for Christians) to follow God?</p> <p>Religion: Christianity</p> | <p>Theme: The 8-fold path</p> <p>Key Question: Can the Buddha’s teachings make the world a better place?</p> <p>Religion: Buddhism</p> | <p>Theme:</p> <p>Concept: Gospel</p> <p>Key Question: What kind of world did Jesus want?</p> <p>Religion: Christianity</p> | <p>Theme: The 8-fold path</p> <p>Key Question: What is the best way for a Buddhist to lead a good life?</p> <p>Religion: Buddhism</p> | <p>Theme:</p> <p>Concept: Kingdom of God</p> <p>Key Question: When Jesus left, what was the impact of Pentecost?</p> <p>Religion: Christianity</p> |
| Progression of skills | <p>Start to show an understanding of why people think it is difficult to be happy all the time.</p> <p>Recall some of the things Siddhattha did to try to be happy and explain why they didn’t work for him.</p> <p>Begin to show an understanding of what being happy means to Buddhists.</p> | <p>I can make clear links between the story of Noah and the idea of covenant</p> <p>I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>I can make links between the story of Noah and how we live in school and the wider world</p> | <p>Suggest why there may be problems in the world and how people could help solve them.</p> <p>Recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it.</p> <p>Give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p> | <p>I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’</p> <p>I can give examples of how Christians try to show love to all, including how members of the clergy follow Jesus’ teaching</p> <p>I can make links between the Bible stories studied and the importance of love, and life in the world today</p> | <p>I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me.</p> <p>I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.</p> <p>I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.</p> | <p>I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth</p> <p>I can make simple links between the description of the Day of Pentecost in Acts 2, The Holy Spirit and the Kingdom of God</p> <p>I can make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today</p> |

| Year 5 & 6 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------|---|---|---|---|---|---|
| Class topic | Crime and punishment | World War II | Is Britain still Great? | River low, mountain high! | Amazing Mayans | Lands' End to John O'Groats |
| Unit Title | <p>Theme: Belief into action</p> <p>Key Question: How far would a Sikh go for his/her religion?</p> <p>Religion: Sikhism</p> | <p>Theme:</p> <p>Concept: Incarnation</p> <p>Key Question: Was Jesus the Messiah?</p> <p>Religion: Christianity</p> | <p>Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Religion: Sikhism</p> | <p>Theme:</p> <p>Concept: Salvation</p> <p>Key Question: What do Christians believe Jesus did to save human beings?</p> <p>Religion: Christianity</p> | <p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p> | <p>Theme:</p> <p>Concept: Kingdom of God</p> <p>Key Question: What does it mean (for Christians) if God is holy and loving?</p> <p>Religion: Christianity</p> |
| Progression of skills | <p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> | <p>I can explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>I can weigh up how far the idea that Jesus is the Messiah is important in the world today and, if it is true, what difference that might make in people's lives</p> | <p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> | <p>I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms</p> <p>I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion</p> <p>I can weigh up the value and impact of idea of sacrifice in their own lives and the world today</p> | <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p> | <p>I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p> <p>I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways</p> <p>I can relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of my own life and the life of my own community</p> |

| Year 5 & 6 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|-----------------------|---|--|---|--|---|--|
| Class topic | Adventures in Space | Blood, Bones and Body | Saxons and Vikings | Shang Dynasty | Natural Resources | Think Global, Act Local |
| Unit Title | <p>Theme:</p> <p>Concept: Creation</p> <p>Key Question: Creation and science: conflicting or complementary?</p> <p>Religion: Christianity</p> | <p>Theme:</p> <p>Concept: Gospel</p> <p>Key Question: What would Jesus do?</p> <p>Religion: Christianity</p> | <p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p> | <p>Theme:</p> <p>Concept: Salvation</p> <p>Key Question: What difference does the resurrection make for Christians?</p> <p>Religion: Christianity</p> | <p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> | <p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> |
| Progression of skills | <p>I can suggest what Genesis 1 might mean and compare my ideas with ways in which Christian interpret it</p> <p>I can make clear connections between Genesis 1 and Christian belief about God as Creator</p> <p>I can identify key ideas arising from studying Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> | <p>I can suggest meanings of Gospel texts studied and compare their ideas with ways in which Christians interpret biblical texts</p> <p>I can make clear connections between gospel texts, Jesus' 'good news' and how Christians live in the Christian community and their individual lives</p> <p>I can relate biblical ideas, teachings or beliefs to the issues, problems and opportunities of their own community in the world today</p> | <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.</p> <p>I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> | <p>I can explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms</p> <p>I can make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday</p> <p>I can explain why some people find belief in the Resurrection makes sense and inspires them</p> | <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims</p> | <p>I can give examples of times when I misinterpreted something.</p> <p>I can explain two different Muslim interpretations of Jihad.</p> <p>I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims</p> |