

The background of the entire slide is a close-up photograph of several hands of different skin tones (light, medium, and dark brown) stacked on top of each other, symbolizing unity and teamwork.

RE

**Curriculum Intent, Implementation and Impact
for RE at Co-op Academy Broadhurst**

RE definitions

KS1

Religious Education (RE) promotes your spiritual, moral and cultural development. RE is where you learn about different religions and their traditions, practices and beliefs and you discover more about celebrations, worship and rituals. We celebrate our differences and similarities and recognise that we are all unique.

KS2

Religious Education (RE) promotes your spiritual, moral and cultural development. RE provokes challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. This prepares you for the opportunities, responsibilities and experiences of later life.

Why is RE an important part of the curriculum at Broadhurst? (INTENT)

At Co-op Academy Broadhurst we deliver a high quality RE curriculum with the intent that our pupils will become resilient, accepting, mindful and inquisitive learners. We provide opportunities for all children to:

- explore questions arising from the study of religion and belief in order to promote their personal, spiritual, moral, social and cultural development.
- develop their knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to apply the insights of the principal religious traditions to their own search for identity and significance, taking responsibility for their own actions and choices.
- develop a positive attitude towards other people who hold religious beliefs different from their own and show consideration for others.

Why is RE an important part of the curriculum at Broadhurst? (INTENT)

RE is an important part of our curriculum because it is intellectually challenging and personally enriching. It helps our pupils to develop beliefs and values, and promotes respect and empathy, which are important in our diverse society. We believe that our RE curriculum will prepare our pupils for the opportunities, responsibilities and experiences of later life.

At Co-op Academy Broadhurst we follow the Manchester Agreed Syllabus, this curriculum allows children to discover and gain an insight into religions within the world that we live. We encourage and inspire our pupils to be able to articulate, with confidence, their ideas about religion and beliefs and to make informed choices about how they want to live their lives whilst also understanding more about the faith of other people they meet.

We celebrate a wide variety of festivals to support our pupils and their parents/careers, we intend for all to feel welcomed and valued. We encourage our families to share their experiences and faiths with others so we can celebrate the diverse and rich community at Co-op Academy Broadhurst. We build on prior R.E. learning and allow for repetition and progression of skills that build upon our pupil's starting points. We encourage our pupils to be inquisitive about others beliefs and promote open mindedness, we encourage our pupils to be respectful and understanding citizens who are sensitive to the beliefs of others.

What are the key knowledge concepts in RE at Broadhurst? (What do the children need to know?)

Transcendence	Belief	Worship
God(s) Destiny Mystery Purposes Creation Revelation	Faith Trust Searching Soul Wonder Sacred Knowledge Experience Respect Dedication	Meditation Festival Worth Prayer Praise Ritual Ceremony Communication Commitment Participation Belonging
Tradition	Morality	
Festival Congregation Inclusion Identity Accountability Symbol Sharing Inspiration Responsibility Community Enlightenment	Ethics Respect Wrong Law Tolerance Good Rules Right Evil Purpose Freedom	Love Justice

What does the RE curriculum look like at Co-op Academy Broadhurst?

- Children are curious and ask questions in order to extend their learning.
- Children have a depth of knowledge and understanding of a variety of religions.
- Children have a clear understanding of their beliefs and are proud of themselves and their peers.
- Children have a positive attitude towards others, respect all religious beliefs and are considerate towards others.

What does the RE curriculum look like at Co-op Academy Broadhurst?

EYFS

RE is taught through a variety of festivals and by embracing the beliefs and past experiences of our pupils and their families.

Key Stage One and Two

RE is taught weekly and linked to learning challenges where this is possible.

How do we plan for progression of knowledge and skills within RE at Broadhurst?

Rationale for progression

- Knowledge taught becomes more in depth and builds on prior learning.
- Increasing complexity of language expected.
- Key concepts are revisited to consolidate pupils understanding and enables pupils to embed learning in their long-term memory.
- Pupils develop their own beliefs/worldviews.
- Encourages pupils personal development so that they can apply their learning to living.

How do we plan for progression of knowledge and skills within RE at Broadhurst?

Implementation

Threshold Concept	EYFS	KS1	KS2
<p><u>Believing</u></p> <p>(Religious beliefs, teachings, sources; questions about meaning, purpose and truth.)</p>	<ul style="list-style-type: none"> - Making and eating festival food - Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories within themes such as goodness, difference, the inner world of thoughts and feelings, and imagination. - Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books - Seeing pictures, books and videos of places of worship and meeting believers in class 	<ul style="list-style-type: none"> - Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. - Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. - Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. 	<ul style="list-style-type: none"> - Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance. - Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. - Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

How do we plan for progression of knowledge and skills within Art at Broadhurst?

Implementation	<ul style="list-style-type: none">- Creative play, make believe, role-play, dance and drama- Dressing up and acting out scenes from stories, celebrations or festivals- Listening to religious music- Starting to introduce religious terminology	<ul style="list-style-type: none">- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.- Notice and respond sensitively to some similarities between different religions and non-religious worldviews.	<ul style="list-style-type: none">- Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.
<div data-bbox="163 254 299 284">Expressing</div> <div data-bbox="163 322 312 582">(Religious and spiritual forms of expressions; questions about identity and diversity.)</div>			

How do we plan for progression of knowledge and skills within Art at Broadhurst?

Implementation

<p><u>Living</u></p> <p>(Religious practices and ways of living; questions about values and commitments.)</p>	<ul style="list-style-type: none">- Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet- Work on nature, growing and life cycles or harvest	<ul style="list-style-type: none">- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.- Find out about and respond with ideas to examples of cooperation between people who are different.- Find out about questions of right and wrong and begin to express their ideas and opinions in response.	<ul style="list-style-type: none">- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, value and respect.- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.
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Year group	Autumn	Spring	Summer
Nursery	Growing sense of self, your community and exploring a variety of festivals.		
Reception	A1 -Which stories are special and why? A2 - What people are special and why?	S 1- Which places are special and why? S2 - Which times are special and why?	S1 - Where do we belong? S2 - What is special about our world?
Y1	Who is a Christian and what do they believe?	How and why do people celebrate special and sacred times?	What does it mean to belong to a faith community?
Y2	Who is Jewish and what do they believe?	What makes some places sacred?	How should we care for others and the world and why does it matter?
Y3	Why is the bible important for Christians today?	Why are festivals important to religious communities?	What do different people believe about God?
Y4	What can we learn from religions about deciding what is right and wrong?	Why is Jesus so inspiring to some people?	Why do some people believe life is a journey?
Y5	If God is everywhere, why go to a place of worship?	What does it mean to be a Muslim in Britain today?	What would Jesus do?
Y6	What do religions say to us when life gets hard?	Is it better to express your religion in arts and architecture or in charity and generosity?	What matters most to Christians and Humanists? Religions from around the Asian continent.

EYFS units of study

Key question F1: Which stories are special and why?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to ask children to bring favourite books and stories from home, choose the favourite story in the class, or the teacher could share their favourite childhood story and explain why they liked it so much.

Theme: these are suggested questions; you will not necessarily explore all of these questions.	Learning outcomes: teachers should select from the following outcomes, linked to the ELGs, and set up learning experiences that enable pupils to...	Suggested content: teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate. Good RE in the Early Years always uses integrated provision, play, songs, stories and shared fun for learning.
<ul style="list-style-type: none"> • What is your favourite story? What do you like about it, and why? • What stories do you know about Jesus? What do you think Jesus was (is) like? • Do you know any Bible stories? What stories do you know that are special to Christians (or other faiths)? Who are the stories about? What happens in the story? Does the story tell you about God? What do you learn? • What stories do you know that tell you how you should behave towards other people? • What are the similarities and differences between different people's special stories? 	<ul style="list-style-type: none"> • talk about some religious stories using new vocabulary • recognise some religious words, e.g. about God, holy books or places of worship • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • hold conversations about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked • know some similarities and differences between religious communities in Britain. 	<ul style="list-style-type: none"> • Explore stories pupils like, re-telling stories to others and sharing features of a story they like. • Talk about the Bible being the Christians' holy book which helps them to understand more about God, and how people and the world work. Look at a range of children's Bibles to see how they are similar/different. Share a Bible story from a suitable children's Bible, e.g. 'Butterworth and Inkpen' series; Scripture Union <i>The Big Bible Storybook</i>. Introduce new vocabulary: Bible, Christian, Holy book, scripture. • Hear and explore stories from the Bible, stories Jesus told, stories from the life of Jesus. Examples can include David the Shepherd Boy (1 Samuel 17); the story of Ruth (book of Ruth in the Bible); Jesus as friend to the friendless (Zacchaeus, Luke 19); making promises (Matthew 21:28–32); saying 'thank you' (Ten Lepers Luke 17:11–19). • Hear a selection of stories taken from major faith traditions and cultures, including stories about leaders or founders within faiths, e.g. Moses in the Bulrushes; Prophet Muhammad and the Night of Power. • Explore stories through play, role play, freeze-framing, model-making, puppets and shadow puppets, art, dance, singing and music. <p>Reinforce this learning through follow-up activities:</p> <ul style="list-style-type: none"> • Use the story sack for Diwali celebration role play. • Read and share the books in own time, on own or with friends. • Role-play some of the stories using costumes and props. • Use persona dolls with a religious identity to engage pupils as they think about belonging to a faith. • Set up the classroom for integrated play based on these experiences. • Use matching games to remind children of the main things they heard from two different stories. • Use the RE films for 4-7s from the BBC: www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8

Key question F2: Which people are special and why?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to talk about significant people within the school and the wider community, for example showing pictures of the caretaker, lollipop person, headteacher, vicar, police community support officer, and discussing what they do.

Questions you might explore: these are suggested questions; you will not necessarily explore all of these questions.	Learning outcomes: teachers should select from the following outcomes, linked to the ELGs, and set up learning experiences that enable pupils to ...	Suggested content: teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate. Good RE in the Early Years always uses integrated provision, play, songs, stories and shared fun for learning.
<ul style="list-style-type: none"> Who is special to you and why? What is a good friend like? How can you show that you are a good friend? What stories did Jesus tell about being a friend and caring for others? What stories do special people tell from another religion? 	<ul style="list-style-type: none"> talk about people who are special to them hold conversations about what makes their family and friends special to them identify some of the qualities of a good friend reflect on the question 'Am I a good friend?' recall and talk about stories of Jesus as a friend to others using new vocabulary recall stories about special people in other religions and talk about what we can learn from them know some similarities and differences between religious communities in Britain. 	<ul style="list-style-type: none"> Talk about people who are special to us, whom we admire. What makes these people special? Meet a special person that helps them, e.g. the school cook or crossing guide. 'Hot seat' the invited guest. Question the guest about likes and dislikes of their job. Ask how they cope with the difficult aspects. How does their work help people? Meet a person with a religious faith, e.g. vicar, rabbi, imam or a parent. 'Hot seat' the invited guest. Ask why he/she believes and what is important in his/her life. Can the guest show some religious objects and tell the children about them? Can the children draw or make some of their own? Discuss the benefits and responsibilities of friendship and the ways that people care for others. Tell stories from the Bible about friendship and care for others, with a focus on what Jesus did and said, e.g. Zacchaeus (Luke 19); Jesus choosing the twelve disciples (his special friends and helpers) (Matthew 4:17–22); stories of Jesus helping and healing people e.g. Jairus' daughter (Mark 5:21–43); healing the man at the pool (John 5:5–9); blind Bartimaeus (Mark 11:46–52). Discuss stories of a key religious leader from another religion and how these are important to people today (e.g. Moses, Guru Nanak, Prophet Muhammad, the Buddha). <p>Reinforce this learning through follow-up activities:</p> <ul style="list-style-type: none"> Role play the special visitors using appropriate dressing-up clothes. Draw and paint pictures about the visitors. Make thank-you cards for the visitors. Use digital cameras to take pictures of the visitors during the visit and make a book using the photographs. Use persona dolls with a religious identity to engage pupils as they think about belonging to a faith. Set up the classroom for integrated play based on these experiences. Use the RE films for 4–7s from the BBC: www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8

EYFS units of study

Key question F3: Which places are special and why?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to discuss places that are important to children, for example places to be happy, to have fun, to be quiet or to feel safe. When do they go to these places and what is it like being there?

Questions you might explore: these are suggested questions; you will not necessarily explore all of these questions.	Learning outcomes: teachers should select from the following outcomes, linked to the ELGs, and set up learning experiences that enable pupils to...	Suggested content: teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate. Good RE in the Early Years always uses integrated provision, play, songs, stories and shared fun for learning.
<ul style="list-style-type: none"> • Where do you feel safe? Why? • Where do you feel happy? Why? • Where is a special place to me? • Where is a special place for believers to go? What new vocabulary can I learn about religious special places? • What makes this place special? 	<ul style="list-style-type: none"> • talk about somewhere that is special to themselves, saying why • know some similarities and differences between religious communities in Britain • be aware that some religious people have places which have special meaning for them • hold conversations about the things that are special and valued in a place of worship • identify some significant features of sacred places using recently acquired vocabulary • recognise two different places of worship using new vocabulary • get to know and use appropriate words to talk imaginatively and expressively about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> • Create a special place in the inside / outside area or wider school grounds. A space for quiet reflection, peace, calmness and friendship. This can work well for any school, drawing on Forest School practice and ideas. Children can plan to decorate and use the space. • Invite visitors to talk about / show pictures of places that are spiritually significant to them and say why they are special. (e.g. this might be visiting an art gallery and looking at a wonderful picture and how this makes them feel; the memories this brings back or encouragement for the future. Alternatively, this could be the local park where they meet together and play. This should build learning towards understanding special places for religious people). • Children share and record their own special places in a variety of ways, drawing on all their senses, in ways that are meaningful to them. • Discuss why some places are special and what makes them significant. • Discuss when people like to go there and what they like to do there. • Consider examples – include at least two; the church building as a special place for Christians, a mosque as a special place for Muslims, a synagogue as a special place for Jewish people. • Consider how a place of worship is used by members of the faith – what happens there? How do people feel? When is it busy? When is it peaceful? When is it friendly? • Consider different special places, such as Makkah for Muslims; Jerusalem for Jewish and Christian people. • Visit a local place of worship. • Use persona dolls with a religious identity to engage pupils as they think about belonging to a faith. • Set up the classroom for integrated play based on these experiences. • Use the RE films for 4-7s from the BBC: www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8

Key question F4: Which times are special and why?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to link this unit to a significant time celebrated in school or in class. You might want to bring in birthday candles and ask children to talk about the significance of birthdays.

Questions you might explore: these are suggested questions; you will not necessarily explore all of these questions	Learning outcomes: teachers should select from the following outcomes, linked to the ELGs, and set up learning experiences that enable pupils to...	Suggested content: teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate. Good RE in the Early Years always uses integrated provision, play, songs, stories and shared fun for learning.
<ul style="list-style-type: none"> • What special times have you had? What did you celebrate? Why? Who were you with? What happened? • What do other people celebrate? • What happens at Christmas, and why? • What happens at Easter, and why? • What stories do you know about Jesus' birth and when he died? What do you think about the stories of Jesus? What do Christians say about Jesus? • What other festivals have you learnt about? • What happens at the festivals, and why? • What stories can you remember about festivals? • What are the similarities and differences between different people's special times? 	<ul style="list-style-type: none"> • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas / Easter and a festival from another faith • say why Christmas / Easter and a festival from another faith is a special time for Christians / members of the other faith • use new vocabulary to identify some similarities and differences between religious communities in Britain • respond imaginatively and expressively to what happens at their favourite times. 	<ul style="list-style-type: none"> • What do children think is a 'Big Day'? What makes some days exciting and easy to remember? • Discuss the importance and value of celebration in children's own lives. Ask parents and carers to share a 'big day' from family life with their children. • Look at reminders (cards, invitations, photos, wrapping paper) of special days, e.g. birthday, wedding, Christening – or other baby-welcoming ceremonies - Christmas, Mother's Day, New Year. • Consider some major religious festivals and celebrations, and the stories associated with them. E.g. seasonal festivals including Christmas, Easter, Sukkot, Eid-ul-Adha, Diwali. • Use a variety of media (can you do drama and singing, shouting and processing?) to explore ways of celebrating, and how religious believers celebrate festivals and special times. • Use persona dolls with a religious identity to engage pupils as they think about belonging to a faith and celebrating its 'Big Days'. • Set up the classroom for integrated play based on these experiences. • Use the RE films for 4-7s from the BBC: www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8 <p>NB <i>While most families will celebrate birthdays not all cultures do, so sensitivity is needed here and teachers' deep knowledge of children's cultural backgrounds makes a big difference.</i></p>

EYFS units of study

Key question F5: Where do we belong?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to ask a new mum to bring a baby into the class and talk about how the baby was welcomed into their family.

Questions you might explore: these are suggested questions; you will not necessarily explore all of these questions.	Learning outcomes: teachers should select from the following outcomes, based on the ELGs, and set up learning experiences that enable pupils to...	Suggested content: teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate. Good RE in the Early Years always uses integrated provision, play, songs, stories and shared fun for learning.
<ul style="list-style-type: none"> • How do we show respect for one another? • How do we show love? How do I know I am loved? • Who do you care about? How do we show care? • How do I know I am cared for? • How do you know what other people are feeling? • How do we show people they are welcome? • What things can we do better together rather than on our own? • Where do you belong? How do you know you belong? • What makes us feel special about being welcomed into a group of people? 	<ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • use new vocabulary to recall and name simply what happens at a traditional Christian infant baptism and dedication • respond imaginatively and expressively to stories about new babies • take additional opportunities for learning if you have children from religions other than Christianity in your setting so that children can use new vocabulary to describe ceremonies that welcome new babies • recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<ul style="list-style-type: none"> • Play some simple games in three or four teams with the class, and talk about belonging to a team. • Discuss the idea that each person is unique and valuable, learning some new vocabulary about religious beliefs that each person is unique and valuable. E.g. 'Child of God', fellowship, Ummah (the worldwide Muslim community), teams, co-operation, togetherness. • Consider religious beliefs about God loving each person, e.g. Jewish and Christian ideas that God loves people even from before they are born (Psalm 139), and they are written on the palm of God's hand (Isaiah 49:16). Children could draw around their hands, write their names on the palm and decorate. Christian beliefs about Jesus believing children to be very special. Tell the story of children wanting to see Jesus: the disciples tried to stop them until Jesus himself made time to welcome them (Mark 10:13–16). • Discuss how God's love for children is shown in Christianity through infant baptism and dedication and through ways churches welcome children. • Discuss how children are welcomed into another faith or belief community e.g. the Islamic <i>aqiqah</i> ceremony, the whispering of the Shahadah and cutting of hair. Humanist baby-naming and welcoming ceremonies are good for learning too. • Consider some signs and symbols used in the welcoming of children into the faith community e.g. baptismal candle, the Aum symbol used by Hindus. • Consider a widening range of ways of showing that people are special from different religions e.g. Hindus celebrate Raksha Bandhan to enjoy the special bonds between brothers and sisters. A sister ties a band or Rakhi of gold or red threads around the right hand of a brother. • Use persona dolls with a religious identity to engage pupils as they think about belonging to a faith. • Set up the classroom for integrated play based on these experiences. • Use the RE films for 4-7s from the BBC: www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8

Key question F6: What is special about our world?

The **principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

One way of introducing this question is to study this at the same time as work on the school outside space or local area or work on growing things.

Questions you might explore: these are suggested questions; you will not necessarily explore all of these questions.	Learning outcomes: teachers should select from the following outcomes, based on the ELGs, and set up learning experiences that enable pupils to ...	Suggested content: teachers can select content from this column to help pupils achieve some of the learning outcomes in column 2. Teachers can use different content as appropriate. Good RE in the Early Years always uses integrated provision, play, songs, stories and shared fun for learning.
<ul style="list-style-type: none"> • What do you like in nature? What are your favourite things – animals, birds, flowers, trees, fruits, weather, mountains, rivers, beaches, seas? Why do you like these best of all? • What have you learnt about nature that is new to you? • Why do some people say the whole world is special? What do you think is special about the world? • What stories of creation do Christians tell? • What stories of creation come from another religion? • What do people say about how we should look after the world? How do you think we should look after the world? • What are the similarities and differences between different people's ideas about the world? 	<ul style="list-style-type: none"> • talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • re-tell stories about creation and nature, talking about what they say about the world, God, human beings • respond imaginatively and expressively to the beauty and delight of the natural world • think about the wonders of the natural world, expressing ideas and feelings • express ideas about how to look after animals and plants • talk about what people do to mess up the world and what they do to look after it. 	<ul style="list-style-type: none"> • Use outdoor learning to enable children to experience and explore the wonders and beauty of the natural world and life cycles of new life, growth and decay; explore the idea that the world is special and that some people believe it was created by God. • Use art and creative activities to explore natural objects – shapes, pattern – or use micro-hikes or listening walks; grow and look after some plants and creatures. • Use stories and poems to talk about creation (e.g. 'God's Quiet Things' by Nancy Sweetland); explore stories with stilling exercises, acting out stories etc; link with ideas of how special children are (marvel at moving toes, wiggling fingers, listening ears, clever thoughts). • Use a simple child-friendly, but authentic version of the Bible's creation story, e.g. 'In the Beginning' by Steve Turner; explore in mime, express through art; reflect on ways in which the world is 'very good'. • Hear and role-play stories from faiths about care for animals and the world. E.g. From Islam: 'Muhammad and the ant' (talk about caring for animals, looking after pets); 'Muhammad and the thirsty camel' (talk about how the camel felt; whether they have ever done something they are sorry for). NB: in Islam, don't role-play the part of the Prophet – Muslims never do, out of respect. • 'Seven new kittens' / 'The tiny ants' (Muslim stories retold by Gill Vaisey www.booksatpress.co.uk) • Use persona dolls with a religious identity to engage pupils as they think about belonging to a faith and loving animals and nature. • Set up the classroom for integrated play based on these experiences: would the children like to sing, dance and make things showing why they love pets and animals? • Use the RE films for 4-7s from the BBC: www.bbc.co.uk/teach/class-clips-video/religions-of-the-world/zfxwpg8

Y1 units of study

Key question 1.1: Who is a Christian and what do they believe?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Believing</p> <p>Recommended Y1</p> <p>Questions in this thread:</p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>1.3 Who is Jewish and what do they believe?</p> <p>L2.1 What do different people believe about God?</p> <p>U2.1 Why do some people believe God exists?</p> <p>3.1 Do we need to prove God's existence?</p> <p>Religions and worldviews: Christians</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). • Recognise some Christian symbols and images used to express ideas about God (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between what Jesus taught and what Christians believe and do (A2). • Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 	<ul style="list-style-type: none"> • Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13). • Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving. • Look at art and recognise some symbols and images used to express ideas about God. • Listen to pieces of music that express ideas about God. • Talk to Christians about what they believe about God (personal worldviews). • Give opportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g. responding to the question 'Where is God?' through art. • Using a suitable children's Bible (e.g. <i>The Lion Storyteller Bible</i> or <i>New International Children's Version</i>), share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus. • Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives. • Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways. • Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship. • Many pupils have no personal belief in God but have just learnt lots about people who do. Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives.

Y1 units of study

Key question 1.6: How and why do we celebrate special and sacred times?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Expressing</p> <p>Recommended Y1 & Y2</p> <p>Questions in this thread: F4 Which times are special and why? L2.5 Why are festivals important to religious communities? L2.5a How do people from religious and non-religious communities celebrate key festivals? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts?</p> <p>Religions and worldviews: Christians, Jewish people and/or Muslims</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify a special time they celebrate and explain simply what celebration means (A1). Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3). 	<ul style="list-style-type: none"> Consider the importance and value of celebration and remembrance in pupils' own lives. Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them. For example, from Easter: <ul style="list-style-type: none"> Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning. Explore feelings of Jesus and disciples. Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions, washing feet, sorrow of Good Friday, darkness on Saturday services, light and joy of Easter day etc. Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1: God as creator), Pesach (Moses and the Exodus: freedom), Chanukah (hope and dedication), Sukkot (reliance on God). Explore the meaning and significance of Jewish rituals and practices during each festival. Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr. Talk about whether the stories and events mean something for the pupils themselves – can they connect with ideas of rest, freedom, hope and self-control? Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.

Y1 units of study

Key question 1.7: What does it mean to belong to a faith community?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Living</p> <p>Recommended Y1</p> <p>Questions in this thread: F5 Where do we belong? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? L2.10 How do family life and festivals show what matters to Jewish people? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?</p> <p>Religions and worldviews: Christians, Muslims and/or Jewish people</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them (B2). • Show an awareness that some people belong to different religions (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). • Identify some similarities and differences between the ceremonies studied (B3). 	<ul style="list-style-type: none"> • Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them. • Find out about some symbols of 'belonging' used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in pupils' own lives and experience. • Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean. • Compare this with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – <i>brit bat</i> or <i>zeved habat</i>; Islam: <i>Aqiqah</i>. • Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the <i>chuppah</i> in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding. • Compare the promises made in a Christian wedding with the Jewish <i>ketubah</i> (wedding contract). • Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities. • Explore the idea that different people belong to different religions, and that many people are not part of religious communities, but that they also belong to different communities (sometimes also with religious people). • Find out about times when people from different religions and non-religious people might work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or Remembrance Day on 11th November.

Y2 units of study

Key question 1.3: Who is Jewish and what do they believe?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples, and add more of their own.
<p>Strand: Believing</p> <p>Recommended Y2</p> <p>Questions in this thread:</p> <p>1.1 Who is a Christian and what do they believe?</p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>L2.1 What do different people believe about God?</p> <p>U2.1 Why do some people believe God exists?</p> <p>3.1 Do we need to prove God's existence?</p> <p>Religions and worldviews:</p> <p>Jewish people</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God (A1). • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people live (A2). • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1). 	<ul style="list-style-type: none"> • Discuss what precious items pupils have in their home. Why are they important? • Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. • Talk about remembering what really matters: how do people make a special time to remember? • Introduce Jewish beliefs about God (some Jewish people write G-d, because they do not want the name of God to be erased or defaced) – as expressed in the Shema (Deuteronomy 6:4-9) i.e. God is one, creator and cares for all people. • Look at a mezuzah, how it is used and how it has the words of the Shema inside. Why do Jews have this in their home? What words would they like to have displayed in their home? • Find out what Jewish people do in the home on Shabbat, including preparation for Shabbat, candles, blessing the children, wine, challah bread, family meal, rest. Explore how some Jewish people call it the 'day of delight' and celebrate God's creation (God rested on the seventh day). What is really good about having times of rest when life is busy? When do pupils have times of rest and for family in their home? • Consider the importance and value of celebration and remembrance in pupils' own lives; learn about the festival of Sukkot, Chanukah/Hanukkah or Pesach (Passover), the stories and meanings associated with them; find out about the menorah (7 branched candlestick) and how the 9-branched chanukiah/hanukkah links to the story of Chanukah. • Use play, artefacts, photographs and storytelling to explore questions about Jewish life for themselves.

Y2 units of study

Key question 1.5: What makes some places sacred?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Expressing</p> <p>Recommended Y1</p> <p>Questions in this thread: F3 Which places are special and why? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving?</p> <p>Religions and worldviews: Christians, Muslims and/or Jewish people</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there (A1). Identify at least three objects used in worship in two religions (A3). <p>Expected:</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<ul style="list-style-type: none"> Talk about how the words 'sacred' and 'holy' are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred? Talk about why it is important to show respect for other people's precious or sacred belongings (including the importance of having clean hands or dressing in certain ways). Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship. Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives. Notice some similarities and differences between places of worship and how they are used. Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g. <ul style="list-style-type: none"> church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross, baptismal pool, pulpit synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah/hanukkah, bimah mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin. Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children's songs to help learn stories; to celebrate at a wedding. Revisit the key question in the light of their learning. Explore the difference between special and sacred, and reflect on whether they have things in their lives that might be special or sacred.

Y2 units of study

Key question 1.8: How should we care for others and the world, and why does it matter?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Living</p> <p>Recommended Y1 or Y2</p> <p>Questions in this thread: F6. What is special about our world? L2.9 What can we learn from religions about deciding what is right and wrong? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in...? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in...? 3.12 Is religion a power for peace or a cause of conflict in the world today?</p> <p>Religions and worldviews: Christians, Muslims and Jewish people</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples (B1). • Recognise that some people believe God created the world and so we should look after it (A2). <p>Expected:</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). • Answer the title question thoughtfully, in the light of their learning in this unit (C1). 	<ul style="list-style-type: none"> • Introduce the idea that each person is unique and important, using e.g. Christian teachings that God values everyone (Matthew 6:26); Jesus blesses the children (Matthew 19, Mark 10, Luke 18); Psalm 8 (David praises God's creation and how each person is special in it). • Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Explore stories from the Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The good Samaritan' (Luke 10:25–37). • Consider the idea that we all have special gifts we can use to benefit others. • Learn that some religions believe that serving others and supporting the poor are important parts of being a religious believer e.g. Zakat (almsgiving) in Islam; tzedekah (charity) in Judaism. • Read stories about how some people have been inspired to care for people because of their religious beliefs e.g. Mother Teresa, Dr Barnardo, Sister Frances Dominica, people known in the local area. • Having studied the teachings of one religion on caring, work together as a group to create an event e.g. a 'Thank you' tea party for some school helpers – make cakes and thank-you cards, write invitations and provide cake and drink, or organise a small fund-raising event and donate the money to a local charity. • Look carefully at some texts from different religious scriptures about the 'Golden Rule' and see if pupils can suggest times when it has been followed and times when it has not been followed. Talk about how the golden rule can make life better for everyone. Draw cartoons to show their ideas. • Explore the creation account in Genesis 1 in varied and creative ways, to find out what it tells Jewish and Christian believers about what God is like, and what these stories tell believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it). • Explore the account in Genesis 2. Talk about ways in which religious believers might treat the world, making connections with the Genesis account (e.g. humans are important but have a role as God's representatives on God's creation, to care for it as a gardener tends a garden). • Investigate ways that people can look after the world and think of good reasons why this is important. Make links with the Jewish idea of tikkun olam (repairing the world) and Tu B'shevat (new year for trees). Why should we take care of the earth? Why does it matter?

Y3 units of study

Key question L2.2: Why is the Bible important for Christians today?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Believing</p> <p>Recommended Y3</p> <p>Questions in this thread:</p> <p>F1 Which stories are special and why?</p> <p>1.4 What can we learn from sacred books?</p> <p>3.2 Does living biblically mean obeying the whole Bible?</p> <p>Religions and worldviews: Christians</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall and name some Bible stories that inspire Christians (A2). Identify at least two ways Christians use the Bible in everyday life (B1). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Give examples of how and suggest reasons why Christians use the Bible today (B1). Describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1). Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain how the Bible uses different kinds of stories to tell a big story (A2). Suggest why Christians believe that God needs to rescue/save human beings (B2). 	<ul style="list-style-type: none"> Talk about sources of guidance and wisdom in their own and others' lives: who or what helps them to decide how to live? Introduce the Bible as a guide for Christians. Give pupils a brief introduction to the Christian Bible – Old and New Testaments, divided into books, chapters and verses; different types of writing (illustrate with two examples e.g. histories, laws, poems, prayers, biographies (such as the Gospels), letters); (be clear that what Christians call the 'Old Testament' is Jewish scripture too). Introduce pupils to the idea that for Christians, the Bible is the basis of Christian teachings, part of the 'organised worldview' of Christians. Not all Christians read the Bible, but in Christian teaching, the Bible tells them about what God is like. It also tells a 'big story' of God's dealings with human beings: God loves humans and created a wonderful world for people (creation); humans disobey God and go their own way ('the Fall'); God sends his Son, Jesus (incarnation) to save people – to bring them back to God (salvation). This story explains why Christians think they need to say sorry to God, why they try to follow Jesus, and why they are grateful to God for sending Jesus. It shows why Christians think the Bible is still important because it tells them about how to live, and why they should follow God. Creation: Read Genesis 1 (use a lively children's version). Ask pupils to create dance/movement actions for each day, or artworks to reflect the narrative; focus on what the narrative shows God is like – powerful, creative, good etc. Find out what good and bad things people sometimes do. Explore the idea of temptation: what things are tempting? Why do we give in sometimes? Do we sometimes blame others? Tell the story of Adam and Eve giving in to temptation (Genesis 3 – often called 'the Fall'). Does the way the people behave sound familiar? What lessons do pupils think Christians might learn from this story? Christian teaching says that people all choose to go against God's commands. Think about why Christians say people need to ask God to forgive them. Explore creatively the Lost Coin, Sheep and Son stories (Luke 15), building on prior learning, and how Christians interpret them as showing how much God wants 'sinners' to turn back to him; ask some Christians what they mean when they say Jesus saves or rescues them. Look at examples of how some Christians use the Bible – for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning. What are the good things, and the difficult things Christians might find from trying to follow this book in day-to-day life?

Y3 units of study

Key question L2.5: Why are festivals important to religious communities?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Expressing</p> <p>Recommended Y3 & Y4</p> <p>Questions in this thread: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts?</p> <p>Religions and worldviews: Christians plus Hindus and/or Jewish people and/or Muslims</p> <p>Note: Schools may want to explore major festivals each year; if so, they should ensure that there is progression in pupils' learning across the age range.</p> <p>Note also the overlap with key question L2.3, which explores Easter in the context of Jesus's life.</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recognise and identify some differences between religious festivals and other types of celebrations (B2). Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach) (A2). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). Suggest how and why religious festivals are valuable to many people (B2). 	<ul style="list-style-type: none"> Think about times in their own lives when pupils remember and celebrate significant events/people, and why and how they do this. Consider the meanings of the stories behind key religious festivals, e.g. Christmas, Easter, Pentecost, Harvest in Christianity; Diwali in Hinduism; Pesach, Rosh Hashanah and Yom Kippur in Judaism; Eid in Islam. Build on any prior learning when looking at any of these festivals. For each of the festivals explored, describe how believers express the meaning of religious festivals through symbols, sounds, actions, story and rituals. Notice and think about similarities and differences between the way festivals are celebrated e.g. Christmas or Holy Week within different Christian traditions; between home and places of worship. Study key elements of festivals: shared values, story, beliefs, hopes and commitments. Consider questions about the deep meaning of the festivals: does light conquer darkness (Diwali)? Is love stronger than death (Easter)? Can God free people from slavery (Pesach)? Is it good to say sorry (Yom Kippur)? Does fasting make you a better person? How? (Ramadan and Eid-ul-Fitr; Lent). You might use Philosophy for Children approaches to open up these questions. Explore the benefits of celebration to religious communities by asking some local believers: why do they keep on celebrating ancient events? Consider questions about the role of festivals in the life of Britain today: Is Comic Relief day a bigger festival than Easter? Should everyone be allowed a day off work for their festivals? Is Christmas for the Christians or for everyone? Can the real meaning of a festival be preserved, or do the shops and shopping always take over? What are the best ways to recall important past events and stories, and to bring communities together?

Y3 units of study

Key question L2.1: What do different people believe about God?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Believing</p> <p>Recommended Y3</p> <p>Questions in this thread: 1.1-3 Who is Christian / Muslim / Jewish and what do they believe? U2.1 Why do some people believe God exists? 3.2 Do we need to prove God's existence?</p> <p>Religions and worldviews: Christians, Hindus and/or Muslims</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). <p>Expected:</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> Identify some similarities and differences between ideas about what God is like in different religions (B3). Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	<ul style="list-style-type: none"> Talk about ways in which we exercise trust and faith in our everyday lives. Find some examples of how we know about something we have not seen or experienced for ourselves. What do people believe about God? Explore some of the ways in which religions name and describe the attributes of God, with a particular focus on how Christians think of God as Trinity – Father, Son and Holy Spirit; the 99 Names of Allah; or Hindu beliefs about the Trimurti – Brahma (creator), Vishnu (preserver), Shiva (destroyer). Study art (Christians), calligraphy (Muslims) and/or murtis (Hindus) used to represent ideas about God to find out what they say about God. Explore how ideas about God are shown in stories/narratives: e.g. encounters which help believers to understand God's relationship with people e.g. Moses and the Burning Bush (Exodus 3:1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1:9–11); Pentecost (Acts 2:1–21) and Paul's conversion (Acts 9:1–19); stories Jesus told which teach about God e.g. the parable of the Lost Son (or the Forgiving Father) (Luke 15:11–32). Hindu texts which describe the indescribable (e.g. extract some of the more concrete metaphors from Bhagavad Gita 7:8–9 and 10:21–41; [www.asitis.com/7/] or the poem 'Who?' by Sri Aurobindo). Explore stories which help Muslims understand the nature of God e.g. the story of the Night of Power – the revelation of the Qur'an to Muhammad, and the story of Muhammad's night journey and ascension. Examine similarities and differences between these views of God. Explore the influence believing in God has on the lives of believers – how it affects their personal worldviews. Explore the fact that many people do not believe in God. Find out some reasons why, and consider what difference it can make to someone's personal worldview. Reflect on pupils' own questions and ideas about God in light of their learning. Express their own ideas about God (whether or not they believe God exists) through art, music, poetry or drama.

Y4 units of study

Key question L2.9: What can we learn from religions about deciding what is right and wrong?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Living</p> <p>Recommended Y4</p> <p>Questions in this thread:</p> <p>1.8 How should we care for others and the world, and why does it matter?</p> <p>U2.7 What matters most to Christians and Humanists?</p> <p>3.10 Does religion help people to be good?</p> <p>Religions and worldviews: Christians, Jewish people, non-religious (e.g. Humanist)</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall and talk about some rules for living in religious traditions (B2). Find out at least two teachings from religions about how to live a good life (C3). <p>Expected:</p> <ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide about right and wrong (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3). 	<ul style="list-style-type: none"> Explore teachings which act as guides for living within Judaism, Christianity, and a non-religious belief system, e.g. the Ten Commandments (Exodus 20:1–21, Deuteronomy 5:1–22), the Two Commandments of Jesus (Mark 12:28–34), the golden rule for Humanists. Work out what people must have been doing if they needed to be given those rules. Do people still behave like that? What difference would it make if people keep these guides for living? Use religious stories to explore the idea of temptation, and how it affects how people choose between good and bad, e.g. in Christianity, use Genesis 3 and the 'Fall', and Jesus resisting temptation in Matthew 4. Share teachings from different religions that give examples of how to live 'a good life', e.g. connect with Unit L2.10 to explore Jewish teachings about being thankful (the Talmud teaches that Jews should say thank you 100 times a day! The Siddur prayer book contains numerous 'baruch atah Adonal' prayers - 'Blessed are you, King of the universe'); or Christian teaching from Jesus on the Beatitudes (Matthew 5:2–13). Talk about how pupils learn the difference between right and wrong. Is it always clear? How do people know? Sometimes the commands or guidance from religions help people to work out what the right thing is. Consider how helpful it is to have guidance like this for making choices and decisions in everyday life. Is it sometimes difficult for believers to follow the guidance? Note how there may be a difference between the teachings of organised worldviews and the personal worldviews of individuals within a tradition; not everyone follows all the teachings of their religion. If religions say that God inspires their rules for living, where do non-religious people look for guidance? Find out about how Humanists decide about right and wrong. Explore some dilemmas where children have to choose between different actions, where some are clear-cut right/wrong, and others are a bit less clear. Explore whether it would be easier for a religious believer to decide. Explore the lives of some inspirational religious individuals (e.g. Desmond Tutu, Martin Luther King Jr). Consider how their religious faith inspired and guided them in their lives. Reflect on the value of love, forgiveness, honesty, kindness, generosity and service in pupils' own lives and the lives of others, in the light of their studies in RE.

Y4 units of study

Key question L2.3: Why is Jesus inspiring to some people?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Believing</p> <p>Recommended Y4</p> <p>Questions in this thread: F2 Which people are special and why? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? 3.3 What is so radical about Jesus?</p> <p>Religions and worldviews: Christians</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus (B1). Suggest some ideas about good ways to treat others, arising from their learning (C3). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). <p>Exceeding:</p> <ul style="list-style-type: none"> Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1). Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). 	<ul style="list-style-type: none"> Briefly explore what makes a person inspirational to others, identifying characteristics of a good role model. Recall stories of Jesus that pupils have learnt in previous units. Make some connections as you explore creatively some other words and actions of Jesus which continue to inspire Christians today e.g. parables of the kingdom of heaven (Matthew 13:1–45: sower, mustard seed, pearl etc.); parables of forgiveness (good Samaritan, Luke 10:29–37; two debtors, Luke 7:36–50; unforgiving servant, Matthew 18:21–35); hot-seat characters, freeze-frame or act out stories; create artworks; collect pupils' questions, then ask some Christians to explain how they interpret these stories. Use the events of Holy Week and Easter to find out why Jesus is so important to Christians today; build on prior learning from Unit 1.6 and explore how the events of Holy Week are celebrated by Christians, e.g. Palm Sunday, waving palms; Maundy Thursday, washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day. (Note that celebrations vary between different Christian groups.) Explore the question: why do Christians call Good Friday 'good'? Include the terms incarnation (Jesus as God as a human being) and salvation (Christians believe that Jesus' death and resurrection opens up a way for people to be forgiven and get close to God) (see Unit L2.2 for more on these terms). Find out about the impact that believing in Jesus can have on a Christian's life and how Jesus has inspired some examples of contemporary inspirational Christians, e.g. how Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others. Introduce the belief that Christians cannot be completely good and so they rely on the Holy Spirit to help them follow Jesus and be more like him (see the 'fruit of the Spirit', Galatians 5:22–23). Follow this up with examples of what some Christians say are the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy), comparing these with what pupils believe to be most important.

Y4 units of study

Key question L2.6: Why do some people think that life is a journey? What significant experiences mark this?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Expressing</p> <p>Recommended Y4</p> <p>Questions in this thread: FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times?</p> <p>Religions and worldviews: Christians, Hindus and/or Jewish people</p> <p>NB Question U2.3 (What do religions say to us when life gets hard?) will explore beliefs about death and afterlife in Upper KS2, so this unit need only introduce some key ideas and ways believers mark the end of life.</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Identify at least two promises made by believers at these ceremonies and say why they are important (B1). <p>Expected:</p> <ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Explain similarities and differences between ceremonies of commitment (B3). Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). 	<ul style="list-style-type: none"> Explore and use the religious metaphor of life as a journey. What are the significant milestones on this journey? What other metaphors could be used for life? Consider the value and meaning of ceremonies which mark milestones in life, particularly those associated with growing up and taking responsibility within a faith community: in Christianity, confirmation and "believers' baptism" or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism; <i>bar/bat mitzvah/chayil</i> in Judaism. Explore the symbols and rituals used, and the promises made. How do non-religious people mark these moments? Find out about Humanist naming days. What meaning do these ceremonies have to the individual, their family and their communities? List, sort and order some different commitments held by believers in different religions – and by the pupils themselves (e.g. to pray every day, to read holy texts, to try to be good, to exercise regularly, to look after others, to treat the earth well, to follow God, to use words wisely, to practise kindness and generosity, etc.); comment on what difference they might make to someone's personal worldview. Think about the symbolism, meaning and value of ceremonies that mark the commitment of a loving relationship between two people: compare marriage ceremonies and commitments in two religious traditions. What promises are made? Why are they important? Compare with non-religious ceremonies. Explore some basic ideas about what Christians, Hindus and Jewish people believe about life after death; how do they mark the end of life? Work with the metaphor of life as a journey: what might be the signposts, guidebooks, stopping points or traffic jams? Does religious or spiritual teaching help believers to move on in life's journey? Create a 'map of life' for a Hindu, Jewish or Christian person, showing what these religions offer to guide people through life's journey. Can anyone learn from another person's 'map of life'? Is a religion like a 'map of life'? Reflect on pupils' own ideas about community, belonging and belief. Are these only part of organised religions, or are they important for everyone?

Y5 units of study

Key question U2.4: If God is everywhere, why go to a place of worship?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: <small>Teachers can select content from these examples and add more of their own.</small>
<p>Strand: Expressing</p> <p>Recommended Y5</p> <p>Questions in this thread: F3: Which places are special and why? 1.7: What makes some places sacred? L2.5: Why do people pray? 3.6: Should religious buildings be sold to feed the starving?</p> <p>Religions and worldviews: Christians, Hindus and Jewish people</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Recall and name some key features of places of worship studied (A1). Find out about what believers say about their places of worship (C2). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> Outline how and why places of worship fulfil special functions in the lives of believers (A3). Comment thoughtfully on the value and purpose of places of worship in religious communities (B1). 	<ul style="list-style-type: none"> Find out some of the key features of places of worship: e.g. some differences between Anglican and Baptist churches; mandir; differences between an Orthodox and a Reform synagogue. Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship. This concerns the need for Hindus to be <i>seen</i> by the deity worshipping at a particular shrine. Does this mean that God is concentrated more intensely in particular places? Can pupils talk about a place where people might say or feel God is somehow more 'present'? What is special about these places? Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide. Learn about the destruction of the Jewish temple, the 'house of God', in 70 CE. Find out what purpose modern synagogues serve in the absence of a 'house of God'. Consider these definitions: 'synagogue' = 'house of assembly' (a place to get together), also called 'schul' = school (a place to learn). Answer the key question in light of these definitions. What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home; e.g. community, being part of the 'body of Christ', mutual support through prayer and encouragement, music vs meditation, silence, simplicity, nature; some don't like institutions, hierarchies, crowds! Why do Christians worship in different ways? Find out about alternative forms of Christian communities, e.g. www.freshexpressions.org.uk Consider the appeal of these to some Christians. Note that there are many Christians, Hindus and Jewish people who see themselves as members of the communities but don't attend places of worship. Return to the unit key question; how might different people answer this? What answers do pupils have?

Y5 units of study

Key question U2.6: What does it mean to be a Muslim in Britain today?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Living</p> <p>Recommended Y5</p> <p>Questions in this thread: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?</p> <p>Religions and worldviews: Muslims</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). <p>Expected:</p> <ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). <p>Exceeding:</p> <ul style="list-style-type: none"> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1). Answer the title key question from different perspectives, including their own (C1). 	<ul style="list-style-type: none"> Find out what pupils already know about Islam (e.g. from key question 1.2); how many Muslims do they think there are in Britain and in your local area? Find out and talk about the information from the 2011 Census. Explore the practice, meaning and significance of the Five Pillars of Islam as an expression of ibadah (worship and belief in action); Shahadah (belief in one God and his Prophet); salat (daily prayer); sawm (fasting); zakat (alms giving); hajj (pilgrimage). How do these affect the lives of Muslims, moment by moment, daily, annually, in a lifetime? Think about and discuss the value and challenge for Muslims of following the Five Pillars, and how they might make a difference to individual Muslims and to the Muslim community (ummah). Investigate how they are practised by Muslims in Britain today, noting that practice varies – not all Muslims practise all the pillars. Consider what beliefs, practices and values are significant in pupils' lives. Talk about the Shahadah ('There is no god except Allah') and use the 99 names of Allah to explore the attributes of God. Make links with belief in tawhid. Explore Islamic art, looking at shape, pattern, colour and calligraphy. Ask: what is their significance for Muslims, in the context of tawhid? (NB link with key question L2.1.) Consider the importance of the Holy Qur'an for Muslims: how it was revealed to the Prophet Muhammad, how it is used, treated, learnt. Share examples of stories and teaching, e.g. Surah 1, Al-Fatihah (The Opening); Surah 17 (the Prophet's Night Journey). Find out about people who memorise the Qur'an and why (hafiz, hafiza). Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims: Sunnah (practices, customs and traditions of the Prophet Muhammad); Hadith (sayings and actions of the Prophet Muhammad). Reflect on what forms of guidance pupils turn to when they need guidance or advice, and examine ways in which these are different from the Qur'an for Muslims. Investigate the design and purpose of a mosque/masjid and explain how and why the architecture and activities, such as preparing for prayer, reflect Muslim beliefs.

Y5 units of study

Key question U2.2: What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Living</p> <p>Recommended Y5</p> <p>Questions in this thread: F2 Which people are special and why? L2.3 Why is Jesus inspiring to some people? 3.3 What is so radical about Jesus?</p> <p>Religions and worldviews: Christians</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). <p>Expected:</p> <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). • Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas (C3). 	<ul style="list-style-type: none"> • Build on learning from key question L2.3, and note where some key texts have been studied before. Use the ideas below to explore Jesus' teachings and example and how they inspire many Christians today. Consider the extent to which Jesus' values and example would benefit today's world, within the school community, local and national communities and out to the global community. • Examine Jesus' mission (Luke 4:18–19). Find examples of where he fulfilled this. • Love: use some of Jesus' stories, teachings and examples to understand what Christians believe he meant by loving others (e.g. greatest commandments, Matthew 22:37–40; good Samaritan, Luke 10:30–35; the lost son, Luke 15:11–32; love your enemies, Matthew 5:43–48; compare with Paul's letter, 1 Corinthians 13:4–7; explore the idea of <i>agape</i> love – self-sacrificial love; make link with belief that Jesus died to show his love for all humans, John 3:16). • Forgiveness: use some of Jesus' stories, teachings and examples to understand why he saw forgiveness as so important (e.g. forgive others, Mark 11:25/Luke 6:37; the two debtors, Luke 7:36–50; the unforgiving servant, Matthew 18:21–35; Jesus forgives those who crucify him, Luke 23:34; link to previous learning about sin and the 'Fall' in question L2.2). • Justice and fairness: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should treat each other (the sheep and the goats, Matthew 25:31–46; serve others, Mark 9:35–37; not just speaking about justice but practising it, Luke 11:39–42). • Generosity and not being greedy: use some of Jesus' stories, teaching and examples to understand the way many Christians believe people should handle wealth (the vineyard workers, Matthew 20:1–16; widow's offering, Mark 12:41–44; the rich young man, Mark 10:17–27; Zacchaeus, Luke 19:1–9). • Read gospel passages that talk about the 'kingdom of God', where people live the way God wants people to live (e.g. mustard seed, Mark 4:30–32; hidden treasure, Matthew 13:44–46; good and bad soil, Matthew 13:1–8, 18–23; the great feast Luke 14:15–24). What would this kingdom be like? • Devise some moral dilemmas; pupils ask 'what would Jesus do?', to apply their learning in this unit. Reflect on and discuss what impact following Jesus' example and teaching have on the school/local community/world. Some say Jesus' demands are impossible: is this true, and if so, is it worth aiming for them or not?

Y6 units of study

Key question U2.3: What do religions say to us when life gets hard?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Believing</p> <p>Recommended Y6</p> <p>Questions in this thread: 3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any solutions?</p> <p>Religions and worldviews: Christians, Hindus and non-religious responses (e.g. Humanists)</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1). • Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3). 	<p><i>Note: although this is a challenging topic, especially to do with death, it is one that needs to be considered in primary school. Be mindful of the particular context in your classroom.</i></p> <ul style="list-style-type: none"> • Use stimulus material to encourage pupils to ask questions about life, death, suffering, and what matters most in life. • Analyse and evaluate pupils' questions, to recognise and reflect on how some 'big questions' do not have easy answers, and how people offer different answers to some of the big questions about life, death, suffering etc. • Explore ways in which religions help people to live, even when times are tough, e.g. through prayer, giving a sense of purpose, a guide to deciding what is right and wrong, membership of a community who care for each other, opportunities to celebrate together. Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too. • Introduce the idea that most religious traditions teach about some form of life after death, which can bring comfort to people as they face suffering, or if they are bereaved. Teach pupils that many non-religious people believe that death is the end of life, and that there is no afterlife. • Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hinduism (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism. • Look at examples of 'art of heaven' in which religious believers imagine the afterlife; explore how these art works reflect Christian, Hindu and non-religious beliefs; get pupils to respond with artwork of their own. How do ideas of life after death help people in difficult times? • Consider similarities and differences in ceremonies that mark the end of life on Earth and how these express different beliefs. • Read and respond to prayers, liturgies, meditation texts and songs/hymns used when someone has died, and think about the questions and beliefs they address. • Taking due care, ask pupils to reflect on and express their own ideas, concerns and possibly worries about death and the idea of life beyond.

Y6 units of study

Key question U2.5: Is it better to express your religion in arts and architecture or in charity and generosity?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Expressing</p> <p>Recommended Y6</p> <p>Questions in this thread: 3.7 How can people express the spiritual through the arts?</p> <p>Religions and worldviews: Christians, Muslims and non-religious, e.g. Humanists</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Respond with ideas of their own to the title question (B2). Find out about religious teachings, charities and ways of expressing generosity (C3). <p>Expected:</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Apply ideas about values from scriptures to the title question (C2). <p>Exceeding:</p> <ul style="list-style-type: none"> Outline how and why some Humanists criticise spending on religious buildings or art (A3). Examine the title question from different perspectives, including their own (C1). 	<ul style="list-style-type: none"> Find out about some great examples of religious art and architecture and present their reasons for choosing those they find most impressive. Work in a small group and present to the class an example of the most impressive religious art or architecture. Notice, list and explain similarities and differences between Christian and Muslim sacred buildings. Discuss Muslim and Christian ideas (e.g. from scriptures) about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity. Consider why Christians and Muslims think giving money away is important, and what difference this makes, both to those who give and to those who receive. Compare Christian and Muslim ideas about art (e.g. contrasting views on presenting or not presenting God or people in art; use of calligraphy/ geometrical art vs representational art). Connect ways in which art and actions can reveal what people believe about God (e.g. cathedrals and mosques might express ideas of greatness and perfection of God; actions might suggest that God is concerned with justice). Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important. Weigh up which has greater impact – art or charity? Consider what the world would be like without great art or architecture. What about a world without charity or generosity?

Y6 units of study

Key question U2.7: What matters most to Christians and Humanists?

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Strand / Questions / Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):	Suggested content for learning: Teachers can select content from these examples and add more of their own.
<p>Strand: Living</p> <p>Recommended Y6</p> <p>Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? L2.9 What can we learn from religions about deciding what is right and wrong? 3.10 Does religion help people to be good?</p> <p>Religions and worldviews: Christians and non-religious, eg Humanists</p>	<p>Teachers will enable pupils to achieve some of these outcomes, as appropriate to their age and stage:</p> <p>Emerging:</p> <ul style="list-style-type: none"> Identify the values found in stories and texts (A2). Suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3). <p>Expected:</p> <ul style="list-style-type: none"> Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Describe some Christian and Humanist values simply (B3). Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <p>Exceeding:</p> <ul style="list-style-type: none"> Give examples of similarities and differences between Christian and Humanist values (B3). Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2). 	<ul style="list-style-type: none"> Talk about what kinds of behaviour and actions pupils think of as bad (examples from films, books, TV as well as real life). Rank some of these ideas – which are the worst, and which are less bad? Why? Reflect on the question: why do people do good things and bad things? Are we all a mixture of good and bad? Explore pupils' answers. Make a link with traditional Christian belief about humans being made in the image of God (Genesis 1:28) and also sinful (the 'Fall' in Genesis 3). Why do many Christians think this is a good explanation of why humans are good and bad? Talk about how having a 'code for living' might help people to be good. Talk about the difference if someone believes guidance comes from a divine Being (e.g. many Christians) or that human beings must decide their own guidelines (most non-religious). Look at a Humanist, non-religious 'code for living', e.g. be honest; use your mind; tell the truth; do to other people what you would like them to do to you. How would this help people to behave? What would a Humanist class, school or town look like? Explore the meanings of some big moral concepts, e.g. fairness, freedom, truth, honesty, kindness, peace. What do they look like in everyday life? Christian codes for living can be summed up in Jesus' two rules: love God and love your neighbour. Explore in detail how Jesus expects his followers to behave through the story of the good Samaritan (Luke 10:25–37) and Jesus' attitude on the cross (Luke 23:32–35). Jesus talks about actions as fruit. What does he mean? If a person's intentions are bad, can their actions produce good fruit? Discuss what matters most, e.g. by ranking, sorting and ordering a list of 'valuable things': family / friends / Xbox / pets / God / food / being safe / being clever / being beautiful / being good / sport / music / worship / love / honesty / human beings. Get pupils to consider why they hold the values which they do, and how these values make a difference to their lives. Consider some direct questions about values: is peace more valuable than money? Is love more important than freedom? Is thinking bad thoughts as bad as acting on them? Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?

How do we know that the children have made progress in RE?

Assessments:

AFL: In lessons through discussion and from work in books

Summative: End of unit quizzes, end of unit judgements recorded for each child. Assessments include knowledge they have remembered and skills they have learned.

Pupil Voice: Regular pupil voice activities carried out by the subject leader to assess their knowledge and ability to talk about what they have learned by talking about the work in their books.

How do we know that our RE is successful?

Pupil Voice and analysis of assessments show that children know more and remember more by the end of Key Stage 2.