



RE Skills Progression Map

RE Curriculum/ Framework Objectives

EYFS Framework

Personal, Social and Emotional Development (Self-Confidence and Self-Awareness) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social and Emotional Development (Making Relationships)

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Understanding the World (People and Communities)

Children talk about events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places and objects.

Government Guidance

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.' Section 2 79 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.

- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Areas to cover in Non-Statutory Guidance

These three areas should underpin the breadth of coverage of RE in schools:

SMSC

Personal Growth and Development

Community Cohesion

Beliefs and teachings (from various religions)

Understanding the key teachings of various religions

Rituals, ceremonies and lifestyles (from various religions)

Exploring the day-to-day lives and practices of various religions.

How beliefs are expressed

Understanding how books, scriptures, symbols, art and readings convey beliefs.

Time to reflect and personal growth

Showing an appreciation for how religion plays an important role in people's lives.

Exploring identity and who we are.

Values (in your own life and others' lives)

Showing an appreciation for what people value and how it is an important aspect of their life. Making sense of right and wrong and choices we make.

RE coverage should aim to:

provoke challenging questions;

encourage pupils to explore their own beliefs;

enable pupils to build their sense of identity and belonging;

teach pupils to develop respect for others;

prompt pupils to consider their responsibilities

Intent, Implementation and Impact Statements

Intent

The teaching of RE at Joseph Turner Primary School, in line with the curriculum aims to enrich a child's spiritual, moral, social and cultural development. We believe that RE not only develops a child's being but also their thought processes, ability at making links and having the confidence to debate and/or discuss key topics. We aim to provide a breadth of knowledge, prepare children for those puzzling questions and to heighten their empathy skills. Our purpose is to deliver these opportunities in engaging and challenging ways but to also embrace the children's similarities and differences.

Implementation

RE is taught in all year groups across the school, it is allocated 1 hour per week. Our RE Curriculum for Years 1-6 is based upon the Sandwell Syllabus which has been provided by SACRE. At Joseph Turner Primary School, we cover principal religions across all year groups: Christianity, Islam, Sikhism, Hinduism and Judaism. We also focus on the non-religious belief Humanism during Years 3 and 5. Our overall approach to teaching RE is based upon respect. We understand that as adults or children we do not all hold the same beliefs or opinions, however, it is about being open-minded, being sensitive to each other and understanding that we are all different. We teach the children through reading well known stories, fables and faith texts. To enhance children's learning, we draw upon the children's own experiences of religion. Whether this be through celebrations, visiting places of worship or learning about it outside of school. Having the children direct and develop learning benefits their self-esteem and confidence. RE as a subject still incorporates the Joseph Turner way of learning. We ensure that all children are challenged, collaborative learning techniques are utilised and questioning is not only teacher led but also child led. We also provide children with the opportunity to visit local places of worship.

Impact

The teaching of RE supports our vision as we hope that by providing the children with the opportunity to celebrate themselves and equip them with a wealth of knowledge, skills and understanding it will have a positive impact in all areas of their learning. RE provides the children with the opportunity of interpreting, understanding, making connections, exploring and reflecting. We aim to feed and develop a child's curiosity.

RE Skills Overview

The document below has been designed to show how we will cover all of the relevant RE skills across our school.

Threshold Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>To make sense of a range of religious and non-religious beliefs.</p>	<p><u>Understanding Christianity Units</u></p> <p>Re-tell stories, talking about what they say about the world, God, human beings.</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus.</p> <p>Recognise and re-tell stories connected with celebration of Easter.</p> <p>Say why Easter is a special time for Christians.</p> <p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Talk about some religious stories.</p> <p>Recognise some religious words, e.g. about God.</p> <p>Identify a sacred text e.g. Bible, Torah.</p>	<p><u>Understanding Christianity Units</u></p> <p>Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the parable means to Christians.</p> <p>Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God. Give clear, simple accounts of what the text about Jonah, means to Christians. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Recognise that Incarnation is part of the 'Big Story' of the Bible.</p> <p>Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Tell stories from the Bible and recognise a link with a</p>	<p><u>Understanding Christianity Units</u></p> <p>Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out?</p> <p>Identify two or more big questions about religions and beliefs, and match them to two or more possible answers.</p> <p>Recognise a special time pupils celebrate and explain simply what celebration means. Identify and name at least three different religious festivals, giving two facts about each one (Christian, Muslim and Sikh).</p> <p>Identify a belief that connects to a festival, e.g. 'they do it because they believe...'</p> <p><u>SACRE Units</u></p> <p>Recognise the Sikh holy building, the Gurdwara, from local photos.</p> <p>Re-tell simply some of the things that happen in a Gurdwara.</p> <p>Give examples of other</p>	<p><u>Understanding Christianity Units</u></p> <p>Identify the 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>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>List two distinguishing features of a parable. Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</p> <p>Offer some ideas about the meaning of the Good Samaritan story to Christians.</p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Give examples of what the texts studied mean to some Christians.</p> <p>Offer suggestions for what</p>	<p><u>Understanding Christianity Units</u></p> <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>Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.</p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</p> <p>Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians.</p> <p>Make clear links between the story of the Day of Pentecost and Christian belief about the</p>	<p><u>Understanding Christianity Units</u></p> <p>Outline 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.</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. 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><u>SACRE Units</u></p> <p>Identify and explain Hindu belief about Brahman using</p>	<p><u>Understanding Christianity Units</u></p> <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. 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><u>SACRE Units</u></p> <p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation.</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death. Explain what differences in belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples.</p>
---	---	--	---	--	--	--	---

Recognise that Jesus gives instructions to people about how to behave.

Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.

Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.

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.

SACRE Units

Re-tell simply some stories of Guru Nanak.

Give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?)

Give examples of how stories about the Prophet show what Muslims believe about Muhammad.

Recognise the words of the Shahadah and that it is very important for Muslims.

Identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam.

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.

Identify a belief about God linked to what a holy book says.

Recognise that sacred texts contain stories which are special to many people and should be treated with respect.

Identify at least three symbols which people use to show their respect for their holy writings.

what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.

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.

SACRE Units

Identify a story and a saying of the Prophet.

Talk about questions about leadership, and Islamic examples of answers.

Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by. Explain the meanings of examples of texts that Muslims use to understand Islam.

Consider questions about leadership, and Islamic examples of answers. Argue for their answers to questions about leadership, and Islamic examples of answers.

Talk about a Hindu belief

Pentecost in Acts 2 might mean.

Give examples of what Pentecost means to some Christians now.

List two distinguishing features of a narrative and a letter as different types of biblical text.

Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.

SACRE Units

Identify and describe how Divali is celebrated in Hindu communities, using the right words.

Explain examples of stories which lie behind the festival in terms of the values and beliefs they show.

Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated.

Identify and describe how Muslim Eid is celebrated, using the right words. **Explain examples of texts and stories which lie behind the festival in terms of the values and beliefs they show.**

Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated.

Identify and describe how

Make clear connections between a Hindu story and what it teaches about life. **Give accurate** written definitions of karma, samsara and moksha.

Explain to the man in the well how and why his actions need to change if he is to reach moksha.

Give an accurate, written definition of dharma. **Explain** how a Hindu who believes in samsara, karma, dharma and moksha might live his/her life.

Describe simply how Jews, Hindus and Muslims pray, giving some examples and facts about each religion. **Use the right words** to describe the impact of beliefs about prayer in two religions.

Explain how prayer is connected to belief about God for Jews, Hindus and Muslims.

Talk about the holy buildings they have visited thoughtfully

Say what different beliefs about holy buildings and God's presence they have studied.

Explain beliefs about holy buildings and God's presence from different religions

Describe examples of texts which explain worship and sacred space.

Give their own reasoned ideas about a range of beliefs to do with encountering God through worship

Explain examples of texts about beliefs, worship and

Describe a project of Christian Aid or Islamic Relief, including some details.

Use the terminology of Islam and Christianity to explain the impact of some projects of each of the two charities.

Describe simple examples of religious and cultural diversity in their local area. **Explain beliefs about the value of religious and cultural diversity in their local community.**

Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam.

Compare their ideas about respect for all with those studied.

Explain with reasons and arguments varied beliefs about the value of religious and cultural diversity in their local town. / community. **Describe** a Muslim and a Christian belief about temptation, sin and forgiveness.

Explain Muslim and Christian beliefs about temptation, sin and forgiveness

Compare their ideas about temptation with those studied

Explain similarities and differences between Muslim and Christian beliefs about temptation, sin and forgiveness

Give reasons for why their

Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean.

Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma).

Use accurately some Hindu ideas such as dharma, Sanatana Dharma and Hinduism in explaining Hindu community life. **Explain connections** between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)

Identify two Sikh beliefs, using the words Waheguru and Sewa simply.

Say what they think about why equal treatment and fairness matter, referring to Sikh ideas simply. **Identify and describe** key Sikh beliefs and values including Waheguru and Sewa.

Explain examples of texts such as the Mool Mantar. Consider questions about the belief that all humans are equal to God.

Refer to texts in describing several key Sikh beliefs and values.

Explain what the Mool Mantar teaches clearly. **Consider different answers** to questions about the belief that all humans are equal to God.

Identify simply some beliefs about why people are good and bad (e.g. Christian and

values and beliefs they show.

Identify and describe how Sikhs celebrate Vaisakhi using the right words.

List the 5 Pillars of Islam and say what each one means.

Consider simple questions about how Muslims practice the Pillars.

Identify and describe the 5 Pillars of Islam and the beliefs they express. **Consider questions** about what Muslims believe, e.g. is submission to Allah and generosity a good way to live?

Give reasons to account for the impact of the Pillars on Muslim people.

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 the Jewish people, including a 'Covenant' with '10 Commandments'

Offer informed suggestions about the meaning of the Exodus story for Jews today.

Identify simple ways beliefs are shown in creative expression. **Give their own ideas** about religious expression.

Explain some ways beliefs are shown in creative expression.

Compare their ideas about religious expression with the examples they study. **Interpret different ways** that beliefs are shown in creative expression. **Compare their ideas** about religious expression with the examples they study in depth.

				<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) 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', and exist without a designer) Account for differences between Christian ideas and Humanist ideas</p>			
<p>End Outcomes</p>	<p><u>EYFS</u> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>End of Key Stage One</u> Pupils will be able to identify some core beliefs and concepts studied and give a simple description of what they mean. They will be able to give examples of how stories show what people believe (e.g. the meaning behind a festival) and will be able to give clear, simple accounts of what stories and other texts mean to believers.</p> <p><u>End of Lower Key Stage Two</u> Pupils will be able to identify and describe the core beliefs and concepts studied. They will be able to make clear links between texts / sources of authority and the core concepts studied. Pupils will be able to offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers.</p> <p><u>End of Upper Key Stage Two</u> Pupils will be able to identify and explain the core beliefs and concepts studied, using examples from texts / sources of authority in religions. They will be able to describe examples of ways in which people use texts/sources of authority to</p>						
<p>Threshold Concept</p>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To understand the impact and significance of religious and non-religious beliefs.</p>	<p><u>Understanding Christianity Units</u></p> <p>Say how and when Christians like to thank their Creator. Recall simply what happens at a traditional Christian festival (Christmas) Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc. Talk about some ways</p>	<p><u>Understanding Christianity Units</u></p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. Give an example of a way in</p>	<p><u>Understanding Christianity Units</u></p> <p>Recognise that people's beliefs about God or life make a difference to what they do. Give simple examples of 'hidden messages' in faith stories or wise sayings. Give simple examples of the ways a festival makes a difference e.g. to emotions, to families. Talk about features in festival stories that made people feel happy or sad</p>	<p><u>Understanding Christianity Units</u></p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make simple links between the Good Samaritan story</p>	<p><u>Understanding Christianity Units</u></p> <p>Describe what Christians do because they believe God is Creator. Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p>	<p><u>Understanding Christianity Units</u></p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice in different ways. Make clear connections between belief in the Kingdom of God and</p>	<p><u>Understanding Christianity Units</u></p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Make clear connections between Bible texts studied about God and how</p>

Recall simply what happens at a traditional Christian infant baptism and dedication.

Recall simply what happens when a baby is welcomed into a religion other than Christianity. **Recognise** that some religious people have places which have special meaning for them.

Talk about the things that are special and valued in a place of worship.

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 Hanukkah story teaches Jews about standing up for what is right) etc.

story of Jonah to guide their beliefs about God. **Give at least two examples** of how Christians put their beliefs into practice in worship: for example, using the story in church, in art. **Give examples of ways** in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.

Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.

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).

Describe how Christians show their beliefs: for example, thanking God in prayer.

Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.

Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship

and compare them with pupils' own experiences. **Notice and suggest** a meaning for some symbols used in the celebrations they learn about e.g. light, water, signs of togetherness.

SACRE Units

Give examples of how Sikhs worship, pray, sing and share their lives at a Gurdwara.

Make simple links between Sikh ideas of God and service to others and the work of the Gurdwara. **Give an example** of how some Sikh people might remember God in different ways (e.g. through worship at the Gurdwara, through service)

Give examples of how Muslims use the Shahadah to show what matters to them.

Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, fasting or pilgrimage).

Give examples of stories, objects, symbols and actions used in churches, mosques and/ or synagogues which show what people believe.

Give simple examples of how people worship at a church, mosque or synagogue.

Talk about why some people like to belong to a sacred building or a community.

Recognise how different

Give some examples of how Christians act to show that they are following Jesus.

Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. **Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.**

Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.

Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus.

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.

SACRE Units

Make a simple connection between a story and what the Prophet was like. **Describe a simple example** of how Muslim people follow the example of the Prophet today.

Make simple connections

Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.

Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities. **Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.**

SACRE Units

Make simple connections between sacred story and the practice of Diwali today. **Describe** how people show devotion to Rama and Sita and commitment to key values in the festivities.

Make simple connections between Muslim sacred texts and the practice of Eid al Fitr festivities today. **Describe** how people show devotion to God and commitment to key values in their festivities.

Make simple connections between sacred texts and the practice of the Passover festival today.

Make simple connections between sacred texts and the practice of Vaisakhi today.

Identify similarities, differences and generalities in relation to the festivals they study.

Make simple links between what the Pillars say and what Muslims

put their beliefs into practice.

Show how Christians put their beliefs into practice in different ways.

Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.

SACRE Units

Say what actions a Hindu person might do because of their dharma.

Explain how a Hindu person might act during different parts of their life because of their dharma.

Use understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is important. **Explain** how Hindus' beliefs shape the way that they live their lives, giving at least 2 examples of Hindu people.

Provide examples of Hindu people learnt about to explain how someone who holds Hindu beliefs might live.

Make links between different kinds of prayers and different emotions and feelings

Show understanding of why prayer is important in Islam, Hinduism and Judaism **Express their own views** about the idea that 'prayer is the most important religious ritual' referring to Jewish, Hindu and Muslim understanding.

List some differences

put these beliefs into practice; for example, through calling for justice, promoting forgiveness and so on. **Show how** Christians put their beliefs about God into practice in worship: for example, through confession.

Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.

Show how Christians put their beliefs into practice in worship.

SACRE Units

Explain some similarities and differences between beliefs about life after death.

Express ideas about how and why religion can help believers when times are hard, giving examples.

Suggest a reason why Muslims or Christians like to help the poor.

Make a link between religious beliefs and texts and the actions of religious charities.

Show that they understand some similarities and differences between the work of the two charities and give simple reasons for this. **Show understanding of the different priorities of the charities.**

	<p>Give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus.</p> <p>Make links between Sikh ideas of God found in the stories and how people live.</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for animals, treat people equally)</p> <p>Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subha beads).</p>	<p>and by doing what the scriptures say.</p> <p>Give simple examples of 'hidden messages' in faith stories or wise sayings.</p>	<p>Describe how Muslim people follow the example of the Prophet today. Account for the status of the Prophet in Islam referring to Islamic text and Hadith.</p> <p>Give one example of how Hindus show their faith within their families in Britain today.</p> <p>List some things that happen in a Mandir or at Diwali.</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja).</p> <p>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)</p> <p>Explain the impact of Hindu religion on families in Britain today.</p> <p>Use the right words to account for aspects of Hindu life and worship.</p> <p>Explain various ways in which Hindus show their faith.</p> <p>Talk about a link between Sikh belief and helping people in need.</p> <p>Notice how people show their Sikh identity in dress,</p>	<p>Make simple connections between beliefs about Allah and the 5 Pillars.</p> <p>Describe how people show devotion in Islam.</p> <p>Give reasons to explain how the Pillars connect to ideas of duty, choice and strength. 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 Jewish people show their beliefs through worship in festivals, both at home and in wider communities.</p>	<p>and places and practices of worship.</p> <p>Explain differences between what happens in different places of worship. Give reasons for their own ideas about key differences between what happens in different places of worship.</p>	<p>Explain my own views about the differences and similarities between the two charities clearly, using Christian and Muslim concepts like Zakat or the grace of God in Christ and shared concepts like compassion and moral responsibility.</p> <p>Make simple links between the 'Golden Rule' and the needs of a mixed community.</p> <p>Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community</p> <p>Give examples of the impact of inter faith work in our community.</p> <p>Explain varied examples of the impact of inter faith work in our community. Make a simple link between what people believe about God and making good choices. Make clear connections between belief about God and moral choices</p> <p>Give examples of the impact of ritual in life</p> <p>Explain differences between Christian and Muslim ideas.</p> <p>Give reasons and examples to explain differences between Christian and Muslim ideas.</p> <p>Make a simple connection between a belief and a form of expression</p>
--	---	--	---	--	---	---

<p>non-religious beliefs, concepts, practices and ideas studied.</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Make connections between religious stories and personal experiences. Make connections with signs of new life in nature and Easter.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Talk about somewhere that is special to themselves, saying why. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>Express a personal response to the natural world.</p> <p>Identify some of their own feelings in the stories they hear.</p>	<p>Think, talk and ask questions about whether they can learn anything from parables read, for themselves, exploring different ideas.</p> <p>Think, talk and ask questions about whether they can learn anything from the story of Jonah for themselves, exploring different ideas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p> <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p> <p>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, exploring different ideas.</p> <p>Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p>Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p> <p>SACRE Units</p>	<p>Talk about what they like in the stories from sacred texts that they hear. Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people.</p> <p>Ask and suggest answers to questions arising from their learning about religions.</p> <p>Think, talk and ask good questions about big days in different religions. (Christianity, Muslim and Sikh.)</p> <p>Talk about links between how people celebrate today and old stories. Notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts.</p> <p>SACRE Units</p> <p>Ask some questions about Sikh worship using the questioning words 'Who? How? Why? What if?'</p> <p>Talk about what they think is good about the Sikh Gurdwara and the ideas they noticed in their learning.</p> <p>Give a good reason for their ideas about whether any of these things are good for them too.</p> <p>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.</p>	<p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p> <p>Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p>Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p> <p>SACRE Units</p> <p>Talk about why we often seem to like to follow a leader</p> <p>Express their own ideas about the meaning and value of different kinds of leadership.</p> <p>Give good reasons for their views about the leadership of the Prophet. Raise questions</p>	<p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p>Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p>Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.</p> <p>Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.</p> <p>SACRE Units</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>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>SACRE Units</p> <p>Suggest ways in which the Moksha Chitram game teaches people about Hindu beliefs, using the words dharma, karma, samsara and moksha in the explanation. Say how belief in dharma might impact the way that a Hindu person lives their life. Apply understanding of Hindu beliefs to explain why a Hindu might think that ahimsa is</p>	<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>Weigh up how biblical ideas about love, holiness or forgiveness relates to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.</p> <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>SACRE Units</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.</p> <p>Make a link between my own ideas about wealth and poverty and the work of one of the charities. Apply the ideas of generosity and charity to my own attitudes</p>
---	---	---	--	---	---	--	---

Ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?'

Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories. **Give a good reason** for their ideas about whether any of these things are good for them too.

celebration and self-control have something to say to them too.

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 good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.

Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

Talk about what they like in the stories from sacred texts that they hear. **Think, talk and ask good questions** about messages within sacred texts and the values, behaviour and attitudes of people. **Suggest feelings and reactions** of characters at key points in faith stories, and suggest meanings in the stories.

Ask and suggest answers to questions arising from their learning about holy books.

value of different kinds of leadership.

Give good reasons for their views about the leadership of the Prophet. Express their own ideas about the meaning and value of different kinds of leadership giving reasons and arguments.

Talk about what is good about being a Hindu in Britain today, how Hindu life in home and at the mandir is similar to and different from their own lives.

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.

Use a range of religious words to describe Hindu beliefs about God and worship;

List some similarities and differences between the Hindu way of life and another way of life they know well.

Make links between art, stories and holy writings that help people to be good or generous rather than bad or mean.

Raise questions and suggest diverse answers about what is good about being a Hindu in Britain today, e.g handling the

Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons. **Make links** between actions and meanings in festivities, related to Eid.

Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons. **Make links** between the celebration of Vaisakhi and the 'big ideas' of community, self-sacrifice, devotion, obedience and the triumph of goodness over evil.

Ask simple questions about the 5 Pillars.

Talk about which of the 5 Pillars matters most and why.

Ask questions about why the Pillars are practiced by so many millions.

Express their own ideas about the meaning and value of rituals like these. **Give good reasons** for their views about religion and ritual.

Give reasons to account for links between their way of life and the Muslim practice of the Pillars.

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.

Make links with the value of remembrance, personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives,

ways in which many Hindus act.

Explain why karma and dharma are important to Hindus who believe in samsara and moksha. **Talk about** why holy buildings matter to some people.

Ask questions about worship and holy buildings. **Raise questions about the value and impact of worship and the significance of 'holy space'.**

Describe clear connections between beliefs about God and how people worship **Express their own response to the idea that the Earth is a 'holy place' we all share. Explain a range of answers** to questions about the value and impact of worship and the significance of 'holy space'.

and charity to my own attitudes to money. **Talk thoughtfully about** how we can be a more tolerant and respectful community.

Raise questions about how we can be a more tolerant and respectful community, suggesting answers

Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious

Give good reasons for their views about harmony in our communities. Explain with reasons and arguments of their own the importance of tolerance, respect and liberty for all in making a community that is harmonious.

Talk about their own response to Muslim and Christian teaching about temptation

Express their own response to Muslim and Christian teaching about temptation

Give good reasons for their views about moral choices and forgiveness. Use Muslim and Christian teaching about temptation to explain reasonably their own ideas about moral choices.

Ask a question about how they might express their own spiritual ideas.

Make simple connections between beliefs and art / architecture / music. **Raise**

Ask two questions about living a good life, including one about Sikhs.

Make a simple link between their values and a Sikh value (e.g. fairness) **Say what they think** about the importance of fairness and equality.

Raise questions about what it means to live a good life and examine Sikhi answers.

Make links between their own ideas and values and those held dear in Sikhi communities.

Give good reasons for their views about the importance of values such as equality, community, tradition and respect. **Argue about the**

question: what is a good life? Use Sikh text in the argument.

Explain links between their own ideas and Sikh ideas.

Argue for their views about the importance of values such as equality, community, tradition and respect.

Raise questions about how and why people should be good.

Make simple links between the values studied and their own lives.

Raise important questions and suggest answers about how and why people should be good. **Make connections between** the values studied and their own lives, and their importance in the world today.

Describe clear connections between beliefs and art / architecture / music. **Question and debate** different ways of expressing their own spiritual ideas.

Give reasoned arguments about the connections between beliefs and art / architecture / music.

				<p>Describe some Christian and Humanist values simply Use vocabulary such as 'values' 'right and wrong' and 'good and bad' Identify similarities and differences between the values of Humanists and Christians. Make links between their own behaviour and the values they hold, and the values they study. Develop reasoned arguments in favour of the views they hold about right and wrong, giving reasons and examples of their own.</p>			
<p>End Outcomes</p>	<p><u>EYFS</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p><u>End of Key Stage One</u> Pupils will be able to think, talk and ask questions about whether the ideas they have been studying, have something to say to them. They will be able to give a good reason for the views they have and the connections they make.</p> <p><u>End of Lower Key Stage Two</u> Pupils will be able to raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. They will be able to make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Pupils will be able to give good reasons for the views they have and the connections they make <u>End of Upper Key Stage Two</u></p> <p>Pupils will be able to make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) They will be able to reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. Pupils will be able to 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.</p>						

