

## RE in Nursery

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 children's 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 vocabulary
- 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

Themes which lend themselves to opportunities for RE work include the following:

Myself	People who help us	Special times
My life	Friendship	Our community
My senses	Welcome	Special books
My special things	Belonging	Stories
People special to me	Special places	The natural world

Good teaching in the EYFS will always build on children's interests and enthusiasms as well as their learning and development needs, and themes should be developed accordingly.

## RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's 2020 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

### **Prime area: Communication and Language.**

*RE enables children to:*

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

### **Prime area: Personal, Social and Emotional**

**Development.** *RE enables children to:*

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably

- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

### **Prime area: Physical Development.** *RE enables children to:*

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

### **Specific area: Literacy.** *RE enables children to:*

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religion and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

### **Specific area: Mathematics.** *RE enables children to:*

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

### **Specific area: Understanding the World.**

*RE enables children to:*

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.

- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

### **Specific area: Expressive Arts and Design.**

*RE enables children to:*

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

Topics Covered:	Incarnation, God, Salvation, Where we belong, Special places, Special times and stories
World views Covered:	Christianity, Islam, Judaism, Hindu Dharma, Humanism

Reception	<p>F4 Being special: where do we belong?</p> <p>Compare Christian Baptism and Humanist naming ceremony.</p> <p>Humanist EYFS resource</p>	<p>F2 Why is Christmas special for Christians?</p> <p>(UC- Incarnation)</p>	<p>F1 Why is the word 'God' so important to Christians?</p> <p>(UC-God)</p>	<p>F3 Why is Easter special to Christians?</p> <p>( UC-salvation )</p>	<p>F5 What places are special and why?</p>	<p>F6 What times/stories are special and why?</p> <p>Include humanist stories e.g. Here we are by Oliver Jeffers</p>
	Theology – making sense of belief					
	Retell religious stories	<p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <ul style="list-style-type: none"> <li>Retell religious stories</li> </ul>	Retell stories, talking about what they say about the world, God, human beings	<p>Recognise and retell stories connected with celebration of Easter</p> <ul style="list-style-type: none"> <li>Say why Easter is a special time for Christians</li> </ul>	<p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</p>	<p>Talk about some religious stories</p> <ul style="list-style-type: none"> <li>Recognise some religious words, e.g. about God</li> <li>Identify a sacred text e.g. Bible, Torah</li> </ul>
	Human and Social Sciences- making connections					
	<p>Retell stories making connections with personal experiences</p> <ul style="list-style-type: none"> <li>Share and record occasions when things have happened in their lives that made them feel special</li> </ul>	Recall simply what happens at a traditional Christian festival (Christmas)	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <ul style="list-style-type: none"> <li>Think about the wonders of the natural world, expressing ideas and feelings</li> <li>Talk about what people do to mess up the world and what they do to look after it.</li> </ul>	<p>Talk about ideas of new life in nature</p> <p>Make connections with signs of new life in nature and the symbols Christians use during holy week</p>	<p>Talk about somewhere that is special to themselves, saying why</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</p> <ul style="list-style-type: none"> <li>Express a personal response to the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of their own feelings in the stories they hear</li> </ul>
	Philosophy- understanding the impact					
	<p>Recall simply what happens at a traditional Christian infant baptism and dedication</p> <ul style="list-style-type: none"> <li>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</li> </ul>	<p>Talk about people who are special to them</p> <ul style="list-style-type: none"> <li>Say what makes their family and friends special to them making connections from stories with personal experiences.</li> </ul>	Say how and when Christians like to thank their Creator	<p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.,</p> <ul style="list-style-type: none"> <li>Talk about some ways Christians remember these stories at Easter.</li> </ul>	<p>Recognise that some religious people have places which have special meaning for them</p> <ul style="list-style-type: none"> <li>Talk about the things that are special and valued in a place of worship</li> </ul>	<p>Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</p>

By the end of KS1 pupils can...		
<ul style="list-style-type: none"> <li>Identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.</li> <li>Give a good reason for the views they have and the connections they make.</li> </ul>
Topics Covered		
Christian	God, Creation, Incarnation, Salvation, Gospel	
Islam	God/Tawhid/ibadah/iman	
Judaism	God, Torah & The people	
Thematic	Faith communities, Caring for the world, sacred places.	
World views	Christianity, Judaism, Islam, Veganism, Humanism	

Year 1	1.10 What does it mean to belong to a faith community?  Make comparisons with belonging to non religious faith communities.	1.1 What do Christians believe God is like?  (UC – God)	1.7 Who is Jewish and how do they live? (part 1)  (God/Torah/the people)	1.7 Who is Jewish and how do they live? (part 2)  (God/Torah/the people) Vine Lesson-What can we learn about kindness to animals from the story of Rebecca at the Well?	1.2 Who do Christians say made the world? (UC – Creation) Vine lesson-Who was St Philip Neri and what can we learn from him about kindness to animals?	1.9 How should we care for the world and for others, and why does it matter? Humanist story- the starfish thrower
	Theology – making sense of belief					
	Recognise that loving others is important in lots of communities.  Say simply what Jesus and one other religious leader taught about loving other people.	Identify what a parable is  Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.  Give clear, simple accounts of what the story means to Christians	<ul style="list-style-type: none"><li>Recognise the words of the Shema as a Jewish prayer</li><li>Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)</li><li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li></ul>		Retell the story of creation from Genesis 1:1–2.3 simply.  Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible.  Say what the story tells Christians about God, Creation and the world	Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world
	Human and Social Sciences- making connections					
	Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.  Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)  Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	<ul style="list-style-type: none"><li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li><li>Make links between Jewish ideas of God found in the stories and how people live</li></ul> Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)		Give at least one example of what Christians do to say thank you to God for Creation.	Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories  Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world.
	Philosophy- understanding the impact					
	Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas  Give a reason for the ideas they have and the connections they make.	<ul style="list-style-type: none"><li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li></ul> Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.		Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.	Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Year 2	1.6 Who is a Muslim and how do they live?.	1.3 Why does Christmas matter to Christians?  (UC –Incarnation)	1.6 Who is a Muslim and how do they live? Part 2  (God/Tawhid/ibadah/ima n)  Vine Lesson-What can we learn about kindness to animals from two Muslim stories?	1.5 Why does Easter matter to Christians?  (UC – Salvation)	1.4 What is the ‘good news’ Christians believe Jesus brings? (UC – Gospel) Is this good news only for Christian’s/ How do people with non-religious world views live a good life? Humanist story- the hummingbird	1.8 What makes some places sacred to believers?
	Theology – making sense of belief					
	Recognise the words of the Shahadah and that it is very important for Muslims  Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean	Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.  Recognise that stories of Jesus’ life come from the Gospels.	Give examples of how stories about the Prophet show what Muslims believe about Muhammad.	Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.  Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave.	Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news.  Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.  Recognise that Jesus gives instructions to people about how to behave	Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship
	Human and Social Sciences- making connections					
	Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims put their beliefs about prayer into action.	Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.	Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan Give examples of how Muslims put their beliefs about prayer into action.	Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.	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. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).	Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.  Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).
	Philosophy- understanding the impact					
	Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas	Decide what they personally have to be thankful for, giving a reason for their ideas  Think, talk and ask questions about Christmas for people who are Christians and for people who are not.	Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.



By the end of LKS2 pupils can...	
<ul style="list-style-type: none"> <li>● Identify and describe the core beliefs and concepts studied</li> <li>● Make clear links between texts/sources of authority and the key concepts studied</li> <li>● Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>● Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>● Describe how people show their beliefs in how they worship and in the way they live</li> <li>● Identify some differences in how people put their beliefs into practice</li> </ul>
	<ul style="list-style-type: none"> <li>● Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>● Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.</li> <li>● Give a good reason for the views they have and the connections they make.</li> </ul>
Topics Covered	
Christian	God, Creation, Incarnation, People of God, Gospel, Salvation, kingdom of God
Islam	ibadah
Judaism	God, Torah & The people
Hindu Dharma	Brahma, Atman, Dharma
Thematic	Making the world a better place, marking significant events
World views	Christianity, Judaism, Islam, Hindu Dharma, Veganism, Humanism

Year 3	<p>L2.1 What do Christians learn from the Creation story? (UC-Creation)</p> <p>Make links to the Humanist &amp; Vegan beliefs on caring for the world</p>	<p>L2.2 What is it like for someone to follow God? (UC- People of God)</p> <p>Compare Christian Weddings with non faith weddings e.g. Humanist or civil partnership</p>	<p>L2.9 How do festivals and worship show what matters to a Muslim?  (Ibadah)</p>	<p>L2.10 How do festivals and family life show what matters to Jewish people?  (God/Torah/the people)</p>	<p>L2.4 What kind of world did Jesus want? (UC- Gospel)</p> <p>Compare with other faiths and non religious world views</p> <p>Vine unit 2 and humanism</p>	<p>L2.12 How and why do people try to make the world a better place?</p> <p>Vine Lessons -What does Buddhism say about kindness to animals?</p> <p>What can we learn from two Sikh stories which encourage kindness to animals?</p>
	Theology – making sense of belief					
	<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p>	<p>Make clear links between the story of Noah and the idea of covenant</p>	<p>Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p>	<p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p>	<p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p>
	Human and Social Sciences- making connections					
	<p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways)</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</p>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p>	<p>Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p>	<p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p>	<p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p>	<p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p>
	Philosophy- understanding the impact					
	<p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p>	<p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</p>	<p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	<p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>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</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views</p>



Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?  (UC- God/Incarnation)	L2.7 What do Hindus believe God is like?  (Brahma/atman)	L2.8 What does it mean to be Hindu in Britain today?  (Dharma)  Vine Lesson-Why do many Hindus believe that kindness to animals is important and how is this put into practice?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?  (UC- Salvation)	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?  (UC-Kingdom of God)	L2.11 How and why do people mark the significant events of life?
	Theology – making sense of belief					
	Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today	Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God	Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hindu dharma is a whole 'way of life' (dharma)	Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Offer informed suggestions about what the events of Holy Week mean to Christians Give examples of what Christians say about the importance of the events of Holy Week	Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now	Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today
	Human and Social Sciences- making connections					
	Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship	Describe how Hindus show their faith within their families in Britain today (e.g. home puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways	Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship	Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)
	Philosophy- understanding the impact					
	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like	Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas	Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas	Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.	Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas	Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today

## By the end of UKS2 pupils can...

<ul style="list-style-type: none"> <li>Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</li> <li>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe and how they live, individually and in communities</li> <li>Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</li> <li>Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</li> </ul>
---	---	---

## Topics Covered

Christian	God, Creation, Incarnation, Gospel, Salvation, kingdom of God
Islam	Tawhid, Iman, Ibadah
Judaism	God, Torah
Hindu Dharma	Karma, dharma, samsara, moksha
Thematic	What matters to humanists and Christians, why people believe in God, faith when life gets hard
World views	Christianity, Judaism, Islam, Hindu Dharma, Veganism, Humanism,

<b>Year 5</b>	<p>U2.1 What does it mean if Christians believe God is holy and loving?</p> <p>(UC- God)</p>	<p>U2.8 What does it mean to be a Muslim in Britain today?</p> <p>(Tawhid/Iman/Ibadah)</p>	<p>U2.3 Why do Christians believe Jesus was the Messiah?</p> <p>(UC- Incarnation)</p>	<p>U2.9 Why is the Torah so important to Jewish people? (God/Torah)</p>	<p>U2.4 Christians and how to live: ‘What would Jesus do?’</p> <p>(UC- Gospel)</p> <p>Vine Lesson-How do humans use animals? Are these uses of animals fair/acceptable?</p>	<p>U2.10 What matters most to Humanists and Christians?</p>
	Theology – making sense of belief					
	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p>	<p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an (e.g. tawhid; Muhammad as the Messenger, Qur’an as the message).</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on five pillars; hajj practices follow example of the Prophet)</p>	<p>Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p>	<p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p>	<p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p>	<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)</p>
	Human and Social Sciences- making connections					
	<p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.</p> <p>Show how Christians put their beliefs into practice in worship</p>	<p>Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p>	<p>Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p>	<p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)</p>	<p>Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives</p>	<p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)</p>
	Philosophy- understanding the impact					
	<p>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</p>	<p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Northumberland today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p>	<p>Weigh up how far the idea of Jesus as the ‘Messiah’ — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers</p>	<p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish</p>	<p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</p> <p>Articulate their own responses to the issues studied, recognising different points of view</p>	<p>Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>

Year 6	<p>U2.2 Creation and science: conflicting or complementary?</p> <p>(UC- Creation)</p> <p>Vine Lesson- Should we treat some animals better than others?</p>	<p>U2.11 Why do some people believe in God and some people not?</p>	<p>U2.7 Why do Hindus want to be good?</p> <p>(Karma/dharma/samsara /moksha)</p>	<p>U2.5 What do Christians believe Jesus did to 'save' people?</p> <p>(UC- Salvation)</p>	<p>U2.6 For Christians, what kind of king is Jesus?</p> <p>(UC – Kingdom of God)</p>	<p>U2.12 How does faith help people when life gets hard?</p> <p>Vine Lesson- What is the Golden Rule, and should it only apply to human beings?</p>
	Theology – making sense of belief					
	<p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</p>	<p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God.</p>	<p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts</p>	<p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences</p>
	Human and Social Sciences- making connections					
	<p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together</p>	<p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p>	<p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p>	<p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice in different ways</p>	<p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice.</p> <p>Show how Christians put their beliefs into practice in different ways</p>	<p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives</p>
	Philosophy- understanding the impact					
	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views</p>	<p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning</p>	<p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view</p>	<p>Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today</p>	<p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</p>

