

Evelyn Street Primary

R.E

Our Intended Curriculum

Evelyn Street Primary School - RE progression through EYFS

UW- People/Culture and Communities

Playing & Exploring - Engagement	Active Learning - Motivation	Creating & Thinking Critically - Thinking
<ul style="list-style-type: none"> Finding out & exploring Playing with what they know Being willing to 'have a go' 	<ul style="list-style-type: none"> Being involved & concentrating Keep on trying Enjoying achieving what they set out to do 	<ul style="list-style-type: none"> Having their own ideas (creative thinking) Making links (building theories) Working with ideas (critical thinking)

ELG –

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts & maps
- Know some similarities & differences between different religious & cultural communities in this country, drawing on their experiences & what has been read in class
- Explain some similarities & differences between life in this country & life in other countries, drawing on knowledge from stories, non-fiction texts & maps

Nursery Skills	<ul style="list-style-type: none"> Begin to make sense of their own life story & family history 	<ul style="list-style-type: none"> Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs & routines 	<ul style="list-style-type: none"> Develop positive attitudes about the differences between people 	<ul style="list-style-type: none"> Talk about what they have experienced or seen in photos 	Key Vocabulary Celebration, Special, Family, Religion, trust, respect, brave, strong, care, sorry, unique, church, bells, spire, steeple, mosque, ,
----------------	--	---	---	---	--

Nursery Knowledge	Autumn 1 All About Me	Autumn 2 Families and Celebrations	Spring 1 Traditional Tales and farm animals	Spring 2 Growing and changing	Summer 1 People Who Help Us	Summer 2 Chester Zoo/Knowsley Safari
	<ul style="list-style-type: none"> Can talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and also favourite things. 	<ul style="list-style-type: none"> Can name different festivals of Diwali, Christmas, Remembrance Day Bonfire night and can talk about why these celebrations are important. 	<ul style="list-style-type: none"> Can compare their family to other families and explain what is the same and what is different. Can talk about Chinese New Year 	<ul style="list-style-type: none"> Can talk about their life and what they do as they grown from a baby to a child. Can talk about special events and celebrations for themselves and their family. 	<ul style="list-style-type: none"> Can talk about the experiences of others eg how the life of others is different to the way they live. 	<ul style="list-style-type: none"> Can talk about the impact of others on their lives.

Children to be exposed to key vocabulary daily in provision. High quality text to be chosen for story times that allow for questioning opportunities relating to key celebrations at different times of the year. Family display wall to celebrate Our Nursery Family

RE in EYFS

ELG-Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling

ELG-People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Focus	Beliefs and Values (Substantive)	Search for Personal meaning (Personal knowledge)	Living religious traditions (Ways of knowing)	Shared human experience	Vocabulary-
Reception Skills	<ul style="list-style-type: none"> • Compare & contrast characters from stories, including figures from the past • Talks about past & present events in their own life & in the lives of family members 	<ul style="list-style-type: none"> • Know about similarities & differences between themselves & others, & among families, cultures & traditions • Knows that other children do not always enjoy the same things, & is sensitive to this 	<ul style="list-style-type: none"> • Understand that some places are special to members of their community 	<ul style="list-style-type: none"> • Talk about members of their immediate family & community • Enjoys joining in with family customs & routines 	celebration, special, family, religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect,

How R.E is implemented in Reception:

- Follow the Lancashire SACRE as outlined below (3 topics throughout the year)
- Class display of families and traditions (this includes religious festivals celebrated by children in the class). Discussed throughout the year.
- Focus on Christianity through Nativity story taught and presented as play in December.
- Provision areas throughout the year linked to religious traditions that are relevant to children in the class e.g Diwali decorations in the playhouse, Nativity characters in small world area.
- Books available in reading area from a range of religious and shared

Teaching Strategies:

Other strategies of teaching R.E are delivered through the use of 'In the Moment Planning' (See Anna Ephgrave). When teachers interact with a child they are observing, assessing, planning for, and responding to, that individual child. Teachers use a combination of teaching methods including communicating, modelling, demonstrating, explaining, exploring ideas, encouraging, questioning (pondering/wondering), recalling, providing a narrative, facilitating, setting challenges to facilitate their next steps of learning. R.E learning is recorded on Tapestry

Early Learning Goal

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

Special times: How and why do we celebrate? What times are special to different people and why?	Special stories: Why are some stories special? What special messages can we learn from stories?	Special places: What buildings and places are special different people? OR What is special about our world?
<p>Can children:</p> <ul style="list-style-type: none"> • Give examples of special occasions and suggest features of a good celebration • Recall simple stories connected with Christmas/Harvest/ Diwali and Eid • Say why festivals are special times for believers of different faiths 	<p>Can children:</p> <ul style="list-style-type: none"> • Talk about/ recall some religious stories e.g. through role play, art, model making • Share features of a story that they like and explain why • Identify a sacred text e.g. Bible, Qur'an • Identify that the Bible and Qur'an are special 	<p>Can children:</p> <ul style="list-style-type: none"> • Talk about their special place and explain why it is special • Be aware that some Christians, Muslims and Hindus have places that are special to them • Know that the church is a holy place for a Christian, a mosque is a holy place for a Muslim and a temple is a holy place for a Hindu • Identify some significant features/ objects found inside and outside a Church or Mosque Identify new vocabulary • Talk about some of the things Christians and Muslims do when they are visiting a Church or Mosque • Talk about the wonders of the natural world • Express ideas about how to care for animals and plants • Re tell stories to explain Christian and Muslim ideas about Creation and the natural world • Talk about ways in which people can harm the natural world • Talk about ways in which people can look after the natural world
Early Learning Goal		
<p>Christian, Hindu, Muslim, Christianity, Hinduism, Islam, Celebration, Harvest, Christmas, Eid, Diwali, special, family, Ramadan, Religion, fasting, Diya Lamp, Rangoli.</p>	<p>Christian, Muslim, Christianity, Islam, Sacred, Holy, Bible, God, Jesus, trust, brave, strong, weak, thankful, foundations, message/messenger, Muhammed, Angel Jibril, prophet.</p>	<p>Christian, Muslim, Hindu, holy, worship, pray/er, minaret, dome, star, moon, prayer mat, altar, font, pulpit, Bible, pew, candle, bells, spire, steeple, mosque, church, mandir, respect, deity, murti, namaste, aum, puja, prashad.</p> <p>Nature, harm, care for, creation, create, creator, sorry, Bible, Torah, special, nature, natural, beauty, wonder, unique.</p>

KS1 Year A: RE Skills Progression	
WHAT DO PEOPLE SAY ABOUT GOD?	
<p>Vocabulary Christian, God, Jesus, Father, Prayer Lord's Prayer, Parable, candles, icons, rosary beads, church nativity, Mary, Joseph, shepherd, Angel Gabriel, innkeeper, wise men, welcoming, vulnerable God, Allah, Muslim, created, creator, natural world, caretaker, steward, Khalifahs, respect, Prophet Muhammad (pbuh), environment, Jewish, Noah, Sukkot, celebration, God, promise, trust, Sukkah Hindu's, Hinduism, God, statues, Murtis. Worship, symbols, deities, Brahman, Lakshmi, Ganesh Christianity, baptism, church, ceremony, family, font, candles, godparents, certificate, belonging, cross, priest, minister, vicar.</p>	<p>Beliefs and values</p> <ul style="list-style-type: none"> • Give an example of a key belief and/or a religious story • Give an example of a core value or commitment
<p>Search for personal meaning</p> <ul style="list-style-type: none"> • Ask questions 	<p>Living religious traditions</p> <ul style="list-style-type: none"> • Use some religious words and phrases to recognise and name features of religious traditions • Talk about the way that religious beliefs might influence the way a person behaves
	<p>Shared human experiences</p> <ul style="list-style-type: none"> • Notice and show curiosity about people and how they live their lives

KS1 Year A – End points	
Christianity- God	<ul style="list-style-type: none"> • To know and understand why Christians refer to God as 'Father' • To have a basic understanding of the parable of the Lost Son and that God represents the father in that story • To know that the word 'Abba' in Hebrew best translates as 'daddy', which suggests that there is a loving and personal relationship between God and his followers • To explain that Christians might compare God to a loving parent because they see God as a provider, creator, forgiver, comforter and someone they can talk to in good times and bad times • To discuss that Christians might want to talk to God and they do this through prayer. One of the special prayers that Christians say is The Lord's Prayer
Christianity (Jesus)	<ul style="list-style-type: none"> • To retell a simple version of the nativity story and explain why Christians would say that Jesus is a special baby • To know that Jesus's birth is considered a gift from God by Christians • To discuss how different characters in the nativity welcomed the baby Jesus in different ways <ul style="list-style-type: none"> • Shepherds were guided by a star and an angel to where Jesus was born. They knelt down by the baby and pledged their love to the son of God. • Wise men followed the star and visited Jesus. They gave him gifts of Gold, Frankincense and Myrrh which represented his importance and life as a human (incarnation of God) • To understand that Christmas is a special time for Christians because it tells the story of how God came down to Earth as a man called Jesus. Jesus would later die to save Christians from Hell. • To know that Christmas is a Christian festival but people who do not identify as Christian still celebrate it • To know and reflect on the fact that Christians and non-Christians might celebrate Christmas in different ways • To understand that Christians may celebrate Christmas by giving gifts at Christmas, attending church the night before or the day of Christmas, thanking God for sending Jesus to Earth and singing religious hymns
Islam	<ul style="list-style-type: none"> • To understand that Muslims believe in one God (Allah) who they believe created the world • To simply retell a story from the Qu'ran where the prophet Muhammad (pbuh) respected a bird and to understand how the prophet is seen as a role model to Muslims, so they would follow his respect for nature found in this story • To know that the word Khalifar means caretaker • To know and reflect upon the fact that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet • To understand that Muslims show respect to God when caring for the world.

Christianity (Church)	<ul style="list-style-type: none"> To understand and reflect on the fact that some Christians welcome babies into God's family (the Church) with baptism ceremonies. To know that not all Christian communities conduct infant baptisms To discuss that some Christian parents ask for their child to be baptised so that their child can develop a relationship with God. They believe that this will mean the baby will grow up with the support of the Church family as well as their own family. To know that Godparents are friends or family chosen by the baby's parents. They make a promise to help the baby learn more about being a Christian. To know that in the infant baptism ceremony the parents will also say thank you to God for the gift of their child. To recognise that sometimes in a christening, the vicar/priest will dip their hand in some oil. They will then move their hand in the shape of a cross over the baby's head. The symbol of the cross is very important to Christians so this is an important part of the ceremony. To identify features of baptism including the font, candles, godparents, priest/vicar, water
Judaism	<ul style="list-style-type: none"> To understand that Jews believe in one God To retell the story of Noah and understand how Noah trusted in God to keep his promise To recognise that Sukkot is a Harvest Festival celebrated Jewish people To understand that the festival of Sukkot is a time to remember how thousands of years ago the Jewish people wandered the desert, trying to find a place to live. Along the way, they built tents out of palm leaves and branches to live in. To know that 'Sukkah' is a Hebrew word for a kind of tent. To explain that Sukkot is celebrated by Jewish people by them spending as much time as possible in their sukkah for the whole week of Sukkot. They eat all their meals in the sukkah and say a prayer to thank God for Sukkot

<p>Experiences Islam visitor in the Spring term to discuss what they believe about God (interview) and about their beliefs on the natural world and how to look after it.</p> <p>Ask the caretaker for an interview to find out how they look after the school (Islam – Khalifer/ stewardship)</p>	<p>SMSC This year's overarching question and theme around 'What do people say about God?' particularly provides opportunities to promote social development through:</p> <ul style="list-style-type: none"> considering how religious and other beliefs lead to particular actions and concerns (e.g. humans as caretakers) considering ways in which religion can contribute to the community cohesion or to the common good. <p>RSE Through these units, particularly through Christianity, where God is viewed as 'father', children are exposed to the RSE curriculum by creating conversations around families and caring relationships: that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p>	<p>British values Tolerance is a continual focus throughout the year as we consider a range of different religions and understanding their practices and beliefs.</p> <p>Respect is taught through the notion that Muslims show respect to God when caring for the world</p> <p>Individual liberty is considered through the choices that religious people have to make and how they have the freedom in their life and in their religion to make those decisions e.g. being baptised (freedom to decide later on in life as well as infant baptism) and the liberty or lack of liberty in the Nativity story (Herod and/trip to Bethlehem)</p>	<p>WPAT/school values</p> <ul style="list-style-type: none"> Resilience is taught by exploring the work of religious people around the world who look after the planet (Islam). It is also taught through the story of Noah, who trusted God to keep his promise, he was resilient in the face of adversity. Responsibility is taught through the way that followers of religion hold their responsibilities to God and the world e.g. the responsibility to look after the planet. Also, the responsibilities that come with being baptised. Honesty is taught through the idea of families and prayer within different religions e.g. how families are honest with one another. Humility is taught through the idea of loving parents and how they are compassionate and forgiving (Christianity)
---	---	---	--

KS1 Year B: RE Skills progression	
HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?	
<p><u>Vocabulary</u> Christianity, God, creation, Genesis 1, Bible, worship, Harvest, creator, sustainer, stewardship, hymn, charity. Jesus, Advent, Christmas, preparing, Christingle, Advent wreath, symbols, light, dark, Bible, Hindu, God, Brahman, worship, qualities, devotion, deities, Mandir, shrine, puja tray, Shiva, Vishnu, Brahma, bell, incense holder, incense stick, diva lamp, water pot and spoon, kum kum powder Arti ceremony Islam, Muslim, Five Pillars of Islam, prayer, rituals, Shahada, Qur'an, Prophet Muhammed, mosque, fasting, Ramadan, prayer mat, Wudu God, Jesus, Cross, symbols, unite, Christian community, worship, symbols, church, Pulpit, lectern, alter, pew, Judaism, Jewish Moses, Pharaoh, Prophet, Ten Commandments, Rules, The Sabbath, Shabbat , Holy, blessings, Challah bread.</p>	<p><u>Beliefs and values</u></p> <ul style="list-style-type: none"> • Retell and suggest meanings for religious stories and/or beliefs • Use some religious words and phrases when talking about beliefs and values
<p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> • Ask relevant questions • Talk about their own identity and values 	<p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> • Identify and describe how religion is expressed in different ways • Suggest the symbolic meaning of imagery and actions
	<p><u>Shared human experiences</u></p> <ul style="list-style-type: none"> • Identify things that influence a person's sense of identity and belonging

KS1 Year B – End points	
Christianity (God)	<ul style="list-style-type: none"> • To simply retell the Genesis 1 story of creation • To know that Christians think it is important to look after the world because they believe they are 'stewards' of God's creation. • To understand that Christians believe that humans have a responsibility towards the environment. Christians have a duty to do what they can to ensure they are environmentally responsible. • To recognise that Christians worship and thank God for harvest through the form of song. Singing praises God, it can bring people together, it can connect with people emotionally and the words can teach about the Bible and Christian beliefs • To know that during harvest time Christians thank God for all the food which has been safely harvested. They also thank God for everything which has helped the food to grow. • To know that at harvest, Christians share and donate food to others as part of their thanks to God • To recognise that some Christian charities work to conserve the Earth and protect the environment. These include Christian Aid and CAFOD
Christianity (Jesus)	<ul style="list-style-type: none"> • To know that light is an important symbol to Christians because they believe Jesus to be the 'light of the world', bringing light and hope to people, even in times of darkness • When Christians refer to Jesus as 'the Light of the world', this represents their belief that Jesus can guide them throughout their life and keep darkness (sadness and sin) away from them. Light is also necessary for life, so Christians believe that Jesus provides light and life (just like we need the sun to live, Christians need Jesus – God's son - to live) • Jesus is referred to in different ways throughout the Bible including Christ, Messiah, Saviour and Son of God (God in human form) • To know that Christians use light as part of their Christmas celebrations including Advent and Christingle
Islam	<ul style="list-style-type: none"> • To recognise that shared rituals unite communities • To understand that Muslims believe it is important to live in obedience to God. They show this respect and gratitude through following and fulfilling the 5 pillars of Islam • The first pillar of Islam is the Shahadah which is the declaration of faith • To know that one of the 5 Pillars of Islam is Salat – Muslims must pray 5 times a day • To describe the rituals of Islamic prayer including the essential act of wudhu (ritual washing) and use of a prayer mat • To understand that making time for the five daily prayers is an act of submission • To know that submission to God is an important aspect of Islamic life
Christianity (Church)	<ul style="list-style-type: none"> • To understand that Christians are united by shared beliefs and values about God and how he wants them to live their lives • To know that Christians believe that God made the world and that he sent his son, Jesus, to save them • To know that there are many different symbols that are used in Christian worship to remind Christians of their main beliefs and values

	<ul style="list-style-type: none"> To know that the main symbols of Christianity include a cross, a dove and a candle To recognise that a cross symbolises Jesus death and resurrection on the cross To recognise that a dove symbolises hope and peace as well as the Holy Spirit of God To recognise that a candle or flame symbolises Jesus as ‘the light of the world’ To understand that Christians think it is important to come together to worship God because it can make them feel closer to God and unite them with other members of the Christian community To understand that Christians worship in many different ways but the main forms of worship are praying together, singing, sharing holy communion/Eucharist and reading from the Bible To recognise that churches can look very different but they share many of the same features such as pulpits, candles, and baptismal fonts or pools. To know that a pulpit is a raised part of the church for the priest or reverend to talk to the people To know that a lectern is a stand where someone might read the Bible from To know that an alter is the table used during the Church service To understand that churches are used to unite a local community through outreach, events and hosting different groups and clubs
Hindu Dharma	<ul style="list-style-type: none"> To understand Hindus believe in one God (Brahman) who can be worshipped in many forms & each have different qualities and are portrayed in different ways To know that most Hindus worship (puja) every day at home and have a shrine there. To understand that a shrine can be anything from a room, a small altar or simply pictures or statues. Family members often worship together. At the shrine, Hindus make offerings to a murti. To know that a murti is a sacred statue or image of Brahman, or a deity. To know that the Hindu building for communal worship is called Mandir (Hindu Temple). Outside India, people mainly gather at the mandir at the weekend. To suggest why Hindus might believe that it is important to show devotion to the deities To suggest why worship in the home might be important. To describe the meaning and symbolism of some items used in worship (See table of puju tray e.g. a bell is used to awaken the deity and let them know you are ready to worship)

<p>Experiences Trip to Daresbury church in Summer (describe symbols and features within a church)</p> <p>Visit from One day Creative in Autumn term – Ramayana dance workshop (pre-learning on Diwali and traditions of Hinduism)</p>	<p>SMSC This year’s overarching question and theme around ‘How do we respond to the things that really matter?’ particularly provides opportunities to promote social development through:</p> <ul style="list-style-type: none"> examining the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met exploring how religious community life works and the contributions community living makes to human well being 	<p>British values Tolerance is a continual focus throughout the year but we look particularly at tolerance within communities e.g. through beliefs and values that unite Christians (denominations) and through the shared rituals that unite communities in Islam.</p> <p>Respect is taught through the notion of worship to deities in Hinduism and considering how shrines and symbols can show respect to their God.</p> <p>Rule of law is considered through the way that people’s shared rituals might unite communities</p>	<p>WPAT/school values Responsibility is taught through the idea of rituals around worship within different faiths. Also the responsibility to the world that people from different religions believe.</p> <p>Honesty is taught through worship and prayer (especially in Islam)</p> <p>Humility is taught through acts of submission and showing gratitude (especially in Islam)</p>
--	---	--	--

LKS2 Year A: RE Skills progression	
WHO SHOULD WE FOLLOW?	
<u>Vocabulary</u> Abrahamic faith, God, prophets, Noah, Abraham, Moses, Jonah, devote, role model, vocation, Islam, founders, Prophet Muhammad (pbuh), Five pillars of Islam, Zakah, charity, guidance Disciples, discipleship, Jesus, mission, charity, Holy Spirit, presence, denominations, Pentecost, procession of witness, worship, apostles, symbols, flame, dove, qualities. Sikhism, Guru, God, Guru Nanak, Guru Gobind Singh, Guru Granth Sahib, sacred, scriptures, Gurdwarda, founder, commitments, Hinduism, dharma, duty, debts, Raksha Bandhan,	<u>Beliefs and values</u> <ul style="list-style-type: none"> • Show awareness of similarities in religions • Identify beliefs and values contained within a story/teaching • Identify the impact religion has on a believer
<u>Search for personal meaning</u> <ul style="list-style-type: none"> • In relation to matters of right and wrong, recognise their own and others' values • Discuss own questions and responses related to the question 'who should we follow – and why?' 	<u>Living religious traditions</u> <ul style="list-style-type: none"> • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs
	<u>Shared human experiences</u> <ul style="list-style-type: none"> • Describe how some people, events and sources of wisdom have influenced and inspired others

LKS2 Year A – End points	
Christianity (God)	<ul style="list-style-type: none"> • To understand that the Abrahamic faiths believe in prophets (and that many of these are shared) • To simply retell the story of the prophet Noah (and the ark) and Moses (and the burning bush) • To identify Christian beliefs and values contained within these stories of the prophets Noah and Moses • To know who Desmond Tutu is and describe why and how he devoted his life to serving God • To identify the Salvation Army is a Christian church and a worldwide charitable organisation with the mission to preach the Bible and meet human needs without discrimination
Christianity (Jesus)	<ul style="list-style-type: none"> • To know that the word disciple means follower or learner • To know that Jesus had 12 disciples • To retell the stories of how and why Simon Peter and Matthew became disciples of Jesus • To understand that Jesus asked his disciples to be 'fishers of men' and to follow him, so Christians believe they should follow Jesus' examples, and go out and work for God through missions and volunteer work (e.g. spreading the word of the bible and setting an example to others)
Islam	<ul style="list-style-type: none"> • To know that Muslims believe that Islam was revealed over 1,400 years ago in Mekkah, Arabia through a man called Muhammad (pbuh). • To understand that Muhammad (pbuh) is believed by Muslims to be the last prophet sent by God (Allah). They believe God sent prophets to mankind to teach them how to live according to His law. • To understand the importance of Muhammad (pbuh) as a founder and leader for Islamic religious communities • To identify the beliefs and values contained in stories about the life of the Prophet Muhammad (pbuh) e.g. The Prophet and the Ants • To identify the third pillar of Islam as Zakat. Zakat is the practice where Muslims give away a percentage of their wealth to charity. • To recognise that charity is very important to Muslims and that charities, such as Islamic Aid, support people in need around the world. • To know that Muslims believe that helping each other is seen as helping Allah and fulfilling a duty to God, so by giving Zakat the Muslim community supports one another as the poorest are given financial help.
Christianity (The Church)	<ul style="list-style-type: none"> • To understand that Christians believe that the Holy Spirit is: the guiding part of the trinity; a source of strength, courage and wisdom; the power of God at work on Earth; depicted by symbols including wind, a dove and fire • To simply retell the story of the first Pentecost and its impact on the Apostles • To understand that the festival of Pentecost is still important to Christians today because it represents the beginning of the Christian Church. It reminds them how Jesus' promise that God would send the Holy Spirit was fulfilled.

	<ul style="list-style-type: none"> To know that the fruits of the Spirit are qualities that Christians believe they can develop through the help of the Holy Spirit (love, joy, peace, longsuffering, kindness, goodness, faithfulness, gentleness, self-control). Christians are encouraged to develop these 'good' fruits of the spirit and to turn away from 'bad fruits'. To suggest how this belief in the Holy Spirit (as God's presence in the world) might have an impact on individuals and communities (i.e. through developing and showing the fruits of the spirit in their lives) To understand that a range of Christian denominations worship the holy Spirit in different ways To explain how and why Pentecost is celebrated today (including through 'whit walks', banners and decorations)
Hinduism	<ul style="list-style-type: none"> To understand that following dharma (religious duty) is an important part of Hindu life To identify the roles of the family members in the story of Rama and Sita To suggest the impact of belief in dharma, particularly the belief that there are three 'debts' To recognise that the 3 debts are duty owed to God/the deities, duty owed to teachers, and duty owed to family. To know that Hindus believe that there are many paths to the divine and that fulfilling the Three Debts is one way To explain that the annual festival of Raksha Bandan celebrates the love between brothers and sisters. The word 'raksha' means 'protection' and 'bandan' means 'tie.' To describe how and why Hindus might celebrate Raksha Bandhan and identify aspects of the celebration which remind Hindus of their dharma
Sikhism	<ul style="list-style-type: none"> To read and understand the story of Guru Nanak and to understand how his actions and characteristics make him a role model to Sikhs To know that the Guru Granth Sahib is the sacred scriptures of the Sikhs To identify Vaisakhi, also called Baisakhi, as the festival which celebrates the founding of the Sikh community To know that the Sikh community is the Khalsa. To develop an understanding of the importance of founders and leaders for religious communities To describe how and why the Guru Granth Sahib is treated with great respect To suggest how and why Sikhs might show commitment to their faith

<p>Experiences Summer visit to Sikh or Hindu temple to discuss how people who follow the religions express their religion and who they might follow and why.</p>	<p>SMSC This year's overarching question and theme around 'Who should we follow?' particularly provides opportunities to promote:</p> <ul style="list-style-type: none"> moral development through: <ul style="list-style-type: none"> exploring the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders spiritual development through: <ul style="list-style-type: none"> discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth <p>RSE Children are taught about RSE through their exploration of 'role models' – thinking carefully about the personal attributes that people they value/follow. Through this year, they should develop an understanding of <i>strong and positive relationships and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards</i></p>	<p>British values Tolerance is a continual focus throughout the year but we look particularly at tolerance within the way that disciples and prophets are treated throughout history and within religious texts</p> <p>Respect is taught through the study of key prophets and figures within different faiths and how people show their respect to these figures and why.</p> <p>Rule of law is considered through the way that Hindu people in particular follow dharma (religious duty) and how it is important within their lives.</p>	<p>WPAT/school values Resilience is taught through the exploration of people such as Muhammad (pbuh), disciples of Jesus and Guru Granth Sahib Responsibility is taught Honesty is taught through the exploration of role models and how honesty and trust is an important attribute in the people we follow. Humility is taught through the actions and reactions of some of the key people investigated e.g. Jonah and the Prophet Muhammad</p>
---	--	--	--

	<i>and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.</i>		
--	--	--	--

LKS2 Year B: RE Skills progression

HOW SHOULD WE LIVE OUR LIVES?

<p><u>Vocabulary</u> Hindu, Hinduism, good, evil, Rama, Sita, Lakshman, Ravanna, Hanuman, God, Vishnu, Deities, avatar, Diwali, Rangoli patterns, diva lamps Bible, guidance, authority, moral, church leaders, prayer, conscience, Old & New Testament, Jewish scripture, Psalm, Proverb, Sikhism, moral guidance, Sikhs, Guru’s, sewa: service to God, kirat karna, vand chakna, Guru Nanak, Khanda, Gurdwara, The Langer, commitment. Christianity, Jesus, sacrifice, value, Lent, sacrificial love, agape, motivation, Easter Islam, Muslim, Ramadan, fasting, sacrifice, Qur’an, values, Five Pillars of Islam, Allah, Night of Power, Prophet Muhammad (pbuh) Christianity, parables, Jesus, guidance, agape,</p>	<p><u>Beliefs and values</u></p> <ul style="list-style-type: none"> Describe what a believer might learn from a religious teaching/story Make links between ideas about morality and sources of authority
<p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> Reflect on their own personal sources of wisdom and authority 	<p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> Describe the impact religion has on believers’ lives Explain the deeper meaning and symbolism for specific religious practices <p><u>Shared human experiences</u></p> <ul style="list-style-type: none"> Consider the range of beliefs, values and lifestyles that exist in society Discuss how people make decisions about how to live their lives

LKS2 Year B – End points

<p>Hindu Dharma</p>	<ul style="list-style-type: none"> To explain that Hindus believe they have a moral duty (Dharma) and a firm belief in moral virtues. To simply retell the story of Rama and Sita To recognise Rama as an avatar of Vishnu who therefore represents goodness and protection in the Story of Rama and Sita To explore teachings about good and evil in the story of Rama and Sita To explain that light is a symbol of goodness and guidance in the story of Rama and Sita To describe the moral guidance Hindus might gain from this story, such as persistence, dedication and good overcoming evil To know that the story of Rama and Sita is celebrated at Diwali To know that Diwali is a popular Hindu festival, celebrated all around the world for a period of 5 days To recognise that Hindus celebrate Diwali by lighting candles and diva lamps, attending and hosting fire work displays and decorating their homes with lights and rangoli patterns To use subject specific language to describe how and why Hindus celebrate Diwali (diva lamps, rangoli patterns) To explain the importance of light in the Diwali celebrations, and its symbolism.
<p>Christianity (God)</p>	<ul style="list-style-type: none"> To understand that the Bible is not one book but a collection of books, written by different people at different times To recognise that Christians use the Bible today and that the Bible is seen as a source of inspirations and authority by many Christians To know that the Bible has two main parts – The Old Testament (The Jewish scriptures) and The New Testament (about Jesus and the early church) To understand that Christians have different views about what ‘the word of God’ means – some take it as a literal truth, whereas others take the liberal view that it contains truths about God and how God wants people to live but that the stories themselves may not be literally true

	<ul style="list-style-type: none"> •To understand that Christians might view the Bible as an important source of authority and moral guidance because it contains laws for living according to God’s rules and advice for living well •To know that many Christians read the Bible regularly. They might read it each week at a church service, or they might read it every day at home. Most Christians will have their own Bible at home. •To know that lots of Christians study the Bible. They might answer questions about the scripture they read, or talk in a group about it, or listen to a priest, or vicar, talk about it. Christians believe studying the Bible is important to be able to understand God better. •To understand that Christians may also look to other sources of authority when making decisions about how to live (e.g. church leaders, prayer, conscience)
Christianity (Church)	<ul style="list-style-type: none"> •To recognise that important Christian messages and guidance are often passed on through stories in the Bible such as parables •To understand that parables are simple stories that have a religious or moral message at the end •To understand that parables are important sources of guidance to Christians because they are simple stories which can be shared and can challenge people, provide a message and are understandable •To retell two parables: The Good Samaritan and The Unforgiving Servant •To know that Christians believe that in Matthew’s Gospel, Jesus commanded his followers to ‘Love your neighbour as yourself’. Therefore Christians believe that they should look after people around them, show kindness to others, support charities, spread the word of God and forgive others •To know that agape means selfless love of others. Christians believe that Jesus showed agape and they should show it also. •To recognise Mother Teresa was a nun in the 20th century who showed agape through her charitable work. She is a role model to Christians. •To understand that there are many Christian charities that show agape and ‘neighbourly love’ through their support of people in need around the world. These charities include Christian Aid, CAFOD and St Vincent de Paul Society. Many Christians support these charities with money, gifts or by volunteering
Christianity (Jesus)	<ul style="list-style-type: none"> •To retell the story of Jesus in the wilderness •To know that Jesus was tempted in this story and that he made sacrifices by not giving into temptation •To know that this story forms the basis of Lent for Christians •To know that Lent is the period leading up to Easter. It lasts for forty days and forty nights to mirror the time that Jesus spent in the wilderness. •To know that at this time, Christians prepare for Easter by trying to be more like Jesus in this story. They often choose to give something up and find out if they can resist temptation like Jesus did. •To recognise that Shrove Tuesday is the day before Lent and was traditionally the last chance to use up the foods Christians would not be eating during Lent •To recognise that Ash Wednesday is the first day of Lent •To understand that sacrifice is an important Christian value because Christians want to follow Jesus’ example. They also believe that through Jesus’ sacrifice, they have been saved •To know that agape is the highest form of love that requires commitment and sacrifice without expecting anything back in return. Agape is a selfless love for others. •To recognise that Oscar Romero was the Archbishop of San Salvador, who became increasingly outspoken about human rights violations in El Salvador. He spoke out for people and showed sacrificial love by standing up to injustice even in the face of violence and threats.
Islam	<ul style="list-style-type: none"> •To understand that each of the 5 pillars of Islam provides a guide for life for Muslims •To recognise that the fourth Pillar of Islam is Sawm, which means to fast. Muslims are required to fast during the month of Ramadan •To understand that all adult Muslims should give up food and drink during the hours of daylight in the month of Ramadan •To recognise that some Muslims who are physically or mentally unwell may be excused some of fasting; including those who are under twelve years old, the very old and those who are pregnant •To know that the evening meals during Ramadan are occasions for family and community get-togethers. •To know that Eid al-Fitr is a festival to celebrate the end of Ramadan. This is marked by dressing up and visiting the mosque for prayer, and with visits to family and friends for celebratory meals, as well as giving gifts and cards. •To use subject specific language to describe how and why Muslims fast at Ramadan (ie Sawm is an expression of thanks to Allah for the gift of the Qur’an) •To explore Islamic teachings about Ramadan from the Qur’an
Sikh Dharma	<ul style="list-style-type: none"> •To read and understand the story of Guru Nanak and how his teaching leads Sikhs to believe in equality for all •To recognise the symbol of the Khanda and explain how the Khanda is an important symbol for Sikhs representing justice

	<ul style="list-style-type: none"> ● To know how Sikhs wear the 5 Ks to show their religious commitment ● To know that the Sikh place of worship is called a Gurdwara which means 'Gateway to the Guru' ● To recognise that there are 10 gurus and each story teaches Sikhs something different about how to live their lives. Guru means teacher ● To know that the Sikh community of men and women is known as the Khalsa ● To understand that the foremost principles of Sikhism are: <ul style="list-style-type: none"> ○ The equality of men and women ○ Service to God, the Khalsa and the community they live in (sewa) ○ Earning an honest living ○ Sharing talents, time and earnings with those less fortunate ● To use subject specific language to describe how and why Sikhs show their religious commitments
--	---

<p>Experiences Summer visit to a mosque to discuss 5 pillars and find out more about Ramadan</p> <p>Visit from One day Creative in Autumn term – Diwali workshop to consolidate and engage learning around the story of Rama and Sita</p>	<p>SMSC This year’s overarching question and theme around ‘How should we live our lives?’ particularly provides opportunities to promote:</p> <p>spiritual development through:</p> <ul style="list-style-type: none"> ● discussing and reflecting on key questions of meaning and truth about good and evil, beliefs about God and human values such as justice, integrity, honesty and truth <p>moral development through:</p> <ul style="list-style-type: none"> ● considering the importance of rights and responsibilities and developing a sense of conscience. <p>social development through:</p> <ul style="list-style-type: none"> ● examining the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met – e.g. through Sikhism especially ● exploring how religious community life works and the contributions community living makes to human well being <p>cultural development through:</p> <ul style="list-style-type: none"> ● investigating the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures ● considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices 	<p>British values Tolerance is a continual focus throughout the year but we look particularly at tolerance within communities e.g. through beliefs and values that unite Christians (denominations) and through the shared rituals that unite communities in Islam.</p> <p>Respect is taught through the notion of how religious texts and individuals can be sources of authority who followers will respect. What makes them people/objects of respect?</p> <p>Rule of law is considered through the way that people use stories and written religious texts are a source of moral guidance. Discuss the link to law and guidance.</p>	<p>WPAT/school values Resilience is taught through the parables of Jesus and the ritual of fasting or giving up something in various religions Responsibility is taught the rituals of fasting and the importance of Ramadan in the context of the 5 pillars Honesty is taught through parables and stories/examples from Sikh Gurus Humility is taught through the story of Jesus in the desert</p>
--	--	--	---

UKS2 Year A: RE Skills progression

WHERE DO WE FIND GUIDANCE ON HOW TO LIVE OUR LIVES?

<p><u>Vocabulary</u> Christianity, sin, forgiveness, Genesis 3, Bible, Lord’s Prayer, guidance, temptation, The Fall, Original Sin, Free Will, reconciliation, prayers of penance, confession Islam, Muslim, Qur’an, divine, revelation, Muhammad (pbuh), seal of the prophets, Night of Power Hindu, devotion, loyalty, Prince Prahlad, atman, Holi, Brahman, Vishnu, Avatar, Krishna, Scriptures, deities, equality, Namaste. Christian, fully human, fully divine, incarnation, miracles, resurrection, pilgrimage. Authority, Apostle’s Creed, Trinity, community, Taize, worship, church, Anglican, Catholic, Salvation Army, Quaker, Pentecostal Judaism, The Torah, Synagogue, Rabbi, Moses, Abraham, guidance, diversity, worship, covenant, Bimah, Ark, yad,</p>	<p><u>Beliefs and values</u></p> <ul style="list-style-type: none"> • Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • Explain the impact of beliefs and values – including reasons for diversity
<p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance 	<p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> • Explain differing forms of expression and why these might be used • Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism – contained in stories, images and actions <p><u>Shared human experiences</u></p> <ul style="list-style-type: none"> • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities

UKS2 Year A – End points

<p>Christianity (God)</p>	<ul style="list-style-type: none"> • To simply retell the story of the Original Sin in Genesis 3 • To understand that the story from Genesis 3 can be understood metaphorically or literally by Christians • To understand that Christians believe that sin separates humans from God, but through Jesus’ sacrifice, humans can be saved • To recognise that Christians believe that everyone sins but that God is forgiving. They can seek out God’s forgiveness by praying and asking for repentance. • To analyse and interpret the Lord’s Prayer • To know that the Lord’s Prayer was given to Christians by Jesus and Christians often use the Lord’s Prayer to feel connected to God. It is used to express adoration, reconciliation, confession and guidance • To recognise the Ten commandments as a source of guidance for Christians • To understand that Christians might use stories, the Lord’s Prayer and the Ten Commandments to guide them and to help them resist temptation
<p>Christianity (Church)</p>	<ul style="list-style-type: none"> • To understand that Christians believe that God is one, but can be experienced in three different Persons. This is called ‘The Trinity’ • To recognise the Trinity as God the Father (the creator and sustainer of all things), God the Son (the incarnation of God as a human being) and God the Holy Spirit (the power of God which is active in the world, drawing people towards God) • To recognise a range of symbols that can be used to represent the Trinity • To understand that the Apostles’ Creed expresses and makes clear the most important Christian beliefs, including the nature of God. • To know that the congregation often recites the Creed during acts of worship, usually standing. The Apostles’ Creed is accepted by Catholics and Protestants. • To understand that there is one worldwide Christian church with many branches, called denominations. • To know that all Christians share the same basic belief in God the creator, Jesus Christ and the Holy Spirit. However, there are differences between how they understand some of the teachings and how they should live a Christian life. • To understand that ecumenical is the movement to bring together the different denominations of the Christian community to focus on their shared values and bring unity to the Church. • To know that Christians from different denominations undertake pilgrimages to places like Taizé (an ecumenical community)
<p>Islam</p>	<ul style="list-style-type: none"> • To understand that the Qur’an is the holy book for Muslims, revealed in stages to the Prophet Muhammad (pbuh) over 23 years • To know that Qur’anic revelations are regarded by Muslims as the sacred word of God • To recognise that the Qur’an is treated with immense respect by Muslims because it is the sacred word of God.

	<ul style="list-style-type: none"> • To know that while the Qur'an is recited aloud, Muslims should behave with reverence and refrain from speaking, eating or drinking, or making distracting noise. • To explain how the Qu'ran is treated with respect by Muslims • To know that the Night of Power (Laylat Al Qadr) is considered to be the holiest night in the Islamic calendar • To understand that the Night of Power was the night when the first verses of the Holy Qur'an were revealed to the Prophet Muhammad (pbuh). This night falls within the last 10 days of Ramadhan. On this night, Muslims believe the angels are on earth and their prayers will be heard as the gates of heaven are open. • To recognise that Muslims commemorate the Night of Power in different ways - Muslims try to stay awake for the whole night to pray and study the Qur'an. It is a time of thanksgiving for the Qur'an. They come together to celebrate in the mosque - it is believed that this is a time when Allah will forgive their sins. • To explain that when Muslims describe Muhammad (pbuh) as the seal of the prophets they mean that Muhammad is the final prophet in Islam. Therefore, Muslims regard Muhammad (pbuh) as Allah's final messenger.
Christianity (Jesus)	<ul style="list-style-type: none"> • To describe Christian beliefs about miracles as 'signs' of the divinity of Jesus • To simply retell the miracles of The Feeding of the Five thousand and Healing a Lame Man performed by Jesus, and be able to explain what this reveal to Christians about the nature of Jesus • To know that Christians believe that the ultimate miracle performed by Jesus was the resurrection. To know that Christians believe that the ability to rise from the dead three days after being crucified is proof that he was divine - only God has power over life and death. • To understand that some Christians choose to go on a pilgrimage to places associated with miraculous events, and be able to explain why they choose to do this. • To recognise that when a Christian's prayers are answered (their wishes become a reality) they believe a miracle has been performed • To understand that the belief in miracles and in the power of their prayers has an impact on a Christian's life as they believe in a powerful God who can change their lives and the world around them.
Hindu Dharma	<ul style="list-style-type: none"> • To recognise that stories from Hindu literature often offer Hindus guidance on how to live their lives • To know that Krishna is an avatar or the God Vishnu • To know that Vishnu is one of the 3 principle deities of Brahman (the supreme spirit) • To compare and contrast two stories about Krishna, investigating the guidance contained within them ('Krishna the butter thief' and 'Krishna and Sudama') • To simply retell the story of Holi • To understand that the story of Prince Prahlad (Holi) contains messages about devotion and loyalty • To explain the Hindu belief that God is present in all people (through the atman) and this belief has an impact on their actions • To describe and explain a variety of ways that Hindus might celebrate the festival of Holi • To know that colour is a huge part of Holi. At Holi, distinctions between people are forgotten. Everyone looks the same when covered in colourful powder. This is a reminder of equality and that all people are believed to contain the energy of Brahman • To suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate
Judaism	<ul style="list-style-type: none"> • To know that the Torah is the first five books of the Hebrew bible and is an important source of guidance to Jewish people • To make links between Judaism and Christianity sacred texts (the Torah contains books which are also found in the Old Testament of the Christian Bible) • To know that the Torah is considered by Jews to be the holiest part of the Tenakh (the Hebrew bible). It was given by God to Moses on Mount Sinai. Because of this, many Jews see it as the direct word of God. • It is believed that the Torah was given to Moses when God made a covenant with the Jewish people after they had been freed from slavery in Egypt. The Torah was given to them to be a foundation of how to live as people of God • To recognise that one of the rules is that Jewish people should learn about and study the Torah throughout their lives. • To know that Jewish people attend the synagogue where the Torah is read aloud • To know that Rabbi literally means 'teacher' and they offer insight and guidance into the teaching of the Tenakh. • To understand that the Torah provides Jewish people with rules for everyday life • To explore and understand how the Torah is respected and honoured through Jewish worship and the way that it is used and handled at the synagogue

<p>Experiences Visit in Autumn from Christian to discuss where they get guidance from and the meaning behind the Lord's prayer and apostles creed. Trip to synagogue in the Summer to consider the Torah in more detail and the deeper symbolism. Visit to different Christian churches</p>	<p>SMSC This year's overarching question and theme around 'Where do we find guidance on how to live our lives?' particularly provides opportunities to promote social development through:</p> <ul style="list-style-type: none"> • examining the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met e.g. through pilgrimage • investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions e.g. through exploration of denominations <p>cultural development through the exploration of differences in the way that festivals (Hindu) are celebrated around the world.</p> <p>RSE Through visiting local churches and asking members of different faiths into school, we create positive relationships between school and local communities '<i>A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.</i>'</p>	<p>British values Respect investigate how religious texts are respected and valued/treated Tolerance investigate how different views within religions are tolerated and valued e.g. denominations in Christianity Rule of law explore the 10 commandments and the apostles creed in relation to laws and guidance Individual Liberty –explore the balance of liberty and the greater good e.g. 'the fall' Democracy is modelled by the teacher, allowing everyone to have a say and be heard in class discussions</p>	<p>WPAT/school values Resilience is taught through the exploration of beliefs about loyalty and devotion across religions but specifically Hinduism Responsibility is taught through the understanding of the role of religious texts and how they should be treated. Also, the notion of pilgrimages and the responsibility some people feel to go on them. Honesty is taught through the ideas of prayer and worship (Christian prayer and the creed) Humility is taught through the notion of worship and symbolism contained in stories, images and actions.</p>
--	--	---	---

UKS2 Year B: RE Skills progression	
IS LIFE LIKE A JOURNEY?	
<p><u>Vocabulary</u> Rites of passage, rituals, denominations, faith, commitment, child baptism, confirmation, adult baptism, incarnate, John the Baptist, commitment Hindu Dharma, Samsara, Karma, Moksha, reincarnation, four ashramas, commitments Muslim, Islam, Five Pillars of Islam, Hajj, pilgrimage, Mecca, Ummah, Sawm, unity, Ka'ba, Christianity, Jesus, Easter, Holy Week, suffering, death, resurrection, sins, sacrifice, guidance, comfort, Eucharist, Buddhism, content, Prince Siddhartha, The Four Noble Truth, Eight-Fold Path, meditation, virtue, Nirvana, happiness. Christian, salvation, life, death, purpose, forgiveness, sin</p>	<p><u>Beliefs and values</u></p> <ul style="list-style-type: none"> Analyse beliefs, teachings and values and how they are linked Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life Explain the impact of beliefs, values and practices – including differences between and within religious traditions <p><u>Living religious traditions</u></p> <ul style="list-style-type: none"> Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences Explain differing ideas about religious expression
<p><u>Search for personal meaning</u></p> <ul style="list-style-type: none"> Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments Develop own views and ideas in response to learning Demonstrate increasing self-awareness in their own personal development 	<p><u>Shared human experiences</u></p> <ul style="list-style-type: none"> Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging Discuss how people change during the journey of life

UKS2 Year B – End points	
<p>Christianity (Church)</p>	<ul style="list-style-type: none"> To explain that Christians believe that God offered salvation following the mistakes that Adam and Eve made, which allowed evil to enter the world and which created a separation between God and his people. To simply retell the story of Jesus' death and resurrection. To understand that Christians believe that God sent his son, Jesus, to Earth and that through the death and resurrection (raising from the dead) of Jesus, this broken relationship with God is restored. This was God offering salvation. To understand that salvation means that human souls can be saved from eternal punishment (Hell) and are allowed to enter Heaven (and be in the presence of God). To recognise that Christians know that physical death still happens, however, Christian teachings about salvation states that those who believe in God and live good lives will be given eternal life in Heaven after their physical life is over. To explain that Christians believe that after death they will be taken into the presence of God and they will be judged for actions that they have done or failed to do during their lifetime. If judged well, they will be able to enter Heaven. To understand that Christian beliefs about life after death affect their sense of purpose and behaviour throughout the journey of life because they seek to live in a way that is pleasing to God so that when they die, they can enter Heaven. To know that Christians do make mistakes, but they try to atone (make amends for) the sins they have committed. They believe that if they repent (are truly sorry for/turn away from) their sins and confess what they have done wrong, they will receive forgiveness which will lead to them entering Heaven. To recognise that Catholic Christians seek forgiveness through reconciliation. Reconciliation means the restoration of a friendly/positive relationship To explain that there are 4 steps to reconciliation – Contrition, confession, penitence, absolution
<p>Hindu Dharma</p>	<ul style="list-style-type: none"> To understand that samsara is the process of reincarnation (the continuous cycle in which is soul is continually reborn). To understand that Hindus believe that the soul passes through a cycle of successive lives (samsara) and its next incarnation is always dependent on how the previous life was lived (karma). To understand that karma means 'action'. Karma is the belief that every action has an equal reaction either straight away or later on To understand that moksha is liberation from the cycle of samara- moksha is the end of the death and rebirth cycle and is classed as the ultimate <i>artha</i> (goal). To recognise that samsara, karma and moksha are linked- how a person behaves effects the process or reincarnation. To explain that belief in reincarnation might affect the way in which a Hindu views the 'journey of life', and give them a sense of purpose to fulfil moral duties To describe and explain the four ashramas (stages of life) in the life of a Hindu and the duties involved in each stage. These include: <ul style="list-style-type: none"> The first stage is learning, being a pupil or student. (Brachmacharya) The second stage is being a householder and parent. (Grihasta)

	<ul style="list-style-type: none"> ○ The third stage is retirement from work, which gives opportunities for other pursuits, including spiritual life (Vanaprastha) ○ The fourth stage is where some people give up all the things of this world for spiritual purposes. This stage is not for everyone – (sannyasa) ● To consider the importance of the samskaras (ceremonies) in preparing a Hindu for the commitments of each ashrama: ● To look specifically at the Sacred Thread ceremony and discuss how it celebrates a child being seen as responsible enough to take on religious duties
Islam	<ul style="list-style-type: none"> ● To name the Five Pillars of Islam and what one each represents. ● To know that Muslims follow the Five Pillars to show their submission to the will of Allah. The Five Pillars are visible signs of the Muslim way of life and of Muslims' unity with other members of Islam worldwide (the Ummah). ● To explain how the beliefs and values of Islam, shown through the Five Pillars, might guide a person through life. These include a belief in one God, prayer, fasting during Ramadan, giving money to charity, and pilgrimage to Mecca. ● To explain the importance of the Ummah for Muslims and know that this is a global community of diverse members. ● To describe and explain the importance of Hajj, including the practices, rituals and impact. This includes: <ul style="list-style-type: none"> ● Once a year, Muslims of every ethnic group, colour, social status, and culture gather together in Mecca and stand before the Kaaba praising Allah together. ● It is a ritual that is designed to promote the bonds of Islamic brotherhood and sisterhood by showing that everyone is equal in the eyes of Allah. Wearing white shows that all people are equal. ● During the Hajj the Pilgrims perform acts of worship and they renew their sense of purpose in the world. ● To consider how Muslims are expected to complete Hajj once in their lifetime, unless they are physically or financially unable to. ● To know that Muslims consider Hajj to be a way of bringing them closer to Allah, supporting the spirit of community of the Ummah
Christianity (Jesus)	<ul style="list-style-type: none"> ● To simply retell the events leading up to and including the death of Jesus ● To explain that a Christian's beliefs about the suffering, death and resurrection of Jesus can guide and comfort them during difficult times in their own life because they know that God understands and experienced pain also. ● To explain that Christian individuals and communities celebrate the events of Holy Week through a range of different activities and rituals. ● To recall the main events of Holy Week as Palm Sunday (the triumphal entry of Jesus into Jerusalem), Maundy Thursday (when the last supper took place), Good Friday (Jesus death on the cross) and Easter Sunday (the day of Jesus' resurrection). ● To understand that Good Friday and Easter represent the Christian belief of God's power over death and the salvation that is offered to Christians from this event. ● To understand that on Maundy Thursday, at the Last Supper, Jesus asked his disciples to share bread and wine with him as an act of worship to remember his death. The bread represents Jesus' broken body and the wine represents his blood. This is often referred to as the Eucharist, an act or celebration that most denominations of Christians still take part in today. ● To simply explain the procedures involved in the Eucharist
Buddhism	<ul style="list-style-type: none"> ● To retell the story of the life of Prince Siddhartha and link this to Buddhist beliefs and teachings about The Four Noble Truths ● To simply describe The Four Noble Truths ● To describe and explain how the Eightfold path gives Buddhists a path they can follow as a guide through life, to end suffering. ● To know that Buddhists use the Eightfold Path to help them make decisions and choices in life, with an ultimate goal of Nirvana. ● To describe some of the primary teachings of the Eightfold path, as follows: <ul style="list-style-type: none"> ○ Right view ○ Right intention ○ Right speech ○ Right action ○ Right livelihood ○ Right effort ○ Right mindfulness ○ Right concentration ● To understand that the core values of the Eightfold Path are ethics, meditation and wisdom. ● To understand that Buddhists focus on how they behave (ethics) as by clearing themselves of bad thoughts they will be in a better position to meditate. ● To know that Meditation leads Buddhists to gain wisdom, as by acting in a morally and ethical way, Buddhists can grow their wisdom. ● To know that Buddhists believe that meditation leads to enlightenment and ultimately nirvana.
Christianity (God)	<ul style="list-style-type: none"> ● To understand that celebrating landmarks in life can show commitment, change and responsibility ● To simply retell the story of Jesus' baptism ● To understand that baptism is a ceremony that symbolises a commitment to living a life as a Christian. Holy water is put on baptised people by a church leader as a symbol of being cleansed (from sin) and made ready for a new life for God. ● To understand that Jesus was God incarnate (God embodied in human form) so he was without sin and therefore did not need to be baptised.

	<ul style="list-style-type: none"> • To understand that Christians believe that Jesus was baptised so that he could become like one of his people and set an example for people to follow. This act of showed great humility. Jesus' baptism symbolised his authority because God confirmed he was his son. • To understand that all Christian denominations believe in baptism but that there are differences between these rituals. Some denominations baptise at infancy and some baptise at adulthood. • To understand that baptism and confirmation are sacraments, which are expressions of faith and commitment to God. • To recognise that not all Christian denominations adopt the ritual of confirmation • To identify symbolism in Christian rituals of baptism and confirmation i.e. the wearing of white to show purity, the dove to symbolise the Holy Spirit
--	---

<p>Experiences Visit from local mosque to discuss 5 pillars and Hajj (Spring). Visit Buddhist temple in Summer.</p> <p>Visit from One day Creative in Autumn term – Diwali workshop to revisit learning on Diwali as well as to connect with and engage in Hindu traditions and celebrations (around the time of the Diwali festival)</p>	<p>SMSC These units provide opportunities to promote <i>spiritual development</i> through:</p> <ul style="list-style-type: none"> • discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil (e.g. eight-fold path, ashramas, reincarnation, death and resurrection) • learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice 	<p>British values Tolerance and democracy –this is taught through understanding the importance of the Ummah for Muslims and that this is a community of diverse members.</p>	<p>WPAT/school values Resilience is taught through the way people of faith respond to their 'journeys' e.g. by following rules and guidance within their faith and not taking the other paths that their friends may take e.g. choosing not to drink alcohol or to commit their life to their God.</p> <p>Responsibility is taught through the responsibilities that people of certain faiths have e.g. the ashramas, pilgrimages, duties etc.</p> <p>Honesty is taught through the notion of the Four Nobel Truths and a discussion of how truth and honesty are linked</p> <p>Humility is taught through the commitment of people to their faith and how they might put their faith and others first.</p>
--	---	---	---

How the Lancashire SACRE SOW supports and develops SMSC across the school

Spiritual

RE provides opportunities to promote *spiritual development* through:

- discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- investigating and considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- enquiring into and developing their own views and ideas on religious and spiritual issues.

Moral

RE provides opportunities to promote *moral development* through:

- enquiring into the values identified within the National Curriculum, particularly valuing diversity and enquiring into issues of truth, justice and trust
- exploring the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- exploring the impact and consequences of actions and ideas for different groups of people within our society
- investigating a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

Social

RE provides opportunities to promote *social development* through:

- examining the social role of religion in bringing people together, building a sense of identity, encouraging community life and giving a context in which the challenges of human life can be met
- exploring how religious community life works and the contributions community living makes to human well being
- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues.
- considering ways in which religion can contribute to the community cohesion or to the common good.

Cultural

RE provides opportunities to promote *cultural development* through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures and religions
- Enquiring into the richness of local and national examples of cultural diversity in relation to religious ways of living
- investigating the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures

- considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and inter faith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion
- promoting awareness of how inter faith cooperation can support the pursuit of the common good.