St. Andrew's
Church of England Primary School
ENRICHING LIVES

Religious Education
Curriculum Journey

1. What is Religious Education?

At St. Andrew's, we believe that Religious Education (RE) is about learning about religions, and learning from religions. RE encourages pupils to learn about and develop their own beliefs as well as learn about the beliefs and practices of others, whilst learning to respect those who hold beliefs different to their own. RE promotes an awareness of British values, tolerance of others and supports children in gaining knowledge of their own society and the wider world.

2. Through the eyes of our children, Religious Education is important because:

'It helps us to think about and understand other people's beliefs. If everybody could do this the world would be a better place. RE also gives us time to think about God and make our own decisions about what we believe.

3. Curriculum Intent

A high quality RE curriculum is essential to meet the statutory requirement to teach a broad and balanced curriculum. At the heart of RE in church schools is the teaching of Christianity, rooted in the person and work of Jesus Christ. There is a clear expectation that as inclusive communities, church schools encourage learning about other religions and world views and fostering respect for them.

At St Andrew's the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. We will provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

We will use an enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy as well as aim to develop our children's understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners.

The aims of Religious Education are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views*, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

4. Implementation

Implementation

The teaching and implementation of the Religious curriculum at St. Andrew's C.E. Primary School is based on the Lincolnshire Agreed Syllabus.

We organise our pupils' learning around the following structure:

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. **Investigation and enquiry:** asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.

2. **Critical thinking and reflection:** analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.

3. **Empathy:** considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.

4. **Interpretation:** interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.

5. **Analysis:** distinguishing between opinion, belief and fact; distinguishing between the features of different religions.

6. **Evaluation:** enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

Religious Education is delivered by teaching specific concepts, knowledge, skills attitudes and when appropriate, through opportunities for purposeful cross curricular links.

Church schools have a duty to provide accurate knowledge and understanding of religions and world views. We will provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations and where real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived

by believers.

- RE that makes a positive contribution to SMSC development.

Section 78(1) of the Education Act 2002 states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.' More recently, in 2014 the DfE published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. All schools now have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.The guidance states that pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance:

'It is expected that pupils should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. If schools teach about religious

law, particular care should be taken to explore the relationship between state and religious law. Pupils should be made aware of the difference between the law of the land and religious law.'

Defining spiritual, moral, social and cultural development

The **spiritual development** of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that informtheir perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The **social development** of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural development** of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities.

5. Impact

Through the explicit teaching of the Religious Education concepts, knowledge skills and attitudes teachers and the children assess their learning continuously throughout the lesson. At the end of each unit, teachers complete unit evaluations, assessing attainment to make informed judgements about the depth of their learning and the progress children have made over time.

Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and as a minimum are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

6. Programmes of Study

6.1 Programme of Study - EYFS

EYFS - Nursery

The contribution of RE to the specific areas of the early learning goals.

People, Culture and Communities Children at the expected level of development will: - 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;

In Nursery, Children begin to:

Communication & Language:

- Use a wider range of vocabulary.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Personal, Social and Emotional Development:

- Develop their sense of responsibility and membership of a community.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

Understanding the World:

- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history

EYFS - Reception

Communication & Language:

- Learn new vocabulary
- Use new vocabulary through the day
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Think about the perspectives of others.
- Manage their own needs.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.

ELG

PSED

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Building Realtionships:

- Work and play cooperatively and take turns with others.
- Show sensitivity to their own and to others' needs.

UW

People, Culture and Communities

- 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, nonfiction texts and (when appropriate) maps.

6.2 Programmes of Study – KS1 and Lower KS2

Concept from Understanding Christianity	KS1	Lower KS2
Key Questions	1.1 God - What do Christians believe God is like? 1.2 Creation - Who do Christians believe made the world? 1.3 Incarnation - Why does Christmas matter to Christians? 1.4 Gospel - What is the good news that Jesus brings? 1.5 Salvation - Why does Easter matter to Christians?	2a.1 Creation/Fall - What do Christians learn from the creation story? 2a.2 People of God - What is it like to follow God? 2a.3 Incarnation - What is the Trinity? 2a.4 Gospel - What kind of work did Jesus want? 2a.5 Salvation - Why do Christians call the day Jesus died 'Good Friday' 2a.6 Kingdom of God - When Jesus left, what was the impact of Pentecost

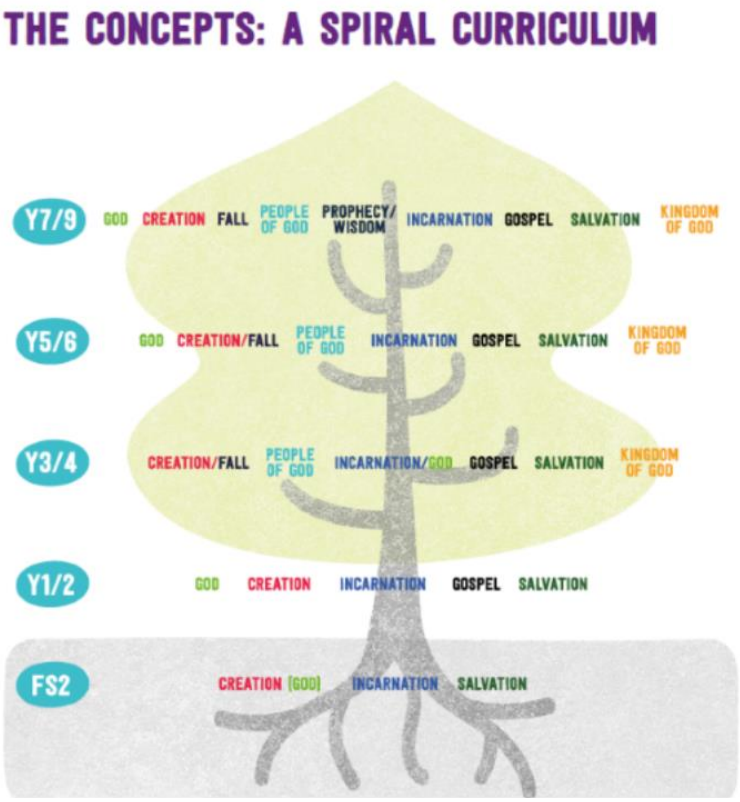
	Areas of learning for Compulsory Units in KS1	Areas of learning for Compulsory Units in Lower KS2
God: What do people believe about God?	• How is Allah described in the Qur'an? • What do Muslims learn about Allah and their faith through the Qur'an?	• How are deities and key figures described in Hindu sacred texts and stories? • What might Hindus understand about the Divine through these stories? • What is the purpose of visual symbols in the mandir? • What do the main concepts in Islam reveal about the nature of Allah? • What is the purpose of visual symbols in a mosque?
Being human: How does faith and belief affect the way people live their lives?	• What does the Qur'an say about how Muslims should treat others and live their lives? • How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?	• How do Hindus reflect their faith in the way they live? • What is karma and how does it drive the cycle of samsara? • How might a Hindu seek to achieve moksha? • What does the Qur'an teach Muslims about how they should treat others? • How do Muslim teachings guide the way Muslims act in the world? • How are Muslim beliefs expressed in practice?
Community, worship and celebration: How do people express their	• What do Muslims do to express their beliefs? • Which celebrations are important to Muslims?	• How is Hindu belief expressed personally and collectively? • How does Hindu worship and celebration build a sense of community?
Life Journey rites of passage: How do people mark	• What does it mean and why does it matter to belong? • What do Muslims do to celebrate birth?	• How do Christians show they belong? • How do Hindus show they belong? • How do Muslims show they belong?

6.3 Programmes of Study – Upper KS2 and KS3

Concept from Understanding Christianity in Upper KS2	
Key Questions	2b.1 God - What does it mean if God is holy and loving? 2b.2 Creation/Fall - Creation and science: conflicting or complimentary 2b.3 People of God - How can following God bring freedom and justice? 2b.4 Incarnation - Was Jesus the Messiah? 2b.5 Gospel - What would Jesus do? 2b.6 Salvation What did Jesus do to save human beings? [Y5] 2b.7 Salvation What difference does the Resurrection make for Christians? [Y6] 2b.8 Kingdom of God - What kind of God is Jesus

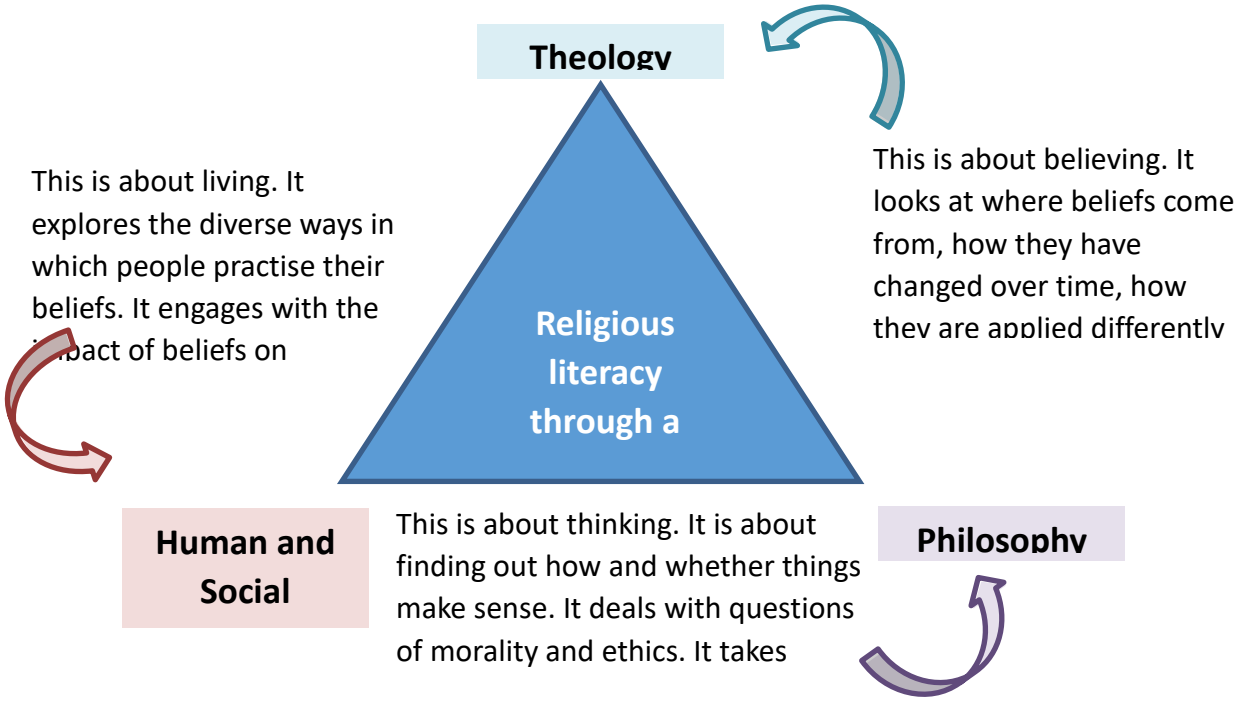
	Areas of learning for Compulsory Units in Upper KS2	**Areas of learning for Compulsory Units in KS3**
God: What do people believe about God?	• How is Allah described in the Qur'an? • What do Muslims learn about Allah and their faith through the Qur'an?	• How are deities and key figures described in Hindu sacred texts and stories? • What might Hindus understand about the Divine through these stories? • What is the purpose of visual symbols in the mandir? • What do the main concepts in Islam reveal about the nature of Allah? • What is the purpose of visual symbols in a mosque?
Being human: How does faith and belief affect the way people live their lives?	• What does the Qur'an say about how Muslims should treat others and live their lives? • How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?	• How do Hindus reflect their faith in the way they live? • What is karma and how does it drive the cycle of samsara? • How might a Hindu seek to achieve moksha? • What does the Qur'an teach Muslims about how they should treat others? • How do Muslim teachings guide the way Muslims act in the world? • How are Muslim beliefs expressed in practice?

Community, worship and celebration: How do people express their religion and beliefs?	• What do Muslims do to express their beliefs? • Which celebrations are important to Muslims?	• How is Hindu belief expressed personally and collectively? • How does Hindu worship and celebration build a sense of community?
Life Journey rites of passage: How do people mark important events in life?	• What does it mean and why does it matter to belong? • What do Muslims do to celebrate birth?	• How do Hindus show they belong? • How do Muslims show they belong?



7. Progression of skills

- through each strand



7.1 Progression of skills in EYFS

	Development Matters & ELG
Nursery	**Communication & Language:** • Use a wider range of vocabulary. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. **Personal, Social and Emotional Development:** • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Help to find solutions to conflicts and rivalries • Begin to understand how others might be feeling. **Understanding the World:** • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history **Expressive Art and Design:** • Explore colour and colour-mixing • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs.

Reception	**Communication & Language:** • Learn new vocabulary • Use new vocabulary through the day • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. **Personal, Social and Emotional Development:** • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others • Manage their own needs. **Understanding the World:** • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries **Expressive Art and Design:** • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.

	Listening, Attention and Understanding: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. **Self – Regulation:** • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. **Building Relationships:** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. **Past and Present:** • Understand the past through settings, characters and events encountered in books read in class and storytelling. **People , Culture and Communities:** • 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, nonfiction texts and (when appropriate) maps. **Being Imaginative** • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

7.2 Progression in KS1/LKS2/UKS2

Concept		Milestone 1 (KS1)	Milestone 2 (LKS2)	Milestone 3 (UKS2)
Believing **(Theology)**	B1 Engaging with key beliefs/concepts through analysis of texts	B1 Be able to use clear and simple language to retell a story (e.g. a parable from the New Testament, the story of the Prophet Muhammad and the spider, the story of Rama and Sita).	B1 Be able to explain what it means for a text/story to 'have authority' for a group of believer	B1 Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to.
	B2 Making connections between key beliefs/concepts within and between belief traditions	B2 Recognise a link between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness).	B2 Be able to identify connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories, e.g. salvation and incarnation, tawhid and creation, dharma and moksha. v	B2 Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories
Living **(Human and Social Sciences)**	L1 Showing understanding of core concepts relating to the human/social scientific study of religion and belief	L1 Showing understanding of core concepts relating to the human/social scientific study of religion and belief	L1 Be able to describe the difference between ‘beliefs’ and ‘religion’.	L1 Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion.

	L2 Showing understanding of connection between religious practice and content	L2 Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world.	L2 Be able to identify ways in which religious practices vary depending on geographic, social, and cultural context.	L2 Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world.
	L3 Showing understanding of the way in which beliefs impact on the individual	L3 Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).	L3 Be able to make connections between beliefs and the decisions an individual makes about how to live their life.	L3 Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values).
	L4 Showing understanding of the way in which community can impact on religious practice	L4a Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals. L4b Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage	L4a Be able to explain at the importance of community within the religious/non-religious tradition studied. L4b Be able to explain connections between religious beliefs and worship as a community in at least two belief traditions.	L4a Be able to identify a diverse range of ways in which community impacts on a believer's experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). L4b Be able to identify some of the ways in which the wider local/national community impacts on a believer's experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school).

Thinking **(Philosophy)**	T1 Articulating how and whether things make sense	T1 Be able to ask questions about the world around them.	T1 Be able to identify ways in which different people think about the world differently.	T1 Be able to analyse different ways in which people think about the world and make connections between this and their beliefs.
	T2 Showing awareness of different approaches to understanding the world	T2 Be able to make connections between using their senses and what they know about the world around them.	T2 Be able to understand and begin to explain that there is a difference between believing and knowing	T2 Be able to explain the distinctions between 'belief', 'faith', 'opinion', 'truth' and 'knowledge'.
	T3 Showing evidence of a process of reasoning	T3 Use reasons to support personal opinions about religions/beliefs.	T3 Be able to provide with a range of evidence reasons why a member of a belief tradition may hold a particular belief (e.g. that the world was created, that God exists).	T3 Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.

8. Planning


MAKE SENSE OF THE TEXT
UNDERSTAND THE IMPACT
MAKE CONNECTIONS
OUTCOMES

8.1 Implementation through Themes

At St. Andrew's, we are dedicated to the teaching and delivery of a high-quality Religious education curriculum through well planned and resourced projects and experiences. We have determined that RE will taught in bespoke units across the school year. By following the Lincolnshire Agreed Syllabus, we have identified 4 key areas of enquiry that run through all our compulsory units

1. God: What do people believe about God?

2. Being human: How does faith and belief affect the way people live their lives?

3. Community, worship and celebration: How do people express their religion and beliefs?

4. Life journey: rites of passage: How do people mark important events in life?

Christianity is compulsory at each Key Stage and in addition:

· At Key Stage 1 pupils must also study Islam

· At Key Stage 2 pupils must also study Hinduism **and** Islam

· At Key Stage 3 pupils must study Hinduism **or** Islam

One additional unit is covered annually. At KS1 this may be:

- Places of worship
- Creation/the natural world
- Thankfulness
- An in-depth study of another religion

One additional unit is covered annually. At KS2 this may be:

- Pilgrimage
- Expressing belief through arts
- Forgiveness
- Spirituality and New Religious Movements
- Big question

To support the teaching of Christianity , the school also uses the Understanding Christianity Resource which encourages children to explore core Bible texts and consider possible implications. Our teaching and learning approach enables pupils to move from an understanding of the biblical text and how to handle it, to an understanding of what this means for Christians within the Church and in Christian living, including opportunities for pupils to examine and evaluate connections between these ideas and the wider world. Each unit takes a core concept and gives a key question through which to explore the concept. The unit identifies the knowledge 'building blocks' and focused outcomes that are expected of pupils by the end of teaching.

8.3 Nursery & EYFS Themes

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands on activities and learning are an important part of pupils' learning at this stage.

Some ideas for Religious Education in the nursery can include:

- Creative play, make-believe, role play, dance and drama
- Dressing up and acting out scenes from stories, celebrations or festivals
- Making and eating festival food
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with 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
- Listening to religious music
- Starting to introduce religious terminology
- Work on nature, growing and life cycles or harvest
- 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
- Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions
- Reception children will also visit St. Peter's Church in Woodhall Spa

Design technology elements may be woven across the academic year in EYFS in the following themes:

Nursery children will focus on:

- Nursery Cycle A
  - Ourselves
  - All About Me!
  - Elves and Fairies
  - Christmas
  - Winter
  - Lunar New Year
  - Once Upon a Time
  - Easter
  - Occupations
  - At the Seaside/Beach
- Nursery Cycle B
  - My Family and Me
  - Houses and Homes
  - Castles
  - Christmas
  - Lunar New Year
  - Superheroes
  - Easter
  - Travel and Transport
  - Pirates
  - On the Farm
  - Nursery Rhymes
  - Pets

Reception children will continue this learning with:

- Reception Cycle A
  - Colours of the Rainbow
  - Autumn
  - Festivals (inc. Harvest)
  - Once Upon a Time
  - Space
  - Easter
  - Jungle
  - Ready Steady Cook

- Reception Cycle B
  - All About Me
  - Harvest
  - Dinosaurs
  - Christmas
  - Antarctica
  - Growing
  - Easter
  - Minibeasts
  - Under the Sea

8.4 Planning
– Understanding Christianity

8.41 Understanding Christianity - God

	Key Stage	Strand Development
God	**KS1**	What do Christians believe God is like? Pupils will reflect and understand that: • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair, and also Lord and King; and there are some stories that show this. • Christians worship God, and try to live in ways that please him.
	Lower KS2	What is the Trinity? Pupils will reflect and understand that: • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art to help to express this belief.
	Upper KS2	What does it mean if God is holy and loving? Pupils will reflect and understand that: • Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving, and full of grace. • Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love. • Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.

8.42 Understanding Christianity - Creation

	Key Stage	Strand Development
Creation	**KS1**	Who made the world? Pupils will know that Christians believe: • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.
	Lower KS2	What do Christians learn from the creation story? Pupils will know that Christians believe: • God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). • This means that humans cannot get close to God without God's help. • The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. • Christians show that they want to be close to God too, through obedience and worship, which includes
	Upper KS2	Creation and Science: conflicting or complementary? Pupils will reflect and understand that: • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists through history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator.

8.43 Understanding Christianity – People of God

	Key Stage	Strand Development
People of God	**KS1**	
	Lower KS2	What is it like to follow God? Y3 Pupils will reflect and understand that: • The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them, and Bible stories show how God keeps his promises. • The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God. • Christians believe that, through Jesus, all people can become the People of God.
	Upper KS2	How can following God bring freedom and justice? Y6 Pupils will reflect and understand that: • The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others, for example by loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example as salt and light in the world.

8.44 Understanding Christianity - Incarnation

	Key Stage	Strand Development
Incarnation	**KS1**	Why does Christmas matter to Christians? Pupils will reflect and understand that: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke). • Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming
	Lower KS2	What is the Trinity? The Trinity and Incarnation Pupils will reflect and understand that: • Christians believe Jesus is one of the three persons of the Trinity: God the Father, God the Son and God the Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians worship God as Trinity. It is a huge idea to grasp, and artists have created art • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.
	Upper KS2	Was Jesus the Messiah? Pupils will reflect and understand that: • Jesus was Jewish. • Christians believe Jesus is God in the flesh. • They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) • Christians see Jesus as their Saviour (see Salvation).

8.45 Understanding Christianity - Gospel

	Key Stage	Strand Development
Gospel	**KS1**	What is the good news that Jesus brings? Pupils will reflect and understand that: • Christians believe Jesus brings good news for all people. • For Christians, this good news includes being loved by God, and being forgiven for bad things. • Christians believe Jesus is a friend to the poor and friendless. • Christians believe Jesus' teachings make people think hard about how to live and show them the right way .
	Lower KS2	What kind of world did Jesus want? Pupils will reflect and understand that: • Christians believe Jesus challenges everyone about how to live – he sets the example for loving God and your neighbour, putting others first. • Christians believe Jesus challenges people who pretend to be good (hypocrisy), and shows love and forgiveness to unlikely people. • Christians believe Jesus' life shows what it means to love God (his Father) and love your neighbour. • Christians try to be like Jesus – they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.
	Upper KS2	What would Jesus do? Pupils will reflect and understand that: • Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to heal the damage done by human sin. • Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable. • Christians believe that Jesus' good news transforms lives now, but also points towards a restored, transformed life in the future (see Salvation and Kingdom of God). • Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community

8.46 Understanding Christianity - Salvation

	Key Stage	Strand Development
Salvation	**KS1**	Why does Easter matter to Christians? Pupils will reflect and understand that: • Easter is very important in the 'big story' of the Bible. Jesus showed that he was willing to forgive all people, even for putting him on the cross. • Christians believe Jesus builds a bridge between God and humans. • Christians believe Jesus rose from the dead, giving people hope of a new life.
	Lower KS2	Why do Christians call the day Jesus died Good Friday? In Year 4, Children will build upon their Year 3 learning and dig deeper into this topic. Pupils will reflect and understand that: • Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.
	Upper KS2	What did Jesus do to save human beings? What difference does the resurrection make to Christians? Y6 Pupils will reflect and understand that: • Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the Devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • Belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (Heaven). • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

8.47 Understanding Christianity – Kingdom of God

	Key Stage	Strand Development
Kingdom of God	**KS1**	
	Lower KS2	When Jesus left, what was the impact of Pentecost? Pupils will reflect and understand that: • Christians believe that Jesus inaugurated the 'Kingdom of God' – i.e. Jesus' whole life was a demonstration of his belief that God is king, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven'). • Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him. • Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible kingdom visible by living lives that reflect the love of God. • Christians celebrate Pentecost as the beginning of the Church. • Staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians.
	Upper KS2	What kind of king is Jesus? Pupils will reflect and understand that: • Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. • The parables suggest that there will be a future Kingdom, where God's reign will be complete. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.

8.5 Planning – Islam

8.51 God - Islam

	Key Stage	Strand Development
God – Islam	**KS1**	• One God (tawhid), created the universe in harmony • Created human beings to help keep the universe in harmony • Provided a straight path (shariah) to help keep the universe in harmony • Provided guidance to help humans follow the straight path (Qur'an, prophets, natural world) • 99 Names of Allah – ways in which Muslims try to understand what God is like (not 100 because you can never fully know God) • Qur'an = holy book of Islam; the words of God, providing guidance for human beings • Prophet Muhammad – the final prophet; receives guidance (i.e. the Qur'an) directly from God, lives it out in his own life and leads people along the straight path • The story about the Prophet Muhammad receiving the Qur'an (the 'Night of Power')
	KS2	• The oneness of God (***tawhid***) and its reflection in the ***shahadah*** (statement of faith) • God as creator who has created the universe to be in harmony (***muslim*** – literally, 'in submission' to the will of God); has created human beings to be ***'abd*** (servant) and ***khalifa*** (regent) to help him keep things in harmony; has set out a straight path (***shariah***) to help maintain this harmony and offered guidance (the natural world, the Qur'an and the prophets) to help humans follow this path • The connection between ***iman*** (faith/beliefs) and ***ibadah*** (worship/practice) – the ways in which key practices express Muslim beliefs: <u>Five Pillars</u>: 1. ***Shahadah*** (statement of belief): "There is no God but God, and Muhammad is his **prophet**"; expresses beliefs about God and the prophets 2. ***Salat*** (prayer five times a day): incorporates the ***Shahadah***, involves all Muslims praying together in harmony 3. ***Zakat*** (charitable giving): 2.5% of disposable income annually; purpose is to bring about harmony in a world in which some people have more than they need and some people don't have enough 4. ***Sawm*** (fasting during the month of Ramadan): during this month, Muslims do not eat or drink during the hours of sunlight; the fast as a way to remind Muslims of their commitment to the one God and as a way of helping them experience what it is like go

		without, which is what life is like every day for some people in the world – this should prompt them to try to address this disharmony and bring about more harmony in the world 5. ***Hajj*** (pilgrimage to Makkah): Muslims are expected to carry out this pilgrimage at least once during their lifetime; Muslims all travel to Makkah at the same time, perform the same prayers, speaking the same words, at the same time, carry out the same actions at the same time – the pilgrimage as a symbol of the harmony of the global Muslim community (the ***ummah***) and their belief in one God • The ***masjid*** (mosque) as a 'place of prostration' – the role of the mosque in Muslim belief and practice; key features (e.g. ***qibla***, ***minaret***, ***minbar***, prayer mats, facilities for *wudu*); ways in which mosques engage with the local community, e.g. #VisitMyMosque day, foodbanks, etc.

8.52 Life Journey - Islam

	Key Stage	Strand Development
Life Journey - Islam	**KS1**	• The importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims working together in harmony to follow the straight path (shariah) • Celebrating a new member of the Muslim community (ummah) – the birth of a baby as a blessing, something that Muslims give thanks for • Whisper the call to prayer (adhaan) into the baby's ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet • The aqiqah ceremony at 7 days old: mentioned by Muhammad in a collection of his sayings and teachings • Traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough) • Some Muslims shave the baby's hair at this time as well; the hair is weighed and this weight in silver is given to the poor • Babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures • Could compare this with other birth rites, e.g. baptism (Christianity) or brit milah (Judaism)
	KS2	1. Birth (reciting the ***adhaan*** [call to prayer] into the baby's ear, giving them something sweet to taste, shaving the baby's head and the ***aqiqah*** ceremony – links between this, ***zakat*** [charitable giving] and Muslims beliefs about harmony) 2. Marriage (a social contract, ***mahr*** [a financial gift given to the bride], the ***nikah*** [marriage ceremony]; the role of cultural traditions in Muslim weddings) 3. Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated)

8.53 Being Human - Islam

	Key Stage	Strand Development
Being Human - Islam	**KS1**	• Imam (faith) – shahadah (statement of faith) – 'there is no God but God, and Muhammad is his prophet'; one of the Five Pillars of Islam; used as a key part of Muslim prayer; connection with belief in the oneness of God (tawhid) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [shariah] that will help keep the universe in harmony • Akhlaq (character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended • The importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) – helping address disharmony in the world, that is, some have more than they need, others don't have enough • Stories about the prophets (e.g. Ibrahim, Nuh, Musa, Isa, Muhammad) – how to care for others and make sure the world is a fair, just and harmonious place
	KS2	Recap of key beliefs (*see KS2 Compulsory Unit: God - Islam*): God, ***tawhid***, everything created in harmony (***muslim***), humans as ***'abd*** and ***khalifa*** to help keep everything in harmony; the straight path (***shariah***) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets • Recap of the Five Pillars (*see KS2 Compulsory Unit: Community - Islam*) with an emphasis on linking the practices with the beliefs that underpin them • The role of human beings in maintaining a harmonious (***muslim***) world • The importance of the straight path (***shariah***) in helping to keep the world in harmony (***muslim***), as God intends it to be • Family life and the way in which this contributes to following the straight path (***shariah***): family life as created by God to help provide a harmonious society; the importance of following the example of the Prophet Muhammad, who was married and had children; prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women (e.g. **Qur'an 49.13**); the respect children should show to their parents (e.g. **Qur'an 17.23-24**) • The Hadith – collections of the teachings and lived example (***sunnah***) of the Prophet Muhammad; different Muslims accept different collections of Hadith to be more or less authoritative;

		provides additional guidance on how to follow the straight path (***shariah***), i.e. how to live islamically; examples of Hadith, e.g. "None of you truly believes until he loves for his brother what he loves for himself" (**Hadith Nawawi 13**)

8.54 Community - Islam

	Key Stage	**Strand Development**
	KS2	• Recap of key beliefs: God, ***tawhid***, everything created in harmony (***muslim***), humans as ***'abd*** and ***khalifa*** to help keep everything in harmony; the straight path (*shariah*) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur'an and the prophets • ***Ummah*** – the global community of Muslims and the way this relates to the idea of harmony and the straight path • The Five Pillars and the way they relate to Muslim beliefs: *1.* ***Shahadah*** (statement of belief): "There is no God but God, and Muhammad is his prophet"; expresses beliefs about God and the prophets; used as part of the ***adhaan*** (call to prayer) and ***salat*** (prayer) *2.* ***Salat*** (prayer five times a day): incorporates the ***Shahadah***, involves all Muslims praying together in

8.6 Planning – Hinduism

8.61 God - Hinduism

	Key Stage	Strand Development
God - Hinduism	**KS2**	• Hinduism as an umbrella term for a collection of religious expressions • Some Hindus describe it as ***Sanatana Dharma*** (the 'eternal duty') • Hinduism is a **monotheistic** religion (belief in one ultimate reality) • ***Brahman***, the ultimate reality, the life force in all things • ***Trimurti*** – ***Brahma*** (creator – the beginning of life), ***Vishnu*** (preserver – the sustaining of life), ***Shiva*** (destroyer – the end of life) – representing the cycle of life (helping Hindus worship ***Brahman***, the ultimate reality) • The symbol of the lotus flower and its association with ***Brahma***, ***Vishnu*** and the story of creation • Other deities as a means of understanding more about ***Brahman***, the ultimate reality, e.g. ***Lakshmi***, ***Hanuman***, ***Ganesh*** • ***Atman*** (the soul) – the bit of the ultimate reality in all living things • The ***atman*** travels continuously through the cycle of life: ***samsara*** (birth, life, death, reincarnation) • The goal is for the ***atman*** to break free from this cycle of life (***moksha***) • Human beings can achieve ***moksha*** through fulfilling their ***dharma*** (duty) - the actions (***karma***) they carry out help them do this; good action (***karma***) help humans fulfil their ***dharma*** (duty) and achieve *moksha*, bad action (***karma***) prevent humans from fulfilling their ***dharma*** (duty) and achieving ***moksha*** • Stories from the **Ramayana**, **Bhagavad Gita**, **Mahabarata**, e.g. the story of Rama and Sita in the **Ramayana** – a story about doing – or not doing – your duty (***dharma***), the story of Arjuna and Krishna in the **Mahabarata** – a story about doing your duty (***dharma***), even when it is challenging to do so; the ways in which this links with the idea of ***Brahman***, the ultimate reality, and the cycle of life The ***aum*** symbol: a symbol of Brahman and the ***atman***; some Hindus believe it to be the first sound of creation (the beginning of the life cycle); the use of the ***aum*** sound during meditation and in Hindu holy texts, e.g. the Upanishads

8.62 Life Journey - Hinduism

	Key Stage	Strand Development
Life Journey - Hinduism	**KS2**	***Samskaras*** (rites of passage that mark the move from one phase of life to the next): 1. Birth (***namakarana*** and ***jatakarma*** – naming ceremony and welcome ceremony) 2. Initiation (***upanayana*** – sacred thread ceremony) 3. Marriage (***vivaha***) 4. Death (***antyeshti***) The key features of each and the ways in which they connect to beliefs about ***Brahman***, ***atman***, ***samsara***, ***dharma*** and ***karma*** • **Judaism** 1. Birth (***brit milah*** – circumcision of boy when eight days old – mark of belonging to the people of Israel) 2. Initiation (***bar/bat mitzvah*** [lit. 'son' or 'daughter of the commandment' – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features, e.g. reading Torah portion, binding ***tefillin*** on arms and forehead for some Jewish groups, celebration, etc.) 3. Marriage (signing the ***ketubah*** [marriage contract], the seven blessings and drinking from the ***Kiddush*** [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about ***covenant***) 4. Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in ***tachrichim*** [a simple white shroud]; men are also wrapped in their *tallit* [prayer shawl] - the fringes are cut off the ***tallit*** to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes – this is the act of ***keriah*** to show their grief; Jews are buried, not cremated) • The value of religion: is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth? Is religion important because it has social value for the whole of society? Does religion have value because it fosters a sense of community? Etc.

8.63 Being Human - Hinduism

	Key Stage	Strand Development
Being Human - Hinduism	**KS2**	• *Recap of key beliefs (see KS2 Compulsory Unit: God - Hinduism):* ***Brahman****, the* ***Trimurti****,* ***samsara****,* ***atman****,* ***karma****,* ***moksha****,* ***dharma*** • *The key importance of* ***dharma*** *(duty) and the way in which it relates to beliefs about* ***samsara****, the* ***atman*** *and* ***moksha****; duty to self,* ***Brahman*** *(and the deities as expressions of what Brahman is like), fellow human beings, other living beings (things with an* ***atman****), society* • *Ways in which a Hindu may try and fulfil their* ***dharma*** *(duty): carrying out good actions (****karma****) and avoiding bad actions (****karma****)* • ***Ahimsa*** *– the principle of non-violence; the way in which this relates to beliefs about* ***ahimsa****,* ***samsara****,* ***moksha*** *and* ***karma****; vegetarianism in Hinduism* • *The role of yoga, meditation and renunciation in helping Hindus focus on* ***Brahman*** *and their* ***dharma****;* ***sadhus*** *and* ***sadhvi*** *(men and women who have renounced worldly life)* • ***Satsang*** *(togetherness) – the importance of the family, the community and society in thinking about one's* ***dharma*** *(duty)* • ***Examples of Hindus and the way they lived their lives, e.g. Mahatma Gandhi (guided by the principle of ahimsa),*** *A. C. Bhaktivedanta Swami Prabhupada and his connection with the Hare Krishna movement (a form of Hinduism focused on Krishna, one of the avatars of Vishnu) and Bhaktivedanta Manor in Hertfordshire; Dev Patel, a British actor, and his involvement in depictions of India and Hinduism, e.g. Slumdog Millionaire; Meera Syal, a British comedian, and her depictions of Hindu family life and culture through her comedy and TV shows, e.g. The Kumars at No.42 and Goodness Gracious Me*

8.64 Community - Hinduism

	Key Stage	Strand Development
Community - Hinduism	**KS2**	• Recap of key beliefs: ***Brahman***, the ***Trimurti***, ***samsara***, ***atman***, ***karma***, ***moksha***, ***dharma*** (*see KS2 Compulsory Unit: God – Hinduism*) • Worship in the home: home shrine often including a ***murti*** (an image of a particular deity that has been consecrated), devotion to particular deities (representing different expressions of ***Brahman***, the ultimate reality), importance of the family and the way in which ***dharma*** relates to family life • Worship in the ***mandir***: ***puja*** (see https://www.bbc.com/education/clips/zh2hyrd); the significance of the objects on the puja tray – a bell (to awaken the deity that is the focus of worship), water, flowers, fruit/food, incense (to engage all the senses); the ***arti*** ceremony (act of worship involving a ***dewa*** lamp in which the ***Brahmin*** [priest] shares the light with the community of worshippers) as a key part of *puja* in the ***mandir*** – some worshippers place gifts of money on the ***arti*** tray as it is passed around, this money is used for the upkeep of the *mandir*; the sharing of ***prashad*** (food that has previously been offered to the ***murtis*** in the ***mandir*** and is therefore considered to be holy) at the end of ***puja*** in the ***mandir*** • Festivals: **Diwali** – the story of Rama and Sita in the Ramayana (a story about what happens when you fulfil your ***dharma*** [duty] and when you do not fulfil your ***dharma***); association with the deity, Lakshmi (represents wealth and good fortune); key practices associated with the festival, e.g. lighting ***dewa*** lamps (to help guide Lakshmi into the family home); cleaning the home; wearing new clothes; exchanging gifts; firework displays; examples of Diwali in the UK (e.g. Leicester) and elsewhere in the world – its impact on the environment **Holi** – a spring festival associated with harvest (harvest time occurs in India at the beginning of the calendar year); sometimes associated with Krishna (one of the ***avatars*** of Vishnu); a time when social hierarchies are suspended (in Hindu culture and society, different parts of the social hierarchy are associated with different ***dharma***) – Holi is a time of seeing all people as equal; key practices, e.g. throwing coloured powder

		to symbolise the life and energy of the natural world, dancing, singing, bonfires, etc.; examples of Holi in the UK and elsewhere in the world – its impact on the environment **Raksha Bandhan** (sometimes called **Rakhi**) – the festival of brothers and sisters; originally intended to celebrate the duty (***dharma***) brothers had to protect their sisters, now a more general celebration of the relationship between brothers and sisters and the *dharma* (duty) one has to one's family; key practices, e.g. tying a red thread (***rakhi***) around the wrist to symbolise the bond of duty that connects brothers and sisters; giving of gifts/sweets between siblings; examples of Raksha Bandhan in the UK and elsewhere in the world

8.7 Planning

– Pilgrimage

Key Questions:

- *What is a pilgrimage? What does pilgrimage involve?*
- *E.g. Jewish pilgrimage to Jerusalem, Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Hindu pilgrimage to the Ganges, etc.*
- *Environmental impact of pilgrimage*

	Key Stage	Strand Development
	KS2	• Pilgrimage as a significant journey carried out for a special reason • Examples of religious and non-religious pilgrimages (e.g. pilgrimage to a particular football ground or site of significance for your family, to war graves, to the place of birth of an important person, etc.) • **Jerusalem**: a place of pilgrimage for Jews, Christians and Muslims; its significance for each group (**Judaism**: the site of the Jewish temple, destroyed in 70CE by the Romans; **Christianity**: the site of some of Jesus' teaching and of his death and resurrection; **Islam**: the third most holy site for Muslims (known as al-Quds), the place of the Dome of the Rock and the al-Asqa mosque; believed to be the place to which the Prophet Muhammad travelled during his night journey (a dream or vision) and prayed with the souls of the prophets, the place from which Muslims believe the Prophet Muhammad ascended to heaven); key features of the pilgrimages to Jerusalem for each religious group and the ways in which these relate to beliefs about God, the world and human beings • **Christianity**: explore at least two Christian sites of pilgrimage, e.g. Lincoln, Walsingham, Lourdes, Lindisfarne, Jerusalem; possibility of including some pilgrimages relating to specific denominations of Christianity, e.g. sites connected with the Wesley brothers for Methodists or George Fox for Quakers; key features of the chosen pilgrimage and the ways in which these practices relate to Christian beliefs about God, the world and human beings; pilgrim badges as a symbol of having completed a pilgrimage • **Hinduism**: the Kumbh Mela – a festival celebrated at four times over the course of twelve years at four different sites of pilgrimage, four sacred rivers; takes place over the course of around 50 days and involves upwards of 60 million pilgrims; the impact of this on the rivers and the local environment

		• The impact of pilgrimage on the natural world and the way in which this challenges the value religious believers place on the environment and their duty to protect it

8.8 Planning

– In-depth Study of another Religion

Key Questions:

- *What are the key beliefs/concepts that underpin Buddhism?*
- *How do Buddhist practices connect with key Buddhist beliefs/concepts*
- *How do Buddhist beliefs/concepts and practices shape the way in which Buddhists think about the world around them?*

	Key Stage	Strand Development
	KS2	• Key Buddhist beliefs/concepts: the story of Siddhartha Gautama and his discovery of the ***Four Noble Truths***; ***samsara*** (the cycle of birth, life, death and rebirth) and ***nirvana*** (Enlightenment; literally 'blowing out' or 'quenching'); ***ahimsa*** (the principle of non-violence); the ***Three Poisons*** (greed, ignorance and hatred) and the ***Three Jewels*** (Buddha, ***dharma*** [teaching]and ***sangha*** [community]) • Key Buddhist practices: following the ***Eightfold Path*** as a way of escaping suffering and the cycle of birth, death and rebirth; the role of meditation and mindfulness in this process; the fact there is no God as part of this system; the ***Five Precepts*** as moral guidance • Practical examples of ways in which Buddhists are influenced by their beliefs and practices respond to and act on ethical issues, e.g. care of the environment, poverty, care of the elderly, etc.

8.9 Planning
– Expressing Belief Through Art

Key Questions:

- *How do religious and non-religious people understand the value of creativity?*
- *How do religious and non-religious people understand the connection between beliefs about human beings and human creativity?*
- *How do religious and non-religious people express their beliefs creatively?*
- *Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people*
- *Spirited Arts competition run by NATRE (National Association of Teachers of RE)*

	Key Stage	Strand Development
	KS2	• The importance of creativity as a way to express meaning, emotion, knowledge, etc. • Creativity as connected with what it means to be human; one of the key ways in which humans are different from other animals • The different ways in which human beings communicate meaning (e.g. language, art, music, drama, dance, computer code, mathematical equations, scientific formulae, etc.); the fact that different forms of expression are more suited to particular contexts • The challenges of communication: the same word/symbol can mean different things to different people (e.g. 'field' means one thing to a cricketer, another to a farmer and another to a scientist investigating magnetics; the Statue of Liberty symbolises one thing to Americans and another to people living in Iraq) • The difficulties of communicating about ideas like God, hope, justice, truth, love, etc., using words • The other ways in which people try to express their understanding of these ideas: the value of creation expression as a key element of what it means to be human and to try to communicate meaning • Beliefs about creation and creativity in different religions (e.g. Christianity, Islam, Hinduism, Judaism) • Reasons why some religious people will depict God/key religious figures visually and others will not (e.g. **Christianity**: it is acceptable to draw pictures of God because the material world is precious to God because he created it and artists use the material world to explore their ideas about the Creator, it is also acceptable because God become human in the person of Jesus Christ and it is acceptable to visually depict humans; **Islam** and **Judaism**: drawing pictures of God or key religious figures is prohibited because people might be tempted to worship the pictures instead of God

		• Examples of religious art and art exploring religious themes (see, for example, the Methodist Modern Art Collection, resources on the National Gallery website, information on calligraphy in Islamic traditions, the use of music in a range of religious traditions, e.g. the Jewish cantor, Christian gospel choirs, the Muslim ***adhaan*** [call to prayer], dramatic retellings of religious stories, e.g. the Oberammergau Passion Play, mystery plays in York and Lincoln, the role of dance in Hinduism, etc.) • Produce work as part of the NATRE Spirited Arts competition

8.10 Planning

– Big Questions: Why do we celebrate?

Key Questions:

- *What different events/times of life do we celebrate?*
- *How do different people celebrate things differently?*
- *How does celebration relate to remembrance?*

	Key Stage	Strand Development
	KS2	Consider different ways in which we celebrate – birthdays, events of national significance (e.g. royal weddings), sporting events (e.g. the football World Cup, the Olympics), key religious festivals, the birth of a new baby, the celebration of the life of someone who has just died, etc. Make connections between celebrations that are happy and celebrations that help us remember events, including sad events (e.g. the One Love concert in Manchester after the bombings, Remembrance Sunday) Examples of celebrations from religions/non-religious worldviews: **Humanism**: naming ceremonies and funerals (celebrating someone's life) – see https://understandinghumanism.org.uk/uhtheme/celebrations-and-ceremonies/ **Judaism**: wedding ceremony – key promises and ways in which this connects with Jewish beliefs about the promises between God and his chosen people, the people of Israel; key features of a wedding ceremony (e.g. signing the ***ketubah*** – marriage contract, drinking from the ***Kiddush*** – blessing – cup, shattering a glass to remember the destruction of the Jewish Temple in the 1st century CE, the last time Jews had a central global focus point for worshipping God – i.e. remembering that not everything in life is joyful and marriage is about walking alongside each other in the challenging times as well as the good ones) **Christianity**; confirmation – a person confirming promises that were made during baptism (sometimes by their parents); in some Christian denominations, this is the first time a Christian is able to participate in Holy Communion (the significance of Holy Communion – *see KS2 Compulsory Unit: Community - Christianity*); see http://www.bbc.co.uk/religion/religions/christianity/ritesrituals/confirmation_1.shtml and https://www.youtube.com/watch?v=fQq9WDliZGc&list=PLcvEcrsF_9zJxDHG9JtcCmiAgwVFRW3uK&index=25; https://www.churchofengland.org/life-events/confirmations/confirmation-faqs, etc.

8.11 Planning

– Big Questions: Do you have to believe in God to be Good?

➢ *Opportunity to study Buddhism/Humanism/atheism and explore e.g. issues of social justice*

- Recognise that the word 'good' means different things to different people (see *KS2 Additional Unit: Big Questions – What is a Good Life?*): is a tsunami that floods a village a 'good' tsunami? A cancer cell that proliferates a 'good' cancer cell? What does 'good' look like in your school? At home? Amongst your friends? In the different religions you have studied?

- Think about how understanding what 'bad' is might help us understand what 'good' is (the ***via negativa*** – understanding what something <u>is</u> by thinking about what it is <u>not</u>)

- Examples of religions and worldviews that <u>do not</u> have a concept of God:
  Buddhism: the story of Siddhartha Gautama and his discovery of the ***Four Noble Truths***; following the ***Eightfold Path*** as a way of escaping suffering and the cycle of birth, death and rebirth; the role of meditation and mindfulness in this process; the fact there is no God as part of this system; the ***Eightfold Path*** and the ***Five Precepts*** as moral guidance
  Humanism: key principles – trusting ***scientific method***, rejecting the idea of the supernatural, making ethical decisions on basis of ***reason***, ***empathy*** and a concern for human beings and sentient animals, belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same; see here for further teaching materials: https://understandinghumanism.org.uk/uhtheme/ethics/

- Practical examples of ways in which Buddhists and Humanists respond to and act on ethical issues, e.g. care of the environment, poverty, care of the elderly, etc.

9. Medium Term Plans

9.1

EYFS Nursery	**Myself** **Harvest**
EYFS Nursery	**Christmas**
EYFS Nursery	**Easter**

See pages 13 – 15 for progress in EYFS.

9.2

EYFS Reception	• Myself • Harvest • People Special to me
EYFS Reception	• Diwali • Incarnation Nativity
EYFS Reception	• Our special books • Shrove Tuesday
EYFS Reception	• Salvation • Easter
EYFS Reception	• Creation • Why is the word 'God' so important to Christians
EYFS Reception	• Our beautiful world

See pages 13 – 15 for progress in EYFS.

9.3 Progression across Cycle A

	KS1	Lower KS2	Upper KS2
Tem1	**1.1 UC What do Christians believe God is like?**	**UC2a.4: Gospel (core/deeper*)** What kind of world did Jesus want?	**UC2b.1: God/Incarnation** RE - What does it mean if God is holy and loving?
Term 2	**1.2 UC Who do Christians believe made the world?**	**LAS Compulsory:** **Life Journey rites of passage – Hinduism** How do people mark important events in life?	**LAS Compulsory:** **Life Journey rites of passage – Hinduism** How do people mark important events in life?
Term 3	**LAS KS1 Compulsory unit God-Islam**	**UC2a.3: God/Incarnation (core/deeper*)** What is the Trinity?	**UC2b.2 Creation (core)** Creation and science: Conflicting or Complementary?
Term 4	**LAS KS1 Compulsory unit Community-Islam**	**LAS Compulsory:** **Life Journey rites of passage – Islam** How do people mark important events in life?	**LAS Compulsory:** **Life Journey rites of passage – Islam** How do people mark important events in life?
Term 5	**LAS KS1 Compulsory unit Places of worship** *School visit to Woodhall Spa Our Lady & St Peter's R C Church and St.Peter's Church	**UC2a.5 Salvation (core/deeper*)** Why do Christians call the day Jesus died 'Good Friday'	**UC2b.6: Salvation** What did Jesus do to save human beings?
Term 6	**1.4 UC- What is the good news that Jesus brings?**	**LAS Additional: Pilgrimage** ***(mixed religions including Christianity)***	**LAS Additional: Pilgrimage** ***(mixed religions including Christianity)***

9.4 Progression across Cycle B

	KS1	Lower KS2	Upper KS2
Term 1	**LAS KS1 Compulsory unit Being Human – Islam**	**UC2a.1: Creation (core/deeper*)** What do Christians learn from the creation story?	***UC2b.4: God/Incarnation*** *Was Jesus the Messiah?*
Term 2	**LAS KS1 Compulsory unit Life Journey – Islam**	**LAS Compulsory: God – Hinduism** What do people believe about God?	**LAS Compulsory: God – Islam** What do people believe about God?
Term 3	**LAS KS1 Compulsory unit Thankfulness**	**UC2a.3: God/Incarnation (core/deeper*)** What is the Trinity?	**UC2b.2 Creation (core)** Creation and science: Conflicting or Complementary?
Term 4	**1.5 UC Why does Easter matter to Christians?**	**LAS Compulsory: God – Islam** What do people believe about God?	**LAS Compulsory: God – Hinduism** What do people believe about God?
Term 5	**1.3 UC Why does Christmas Matter to Christians?**	**UC2a.5 Salvation (core/deeper*)** Why do Christians call the day Jesus died 'Good Friday'?	**UC2b.6: Salvation** What did Jesus do to save human beings?
Term 6	**LAS KS1 Additional unit Creation and the Natural World**	**LAS Additional:** Systematic Study of another religion or worldview – Buddhism *(mixed religions including Christianity)*	**LAS Additional:** Systematic Study of another religion or worldview – Buddhism *(mixed religions including Christianity)*

9.5 Progression across Cycle C

	KS1	Lower KS2	Upper KS2
Term 1	**1.1 UC What do Christians believe God is like?**	**UC2a.4: Gospel (core/deeper*)** What kind of world did Jesus want?	**UC2b.1: God/Incarnation** RE - What does it mean if God is holy and loving?
Term 2	**1.2 UC Who do Christians believe made the world?**	**LAS Compulsory:** **Community, worship and celebration – Hinduism** How do people express their religion and beliefs?	**LAS Compulsory:** **Community, worship and celebration – Hinduism** How do people express their religion and beliefs?
Term 3	**LAS KS1 Compulsory unit God-Islam**	**UC2a.3: God/Incarnation (core/deeper*)** What is the Trinity?	**UC2b.2 Creation (core)** Creation and science: Conflicting or Complementary?
Term 4	**LAS KS1 Compulsory unit Community-Islam**	**LAS Compulsory:** **Community, worship and celebration – Islam** How do people express their religion and beliefs?	**LAS Compulsory:** **Community, worship and celebration – Islam** How do people express their religion and beliefs?
Term 5	**LAS KS1 Compulsory unit Places of worship** *School visit to Woodhall Spa Our Lady & St Peter's R C Church and St.Peter's Church	**UC2a.5 Salvation (core/deeper*)** Why do Christians call the day Jesus died 'Good Friday'?	**UC2b.6: Salvation** What did Jesus do to save human beings?
Term 6	**1.4 UC- What is the good news that Jesus brings?**	**LAS Additional: Expressing Beliefs through the Arts** *(mixed religions including Christianity)*	**LAS Additional: Expressing Beliefs through the Arts** *(mixed religions including Christianity)*

9.6 Progression across Cycle D

	KS1	Lower KS2	Upper KS2
Term 1	**LAS KS1 Compulsory unit Being Human – Islam**	**UC2a.1: Creation (core/deeper*)** What do Christians learn from the creation story?	***UC2b.4: God/Incarnation*** *Was Jesus the Messiah?*
Term 2	**LAS KS1 Compulsory unit Life Journey – Islam**	**LAS Compulsory: Being Human – Hinduism** How does faith and belief affect the way people live their lives?	**LAS Compulsory: Being Human – Hinduism** How does faith and belief affect the way people live their lives?
Term 3	**LAS KS1 Compulsory unit Thankfulness**	**UC2a.3: God/Incarnation (core/deeper*)** What is the Trinity?	**UC2b.2 Creation (core)** Creation and science: Conflicting or Complementary?
Term 4	**1.5 UC Why does Easter matter to Christians?**	**LAS Compulsory: Being Human – Islam** How does faith and belief affect the way people live their lives	**LAS Compulsory: Being Human – Islam** How does faith and belief affect the way people live their lives?
Term 5	**1.3 UC Why does Christmas Matter to Christians?**	**UC2a.5 Salvation (core/deeper*)** Why do Christians call the day Jesus died 'Good Friday'?	**UC2b.6: Salvation** What did Jesus do to save human beings?
Term 6	**LAS KS1 Additional unit Creation and the Natural World**	**LAS Additional:** **Big Questions *(mixed religions including Christianity)*** Why do we celebrate?	**LAS Additional:** **Big Questions *(mixed religions including Christianity)*** Do you have to be believe in God to be good?

10. Vocabulary

10.1. Progression in Vocabulary

The teaching and use of appropriate vocabulary forms an important part of teaching learning. These age specific 'key word' lists identify the vocabulary that we expect teachers to be using. In addition, specific key words (must words) will be selected from these lists for each unit of work for inclusion in the knowledge organisers.

10.2

EYFS Nursery	Vocabulary
	special love Christmas Jesus family prayer Harvest Christmas Easter Nativity

10.3

EYFS Reception	Vocabulary
	Church Bible God friendship celebration new life baptism christening Incarnation Christian wise men gift Peace church temple Mosque Palm Sunday Shrove Tuesday

10.4

Key Stage 1	Understanding Christianity	
	God	God Christians Bible Lord worship King parable
	Creation/Fall	God Earth world universe create / creation relationship creator sustainer belongs
	Incarnation	God Jesus Earth human form Bethlehem good news celebrate Christmas birth Advent preparing
	Gospel	good news Christians God Jesus Forgiveness sins friend living teachings
	Salvation	God Jesus Christians Easter big story forgive cross Easter story new life salvation relationship hope

Key Stage 1	Vocabulary
	Islam
	Muslim Allah Muhammad Islam Mosque Tawhid Qur'an Imam Prophet Call to prayer aqiqa

10.5

Lower Key Stage 2	Understanding Christianity	
	God	Father, Son & Holy Spirit Trinity prayer expression
	Creation/Fall	human beings friendship relationship guidelines
	People of God	Old Testament Israel relationship promises benefits People of God communities
	Incarnation	Trinity Holy Spirit followers express God's power
	Gospel	hypocrisy social justice
	Salvation	Earthly life culmination alive
	Kingdom of God	Christians Kingdom of God belief Earth Holy Spirit Pentecost celebrate inaugurated reflect connection

Lower Key Stage 2	Vocabulary		
	Islam	Hinduism	Buddhism
	Qur'an Five Pillars Mecca worship hijab Ramadan Pilgrimage fasting charity prayer faith Eid ul Fitr	Karma shrine Rangoli Mandir Vedas Sanskrit Brahma Vishnu Shiva caste Ganesh Hanuman Holi Lakshmi mandir moksha Rangoli Aum (Om) Ganges Vishnu	Bo tree Buddha dharma wheel eightfold enlightenment lotus meditation mindfulness Nepal Tipitaka

10.6

Upper Key Stage 2	Understanding Christianity	
	God	omnipotent omniscient eternal sin injustice confession almighty all-knowing omniscient eternal sin injustice
	Creation/Fall	debate Genesis accounts discoveries controversy Genesis accounts discoveries interpretation
	People of God	Moses Exodus slavery resurrection serve beliefs justice
	Incarnation	Jewish birth life death relationship saviour restore rescuer anointed messiah
	Gospel	behaviour heal Sermon on the Mount transforms local community national community global community
	Salvation	saviour New Testament sacrifice Holy Communion restoration victory Eucharist incarnate
	Kingdom of God	parables teachings obedience future unjust social structures locality world

Upper Key Stage 2	Vocabulary			
	Islam	**Hinduism**	**Buddhism**	**Humanism**
	principles dedication sacred prophet Prayer - salat Alms - zakat Fasting - sawm Pilgrimage - hajj Declaration of Faith – shahada Ka'bah caliph dynasty Eid Mubarak Eid ul -Adha Eid ul -Fitr abd Khalifa shariah	Dharma reincarnation Moksha generosity enlightenment consequences Universe Swastika Mahabharata Navratri pyre Ramayana karma Krishna samskaras namakarana samskara	bodhisattvas Mahayana Theravada vihara zen Dalai Lama mantra nirvana puja saffron Tibet Wesak yoga	Humanist Humanity Atheism Agnostic Science, Evidence Evolution Ethical Celebrant Secular Rationality