



Curriculum Design for Religious Education



INTENT

Our RE Curriculum ensures that children are aware of people, cultures, faiths, and relationships within a diverse contemporary global community. We shall help our pupils to gain a coherent understanding of religions and world views through exploration of key questions and core concepts.

It will contribute to our children's spiritual, moral, social and cultural development, as well as provide opportunities to explore British Values and school values, building upon concepts taught through RSHE, for example :

1. Teaching tolerance of different cultures and understanding differences in beliefs.
2. Showing respect whilst listening to, exploring and valuing differences and similarities between religious and non-religious beliefs.
3. Understanding democracy/ individual liberty- that everyone has the right to follow their own religious preferences.
4. Rule of law- that everyone has the right through the law to follow their own beliefs.

It will be inclusive of all pupils who have their own religious faiths, as well as those who do not. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. In addition to this, we recognise the importance of our children having a knowledge and understanding of the wider world, in order to broaden their horizons and to recognise and appreciate a life and opportunities outside of Torbay.

IMPLEMENTATION Reception follows the Devon and Torbay Agreed syllabus. KS1 & 2 follow themes taken from the Devon and Torbay Agreed Syllabus. When opportunities arise, staff may choose to visit religious buildings, invite guest speakers and celebrate other festivals throughout the year such as Remembrance and Harvest. In addition to this, links to the local community will be built upon in the annual Christmas celebrations/ carol concert at St. Paul's church.

IMPACT The impact of teaching and learning will be determined through subject monitoring, SLT reviews and online quizzes. We will know if we have planned carefully for progress and achievement if children have met their 'end points' or age-specific national expectations for pupils aged 7, 9 and 11 years as documented in the Devon and Torbay Agreed Syllabus for RE.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible or Pupil Premium funding and those with SEND

We know that in RE, there are pupils who may find other curriculum areas challenging who excel in these lessons. Children with an interest in general knowledge and the world around them are encouraged to be independent in their learning and to have a thirst to do well. Good teaching for children with SEND is good teaching for all pupils. RE is a subject we learn about other peoples' lives, beliefs and cultures in other contexts but in very positive ways. Through RE pupils will value contributions others bring. In our lessons there will be flexible grouping, cognitive and metacognitive talk as the teachers provide explicit instructions modelling respectfulness, tolerance of other's opinions and beliefs, stressing vocabulary and scaffolding the learning moving pupils from guided to independent work.

Curriculum Organisation 2021-22

Our RE curriculum for Foundation, KS1-KS2 follows a progression of skills which is organised into the following main themes based on the Devon and Torbay Agreed Syllabus- Making Sense of Belief, Understanding The Impact, and Making Connections. There is an expectation that children will use their prior learning and build upon this as they journey through Preston School. Children will reach an **end point** where their understanding of RE has been strengthened and deepened through this purposefully mapped out curriculum.

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 FS	Being Special: where do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter so special to Christians?	What places are special and why?	What places are special and why?
What times/stories are special and why?						
Unit 2 Year 1 & 2	Who is Muslim and how do they live? (Part 1) What does a Muslim believe? Who can be a Muslim? What are the words of the Shahadah and why are they special? Who was the Prophet Muhammad? What is Ramadan?	Why does Christmas matter to Christians? What is a Christian? Who was Jesus? What is The Christmas story? Why does Christmas matter to Christians? Christingles.	Who is Muslim and how do they live? (Part 2) The 5 pillars of Islam Wudu and prayer Eid	Why does Easter matter to Christians? What happened on Palm Sunday and what does it teach us about how people felt towards Jesus? What happened at the Last Supper and what does it teach us about Jesus? Why was Jesus put on the cross on Good Friday? What happened on Easter Sunday? Why are eggs a symbol of Easter? How are Spring and Easter linked?	What is the 'good news' Christians believe Jesus brings? Why did Jesus have disciples? Is Jesus everyone's friend? Is God forgiving? What stops us from finding peace? How can God help us find peace? What is the good news that Jesus brings?	What makes some places sacred to believers? (C,M) Investigate mosques and churches. Look at religious art. Trip to the church. Look at pilgrimage.

Unit 3 Year 3 & 4	What is it like for someone to follow God?	What do Hindus believe God is like?	What kind of world did Jesus want?	What does it mean to be Hindu in Britain today?	For Christians, what is the impact of Pentecost?	How and why do people try mark the significant events of life?
Unit 4 Year 5 & 6	What does it mean if Christians believe God is holy and loving?	Why do Christians believe Jesus was the Messiah?	Why is the Torah so important to Jewish people?	How do Christians decide how to live? <i>'What would Jesus do?'</i>	Why do some people believe in God and some do not? (C, NR)	What matters most to Humanists, Christians? (C, NR)

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 2 Year 1 & 2	Who do Christians say made the world? Harvest	Who is Jewish and how do they live? (Part 1)	What do Christians believe God is like?	Who is Jewish and how do they live? (Part 2)	What does it mean to belong to a faith community? (C,J , M and NR)	How should we care for the world and for others, and why does it matter? (C, J, NR)
Unit 3 Year 3 & 4	What do Christians learn from the creation story?	What is the Trinity and why is it important to Christians?	How do festivals and worship show what matters to Muslims?	Why do Christians call the day Jesus died 'Good Friday'?	How do festivals and family life show what matter to Jewish people?	How and why do people try to make the world a better place? (C, M, NR)
Unit 4 Year 5 & 6	Creation and science: conflicting or complementary	Why do Hindus want to be good?	What do Christians believe Jesus did to 'save' people?	For Christians, what kind of king is Jesus?	What does it mean to be a Muslim in Britain today?	How does faith help people when life gets hard? (C, M, J, H, NR)

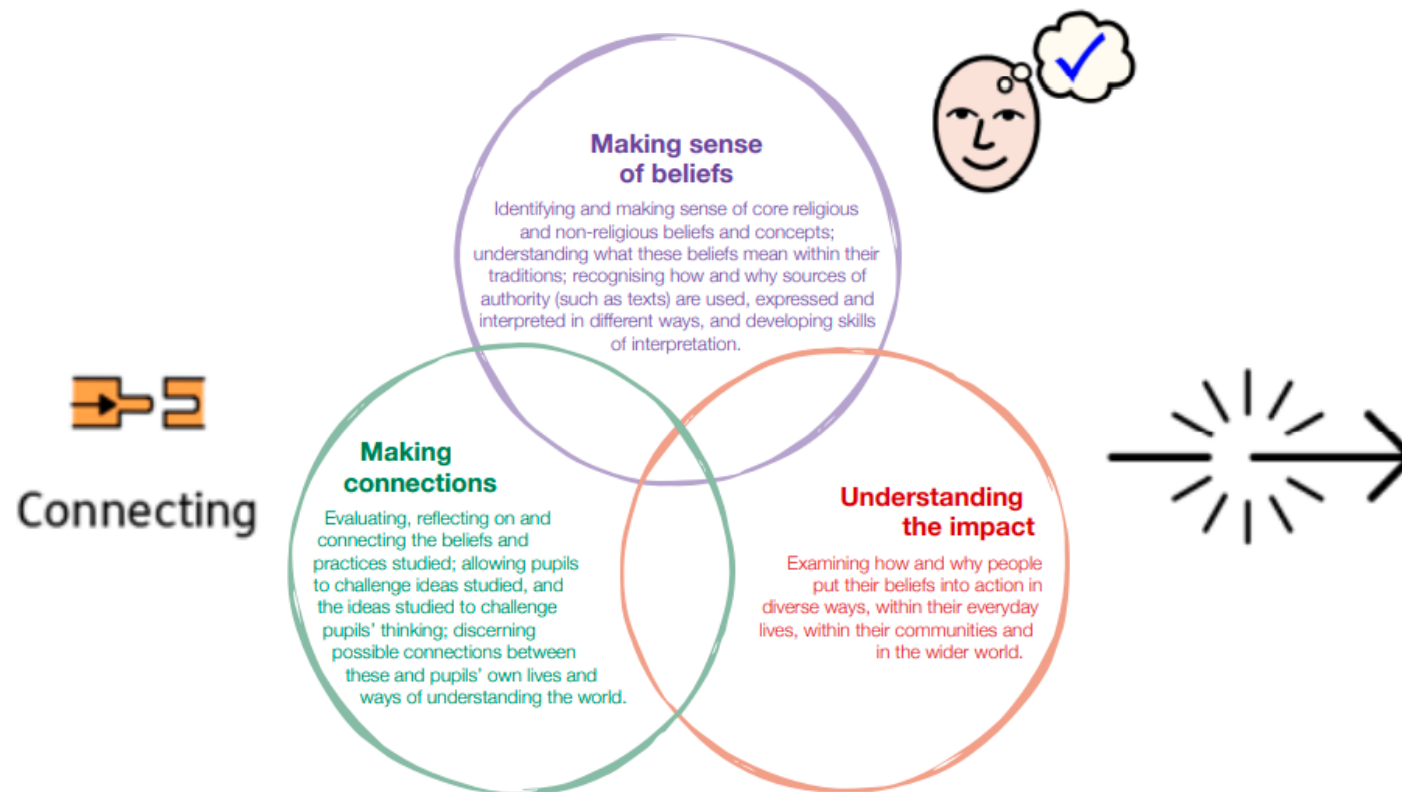
End Points and Expectations

Opportunities to assess are built into our curriculum plans. We will use the benchmark statements from the Devon and Torbay agreed syllabus to inform and set expectations for pupils' achievement and to create assessment criteria in the individual teaching units. We will provide formative day to day assessment (AFL), end of unit assessments which could include quizzes, short tests, recorded pupil interviews, or purposeful assessment tasks which may be labelling a diagram or answering an open ended, rich question for instance, what make somewhere a place of worship for different people and faiths?

There is an expectation that the subject lead in RE will monitor the subject along with SLT by looking at books, quizzes and assessment tasks as well as talking to children about their learning at the end of units. The lead will provide continuing professional development that is aligned with the curriculum and will build colleagues content knowledge as well as ensure a familiarity with classroom practice across the school.

Each of the following 3 elements of the teaching and learning approach are important and pupils should make progress in all of them. Below, are the end of phase outcomes for each element. Each unit provides learning outcomes specific to each question, leading to these end of phase outcomes.

We have organised our RE curriculum using these three aims from the Devon and Torbay Agreed Syllabus for RE 2019-2024:



By the end of Key Stage 1, expectations by age 7, children will:	By the end of Year 4, expectations by age 9, children will:	By the end of Key Stage 2, expectations by age 11, children will build on their prior knowledge and extend this further. Children will:
Making Sense of Belief		
Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.		
<ul style="list-style-type: none"> Identify core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival). Give clear, simple accounts of what stories and other texts mean to believers. 	<ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the core concepts studied. Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. 	<ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions. Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority.

By the end of Key Stage 1, expectations by age 7, children will:	By the end of Year 4, expectations by age 9, children will:	By the end of Key Stage 2, expectations by age 11, children will build on their prior knowledge and extend this further. Children will:
Understanding the impact		
<ul style="list-style-type: none"> Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities, and in the wider world. 		
<ul style="list-style-type: none"> Give examples of how people use stories, texts, and teachings to guide their beliefs and actions. Give examples of ways in which believers put their beliefs into practice. 	<ul style="list-style-type: none"> Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. Describe how people show their beliefs in how they worship and in the way they live. Identify some differences in how people put their beliefs into practice. 	<ul style="list-style-type: none"> Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures.

By the end of Key Stage 1, expectations by age 7, children will:	By the end of Year 4, expectations by age 9, children will:	By the end of Key Stage 2, expectations by age 11, children will build on their prior knowledge and extend this further. Children will:
Making connections <ul style="list-style-type: none"> Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world. 		
<ul style="list-style-type: none"> Think, talk, and ask questions about whether the ideas they have been studying, have something to say to them. Give a good reason for the views they have and the connections they make. 	<ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give good reasons for the views they have and the connections they make. 	<ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists). Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

Early Years Foundation Stage

Knowledge, Skills and Understanding breakdown for RE

Foundation Stage

In foundation, children should encounter Christianity under the faiths as part of their growing sense of self, their own community and their place within it.

Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Retell religious stories making connections with personal experiences **(Making Sense of Beliefs)**



Share and record occasions when things have happened in their lives that made them feel special **(Making Connections)**



Recall simply what happens at a traditional Christian infant baptism and dedication **(Understanding Impact)**



Recall simply what happens when a baby is welcomed into a religion other than Christianity. **(Understanding Impact)**



Knowledge, Skills and Understanding breakdown for RE

Unit 2 (Year 1 & 2)

Cycle A (A)

1. Who is a Muslim and how do they live? (part 1)
2. Why does Christmas matter to Christians?
3. Who is a Muslim and how do they live? (part 2)
4. Why does Easter matter to Christians?
5. What is the 'good news' Christians believe Jesus brings?
6. What makes some places sacred to believers? (Christians and Muslims)

Cycle B (B)

1. Who do Christians say made the world?
Harvest
2. Who is Jewish and how do they live? (part 1)
3. What do Christians believe God is like?
4. Who is Jewish and how do they live? (part 2)
5. What does it mean to belong to a faith community? (Christians, Jews, Muslims and non-religious worldviews)
6. How should we care for others and the world and why does it matter? (Christians, Jews and non-religious worldviews)

Making sense of beliefs



Understanding the impact



Making connections



Connecting

<ul style="list-style-type: none"> • Recognise the words of the Shahadah and that it is very important for Muslims. (A1) • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. (A1) • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. (A1) • Recognise that stories of Jesus' life come from the Gospels. (A2) • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. (A2) • Recognise the words of the Shahadah and that it is very important for Muslims. (A3) • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. (A3) • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. (A3) • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. (A4) • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). (A4) • Recognise that Jesus gives instructions about how to behave. (A4) • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. (A5) 	<ul style="list-style-type: none"> • Give examples of how Muslims use the Shahadah to show what matters to them. (A1) • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). (A1) • Give examples of how Muslims put their beliefs about prayer into action. (A1) • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. (A2) • Recognise the words of the Shahadah and that it is very important for Muslims. (A3) • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. (A3) • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. (A3) • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. (A4) • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. (A5) • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). (A5) 	<ul style="list-style-type: none"> • Think, talk about and ask questions about Muslim beliefs and ways of living. (A1) • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. (A1) • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. (A1) • Think, talk and ask questions about Christmas for people who are Christians and for people who are not. (A2) • Decide what they personally have to be thankful for, giving a reason for their ideas. (A2) • Recognise the words of the Shahadah and that it is very important for Muslims. (A3) • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. (A3) • Give examples of how stories about the Prophet show what Muslims believe about Muhammad. (A3) • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. (A4) • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone
---	--	---

<ul style="list-style-type: none"> • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. (A5) • Recognise that Jesus gives instructions to people about how to behave. (A5) • Recognise that there are special places where people go to worship, and talk about what people do there. (A6) • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. (A6) • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. (A6) 	<ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. (A6) • Give simple examples of how people worship at a church, mosque or synagogue. (A6) • Talk about why some people like to belong to a sacred building or a community. (A6) 	<p>to learn about how to live, giving a good reason for their ideas. (A5)</p> <ul style="list-style-type: none"> • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. (A6) • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. (A6)
<ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2:3 simply. (B1) • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. (B1) • Say what the story tells Christians about God, Creation and the world. (B1) • Retell the story of creation from Genesis 1:1–2:3 simply. (B1) • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. (B1) • Say what the story tells Christians about God, Creation and the world. (B1) • Recognise the words of the Shema as a Jewish prayer. (B2) • Retell simply some stories used in Jewish celebrations (e.g. Chanukah). (B2) 	<ul style="list-style-type: none"> • Give at least one example of what Christians do to say ‘thank you’ to God for Creation. (B1) • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). (B2) • Make links between Jewish ideas of God found in the stories and how people live. (B2) • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). (B2) • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). (B3) 	<ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing world. (B1) • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. (B1) • Make links with Harvest, where Christians traditionally thank God for Creation: connect school harvest celebrations, church festivals and the idea of giving and sharing to those in need. It is not only Christians who are thankful for food, shelter, sunlight, water, crops, life. Talk about what things pupils are grateful for and who they could thank, e.g. parents, friends, shop keepers, dinner supervisors, delivery drivers, farmers, etc. Ask pupils to write some ‘thank you’

<ul style="list-style-type: none"> • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. (B2) • Identify what a parable is. (B3) • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. (B3) • Give clear, simple accounts of what the story means to Christians. (B3) • Recognise the words of the Shema as a Jewish prayer. (B4) • Retell simply some stories used in Jewish celebrations (e.g. Chanukah). (B4) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. (B4) • Recognise that loving others is important in lots of communities. (B5) • Say simply what Jesus and one other religious leader taught about loving other people. (B5) • Identify a story or text that says something about each person being unique and valuable. (B6) • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). (B6) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. (B6) 	<ul style="list-style-type: none"> • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God). (B3) • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). (B4) • Make links between Jewish ideas of God found in the stories and how people live. (B4) • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). (B4) • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. (B5) • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). (B5) • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. (B6) • Give examples of how Christians and Jews can show care for the natural earth. (B6) • Say why Christians and Jews might look after the natural world. (B6) 	<p>comments and to give them to the appropriate people. (B1)</p> <ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. (B2) • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. (B2) • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. (B3) • Give a reason for the ideas they have and the connections they make. (B3) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. (B4) • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. (B4) • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. (B5) • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. (B5) • Think, talk and ask questions about what difference believing in God makes to how
--	--	---

		<p>people treat each other and the natural world. (B6)</p> <ul style="list-style-type: none">• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. (B6)
--	--	---

Knowledge, Skills and Understanding breakdown for RE

Unit 3 (Year 3 & 4)

Cycle A (A)

1. What is it like for someone to follow God?
2. What do Hindus believe God is like?
3. What kind of world did Jesus want?
4. What does it mean to be Hindu in Britain today?
5. For Christians, what is the impact of Pentecost?
6. How and why do people try and mark the significant events of life?

Cycle B (B)

1. What do Christians learn from the creation story?
2. What is the Trinity and why is it important to Christians?
3. How do festivals and worship show what matters to a Muslim?
4. Why do Christians call the day Jesus died 'Good Friday'?
5. How do festivals and family life show what matters to Jewish people?
6. How and why do people try to make the world a better place?

Making sense of beliefs



- Make clear links between the story of Noah and the idea of covenant. **(A1)**
- Identify some Hindu deities and say how they help Hindus describe God. **(A2)**
- Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. **(A2)**

Understanding the impact



- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. **(A1)**
- Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali). **(A2)**

Making connections



Connecting

- Make links between the story of Noah and how we live in school and the wider world. **(A1)**
- Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. **(A2)**
- Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the

<ul style="list-style-type: none"> • Offer informed suggestions about what Hindu murtis express about God. (A2) • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. (A3) • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. (A3) • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian. (A3) • Describe how Hindus show their faith within their families in Britain today (e.g. home puja). (A4) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali). (A4) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India). (A4) • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. (A5) • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean. (A5) • Give examples of what Pentecost means to some Christians now. (A5) • Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. (A6) • Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. (A6) 	<ul style="list-style-type: none"> • Identify some different ways in which Hindus worship. (A2) • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. (A3) • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. (A4) • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma). (A4) • Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now (A5) • Describe how Christians show their beliefs about the Holy Spirit in worship. (A5) • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. (A6) • Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals). (A6) • Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism). (A6) 	<p>value of people in the world today, giving good reasons for their ideas. (A2)</p> <ul style="list-style-type: none"> • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas. (A3) • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. (A4) • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. (A5) • Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. (A6) • Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. (A6) • Give good reasons why they think ceremonies of commitment are or are not valuable today. (A6) •
--	---	---

<ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story'. (B1) Make clear links between Genesis 1 and what Christians believe about God and Creation. (B1) Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world. (B1) Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. (B2) Offer suggestions about what texts about baptism and Trinity mean. (B2) Give examples of what these texts mean to some Christians today. (B2) Identify some beliefs about God in Islam, expressed in Surah 1. (B3) Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God). (B3) Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. (B4) Offer informed suggestions about what the events of Holy Week mean to Christians. (B4) Give examples of what Christians say about the importance of the events of Holy Week. (B4) Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. (B5) Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. (B5) Offer informed suggestions about the meaning of the Exodus story for Jews today. (B5) 	<ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways). (B1) Describe how and why Christians might pray to God, say sorry and ask for forgiveness. (B1) Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. (B2) Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. (B3) Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque). (B3) Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. (B4) Describe how Christians show their beliefs about Jesus in worship in different ways. (B4) Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals). (B5) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. (B5) Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek). (B6) 	<ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. (B1) Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. (B2) Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. (B3) Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. (B3) Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. (B3) Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. (B4) Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. (B5) Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. (B5) Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. (B6)
---	---	--

<ul style="list-style-type: none"> • Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). (B6) • Make links between religious beliefs and teachings and why people try to live and make the world a better place. (B6) 	<ul style="list-style-type: none"> • Describe some examples of how people try to live (e.g. individuals and organisations). (B6) • Identify some differences in how people put their beliefs into action. (B6) 	<ul style="list-style-type: none"> • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. (B6) • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.
---	--	---

Knowledge, Skills and Understanding breakdown for RE

Unit 4 (Year 5 & 6)

Cycle A (A)

1. What does it mean if Christians believe God is holy and loving?
2. Why do Christians believe Jesus was the Messiah?
3. Why is the Torah so important to Jewish people?
4. How do Christians decide how to live? *'What would Jesus do?'*
5. Why do some people believe in God and some do not? (Christians and Non- religious worldviews)
6. What matters most to Humanists, Christians? (Christians and Non- religious worldviews)

Cycle B (B)

1. Creation and science: conflicting or complementary?
2. Why do Hindus want to be good?
3. What do Christians believe Jesus did to 'save' people?
4. For Christians, what kind of king is Jesus?
5. What does it mean to be a Muslim in Britain today?
6. How does faith help people when life gets hard? (Christian, Muslims, Jews, Humanists and Non-religious worldviews)

Making sense of beliefs



- Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better. **(A1)**
- Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas. **(A1)**
- Express their own ideas about the best ways to make the world a better place, making links with

Understanding the impact



- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. **(A1)**
- Show how Christians put their beliefs into practice in worship. **(A1)**

Making connections



Connecting

- Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. **(A1)**
- Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. **(A2)**

<p>religious ideas studied, giving good reasons for their views. (A1)</p> <ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. (A2) • Identify Gospel and prophecy texts, using technical terms. (A2) • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. (A2) • Identify and explain Jewish beliefs about God. (A3) • Give examples of some texts that say what God is like and explain how Jewish people interpret them. (A3) • Identify features of Gospel texts (for example, teachings, parable, narrative). (A4) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. (A4) • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. (A5) • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. (A5) • Give examples of reasons why people do or do not believe in God. (A5) • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). (A6) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and 	<ul style="list-style-type: none"> • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. (A2) • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. (A2) • Make clear connections between Jewish beliefs about the Torah and how they use and treat it. (A3) • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws). (A3) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice). (A3) • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual live. (A4) • Make clear connections between what people believe about God and the impact of this belief on how they live. (A5) • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis). (A5) • Make clear connections between Christian and Humanist ideas about being good and how people live. (A6) • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. (A6) 	<ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. (A3) • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. (A3) • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. (A4) • Articulate their own responses to the issues studied, recognising different points of view. (A4) • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. (A5) • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. (A5) • Make connections between belief and behaviour in their own lives, in the light of their learning. (A5) • Raise important questions and suggest answers about how and why people should be good. (A6) • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. (A6)
--	---	--

Humanists saying people can be 'good without God'). (A6)		
<ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose. (B1) Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. (B1) Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. (B2) Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. (B2) Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. (B3) Explain what Christians mean when they say that Jesus' death was a sacrifice. (B3) Explain connections between biblical texts and the concept of the kingdom of God. (B4) Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. (B4) Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message). (B5) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet). (B5) 	<ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator. (B1) Show understanding of why many Christians find science and faith go together. (B1) Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. (B2) Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. (B2) Give evidence and examples to show how Hindus put their beliefs into practice in different ways. (B2) Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. (B3) Show how Christians put their beliefs into practice in different ways. (B3) Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. (B4) Show how Christians put their beliefs into practice in different ways. (B4) Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). (B5) Give evidence and examples to show how Muslims put their beliefs into practice in different ways. (B5) 	<ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. (B1) Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. (B1) Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. (B2) Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. (B2) Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. (B3) Articulate their own responses to the idea of sacrifice, recognising different points of view. (B3) Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. (B4) Articulate their own responses to the idea of the importance of love and service in the world today. (B4) Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Devon and Torbay today. (B5) Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. (B5)

<ul style="list-style-type: none"> • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life. (B6) • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences. (B6) 	<ul style="list-style-type: none"> • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement). (B6) • Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives. (B6) 	<ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. (B5) • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. (B6) • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. (B6)
--	--	---

Suggested vocabulary in red for each unit:


Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 FS	Being Special: where do we belong? VOCAB-Christian, Special, God, Family, Muslim, Hindu, Baptism, Belonging, Love.	Why is Christmas special for Christians? VOCAB-Christian, Christmas, Bible, Jesus, Crib, Nativity, Mary, Joseph, Baby Jesus, Donkey, Angels, Three Wise Men/Kings, Star, Stable, Bethlehem, Family, Friends, Sharing.	Why is the word 'God' so important to Christians? VOCAB-Christian, Creator of the Universe, Creation, Life, Bible, Praise, Thank.	Why is Easter so special to Christians? VOCAB-Christian, Bible, Easter, Lent, Pancake Day, Jesus, God, Cross, salvation, Palm Leaves, Eggs.	What places are special and why? VOCAB-Church, Special, Holy, Muslim, Mosque (washing area, prayer hall, prayer mats, minarets), Font, Cross, Candle, Bible	What places are special and why? VOCAB-Church, Special, Holy, Muslim, Mosque (washing area, prayer hall, prayer mats, minarets), Font, Cross, Candle, Bible
What times/stories are special and why? VOCAB-Stories, Faith, Tradition, Bible, Holy Book, Share, God, Special, Old Testament, Christian, Jewish, Muslim, Hindu, Jesus, Prophet Muhammad, Important						
Unit 2 Year 1 & 2	Who is Muslim and how do they live? (Part 1) What does a Muslim believe? Who can be a Muslim? What are the words of the Shahadah and why are they special? Who was the Prophet Muhammad? What is Ramadan? VOCAB-Muslim, Belief, Prophet, Muhammad, Holy, Worship, Messenger, Allah, God, Tawhid, Ibadah, Worship, Iman, Eid, The Five Pillars Of Islam, Wudu,	Why does Christmas matter to Christians? What is a Christian? Who was Jesus? What is The Christmas story? Why does Christmas matter to Christians? Christingles. VOCAB- Christian, Bible, Christmas, Christingle, Advent, Jesus, Joseph, Mary, Nativity, Crib, Bethlehem, Angel, Magi/Three Wise Men/Kings, Stable, Shepherds, Star, Animals, Manger, Gold Frankincense, Myrrh, Worship, Praise, Incarnation, Gospels.	Who is Muslim and how do they live? (Part 2) The 5 pillars of Islam Wudu and prayer Eid VOCAB- Muslim, Belief, Iman, Prophet, Muhammad, Holy, Worship, Messenger, Allah, God, Tawhid, Ibadah, Worship, Iman, Shahadah, Respect, Prayer, Tawhid, Eid, The Five Pillars Of Islam, Wudu, Prayer, Akhirah.	Why does Easter matter to Christians? What happened on Palm Sunday and what does it teach us about how people felt towards Jesus? What happened at the Last Supper and what does it teach us about Jesus? Why was Jesus put on the cross on Good Friday? What happened on Easter Sunday? Why are eggs a symbol of Easter? How are Spring and Easter linked? VOCAB-Christian, Bible, Easter, Easter Sunday, Church, Holy Week, Lent, Pancake Day, Jesus, God, Cross, Died, Jerusalem, Hosanna, Salvation, Last Supper, Good Friday, Buried, Tomb, Forgiveness, Sin,	What is the 'good news' Christians believe Jesus brings? Why did Jesus have disciples? Is Jesus everyone's friend? Is God forgiving? What stops us from finding peace? How can God help us find peace? What is the good news that Jesus brings? VOCAB-Christian, Gospel, Bible, New Testament, Teachings, Beliefs, Peace, Sorry, Forgiveness, God, Jesus, Disciples, Friendship.	What makes some places sacred to believers? (C,M) Investigate mosques and churches. Look at religious art. Trip to the church. Look at pilgrimage. VOCAB- Sacred, Holy, Worship, Christian, Jewish, Community, Hanukah, Artefacts, Church (Altar, cross, crucifix, candles, font, lectern, symbol of light). Plus, specific features of the different denominations as appropriate: vestments and colours, icons, stations of the cross,

	Shahadah, Respect, Prayer, Akhirah.			Heaven, Palm Leaves, Eggs, New Life, Hot Cross Buns.		baptismal pool, pulpit Synagogue: Ark, Ner Tamid, Torah Scroll, Tzitzit(tassels), Tefillin, Tallit (prayer shawl), Kippah (skull cap), Hanukkah, Bimah. Mosque/Masjid:Wudu, Calligraphy, Prayer Mat, prayer beads, Minbar, Mihrab, Muezzin.
Unit 3 Year 3 & 4	What is it like for someone to follow God? VOCAB- God, Christian, Jewdaism, Bible, Old Testament, New Testament, Books, Chapters, Verses, Prayer, Belief, Commandments, Covenant, Promises, Rules, Obey, Follow, Wisdom, Trust, Guide, Salvation, Heaven, Kingdom of God.	What do Hindus believe God is like? VOCAB-Hindu, Hinduism, Gods, Aum, Dharma, Brahman, Atman, Pancha Ganapati, deity, Svetaketu, Brahma-Creator, Vishnu- Preserver, and Shiva- Destroyer (the Tri-Murti), Saraswati, Lakshmi and Parvati.	What kind of world did Jesus want? VOCAB-Christian, Bible, Jesus, Gospel, Teacher, Teachings, Disciples, Message, Followers, Worship, Love.	What does it mean to be Hindu in Britain today? VOCAB-Hindu, Hindi, Dharma, Faith, Diwali, Faith, Diwa, Diva lamp, Diya, gifts, Lakshmi, Food, Festival, Festival of Lights, Lights, Fireworks, Rama and Sita, Mehndi, Rangolis, Holi, Rangoli Pattern, India, Parade, Bindi.	For Christians, what is the impact of Pentecost? VOCAB- Pentecost (Kingdom of God), Christian, Holy Spirit, Jesus, Death, Resurrection, Bible, The Trinity.	How and why do people try mark the significant events of life? VOCAB- Jewish, Bar/Bat Mitzvah, Christian, Baptism, Marriage, Rituals, Hindu Sacred Thread Ceremony, journey, Commitment, Promise, Milestone, sacred, Belonging.
Unit 4 Year 5 & 6	What does it mean if Christians believe God is holy and loving? VOCAB- Christians, God, Holy, Divine, Loving, Bible, Worship.	Why do Christians believe Jesus was the Messiah? VOCAB- Christians, Jesus, Messiah, Incarnation, Gospels, Saviour, God, The Trinity,	Why is the Torah so important to Jewish people? VOCAB- Torah, Jewish, Judaism, Synagogue, Laws, Worship, Belief, Mezuzah, Bimah.	Christians and how to live: what would Jesus do? VOCAB- Christians, Jesus, Gospels, Teachings, Bible, New Testament, Commandments, Sermon, Miracles, Prayer.	Why do some people believe in God and some do not? (C, NR) VOCAB- Reincarnation, Christian, Non-religious, Humanists, Creation and science, Agnostic, Atheist.	What matters most to Humanists, Christians? (C, NR) VOCAB- Christian, Humanists, Genesis, Fairness, Freedom, Followers, Values.

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 2 Year 1 & 2	Who do Christians say made the world? Harvest VOCAB- God, Thanks, Festival, Celebrate, Share, Life, Bible, Praise.	Who is Jewish and how do they live? (Part 1) VOCAB- Jewish, God, Torah, The Chosen People, Mezuzah, Shabbat, Chanukah, Candlesticks, Challah Bread, Challah Board, Challah Cover, Wine goblet (other Kosher food), Star Of David, Prayer Books, Chanukiah, Kippah, Celebrate.	What do Christians believe God is like? VOCAB- God, Almighty, Bible, Forgiving Father, Forgiveness, Believe, Worship, Parable, Loving, Care, Prayer.	Who is Jewish and how do they live? (Part 2) VOCAB- Jewish, Mezuzah, Shabbat, Bible, Chanukah, Candlesticks, Challah Bread, Challah Board, Challah Cover, Wine goblet (other Kosher food), Star Of David, Prayer Books, Chanukiah, Kippah, Celebrate.	What does it mean to belong to a faith community? (C, J, M and NR) VOCAB- Ceremony, Christian: Baptismal candles, Christening clothes, Crosses as badges or necklaces, Fish/ichthus badges, wedding. Judaism: Mezuzah, Menorah, a Kiddush Cup, challah Bread, a Kippah, symbols of belonging, Brit Bat or Zeved Habat, Ketubah. Islam: Aqiqah Non-religious. Community.	How should we care for the world and for others, and why does it matter? (C, J, NR) VOCAB-Christian, Jewish, Judaism, Non-religious, God, Tzedakah, Friendship, Genesis, Creation, Bible, 'The Golden Rule', Charity.
Unit 3 Year 3 & 4	What do Christians learn from the creation story? VOCAB- Christian, Bible, God, Creation, Creator, Genesis, Beginning, 'The Fall', Sin, Forgiveness,	What is the Trinity and why is it important to Christians? VOCAB-Incarnation, God, Gospel, Trinity (God the Father, God the Son, The Holy Spirit), Creator, Saviour, Water, Symbol, Baptism.	How do festivals and worship show what matters to Muslims? VOCAB-Muslim, Allah, God, Islam, Qu'ran, prayer, Fasting, Ramadan, Festival, Ibadah, Worship, Five Pillars of Islam, Celebrate, Eid -Ul- Fitr, Subhah Beads, Mosque/ Masjid.	Why do Christians call the day Jesus died 'Good Friday'? VOCAB- Christian, Jesus, 'Good Friday', Died, Easter Sunday, Heaven, Salvation, Holy Week, Easter, Save, Sin,	How do festivals and family life show what matters to Jewish people? VOCAB-Jewish, Torah, Exodus, The Chosen People, Rosh Hashanah, Yom Kippur, Pesach, Passover, Commandments, Day of Atonement, Deliverance, Salvation, Prayers, Talmud, The Siddur, Baruch Atah Adonai.	How and why do people try to make the world a better place? (C, M, NR) VOCAB- Earth, Planet, Jesus, Sacrifice, Muslim, Environment, Globe, Holy Spirit, Humanist, Commandments (Exodus 20:1-21, Deuteronomy 5:1-22), The Two Commandments of Jesus (Mark12:28-34), and 'The Golden Rule' (Mathew 7:12).

Unit 4 Year 5 & 6	Creation and science: conflicting or complementary? VOCAB-Creation, Bible, Christians, Genesis, God the Creator, Science, Evolution, Cosmology, Conflicting, Complementary.	Why do Hindus want to be good? VOCAB-Brahman, Hinduism, Atman, Dharma, Gandhi, Karma, Samsara, Moksha, Reincarnation	What do Christians believe Jesus did to 'save' people? VOCAB- Christian, Bible, New Testament, Jesus, Salvation, Incarnation, Sacrifice, Holy Communion, Symbolism, Bread, Wine, Holy Week, Easter, Last Supper, Death, Resurrection,	For Christians, what kind of king is Jesus? VOCAB- Christians, Jesus, Kingdom of God, Bible, Heaven, Parables.	What does it mean to be a Muslim in Britain today? VOCAB-Prophet, Muslim, Messenger, Iman, Tawhid, Muhammad, Five Pillars, Ummah, Akhlaq Ibadah, Ibrahim/Abraham, Musa/Moses, Isa/Jesus.	How does faith help people when life gets hard? (C, M, J, H, NR) VOCAB- Christian, Jewish/Judaism, Muslim/Islam, Hindu, Humanist, Salvation, Resurrection, Moksha, Karma, Brahman, Jesus, Heaven, Liturgies, Wisdom.
----------------------	---	--	---	--	--	--

An example of a Knowledge Organiser:



Preston Primary School Knowledge Organiser

Communication

Critical-Thinking




Collaboration

Creativity

Topic: Religious Education	Term: Autumn 1	Year: Unit 4	Duration: 6 weeks
-----------------------------------	-----------------------	---------------------	--------------------------

The Powerful Knowledge we will take away from this Learning Enquiry (what will be learning):

Question: What does it mean for Christians to believe that God is holy and loving?

Making sense of belief:	Understanding the impact:	Making connections:
		
<p>I will be able to discuss extracts of different biblical readings.</p> <p>I will explain connections between biblical texts and Christian ideas of God.</p>	<p>I will make clear connections between Bible texts studied and what Christians believe about God.</p> <p>I will show how Christians put their beliefs into practice in worship.</p>	<p style="text-align: center;">Connecting</p> <p>I will be able to discuss how biblical ideas and teachings about God being holy and loving might make a difference in the world today.</p>

Our Key Vocabulary:

Word	Meaning
Christian	A person who believes in Christ and his teachings.
Bible	The Christian holy book containing Christian scriptures, consisting of the Old and New Testaments.
Divine	Of or like God.
Prophet	A person regarded as an inspired teacher or proclaimer of the will of God.
Psalm	A sacred song or hymn, in particular any of those contained in the biblical Book of Psalms and used in Christian and Jewish worship.

What I already know:

In lower KS2, children learned about Christianity and how they view God. This included learning about the Holy Trinity: God as the son, the father, and the holy spirit. They also learned about how Christians worship and what this means as a believer.

Song and Hymns:

Modern songs can be found here:

<https://www.praisecharts.com/song-lists/top-100-worship-songs-of-2020>

Traditional hymns from BBC Songs of Praise here:

<https://www.bbc.co.uk/programmes/p07c2s5k>

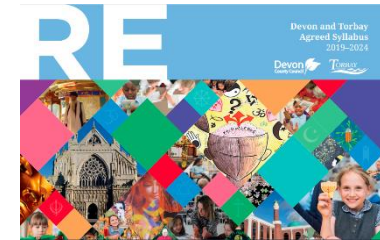
Images: Different parts of cathedrals express ideas about God being holy and loving. Here are some pictures of Exeter Cathedral.



Symbol:



The main symbol of Christianity is the cross; a symbol of the crucifixion of Jesus and his passion. In the Bible, Jesus walks with and carries the heavy cross a long way on his way to his crucifixion. In Christianity, Jesus is considered to have sacrificed himself and died for others' sins. In this sense, the heavy cross therefore symbolises the heavy burden that Jesus carried for all Christians.



Example page from The Devon and Torbay Agreed Syllabus for RE (2019-2024)

Syllabus can be found on: <https://www.devon.gov.uk/schcomms/sc/072019-6719/>

Unit 1.1 What do Christians believe God is like? [God]

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

Learning outcomes (intended to enable pupils to achieve end of key stage outcomes):

Teachers will enable pupils to achieve these outcomes, as appropriate to their age and stage, so that they can:

Make sense of belief:

- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father
- Give clear, simple accounts of what the story means to Christians

Understand the impact:

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make connections:

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

Ideas and some content for learning:

Teachers can select content from these examples, and add more of their own to enable pupils to achieve the outcomes.

- Introduce idea that Christians believe in God; the Bible is the key way of finding out what they think God is like.
- Tell the story of the Lost Son (Luke 15:1–2, 11–32) using interactive and reflective story-telling techniques. Draw out the forgiveness and love shown by the father. Explain that the story is a 'parable' – a special story Jesus told to help people understand ideas. Parables might be harder to understand than some other stories as they have can have hidden meanings.
- Refer back to the key question: What do Christians believe God is like? Do pupils have any ideas yet, about what the story says about what Christians believe about God? Discuss: What might Christians understand about what God is like from this story? How might God be like the father? Look at the stories of the Lost Sheep and Lost Coin in Luke 15 as more examples.
- The Parable of the Lost Son teaches that God loves people, even when they go off on their own way. As a class think of ways that Christians might show how glad they are that God loves them so much e.g. sing praising songs, pray saying why they love God, read about God in the Bible, love people, forgive people, care for people, go to church, pray and talk to God, pray and ask God to help, be generous. Explore some examples of these, e.g. by talking to some Christians, matching pictures.
- Christians often understand the Parable of Lost Son as teaching them that God is loving and forgiving, and will forgive them too, and so forgiving and being forgiven is also important – they should also practise forgiveness. Talk about whether forgiving people is only important for Christians or for other people too.
- Talk about what happens in school if they do something wrong. Share any fresh start/new day practices you might have and the importance of forgiving pupils in school.
- Talk about other times when forgiveness is given (through role play, if appropriate): At home? At out of school clubs? How do parents forgive? Link this last question to God as a forgiving father in the Lost Son. Refer to the question 'What do Christians believe God is like?' – how fully can pupils answer this, focusing on understanding of the parable's meaning?
- What happens when forgiveness is not given? Get pupils to practise saying 'I'm very sorry' and 'That's ok – I forgive you' to each other around the class. Talk together: Is it good to forgive people? Why/why not? How does it feel if you don't forgive? Why is it sometimes hard to forgive?
- Listen to 'You Can Hold On' by Fischy Music (there is a free extract on www.fischy.com). Discuss the messages in the song. Write an extra verse to the song or even a class poem focusing on what it is like to forgive or not forgive.
- Explain that Christians often talk about there being four main types of prayer: praise, saying 'sorry', saying 'thank you' and asking for something. The story of the Lost Son might lead Christians to think it is very important to say 'praise' and 'saying "sorry"' prayers.
- Look through the Lost Son and see if they can see what types of prayers the characters might say at different parts of the story and write some examples of characters' prayers. Compare with some Christian prayers from today (e.g. The Lord's Prayer, some examples online from Christian websites, e.g. www.prayerscapes.com/prayers/prayers.html).
- Refer back to the core question: What do Christians believe God is like? The story teaches that, like the father in the story, God is loving and forgiving. Talk to a Christian about how this makes a difference to how they live.