

Stottesdon C of E RE Curriculum Knowledge Progression

Religion and Worldviews (RW) Approach

- RE studies **religious and non-religious worldviews** as lived, diverse and evolving.
- Focuses on the relationship between:
 - **Organised worldviews** (e.g. Christianity, Islam, Humanism)
 - **Individual/personal worldviews** of believers and non-believers.
- Moves beyond a simple "world religions" approach by recognising diversity within traditions and the influence of personal experience.
- Encourages pupils to reflect on and develop their own understanding of the world alongside their study of others.

Three Types of Knowledge in RE

1. **Substantive Knowledge**
 - The content pupils learn.
 - Beliefs, teachings, practices, concepts and traditions.
2. **Ways of Knowing (Disciplinary Knowledge – pupils learn to investigate worldviews using a range of disciplinary tools represented by the symbols)**
 - How knowledge is constructed and investigated.
 - Draws on disciplines such as:
 - Theology
 - Philosophy
 - Sociology
 - Psychology
3. **Personal Knowledge**
 - Pupils' own perspectives, values and assumptions.
 - Reflection on how personal worldviews influence understanding.



Reception:

Autumn 1: Being Special; where do we belong? (F4)

- Share and record times when things have happened that make them feel special.
- Recall simply what happens at an infant baptism and dedication*; recall simply what happens at a different welcoming ceremony other than Christianity (Jewish and/or Muslim Aquiqah); make connections with personal experiences if possible.



Key vocabulary: special, belonging, welcome, baby, Christian, Muslim, baptism.

Enrichment: Visit to Stottesdon church, harvest celebration in church.

Autumn 2: Why is Christmas special to Christians? (F2)

- Talk about people who are special to them; family and friends, saying what makes them special.
- Begin to recognise “incarnation” as God coming to Earth as Jesus.
- Recall simply the events of the Christmas story (angel visit to Mary, journey to Bethlehem, birth in stable, visit of shepherds and kings).



Key vocabulary: Christians, baby, Jesus, Mary, Joseph, Angel Gabriel, shepherds, Advent, Christmas.

Enrichment: Christingles for church?
Christmas nativity in church.

Reception:

Spring 1: Why is the word “God” important to Christians? (F1)

- Talk about things they find interesting/puzzling/wonderful (including the natural world): talk about own experiences/feelings about the world.
- Talk about how people look after/mess up the world.
- Retell the Creation story talking about God and humans.
- Say how and when Christians like to thank their Creator.



Key vocabulary: God, Creation, Christians, Adam, Eve, Bible, Jesus, parable, precious.

Enrichment: whole-school visit to mosque (Craven Arms) every three years (once in EYFS/KS1 and once in KS2).

Spring 2: Why is Easter special to Christians (F3)

- Talk about ideas of new life in nature.
- Retell the Easter story simply (Last Supper, Crucifixion, Resurrection) and say why Easter is an important time for Christians (remembering and celebrating).
- Recognise some symbols used by Christians during holy week (palm leaves, cross, eggs) and make connections with signs of new life in nature.



Key vocabulary: God, salvation, palm, donkey, hosanna, Jesus, disciples, Good Friday, Easter Sunday, new life.

Enrichment: Easter celebration in church.

Reception:

Summer 1: Which places are special and why? (F5)

- Talk about places special to them, saying why.
- Use appropriate words to talk about thoughts/feelings when visiting a church.
- Recognise that some religious people have special places (Church, mosque, synagogue).
- Talk about things that are valued in a place of worship (holy books, altar, prayer mat).
- Begin to recognise that for Christians, Jews and Muslims these special things link to beliefs about God.



Key vocabulary: Christians, Muslims, church, mosque, holy, Bible, Qu’ran, vicar, imam.

Enrichment: possible whole-school visit to Birmingham synagogue (every three years), Sikh visitor to come into school (every three years)

Summer 2: Which stories are special and why? (F6)

- Recognise some religious words – God, Bible, Torah – and talk simply about some religious stories (different faiths and messages).
- Identify their own feelings in the stories they hear.
- Talk about some of the things these stories teach believers, eg saying thank you.



Key vocabulary: Bible, Torah, Christians, Muslims, Jewish, stories, special

KS1 Cycle 1: KS1 Autumn 1: Who do Christians say made the world? (Creation) 1.2 (1.6, 1.7) - Explore the Christian Creation story, making links with the Jewish and Muslim Creation stories. - Explore ways in which Christians say thank you to God for their world; harvest, giving to charity – make links with what Jews and Muslims do. Learning outcomes: Make sense of belief: - Retell the story of Creation simply; make connections between this and the Jewish/Muslim creation stories. - Recognise that Creation is the beginning of the “big story” of the Bible; say what it says about God and the world. Understand the impact: - Give at least one example (saying grace before a meal, harvest celebrations) of how Christians say “thank you” to God for Creation. Making connections: - Think/talk/ask questions about the world; make connections between the Creation stories and the world they live in. Key vocabulary: Creation, Christian, Jewish, Bible, Torah, Genesis, thankful Enrichment: harvest celebration in church	KS1 Spring 1: What makes some places sacred to believers? 1.8 (1.6, 1.7) - Explore the places special to Christians, Jews and Muslims; think/talk/ask questions about what happens in a church, synagogue and mosque. - Talk about why some people like to belong to a community/place of worship. Learning outcomes: Make sense of belief: - Recognise different places of worship (church, synagogue, mosque as minimum) and talk about what people do there. - Identify objects used in worship in different religions (altar/cross/font, Torah/kipphah/tallit, prayer mat/wudu) and explain how they are used and something of what they mean. Understand the impact: - Give examples of how people worship at a church, mosque or synagogue. - Explain why some people like to belong to a community or sacred building. Making connections: - Think/talk/ask good questions about what happens in a church, synagogue or mosque; give good reasons for their ideas. - Talk about what makes some places special to people, and the difference between religious and non-religious places. Key vocabulary: sacred, holy, church, synagogue, mosque, cross, font, Torah, ark, prayer hall, Bible. Enrichment: whole-school visit to mosque (Craven Arms) every three years (once in EYFS/KS1 and once in KS2).	KS1 Summer 1: What is the good news Christians say Jesus brings? 1.4 - Learn stories from the Bible showing the “good news” of Jesus. - Recognise that Jesus taught people how to behave and understand that Jesus brings peace and forgiveness. - Understand that Jesus was a friend to the friendless. Learning outcomes: Make sense of belief: - Tell stories from the Bible and recognise a link with the concept of “good news”, eg: Matthew the tax collector, Zaccheus. - Give clear, simple accounts of what Bible texts (such as Matthew the tax collector) mean to Christians. Understand the impact: - 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 (“Forgive others as I have forgiven you”, “Peace I leave with you; peace I give you”) Making connections: - Think/talk/ask questions about whether Jesus’ “good news” is only for Christians, or if anyone can learn about how to live, giving a good reason for their ideas. Key vocabulary: friendship, forgiveness, peace, faithful, Gospel Enrichment: possible whole-school visit to Birmingham synagogue (every three years), Sikh visitor to come into school (every three years)
KS1 Autumn 2: Why does Christmas matter to Christians? 1.3 - Give a clear, simple account of the Christmas story and why Jesus is important for Christians; give examples of ways in which Christians use the Nativity to guide their beliefs and actions at Christmas. - Talk about how Christmas is celebrated for people who are Christians and those who are not. Learning outcomes: Make sense of belief: - Give a clear, simple account of the birth of Jesus and why it is important; recognise that this story comes from the Gospels written about the life of Jesus. Understand the impact: - Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas, eg; sending Christmas cards with a Christian theme, lighting a candle for each day in Advent. Make connections: - Think/talk/ask questions about Christmas for Christians and those who are not. Key vocabulary: Advent, Christmas, Bethlehem, nativity, God’s son, Jesus, Saviour, shepherds, wise men, angels. Enrichment: Christmas nativity in church.	KS1 Spring 2: Why does Easter matter to Christians? 1.5 - Recognise that Incarnation and Salvation are part of the “big story” of the Bible. - Tell stories of Holy Week and Easter; recognise a link with Salvation (Jesus rescuing people) Learning outcomes: Make sense of belief: - Recognise that Incarnation and Salvation are part of the “big story” of the Bible. - Tell stories of Holy Week and Easter; recognise a link with the idea of Salvation. Understand the impact: - Give examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter, eg: Palm cross, hot cross buns, walk of witness, joyful songs (easter day). Making connections: - Think/talk/ask questions about whether the Easter story only has something to say to Christians, or does it say something about sadness, hope or heaven – give a good reason for their ideas. Key vocabulary: new life, love, forgiveness, Jerusalem, palm leaves, Good Friday, Easter Sunday, resurrection. Enrichment: Easter celebration in church.	KS1 Summer 2: Celebrations 1.6, 1.7 - Learn about different festivals celebrated in different faiths – Shabbat, Chanukah, Rosh Hashanah, Ramadan and Lent (comparison), Eid. - Explain why these festivals are important to Jews/Muslims and what it reminds them about God/Allah. Learning outcomes: Make sense of belief: - Retell simply some stories used in Jewish and Muslim celebrations; Chanukah, Ramadan. Understand the impact: - Make links between Jewish ideas of God in the story of Chanukah and how Jews choose to live. - Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions; fasting in Ramadan. Making connections: - Think/talk/ask questions about why it is good to reflect, thank and praise; Jewish and Muslim festivals, and in their own lives. Key vocabulary: God, Jewish, Shabbat, Chanukah, Rosh Hashanah, Muslim, Allah, Ramadan, Eid, fasting.

<u>KS1 Cycle 2:</u> <u>KS1 Autumn 1: What do Christians believe God is like? 1.1</u> - Identify what a parable is and re-tell the story of the Lost Son; make a link between the father and God as forgiving. - Understand ways in which Christians believe God is loving and forgiving. <u>Learning outcomes:</u> Make sense of belief: - Identify what a parable is. - Tell the story of the Lost Son; recognise a link with the Christian idea of God as a forgiving father. Understand the impact: - Give at least two examples of a way in which Christians show their belief of God as loving and forgiving (by saying sorry; God welcoming them back; forgiving others). - Give an example of how Christians put their beliefs into practice (saying sorry to God). Making connections: - Think/talk/ask questions about whether they can learn anything from the story, giving reasons for their ideas. Key vocabulary: Christians, parables, prayer, Bible, love, forgiveness, church. Enrichment: harvest celebration in church	<u>KS1 Spring 1: What does it mean to belong to a faith (worldview) community? 1.10 (1.6,1.7)</u> - Recognise that loving others is important in lots of communities and talk about what happens in different faiths; learn about ceremonies showing this. - Discuss reasons for being in a community – faith communities and for themselves. <u>Learning outcomes:</u> Make sense of belief: - Recognise that loving others is important in lots of communities. - Say simply what Jesus and Muhammad taught about loving other people (The Lost Sheep; The story of the tiny ants). Understand the impact: - Give an account of what happens at a traditional Christian (baptism)and Muslim (aqiquah) welcome ceremony; suggest what the actions/symbols mean. - Identify two ways people show they love each other when the get married; Christian and Jewish ceremonies – rings, promises, prayers. Making connections: - Talk about what is good about being in a community, for people of different faiths and for themselves. Key vocabulary: community, faith, Christian, Jewish, Islam, symbols, cross, candle, welcome. Enrichment: whole-school visit to mosque (Craven Arms) every three years (once in EYFS/KS1 and once in KS2).	<u>KS1 Summer 1: What is the good news Christians say Jesus brings? 1.4</u> - Learn stories from the Bible showing the “good news” of Jesus. - Recognise that Jesus taught people how to behave and understand that Jesus brings peace and forgiveness. - Understand that Jesus was a friend to the friendless. <u>Learning outcomes:</u> Make sense of belief: - Tell stories from the Bible and recognise a link with the concept of “good news”, eg: Jesus’ choice of people he spent time with (Matthew 8 - man with leprosy; healing of centurion’s daughter) - Give clear, simple accounts of what Bible texts (as above) show Christians about faith. Understand the impact: - Give at least two examples of ways in which Christians put their beliefs into practice in the Church community and their own lives – charity, helping others, asking for forgiveness. Making connections: - Think/talk/ask questions about whether Jesus’ “good news” is only for Christians, or if anyone can learn about how to live, giving a good reason for their ideas. Key vocabulary: friendship, forgiveness, peace, faithful, Gospel Enrichment: possible whole-school visit to Birmingham synagogue (every three years), Sikh visitor to come into school (every three years).
<u>KS1 Autumn 2: Why does Christmas matter to Christians? 1.3</u> - Give a clear, simple account of the Christmas story and why Jesus is important for Christians; give examples of ways in which Christians use the Nativity to guide their beliefs and actions at Christmas. - Talk about how Christmas is celebrated for people who are Christians and those who are not. <u>Learning outcomes:</u> Make sense of belief: - Give a clear, simple account of the birth of Jesus and why it is important; recognise that this story comes from the Gospels written about the life of Jesus. Understand the impact: - Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas, eg; sending Christmas cards with a Christian theme, lighting a candle for each day in Advent. Make connections: - Think/talk/ask questions about Christmas for Christians and those who are not. Key vocabulary: Advent, Christmas, Bethlehem, nativity, God’s son, Jesus, Saviour, shepherds, wise men, angels. Enrichment: Christmas nativity in church.	<u>KS1 Spring 2: Why does Easter matter to Christians? 1.5</u> - Recognise that Incarnation and Salvation are part of the “big story” of the Bible. - Tell stories of Holy Week and Easter; recognise a link with Salvation (Jesus rescuing people) <u>Learning outcomes:</u> Make sense of belief: - Recognise that Incarnation and Salvation are part of the “big story” of the Bible. - Tell stories of Holy Week and Easter; recognise a link with the idea of Salvation. Understand the impact: - Give examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter, eg: Palm cross, hot cross buns, walk of witness, joyful songs (easter day). Making connections: - Think/talk/ask questions about whether the Easter story only has something to say to Christians, or does it say something about sadness, hope or heaven – give a good reason for their ideas. Key vocabulary: new life, love, forgiveness, Jerusalem, palm leaves, Good Friday, Easter Sunday, resurrection. Enrichment: Easter celebration in church.	<u>KS1 Summer 2: How should we care for the world and others, and why does it matter? 1.9 (1.6/1.7)</u> - Learn about why everyone is important and unique in Christianity and Judaism; give examples of how people show they care. - Learn why and how people of different faiths care for the natural earth. <u>Learning outcomes:</u> Make sense of belief: - Understand why Christians and Jews think everyone is unique and important - Christian; Jesus blesses the children; Christians and Jews; Psalm 8. - Give a clear, simple account of what Genesis 1 teaches Christians and Jews about the natural world. Understand the impact: - Give an example of how people show they care for others – golden rule. - Say why Christians and Jews might look after the natural earth. Making connections: - Think/talk/ask questions about what difference believing in God makes to how people treat each other and the natural world. Key vocabulary: Creation, Golden rule, friendship, responsibility, Genesis, world, Bible, Torah.

LKS2 Cycle 1: <u>LKS2 Autumn 1: What is the Trinity and why is it important for Christians? (L2.3)</u> - Recognise what a Gospel is and give examples of stories in it. - Describe how Christians show their beliefs about God the Trinity in worship and the way they live; make links between Bible texts and the idea of God in Christianity. <u>Learning outcomes:</u> Make sense of belief: - Recognise what a Gospel is and give examples of the kind of stories it contains – stories about the life and work of Jesus, Christmas and Easter stories. - Offer suggestions about what baptism and the Trinity mean. Understand the impact: - Describe how Christians show their belief about God the Trinity in worship in different ways – baptism, prayer – and in the way they live. Make connections: - Make links between Bible texts studied in class and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. Key vocabulary: Bethlehem, Good news, Gospels, gratitude, incarnate, prophecy, Trinity. Enrichment: visit church for baptism, harvest celebration in church.      	<u>LKS2 Spring 1: How do festivals and family life show what matters to a Muslim? (L2.9)</u> - Identify some beliefs about God in Islam; make links between beliefs about God and Ibadah (worship), and the ways in which Muslims worship. - 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. <u>Learning outcomes:</u> Make sense of belief: - Identify some beliefs about God in Islam (Surah 1); make clear links between these and Ibadah (worship) - why God is worth worshipping, how Muslims submit. Understand the impact: - Give examples of Ibadah – prayer, fasting, celebrating; describe what they involve. - Describe how Muslims worship – as a family/community, at home/mosque Make connections: - 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. Key vocabulary: Islam, Muslim, mosque, Allah, Qu’ran, Muhammad, prophet, Ibadah. Enrichment: whole-school visit to mosque (Craven Arms) every three years (once in EYFS/KS1 and once in KS2)      	<u>LKS2 Summer 1: What kind of world did Jesus want? (L2.4)</u> - Learn about the calling of the first disciples and how Christians today follow Jesus’ example to be “fishers of people”. - Suggest ideas and find out what Jesus’ actions towards outcasts mean for Christians today; how Christians try to show love for all. <u>Learning outcomes:</u> Make sense of belief: - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus’ example and be “fishers of people”. - Suggest ideas/find out what Jesus’ actions towards outcasts mean for a Christian. Understand the impact: - Give examples of how Christians try to show love for all – forgiveness, tolerance, charity, kindness. Make connections: - Make links between the importance of love in the Bible and life in the world today, giving a good reason for their ideas. Key vocabulary: disciple, Gospel, minister, clergy, injustice. Enrichment: possible whole-school visit to Birmingham synagogue (every three years), Sikh visitor to come into school (every three years).    
<u>LKS2 Autumn 2: How do festivals and family life show what is important to Jewish people? (L2.10)</u> - Identify some Jewish beliefs about God, sin and forgiveness; make links between the Exodus and God’s relationship with his people. - Make simple links between Jewish beliefs about God and his people, and how Jews live; make links with the value of personal reflection, saying sorry, being forgiven, being grateful and seeking freedom and justice. <u>Learning outcomes:</u> Make sense of belief: - Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. - Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with Jews; offer informed suggestions for what this means to Jews today. Understand the impact: - Make simple links about Jewish beliefs about God and his people and how Jews live – celebrating forgiveness, salvation and freedom in festivals; describe how Jews show their beliefs at home and in the wider communities (Shabbat, Chanukah). Make connections: - Raise questions/suggest answers about whether it is good for Jews and others to remember the past and look to the future; make links with the value of personal reflection – saying sorry, being forgiven, being grateful, seeking freedom and justice. Key vocabulary: Exodus, sin, forgiveness, salvation, freedom, Rosh Hashanah, Yom Kippur, Pesach. Enrichment: Christmas celebrations at church.       	<u>LKS2 Spring 2: Why do Christians call the day Jesus died Good Friday? (L2.5)</u> - Recognise the word “salvation” and that Jesus came to “save” or “rescue” people; offer informed suggestions about what the events of Holy week mean to Christians. - Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died “Good Friday”, giving good reasons for their suggestions. <u>Learning outcomes:</u> Make sense of belief: - Recognise the word “salvation” and that Jesus came to save/rescue people – by showing them how to live, by taking their place in death. - Offer informed suggestions about what the events of Holy Week mean to Christians, giving examples – being selfless, putting God first. Understand the impact: - Make simple links between the Gospel accounts of Easter and how Christians mark these events. Make connections: - Raise thoughtful questions/suggest answers about why Christians call the day Jesus died “Good Friday”, giving good reasons for their suggestions. Key vocabulary: Gospels, salvation, Kingdom of God, Palm Sunday, Good Friday, Easter Sunday, holy week, crucified, resurrection. Enrichment: Easter celebration in church .       	<u>LKS2 Summer 2: How and why do people mark significant events in life? (L2.11)</u> - Identify some beliefs about love, commitment and promises in different religious traditions; offer informed suggestions about the meaning and importance of ceremonies of commitment to religious and non-religious people today. - Describe what happens in ceremonies of commitment and say what they mean. <u>Learning outcomes:</u> Make sense of belief: - Identify beliefs about love, commitment and promise in Christian and Jewish traditions and describe what they mean; offer informed suggestions about the meaning/importance of ceremonies of commitment, religious and non-religious. Understand the impact: - Describe what happens in ceremonies of commitment – baptism, marriage – and say what these ceremonies mean; identify some similarities and differences. - Make simple links between love and commitment and how people live in Christian and Jewish traditions – forgiveness, salvation, freedom. Make connections: - Make links between ideas of love, commitment and promises (religious and non-religious). Key vocabulary: love, commitment, promises, ceremony, baptism, marriage, bar/bat mitzvah, humanist. Enrichment: visit to church for baptism/wedding.     

<u>LKS2 Cycle 2:</u> <u>LKS2 Autumn 1: What do Christians learn from the Creation story? (L2.1)</u> • Make links between Genesis 1 and what Christians believe about God and Creation; understand what happened in Genesis 3 (the “Fall”) and why things go wrong in the world. • Describe what Christians do because God is Creator. <u>Learning outcomes:</u> Make sense of belief: - Place the concept of Creation on a timeline of the “big story” of the Bible. - Make clear links between Genesis 1 and what Christians believe about God and Creation; understand what happens in Genesis 3 (the “Fall”) and why things go wrong in the world. Understand the impact: - Describe what Christians do because they believe God is Creator – care for the Earth, follow God, amazement at Creation; describe Christians’ response of prayer – saying sorry, asking for forgiveness. Make connections: - Ask questions/suggest answers about what might be important in the Creation story for Christians/non-Christians today. Key vocabulary: Creation, Christian, Jewish, God, Bible, Torah, Adam and Eve, The Fall, sin Enrichment: harvest celebration in church.	<u>LKS2 Spring 1: What do Hindus believe God is like? (L2.7)</u> • Identify some Hindu deities and say how they help Hindus describe God; make links between some stories and what Hindus believe about God. • Identify different ways in which Hindus worship; consider whether it is good to think about the cycle of create/preserve/destroy in the world today. <u>Learning outcomes:</u> Make sense of belief: - Identify some Hindu deities and say how they help Hindus describe God; offer suggestions about what Hindu murtis express about God. - Make clear links between some stories and what Hindus believe about God – Ganesh, Diwali. Understand the impact: - Make simple links between beliefs about God and how Hindus live – choosing and worshipping a deity, home shrine, Diwali. - Identify some different ways in which Hindus worship – at home, as a community. Make connections: - Raise questions/suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. Key vocabulary: Brahman, Hindu, Aum, deity, murtis, universe, create, preserve, destroy. Enrichment: whole-school visit to mosque (Craven Arms) every three years (once in EYFS/KS1 and once in KS2); Hindu visitor to come into school.	<u>LKS2 Autumn 2: What is it like for someone to follow God? (L2.2)</u> • Make clear links between the story of Noah and the idea of covenant (promise); make simple links between this promise and those made at wedding ceremonies and how we live in school and the wider world. <u>Learning outcomes:</u> Make sense of belief: - Make clear links between the story of Noah and the idea of covenant. Understand the impact: - Make simple links between the promises in the story of Noah and promises that Christians make at a wedding ceremony. Make connections: - Make links between the story of Noah and how we live in school and the wider world. Key vocabulary: covenant, command, promise, Old Testament, Israelites, trust Enrichment: possible whole-school visit to Birmingham synagogue (every three years), Sikh visitor to come into school (every three years).
<u>New Unit L2.13 How do people from religious and non-religious communities celebrate key festivals?</u> - Using well known festivals (Christmas and Chanukah) consider celebration practices from a religious/secular/sociology perspective - Consider questions about the role of festivals in the life of Britain today <u>Learning outcomes:</u> Make sense of belief: - Identify and describe some core beliefs, values and stories remembered at festivals – Christmas and Chanukah. Understand the impact: - Make simple links between stories, teachings and values behind Christams/Chanukah and how people remember these when celebrating. - Describe how people show what is important to them at a festival in how they mark it. - Identify some differences in how people within and between different religious and non-religious worldviews celebrate festivals (e.g. different approaches to celebrating Christmas). Make connections: - Raise questions and suggest answers about how far beliefs and different practices studied might make a difference to how pupils think and live. Key vocabulary: religious, non-religious/secular, celebration/festival practices, Religious Studies, sociology Enrichment: Christmas celebration at church.	<u>LKS2 Spring 2: What does it mean to be a Hindu in Britain today? (L2.8)</u> - Describe how Hindus show their faith within their families and faith communities in Britain today; identify ways in which they show this. - Consider what is good about being a Hindu in Britain today and whether taking part in family/community rituals is a good thing for individuals and society. <u>Learning outcomes:</u> Make sense of belief: - Identify the terms dharma and Hinduism and say what they mean; make links between Hindu practices and the idea that Hinduism is a way of life (dharma). Understand the impact: - Describe how Hindus show their faith within their families/faith community in Britain today – mandir, Diwali Make connections: - Raise questions/suggest answers about what is good about being a Hindu in Britain today and whether family/community rituals are a good thing for individuals/society. Key vocabulary: puja, worship, diva lamp, dharma, diwali, ritual, mandir, karma, reincarnation. Enrichment: Easter celebration in church	<u>LKS2 Summer 2: How and why do people try to make the world a better place? (L2.12)</u> • Identify some beliefs about why the world is not always a good place; make links between religious beliefs and why people try to live and make the world a better place. • 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. <u>Learning outcomes:</u> Make sense of belief: - Identify some beliefs about why the world is not always a good place – Christian idea of sin. - Make links between religious beliefs and teachings and why people try to live and make the world a better place. Understand the impact: - Make simple links between teachings about how to live and ways in which people try to make the world a better place – Tikkun olam, charity. Make connections: - Raise questions/suggest answers about why the world is not always a good place, and what are the best ways of making it better; make some links between commands for living from Christian/Jewish traditions and non-religious worldviews. Key vocabulary: Christian, Jewish, Muslim, sin, charity (zakah), Tikkun olam, Ten Commandments, Golden rule.

UKS2 Cycle 1: UKS2 Autumn 1: Creation and Science; conflicting or complementary? (U2.2) - Identify the type of text some Christians believe Genesis 1 is; suggest what Gensis 1 might mean; make clear connections between Genesis 1 and the Christian idea of God as creator. - Show an understanding of why many Christians believe Science and faith go together. Learning outcomes: Make sense of belief: - Identify what type of text some Christians believe Genesis 1 is; suggest what Genesis 1 might mean and compare their ideas with ways Christians interpret it, showing awareness of different interpretations. Understand the impact: - Make clear connections between Genesis 1 and the Christian belief about God as Creator; show an understanding of why many Christians find science and faith go together. Make connections: - Weigh up how far the Genesis 1 Creation narrative is in conflict, or is complimentary, with a scientific account, giving good reasons for their views. Key vocabulary: Creation, Science, complimentary, conflicting, Genesis, The Fall, Big Bang, Evolution, faith. Enrichment: Harvest celebration at church.	UKS2 Spring 1: Why is the Torah important to Jewish people? (U2.9) • Identify and explain Jewish beliefs about God; give examples of some texts that say what God is like and how Jews interpret them. • Make clear connections between Jewish commandments and how Jews live; give evidence/examples to show how Jewish people put their beliefs into practice in different ways. Learning outcomes: Make sense of belief: - Identify and explain Jewish beliefs about God; give examples of some texts that say what God is like and how Jews interpret them. Understand the impact: - Make clear connections between Jewish beliefs about the Torah and how they use/treat it – Orthodox and Reform. - Make clear connections between Jewish commandments and how Jews live – kosher laws. Make connections: - Consider/weigh up different values - tradition, ritual, worship – in the lives of Jews today and explain whether they are valuable to people who are not Jewish. Key vocabulary: Jewish, Orthodox, Reform, synagogue, Shabbat, kosher, trefah, ways of describing God, Torah, Laws. Enrichment: whole-school visit to mosque (Craven Arms) every three years (once in EYFS/KS1 and once in KS2)	UKS2 Summer 1: Why do Christians believe Jesus was the Messiah? (U2.3) - Explain the place of Incarnation and Messiah within the “big story” of the Bible. - Explain connections between biblical texts, Incarnation and Messiah using technical terms. - Weigh up how far the idea of Jesus as Messiah is important in the world today. Learning outcomes: Make sense of belief: - Explain the place of Incarnation and Messiah within the “big story” of the Bible. - Explain connections between Biblical texts, Incarnation and Messiah using technical terms. Understand the impact: - Show how Christians put their beliefs about Jesus’ Incarnation into different ways in celebrating Christmas – observing Advent, church services, charity. Make connections: - Weigh up how far the idea of Jesus as Messiah 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. Key vocabulary: Incarnation, Messiah, Gospel, prophecy, Saviour, rescuer, prophecy. Enrichment: possible whole-school visit to Birmingham synagogue (every three years), Sikh visitor to come into school (every three years)
NEW UNIT: 2.11 What does it mean to be a humanist in Britain today? - Humanism is a non-religious worldview that emphasizes reason, compassion, human dignity and personal responsibility - Make connections between belief and behaviour for themselves and others Learning outcomes: Make sense of belief: - Interpret data around numbers of non-religious people and specifically Humanists (Census 2021) - Know some of the core values that motivate some Humanists to strive to make the world a better place - Give reasons why Humanists value science and why they reject the existence of God Understand the impact: - Give examples of ways in which Humanists put their beliefs and values into practice - Give examples to show differences in how people can be non-religious, including Humanists and others Make connections: - Consider what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife - Make connections between belief and behaviour in their own lives, in the light of their learning. Key vocabulary: theist, atheist, agnostic, Humanist, humanism, one life live it well Enrichment: Christmas celebration at church.	New Unit: 2.13c What can be done to reduce racism? Can religion help? • Be familiar with case studies (e.g. Colston and Wesley in Bristol) • Consider how religious and non-religious have taken a stand against racism • Consider how religious teachings help (and whether they’ve been lived up to) • Articulate ideas about equity, justice, race and that we have far more in common than keeps us apart Learning outcomes: Make sense of belief: - Describe examples of ways in which people use texts/ teachings to make sense of responses to racism and how to approach the challenges it presents (Christian and Muslim) Understand the impact: - Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities. Make connections: - Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these. - Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own Key vocabulary: racism, racist, prejudice, hatred, dignity, respect, equity, love, justice, ‘we have far more in common that keeps us apart’. Enrichment: Easter celebration at church.	UKS2 Summer 2: What does it mean to be a Muslim in Britain today? (U2.8) • Identify and explain Muslim beliefs about God, the Prophet Muhammad and the Qu’ran; describe ways in which Muslim sources of authority guide Muslim living. • Give evidence/examples of how Muslims put their beliefs into practice in different ways. • Reflect on, and articulate, what it is like to be a Muslim in Britain today. Learning outcomes: Make sense of belief: - Identify and explain Muslim beliefs about God, the Prophet Muhammad as the Messenger and the Qu’ran as the message. - Describe ways in which Muslim sources of authority guide Muslim living – Ibadah, Five Pillars, festivals, mosque. Understand the impact: - Give evidence/examples to show how Muslims put their beliefs into practice in different ways. Make connections: - Consider and weigh up the value of obedience and self-control in the lives of Muslims today; articulate responses on how far they are valuable to people who are not Muslims. - Reflect on/articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. Key vocabulary: Muslim, Islam, Five pillars of Islam, Ibadah, worship, Qu’ran, prophet Muhammad.

UKS2 Cycle 2: UKS2 Autumn 1: What does it mean for Christians to believe God is holy and loving? (U2.1) - Identify different Biblical texts; explain the connection between Biblical texts and Christian ideas about God. - Explain how Christians put their beliefs into practice. - Weigh up how Biblical ideas/teachings about God as holy and loving might make a difference in the world today. Learning outcomes: Make sense of belief: - Identify different types of Biblical texts – poetry, narrative, letters – using technical terms accurately; explain connections between Biblical texts and Christian ideas of God. Understand the impact: - Make clear connections between Bible texts and what Christians believe about God – eg; how Cathedrals are designed. Make connections: - 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. Key vocabulary: omnipotent, omniscient, eternal, sin, justice, injustice, loving, full of grace Enrichment: Harvest celebration at church.	UKS2 Spring 1: Why do Hindus want to be good? (U2.7) - Identify and explain Hindu beliefs – dharma, karma, samsara, moksha – make clear connections between these and the way Hindus live. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways. Learning outcomes: Make sense of belief: - Identify and explain Hindu beliefs (dharma, karma, samsara, moksha). - Give meanings for the story of the man in the well; explain how it relates to beliefs about samsara and moksha. Understand the impact: - Make clear connections about Hindu beliefs (dharma, karma, samsara, moksha) and the ways in which Hindus live; show how Hindus put their beliefs into practice in different ways. Make connections: - Reflect on/articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. Key vocabulary: Brahman, aum, deities, puja, worship, atman, samsara, moksha, dharma, ahimsa. Enrichment: whole-school visit to mosque (Craven Arms) every three years (once in EYFS/KS1 and once in KS2); Hindu visitor to come into school	UKS2 Summer 1: What matters most to Humanists and Christians? (U2.10) - Identify and explain beliefs about why people are good and bad (Christian and Humanist). - Make clear connections between Christian and Humanist ideas about being good and how people live; suggest reasons why it might be helpful to follow a moral code. Learning outcomes: Make sense of belief: - Identify and explain beliefs about why people are good and bad (Christian and Humanist). - Make links with sources of authority in the Bible (“made in the image of God” but “fallen”) and Humanists saying people can be “good without God”. Understand the impact: - Make clear connections between Christian and Humanist ideas about being good and how people live; suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Make connections: - Raise questions/suggest answers about how and why people should be good. Key vocabulary: Christian, Humanist, code for living, decisions, consequences, fairness, justice, freedom, forgiveness. Enrichment: possible whole-school visit to Birmingham synagogue (every three years), Sikh visitor to come into school (every three years).
UKS2 Autumn 2: For Christians, what kind of king is Jesus? (U2.6) - Explain connections between Biblical texts and the concept of the kingdom of God; consider different possible meanings for the Bible texts studied. - Relate the Christian kingdom of God model to issues, problems and opportunities in the world today – loving others, serving those in need. Learning outcomes: Make sense of belief: - Explain connections between Biblical texts and the concept of the Kingdom of God; consider different possible meanings for these texts, showing awareness of different interpretations. Understand the impact: - Make clear connections between belief in the kingdom of God and how Christians put these beliefs into practice in different ways. Make connections: - Relate the kingdom of God model (loving others, serving those in need) to issues, problems and opportunities in the world today; articulate own responses to the importance of love and service in the world today. Key vocabulary: Christian, Bible, heaven, kingdom of God, injustice, equality, service, worship, parable, poverty. Enrichment: Christmas celebration at church.	New Unit U2.14: What do religious and non-religious worldviews teach about caring for the Earth? - Using a Greta Thunberg case study explore personal worldview - Consider religious concepts and sacred texts and the implications for care of the earth (consider specific religious projects) - Consider creative expression/green spirituality - What kinds of behaviour, belief and expression does the world need now as we face the crisis of climate justice? Learning outcomes: Make sense of belief: - Identify and explain at least three examples of ways in which people from religious and non-religious worldviews respond to environmental issues. - Describe examples of ways in which people use religious texts/sources of authority to respond to environmental issues. Understand the impact: - Make clear connections between what people from religious and non-religious worldviews believe about the world and environment and how this impacts their actions. Make connections: - Reflect on and articulate lessons people might gain from beliefs about the environment and people’s responses to environmental issues. - Consider and weigh up different ideas about and responses to environmental issues and articulate personal responses on caring for the world Key vocabulary: climate change, climate justice, environmental protection, sustainability, khalifa, stewardship, Bhumi, Tu B’Shevat Enrichment: Easter celebration at church.	UKS2 Summer 2: How do Christians decide how to live? What would Jesus do? (U2.4) - Identify features of Gospel texts; teachings parables, narrative. - Make clear connections between Gospel texts, Jesus’ “good news” and how Christians live in the Christian community and in their own lives. - Make connections between Christian teachings (peace, forgiveness, healing) and issues, problems and opportunities in the world today. Learning outcomes: Make sense of belief: - Identify features of Gospel texts; teachings, parables, narrative. Understand the impact: - Make clear connections between Gospel texts, Jesus’ “good news” and how Christian live (in the Christian community and in their own lives). Make connections: - Make connections between Christian teaching (peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. Key vocabulary: Gospel, disciples, parable, miracle, healing,