



**Evelyn Street  
Primary Academy**

**Intended curriculum:  
RE and World Views**

Our school's RE and World Views curriculum has been designed with our community and our children at the heart of it. We support a diverse community that practise a range of religions and non-religions; so, our curriculum aims to represent and support this. We have based our curriculum from the local Lancashire Agreed syllabus and have adapted this to suit the needs of our children and community, as well as to respond to national developments and research in RE education.

At Evelyn Street Primary Academy, we approach RE through enquiry-based learning by exploring overarching questions so that children discover, analyse, interpret, question and critically respond to the claims that religions and non-religions make.

We plan and teach through 4 pillars to ensure children receive a robust education in RE and World Views–

- Shared human experience - the nature of being human (personal knowledge)
- Living religious tradition – principal of religious traditions encountered in the world (ways of knowing)
- Beliefs and values – the theology that lies at the heart of these traditions (substantive knowledge)
- The search for personal meaning – a lifelong quest for understanding (personal knowledge)

N.B.

RE is for all pupils, and every pupil has a legal entitlement to RE. At Evelyn Street Primary Academy, RE is inclusive, it supports a sense of citizenship, and it makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values. Consequently, we view RE as an important and necessary subject within our curriculum.

**Right of withdrawal:** In all schools, parents have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. This will be the parents' responsibility. Teachers also have the right to withdraw. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them. We also appreciate opportunities to speak with parents and staff who have concerns about collective worship, always keen to develop our understanding of sensitivities and to overcome difficulties where possible. Those pupils who are withdrawn from worship are cared for by a member of the school's staff; parents may provide suitable activities for children so withdrawn.

## Evelyn Street Primary School - UW- People/Culture and Communities

### RE (Religious Education) progression through EYFS (nursery)

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**ELG: UW / People, Culture and Communities**

■ 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

Focus	Beliefs and Values	Search for Personal meaning	Living religious traditions	Shared human experience	Vocabulary- to be used daily	
<b>Nursery Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>▪ Begin to make sense of their own life story &amp; family history</li> </ul>	<ul style="list-style-type: none"> <li>▪ Know some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relations to friends &amp; family</li> <li>▪ Shows interest in the lives of people who are familiar to them</li> <li>▪ Enjoys joining in with family customs &amp; routines</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin to develop an awareness of special places for: □ their own family □ friends</li> <li>▪ Develop positive attitudes about the differences between people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about what they have experienced or seen in photos</li> </ul>	Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect,	
Learning Outcomes	Autumn 1 Colours and feelings	Autumn 2 Families and Celebrations	Spring 1 Traditional Tales	Spring 2 Growing and changing	Summer 1 People Who Help Us	Summer 2 Wild Animals / Zoo
	<ul style="list-style-type: none"> <li>⇒ Talk about themselves and what makes them unique, linking to features such as hair, eyes colour, hair colour and favourite things.</li> <li>⇒ Develop friendships</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Share own special celebrations</li> <li>⇒ Name different festivals of Diwali, Christmas, Remembrance Day and Bonfire night and can talk about why these celebrations are important.</li> <li>⇒ Compare their family to other families and explain what is the same and what is different.</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Compare their family to families in stories</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Talk about their life and what they do as they grown from a baby to a child.</li> <li>⇒ Talk about special events and celebrations for them and their family.</li> <li>⇒ Name the festival of Holi and understand that it is a special time for some people</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Know some the names of some people who help them and their role</li> <li>⇒ Re-enact different roles within role play</li> <li>⇒ Begin to understand how animals can also help people</li> <li>⇒ Begin to develop an understanding of helping within the community - planting /</li> <li>⇒ Name the festival of Eid Al-Fitr and understand that it is a special time for some people</li> </ul>	<ul style="list-style-type: none"> <li>⇒ Compare communities where animals can be found in their natural habitat</li> <li>⇒ Talk about other places and their communities that they have visited</li> </ul>

□ 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 □Nursery

family wall display to identify child within growing setting (termly new arrivals) and wider community □ learning journey over time to collate significant events.

## UW- People/Culture and Communities

### RE progression through EYFS

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

**ELG: UW / People, Culture and Communities**

■ 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

Focus	Beliefs and Values		Search for Personal meaning	Living religious traditions	Shared human experience		Vocabulary
<b>Reception Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>▪ Compare &amp; contrast characters from stories, including figures from the past</li> <li>▪ Talks about past &amp; present events in their own life &amp; in the lives of family members</li> </ul>		<ul style="list-style-type: none"> <li>▪ Know about similarities &amp; differences between themselves &amp; others, &amp; among families, cultures &amp; traditions</li> <li>▪ Knows that other children do not always enjoy the same things, &amp; is sensitive to this</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand that some places are special to members of their community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about members of their immediate family &amp; community</li> <li>▪ Enjoys joining in with family customs &amp; routines</li> </ul>		Celebration, Special, Family, Religion, trust, brave, strong, weak, care, sorry, unique, bells, spire, steeple, mosque, church, respect, Mandir, worship, beauty, nature, Christian, Muslim, Hindu, Diwali, Bible, Qu’ran, messenger.
<b>Learning Outcomes</b>	<b>Autumn 1</b> My Environment & Me	<b>Autumn 2</b> Special Times & Special Places	<b>Spring 1</b> Same and Different (Special stories)	<b>Spring 2</b> Lifecycles (Special Times)	<b>Summer 1</b> In My Garden (Special Places)		<b>Summer 2</b> People in our Community (Special People)

	<p>To know that there are special and significant events in their own lives and to be able to give examples of these such as a birthday or trip to the cinema.</p> <p>To know that there are special and significant events for groups of people and be able to give examples of these. To know that there are common features of a special occasions such as gathering people together in larger groups, eating together, decorations etc.</p> <p>To know that there are special places in people's lives and be able to talk about special spaces they have travelled to with members of the family.</p> <p>To know that there are special stories and be able to share features of stories that they like and explain why.</p>	<p><b>To know a simple version of and be able to recall the story of Christmas.</b></p> <p><b>To know why Christmas is a special event linking to the birth of Jesus.</b></p> <p><b>Name a church and explain their own experiences.</b></p> <p><b>To read and learn about the festival of Diwali and know some ways it is celebrated by Hindu people. Read the story book 'Binny's Diwali' to explore how younger Hindus might connect with the festival.</b></p> <p><b>To know that Hindus worship in a Mandir.</b></p> <p>To talk about and recall features of the festivals of Diwali and the Christmas through play, art and model making.</p>	<p>Explain what is the same and what is different between themselves and their friends when describing features e.g., skin colour, hair colour, religion, features, language they speak.</p> <p>To read 'All kinds of beliefs' by Anita Ganeri and know that there are some similarities and some differences between the main religions and non-religions of the world.</p>	<p>Talk about the life cycle of humans.</p> <p>Talk about the wonders of the natural world and how people of different religions and non-religions see it as a special place.</p> <p><b>To know that a mosque is where Muslims worship.</b></p> <p><b>To name a third celebration of Eid and begin to understand what it means. Read the story book 'The most exciting Eid' to explore how younger Muslims might connect with the festival and what it means to them and those around them.</b></p> <p><b>Talk about Easter as a special time.</b></p>	<p>Talk about their own special places and why they are special to them. Talk about how they look after their special places and why.</p> <p>Children can name some ways people look after the natural world e.g., recycling.</p> <p><b>To read and retell the story of 'The baby birds' - a Muslim story where the prophet Muhammad (pbuh) reminded his friends to care for all living things.</b></p> <p>To read and retell a simple version of the story of Christian creation to explain Christian beliefs about the natural world.</p> <p>To know that most Christians believe that God created the world so they feel it is important to look after it.</p>	<p>Look at different ways of living for different groups of people and can spot similarities and differences between those and their own lives e.g., homelessness, refugees, and explorers.</p> <p>Name religious texts – the Qu'ran and the Bible - and explain why these are important to people. To know that religious texts tell stories that people of different religions share and tell often.</p> <p>Discuss why some stories are special and what we can learn from stories.</p> <p><b>To share, role play and simply retell the story of Rama and Sita (version by Malachy Doyle) and to make connections between the story and their prior learning about the festival of Diwali. To know why this story is special to people in the Hindu community.</b></p>
<b>Christianity</b>			<b>Hindu- Dharma</b>		<b>Islam</b>	
<p>□ 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. □ Take part in Collective Worship each week.</p>						

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

KS1 Year A – End points	
<p>Christianity (God)  <i>Why do Christians say that God is a 'Father'?</i></p>	<ul style="list-style-type: none"> <li>• To know and understand why many Christians refer to God as 'Father' and know that the word 'Abba' in Hebrew best translates as 'daddy' (this suggests that there is a loving and personal relationship between God and his followers)</li> <li>• To have a basic understanding of the parable of the Lost Son and that God represents the father in that story</li> <li>• To explain why many Christians might compare God to a loving parent (they see God as a provider, creator, forgiver, comforter and someone they can talk to)</li> <li>• 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.</li> </ul>
<p>Christianity (Jesus)  <i>Why is Jesus special to Christians?</i></p>	<ul style="list-style-type: none"> <li>• To retell a simple version of the nativity story and explain that many Christians would say that Jesus is a special baby because he is considered a gift from God</li> <li>• To discuss how different characters in the nativity welcomed the baby Jesus in different ways</li> <li>• To understand that Christmas is a special time for many Christians because it tells the story of how God came down to Earth as a man called Jesus.</li> <li>• To know that Christmas is a Christian festival but people who do not identify as Christian still celebrate it but that Christians and non-Christians might celebrate Christmas in different ways.</li> <li>• To know how people might celebrate Christmas</li> </ul>
<p>Islam -  <i>Why do many Muslims believe it is important to obey god?</i></p>	<ul style="list-style-type: none"> <li>• To know that Muslims follow the religion of Islam and believe in one God, Allah.</li> <li>• To recognise that shared rituals such as prayer unite communities</li> <li>• To know that many Muslims show respect to Allah by following the 5 pillars.</li> <li>• To know that the first pillar of Islam is the Shahadah which is the declaration of faith</li> <li>• To know that the second pillar is Salat which states that Muslims should pray 5 times a day, and many Muslims follow a ritual of washing (wudu) before prayer</li> <li>• To know that Makkah is where Islam began and is a sacred place for many Muslims</li> </ul>
<p>Christianity (Church) - <i>How might some people show that they</i></p>	<ul style="list-style-type: none"> <li>• To understand and reflect that some Christians welcome babies into God's family (the Church) with baptism ceremonies. For many Christians this is a way of saying thank you to God for the gift of a child.</li> <li>• To know that not all Christian communities conduct infant baptisms</li> <li>• 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</li> </ul>

<i>belong to God?</i>	<p>grow up with the support of the Church family as well as their own family.</p> <ul style="list-style-type: none"> <li>To recognise the rituals involved in infant baptism including the role of god parents and the main features such as a font.</li> <li>To understand that many non-religious people welcome babies into their family and community in different ways, such as through naming ceremonies and baby showers.</li> </ul>
Hinduism <i>What do many Hindus believe about God?</i>	<ul style="list-style-type: none"> <li>To know that many Hindus believe in one God in many forms. Their god is called Brahman.</li> <li>To simply retell the story of the blind men and the elephant and suggest what many Hindus might learn about God from the story</li> <li>To know that many Hindus use statues (murtis) and images in their worship</li> <li>To consider that people have multiple roles e.g. their family role, their work role and their social role and to use this to consider how many Hindus view God.</li> </ul>
Exploration - Belonging	<ul style="list-style-type: none"> <li>To know what it means to belong to a family, school or group.</li> <li>To know that there are different types of family and different ways of belonging to a family.</li> <li>To recognise they are the same and different to others.</li> <li>To identify the Christian symbol of the cross and the Muslim symbol of the star and crescent and know that symbols can support a person's sense of belonging to a religion or community.</li> <li>To know that festivals and celebrations, such as Holi and Aqiqah, can give people a sense of belonging.</li> </ul>

<p><b>Experiences</b> 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><b>SMSC</b> This year's overarching question and theme around 'What do people say about God?' particularly provides opportunities to promote <b>social development</b> through:</p> <ul style="list-style-type: none"> <li>considering how religious and other beliefs lead to particular actions and concerns (e.g. humans as caretakers)</li> <li>considering ways in which religion can contribute to the community cohesion or to the common good.</li> </ul> <p><b>RSE</b> 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><b>British values</b> <b>Tolerance</b> is a continual focus throughout the year as we consider a range of different religions and understanding their practices and beliefs.</p> <p><b>Respect</b> is taught through the notion that Muslims show respect to God when caring for the world</p> <p><b>Individual liberty</b> 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><b>WPAT/school values</b></p> <ul style="list-style-type: none"> <li><b>Resilience</b> 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.</li> <li><b>Responsibility</b> 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.</li> <li><b>Honesty</b> is taught through the idea of families and prayer within different religions e.g. how families are honest with one another.</li> <li><b>Humility</b> is taught through the idea of loving parents and how they are compassionate and forgiving (Christianity)</li> </ul>
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KS1 Year B: RE Skills progression

**HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?**

<p><b><u>Vocabulary</u></b>          Christianity, God, creation, Genesis 1, Bible, worship, Harvest, creator, stewardship, hymn, charity.          Jesus, Advent, Christmas, preparing, Christingle, Advent wreath, symbols, light, dark, Bible,          Hindu, Brahman, worship, devotion, Mandir, shrine, puja tray, deities          Islam, Muslim, Five Pillars of Islam, prayer, rituals, Shahada, Qur'an, salat, mosque, prayer mat, unite          God, Jesus, Cross, symbols, unite, Christian community, worship, symbols, church, pulpit</p>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>• Retell and suggest meanings for religious stories and/or beliefs</li> <li>• Use some religious words and phrases when talking about beliefs and values</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Talk about their own identity and values</li> </ul>	<p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>• Identify and describe how religion is expressed in different ways</li> <li>• Suggest the symbolic meaning of imagery and actions</li> </ul> <p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>• Identify things that influence a person's sense of identity and belonging</li> </ul>

**KS1 Year B – End points**

<p>Christianity (God) <i>Does how we treat the world matter?</i></p>	<ul style="list-style-type: none"> <li>• To simply retell the Genesis 1 story of creation</li> <li>• To know that many Christians think it is important to look after the world because they believe they are 'stewards' of God's creation.</li> <li>• To recognise that many Christians donate food, and worship and thank God for harvest. They might thank God through song (singing can praise God, bring people together, connect with people emotionally and the words can teach about the Bible and Christian beliefs)</li> <li>• To recognise that some Christian charities work to conserve the Earth and protect the environment (include Christian Aid and CAFOD)</li> </ul>
<p>Christianity (Jesus) <i>Why do Christians say Jesus is the light of the world?</i></p>	<ul style="list-style-type: none"> <li>• To know that light is an important symbol to many Christians because they believe Jesus to be the 'light of the world'. This light represents their belief that Jesus can guide them 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)</li> <li>• To know that Jesus is referred to in different ways throughout the Bible including Christ, Messiah, Saviour and Son of God (God in human form)</li> <li>• To know that many Christians use light as part of their Christmas celebrations including Advent and Christingle</li> </ul>
<p>Islam <i>How do many Muslims treat the world?</i></p>	<ul style="list-style-type: none"> <li>• To understand that many Muslims believe in one God (Allah) who they believe created the world</li> <li>• To know that the prophet Muhammad (pbuh) is a role model to Muslims and that in stories from the Qur'an, he showed respect to nature (Re-read the book - 'The baby birds' and also read 'The Tiny Ants and the seven new kittens')</li> <li>• To know and reflect that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet and understand that many Muslims show respect to God when caring for the world.</li> </ul>
<p>Christianity (Church) <i>What unites the</i></p>	<ul style="list-style-type: none"> <li>• To know that many Christians are united by the shared belief that God made the world and that he sent his son, Jesus, to save them</li> <li>• To understand that many Christians think it is important to come together to worship God (it can make them feel closer to God and unite them with the Christian community)</li> <li>• To understand that many Christians worship together in different ways including praying, singing, sharing holy communion and reading from the Bible</li> </ul>

<p><i>Christian community?</i></p>	<ul style="list-style-type: none"> <li>• To understand that churches are often used to unite a local community; they will hold events like sales or coffee mornings and host different groups and clubs</li> <li>• 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.</li> <li>• To know that the main symbols of Christianity include a cross, a dove and a candle; these represent the main shared beliefs of Christians</li> </ul>
<p>Hindu Dharma <i>How might people express their devotion?</i></p>	<ul style="list-style-type: none"> <li>• To understand Hindus believe in one God (Brahman) who can be worshipped in many forms.</li> <li>• To know that many Hindus worship (puja) every day at home and have a shrine there.</li> <li>• To know that a murti is a sacred statue or image of Brahman, or a deity.</li> <li>• 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.</li> </ul>
<p>Exploration – Nature and God</p>	<ul style="list-style-type: none"> <li>• To know that there are many different creation stories from different religions and cultures and that there are scientific and non-religious theories of creation also.</li> <li>• To recognise similarities between religions and the way they look after the world.</li> </ul>

<p><b><u>Experiences</u></b>          Trip to Daresbury church in Summer (describe symbols and features within a church)           Visit from One day Creative in Autumn term – Ramayana dance workshop (pre-learning on Diwali and traditions of Hinduism)</p>	<p><b><u>SMSC</u></b>          This year’s overarching question and theme around ‘How do we respond to the things that really matter?’ particularly provides opportunities to promote <b>social development</b> through:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• exploring how religious community life works and the contributions community living makes to human well being</li> </ul>	<p><b><u>British values</u></b>  <b>Tolerance</b> 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.   <b>Respect</b> is taught through the notion of worship to deities in Hinduism and considering how shrines and symbols can show respect to their God.   <b>Rule of law</b> is considered through the way that people’s shared rituals might unite communities</p>	<p><b><u>WPAT/school values</u></b>  <b>Responsibility</b> is taught through the idea of rituals around worship within different faiths. Also the responsibility to the world that people from different religions believe.  <b>Honesty</b> is taught through worship and prayer (especially in Islam)  <b>Humility</b> is taught through acts of submission and showing gratitude (especially in Islam)</p>
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LKS2 Year A: RE Skills progression	
WHO SHOULD WE FOLLOW?	
<p><b><u>Vocabulary</u></b>            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.            Hinduism, dharma, duty, debts, Raksha Bandhan,</p>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>• Show awareness of similarities in religions</li> <li>• Identify beliefs and values contained within a story/teaching</li> <li>• Identify the impact religion has on a believer</li> </ul> <p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>• Identify how religion is expressed in different ways</li> <li>• Use religious terms to describe how people might express their beliefs</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>• In relation to matters of right and wrong, recognise their own and others' values</li> <li>• Discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>	<p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>• Describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>
LKS2 Year A – End points	
<p>Christianity (God)  <i>How and why have some people served God?</i></p>	<ul style="list-style-type: none"> <li>• To understand that the Abrahamic faiths believe in prophets (and that many of these are shared)</li> <li>• To simply retell the story of the prophet Jonah (and the whale) and Moses (and the burning bush), and identify Christian beliefs and values contained within these stories</li> <li>• To know who Desmond Tutu is and describe why and how he devoted his life to serving God</li> <li>• To identify the Salvation Army as a Christian church and a worldwide charitable organisation with the mission to preach the Bible and meet human needs without discrimination</li> <li>• To recognise what a vocation is and how the prophets of the Bible, Desmond Tutu and the Salvation Army have dedicated their lives to serving God</li> </ul>
<p>Christianity (Jesus)  <i>What does it mean to be a disciple of Jesus?</i></p>	<ul style="list-style-type: none"> <li>• To know that the word disciple means follower or learner, and to know that Jesus had 12 disciples</li> <li>• To retell the stories of how and why Simon Peter and Matthew became disciples of Jesus</li> <li>• To understand that Jesus asked his disciples to be 'fishers of men' and to follow him, so many Christians today believe they should follow Jesus' examples; they might do this through missions and volunteer work</li> </ul>
<p>Islam  <i>Why is the Prophet Muhammad (pbuh) an example for Muslims?</i></p>	<ul style="list-style-type: none"> <li>• To know that many Muslims believe that Islam was revealed over 1,400 years ago in Makkah, Arabia through a man called Muhammad (pbuh).</li> <li>• To understand that many Muslims believe Muhammad (pbuh) 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.</li> <li>• To understand the importance of Muhammad (pbuh) as a founder and leader for Islamic religious communities</li> <li>• To identify the beliefs and values contained in stories about the life of the Prophet Muhammad (pbuh) e.g. recap The Prophet and the Ants</li> <li>• To identify the third pillar of Islam as Zakat. Zakat is the practice where many Muslims give away a percentage of their wealth to charity. Consequently, charity is very important to Muslims and that charities, such as Islamic Aid, support people in need around the world.</li> </ul>
<p>Christianity (The Church)  <i>What do Christians mean by the Holy Spirit?</i></p>	<ul style="list-style-type: none"> <li>• To simply explain what many Christians believe the Holy Spirit to be e.g. a guide, a source of strength, the power of God at work on Earth</li> <li>• To simply retell the story of the first Pentecost and understand that the festival of Pentecost is still important to many Christians today because it represents the beginning of the Christian Church.</li> <li>• To know that the fruits of the Spirit are qualities that many Christians believe they can develop with the help of the Holy Spirit (e.g. kindness and love)</li> <li>• To understand that a range of Christian denominations worship the Holy Spirit in different ways</li> </ul>
<p>Hinduism  <i>Why is family an important part of</i></p>	<ul style="list-style-type: none"> <li>• To understand that following dharma (religious duty) is an important part of Hindu life</li> <li>• To recall the story of Rama and Sita and to identify the roles of the family members in the story</li> <li>• To recognise that many Hindus believe in the 3 debts, which are 1) duty owed to God/the deities, 2) duty owed to teachers, and 3) duty owed to family.</li> </ul>

Hindu life?	<ul style="list-style-type: none"> <li>To recognise the importance of family to many Hindus</li> <li>To explain that the annual festival of Raksha Bandan celebrates the love between brothers and sisters and describe how and why Hindus might celebrate Raksha Bandhan</li> </ul>
Exploration – People of faith	<ul style="list-style-type: none"> <li>To name and know about key people of faith: Bear Grylls, Fauja Singh, Mahatma Gandhi and Malala Yousafzai</li> <li>To recognise how faith has supported people through challenges</li> <li>To understand and reflect upon how what we believe has an impact on our behaviour, choices and lives</li> </ul>

<p><b>Experiences</b> 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><b>SMSC</b> This year’s overarching question and theme around ‘Who should we follow?’ particularly provides opportunities to promote:</p> <ul style="list-style-type: none"> <li><b>moral development</b> through: <ul style="list-style-type: none"> <li>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</li> </ul> </li> <li><b>spiritual development</b> through: <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul> <p><b>RSE</b> 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 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></p>	<p><b>British values</b> <b>Tolerance</b> 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><b>Respect</b> 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><b>Rule of law</b> is considered through the way that Hindu people in particular follow dharma (religious duty) and how it is important within their lives.</p>	<p><b>WPAT/school values</b> <b>Resilience</b> is taught through the exploration of people such as Muhammad (pbuh), disciples of Jesus and Guru Granth Sahib <b>Honesty</b> is taught through the exploration of role models and how honesty and trust is an important attribute in the people we follow. <b>Humility</b> is taught through the actions and reactions of some of the key people investigated e.g. Jonah and the Prophet Muhammad</p>
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LKS2 Year B: RE Skills progression	
HOW SHOULD WE LIVE OUR LIVES?	
<p><b><u>Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>Hindu, Hinduism, Rama, Sita, Vishnu, Deities, avatar, incarnation, Diwali, Rangoli patterns, diva lamps</li> <li>Moral, parable, agape, charity, commandment</li> <li>Authority, guidance, sacred text, Old Testament, New Testament, Bible, viewpoint</li> <li>Agape, sacrifice, temptation, Lent, Shrove Tuesday, Ash Wednesday,</li> <li>Ramadan, Submission, sacrifice, commitment, Shahadah, Salat, Sawm, Zakat, Hajj- the Five pillars of Islam. Eid al Fitr</li> </ul>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>Describe what a believer might learn from a religious teaching/story</li> <li>Make links between ideas about morality and sources of authority</li> </ul> <p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>Describe the impact religion has on believers' lives</li> <li>Explain the deeper meaning and symbolism for specific religious practices</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>Reflect on their own personal sources of wisdom and authority</li> </ul>	<p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>Consider the range of beliefs, values and lifestyles that exist in society</li> <li>Discuss how people make decisions about how to live their lives</li> </ul>

LKS2 Year B – End points	
Hindu Dharma – <i>What might a Hindu learn from Diwali?</i>	<ul style="list-style-type: none"> <li>To explain that Hindus believe they have a moral duty (Dharma) and a firm belief in moral virtues.</li> <li>To retell the story of Rama and Sita and recognise Rama as an avatar of Vishnu (who represents goodness and protection)</li> <li>To know that the story of Rama and Sita can be used for moral guidance by many Hindus</li> <li>To know that the story of Rama and Sita is celebrated at Diwali and that Diwali is a popular Hindu festival, celebrated all around the world for a period of 5 days</li> <li>To recognise that many Hindus celebrate Diwali by lighting candles and diva lamps, attending and hosting fire work displays and decorating their homes with lights and rangoli patterns</li> <li>To know that light is an important symbol of Diwali as it represents good overcoming evil</li> </ul>
Christianity (God) <i>- How and why might Christians use the Bible?</i>	<ul style="list-style-type: none"> <li>To understand that the Bible is not one book but a collection of books, written by different people at different times. To know that the Bible has two main parts – The Old Testament and The New Testament</li> <li>To know that many Christians use the Bible as a source of inspirations, guidance and authority but that many Christians have different views about what ‘the word of God’ means – some believe that all the stories actually happened but some believe that the stories have been ‘made up’ to explain something difficult to understand or to deliver a specific message or moral.</li> <li>To know that many Christians read the Bible regularly and that most Christians will have their own Bible. Many Christians study the Bible in order to understand God better.</li> </ul>
Christianity (Church) - <i>What does ‘love your neighbour’ really mean?</i>	<ul style="list-style-type: none"> <li>To understand that parables are simple stories from the Bible that have a religious or moral message at the end.</li> <li>To retell two parables: The Good Samaritan and The Unforgiving Servant; and explore what messages/morals they might offer Christians.</li> <li>To know that agape means selfless love of others. Christians believe that Jesus showed agape and they should show it also.</li> <li>To know who Mother Teresa was and why she is a role model to many Christians.</li> <li>To understand that there are many Christian charities that show agape (Christian Aid, CAFOD). Many Christians support these charities with money, gifts or by volunteering</li> </ul>
Christianity	<ul style="list-style-type: none"> <li>To retell the story of Jesus in the wilderness and know that Jesus was tempted and that he made sacrifices by not giving into temptation. To know that this story forms the basis of Lent.</li> </ul>

(Jesus) - Is sacrifice an important?	<ul style="list-style-type: none"> <li>•To know that Lent is the period leading up to Easter in the Christian calendar. It lasts for forty days and forty nights to mirror the time that Jesus spent in the wilderness.</li> <li>•To know that during Lent, many Christians try to be more like Jesus in this story by giving something up and resisting temptation</li> <li>•To recognise that Shrove Tuesday is the day before Lent and Ash Wednesday is the first day of Lent</li> <li>•To understand that sacrifice is an important Christian value.</li> </ul>
Islam Why do Muslims fast during Ramadan?	<ul style="list-style-type: none"> <li>•To understand that each of the 5 pillars of Islam provides a guide for life for many Muslims</li> <li>•To recognise that the fourth Pillar of Islam is Sawm, which means 'to fast' over the month of Ramadan</li> <li>•To know that Ramadan remembers the month the <b>Qur'an</b> (the Muslim holy book) was first revealed to the Prophet Muhammad (pbuh).</li> <li>•To understand that many Muslims believe they should give up food and drink during the hours of daylight in the month of Ramadan unless they are unwell</li> <li>•To know that Eid al-Fitr is a festival to celebrate the end of Ramadan and to know how many Muslims celebrate at this time.</li> </ul>
Exploration - Special Foods	<ul style="list-style-type: none"> <li>• To give examples of how food is used in their own life and to know that food is often a central part of celebrations and remembrances</li> <li>• To recognise the importance of foods in different religions and non-religions</li> <li>• To investigate differences and similarities in the way that food is used within different religions and non-religions. For example, children should identify links between Ramadan and Lent in terms of abstaining.</li> </ul>

<p><b>Experiences</b></p> <p>Summer visit to a mosque to discuss 5 pillars and find out more about Ramadan</p> <p>Diwali workshop to consolidate and engage learning around the story of Rama and Sita (e.g. One Day Creative)</p>	<p><b>SMSC</b></p> <p>This year's overarching question and theme around 'How should we live our lives?' particularly provides opportunities to promote:</p> <p><b>spiritual development</b> through:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>moral development</b> through:</p> <ul style="list-style-type: none"> <li>• considering the importance of rights and responsibilities and developing a sense of conscience.</li> </ul> <p><b>social development</b> through:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• exploring how religious community life works and the contributions community living makes to human well being</li> </ul> <p><b>cultural development</b> through:</p> <ul style="list-style-type: none"> <li>• investigating the ways in which religion is embodied in culture, and exploring the relationships between religions and cultures</li> <li>• considering the relationship between religions and cultures and how religions and beliefs contribute to cultural identity and practices</li> </ul>	<p><b>British values</b></p> <p><b>Tolerance</b> 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><b>Respect</b> 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><b>Rule of law</b> 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><b>WPAT/school values</b></p> <p><b>Resilience</b> is taught through the parables of Jesus and the ritual of fasting or giving up something in various religions</p> <p><b>Responsibility</b> is taught the rituals of fasting and the importance of Ramadan in the context of the 5 pillars</p> <p><b>Honesty</b> is taught through parables and stories/examples from Sikh Gurus</p> <p><b>Humility</b> is taught through the story of Jesus in the desert</p>
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UKS2 Year A: RE Skills progression	
WHERE DO WE FIND GUIDANCE ON HOW TO LIVE OUR LIVES?	
<p><b>Vocabulary</b>            Christianity, sin, forgiveness, Genesis, Bible, Lord’s Prayer, guidance, temptation, reconciliation, confession            Islam, Muslim, Qur’an, revelation, Muhammad (pbuh), seal of the prophets, Night of Power            Hindu, devotion, loyalty, Prince Prahlad, atman, Holi, Brahman, Vishnu, Krishna, Scriptures, deities,            Christian, incarnation, miracles, resurrection, pilgrimage.            Authority, Apostle’s Creed, Trinity, community, Taize, worship, Anglican, Catholic, Salvation Army, Quaker,            Pentecostal</p>	<p><b>Beliefs and values</b></p> <ul style="list-style-type: none"> <li>• Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>• Explain the impact of beliefs and values – including reasons for diversity</li> </ul> <p><b>Living religious traditions</b></p> <ul style="list-style-type: none"> <li>• Explain differing forms of expression and why these might be used</li> <li>• Describe diversity of religious practices and lifestyle within the religious tradition</li> <li>• Interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>
<p><b>Search for personal meaning</b></p> <ul style="list-style-type: none"> <li>• Discuss and debate the sources of guidance available to them</li> <li>• Consider the value of differing sources of guidance</li> </ul>	<p><b>Shared human experiences</b></p> <ul style="list-style-type: none"> <li>• Explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>• Consider the role of rules and guidance in uniting communities</li> </ul>
UKS2 Year A – End points	
<p>Christianity (God) - <i>Why is it sometimes difficult to do the right thing?</i></p>	<ul style="list-style-type: none"> <li>• To simply retell the story of the Original Sin in Genesis 3 and understand that the story from Genesis 3 can be understood metaphorically or literally by Christians</li> <li>• To simply retell the parable of The Lost Son</li> <li>• To compare the portrayal of God in the story of the Original Sin and in the parable of The Lost Son</li> <li>• To understand that many Christians believe that sin separates humans from God, but through Jesus’ sacrifice, humans can be saved</li> <li>• To recognise that many Christians believe that everyone sins but that God is forgiving.</li> <li>• To analyse and interpret the Lord’s Prayer</li> <li>• To recognise the Ten commandments as a source of guidance for Christians</li> </ul>
<p>Christianity (Church) - <i>How do people decide and what to believe?</i></p>	<ul style="list-style-type: none"> <li>• To understand that many Christians believe that God is one, but that God can be experienced in three different persons. This is called ‘The Trinity’</li> <li>• 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)</li> <li>• To recognise a range of symbols that can be used to represent the Trinity</li> <li>• To understand that the Apostles’ Creed, which is often recited in worship, expresses the most important Christian beliefs.</li> <li>• To understand that there is one worldwide Christian church with many branches, called denominations.</li> <li>• To know that many 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.</li> </ul>
<p>Islam - <i>Why is the Qur’an important to Muslims?</i></p>	<ul style="list-style-type: none"> <li>• To understand that the Qur’an is the holy book for Muslims, revealed to the <a href="#">Prophet Muhammad</a> (pbuh) and that these Qur’anic revelations are regarded by Muslims as the sacred word of <a href="#">God</a></li> <li>• To recognise that the Qur’an is treated with immense respect by Muslims because it is the sacred word of God</li> <li>• To know that the Night of Power (Laylat Al Qadr) is considered the holiest night in the Islamic calendar</li> <li>• To explain that when many Muslims describe Muhammad (pbuh) as the seal of the prophets, they mean that Muhammad is the final prophet in Islam. Therefore, Muslims regard</li> </ul>

	<p>Muhammad (pbuh) as Allah’s final messenger.</p> <ul style="list-style-type: none"> <li>To understand that many Muslims believe that angels or malaikah are immortal, are made of light and have wings. They are pure and cannot sin. They obey and serve Allah at all times.</li> <li>To recognise that one of the beliefs is that angles record everything a person does, and this information is used on the Day of Judgement.</li> </ul>
Christianity (Jesus) - <i>What do we mean by a miracle?</i>	<ul style="list-style-type: none"> <li>To simply retell the miracles of The Feeding of the Five thousand and Healing a Lame Man performed by Jesus, and discuss what these stories tell Christians about Jesus</li> <li>To know that many Christians believe that the ultimate miracle was the resurrection.</li> <li>To understand that some Christians choose to go on a pilgrimage to places associated with miraculous events.</li> <li>To recognise that when a Christian’s prayers are answered they believe a miracle has been performed</li> <li>To understand that the belief in miracles and the power of prayers has an impact on a Christian’s life; they believe in a powerful God who can change their lives and the world around them.</li> </ul>
Hindu Dharma – <i>What might Hindus learn from stories of Krishna?</i>	<ul style="list-style-type: none"> <li>To recognise that stories from Hindu literature often offer Hindus guidance on how to live their lives</li> <li>To know that Krishna is an avatar of the God Vishnu and know that Vishnu is one of the 3 principle deities of Brahman (the supreme spirit)</li> <li>To compare and contrast two stories about Krishna, investigating the guidance contained within them (‘Krishna the butter thief’ and ‘Krishna and Sudama’)</li> <li>To simply retell the story of Holi and understand that the story contains messages about devotion and loyalty</li> <li>To explain the Hindu belief that God is present in all people and this belief has an impact on their actions</li> <li>To describe and explain the variety of ways that many Hindus might celebrate the festival of Holi</li> </ul>
Exploration – <i>What matters the most?</i>	<ul style="list-style-type: none"> <li>To know that there are beliefs and values that are central to each religion and world view but to realise that many of these values are similar across religions and world views e.g. to look after other people, not just yourself.</li> <li>To know that a person’s beliefs and values impact their actions, life choices and the way they treat others</li> </ul>

<p><b>Experiences</b> 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><b>SMSC</b> This year’s overarching question and theme around ‘Where do we find guidance on how to live our lives?’ particularly provides opportunities to promote <b>social development</b> through:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p><b>cultural development</b> through the exploration of differences in the way that festivals (Hindu) are celebrated around the world.</p> <p><b>RSE</b> Through visiting local churches and asking members of different faiths into school, we create positive relationships between school and local communities ‘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.’</p>	<p><b>British values</b> <b>Respect</b> investigate how religious texts are respected and valued/treated <b>Tolerance</b> investigate how different views within religions are tolerated and valued e.g. denominations in Christianity <b>Rule of law</b> explore the 10 commandments and the apostles creed in relation to laws and guidance <b>Individual Liberty</b> –explore the balance of liberty and the greater good e.g. ‘the fall’ <b>Democracy</b> is modelled by the teacher, allowing everyone to have a say and be heard in class discussions</p>	<p><b>WPAT/school values</b> <b>Resilience</b> is taught through the exploration of beliefs about loyalty and devotion across religions but specifically Hinduism <b>Responsibility</b> 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. <b>Honesty</b> is taught through the ideas of prayer and worship (Christian prayer and the creed) <b>Humility</b> is taught through the notion of worship and symbolism contained in stories, images and actions.</p>
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UKS2 Year B: RE Skills progression	
IS LIFE LIKE A JOURNEY?	
<p><b><u>Vocabulary</u></b> 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, Makkah, Ummah, unity, Ka'ba, Christianity, Jesus, Easter, Holy Week, suffering, death, resurrection, sins, sacrifice, guidance, comfort, Eucharist, Humanism, life cycle, eternity, emancipation, reincarnation Christian, salvation, life, death, purpose, forgiveness, sin</p>	<p><b><u>Beliefs and values</u></b></p> <ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul> <p><b><u>Living religious traditions</u></b></p> <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression</li> </ul>
<p><b><u>Search for personal meaning</u></b></p> <ul style="list-style-type: none"> <li>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>Develop own views and ideas in response to learning</li> <li>Demonstrate increasing self-awareness in their own personal development</li> </ul>	<p><b><u>Shared human experiences</u></b></p> <ul style="list-style-type: none"> <li>Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life</li> </ul>

UKS2 Year B – End points	
<p>Christianity (Church) - <i>If life is like a journey, what's the destination?</i></p>	<ul style="list-style-type: none"> <li>To know that Christians believe that God offered salvation following the mistakes that Adam and Eve made</li> <li>To simply retell the story of Jesus' death and resurrection and to know that many Christians believe that through Jesus's death and resurrection, humans' broken relationship with God is restored. This was God offering salvation.</li> <li>To know that salvation means that human souls can be saved from Hell and are allowed to enter Heaven</li> <li>To know that Christians believe that after death they will be taken into the presence of God and they will be judged for actions during their lifetime. If judged well, they will be able to enter Heaven.</li> <li>To know that many Christians recognise that they do make mistakes, but they try to atone. They believe that if they repent, they will receive forgiveness.</li> <li>To recognise that many Catholic Christians seek forgiveness through reconciliation.</li> </ul>
<p>Hindu Dharma – <i>Is there one journey or many?</i></p>	<ul style="list-style-type: none"> <li>To know that many Hindus believe in reincarnation and that this process is called 'samsara'</li> <li>To understand that many Hindus believe that a person's next incarnation (life) is always dependent on how the previous life was lived (karma).</li> <li>To know that karma is the belief that every action has an equal reaction either straight away or later on</li> <li>To understand that moksha is liberation from the cycle of samara</li> <li>To recognise that samsara, karma and moksha are linked</li> <li>To explain that belief in samsara might affect the way in which a Hindu views the 'journey of life', and give them a sense of purpose to fulfil moral duties</li> </ul>
<p>Islam – <i>What is Hajj and why is it important to</i></p>	<ul style="list-style-type: none"> <li>To know that there are Five Pillars of Islam and be able to simply explain them. To know that Hajj is the fifth pillar and is a pilgrimage to Makkah.</li> <li>To know that many Muslims follow the Five Pillars to show their submission to the will of Allah.</li> <li>To know that the Ummah is the worldwide community of Muslims</li> </ul>

Muslims?	<ul style="list-style-type: none"> <li>To know that many Muslims consider Hajj to be a way of bringing them closer to Allah, supporting the spirit of community of the Ummah.</li> <li>To know that many Muslims are expected to complete Hajj once in their lifetime, unless they are physically or financially unable to</li> </ul>
Christianity (Jesus) - Why do Christians believe Good Friday is good?	<ul style="list-style-type: none"> <li>To know that the events leading up to and including the death of Jesus are remembered in Holy Week</li> <li>To know that the main events of Holy Week as Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday.</li> <li>To know that many Christians' beliefs about the suffering, death and resurrection can guide and comfort them during difficult times</li> <li>To know that many Christians celebrate the events of Holy Week through a range of different activities and rituals.</li> <li>To know that Good Friday and Easter represent the Christian belief of God's power over death</li> <li>To know that on Maundy Thursday, at the Last Supper, Jesus asked his disciples to share bread and wine. This is often referred to as the Eucharist.</li> <li>To simply explain the procedures involved in the Eucharist</li> </ul>
Exploration - Life after death?	<ul style="list-style-type: none"> <li>To know that eternity means unending</li> <li>To know the difference between the ideas of mortality and immortality</li> <li>To know that different religions and non-religions have different ideas of what happens after death</li> <li>To know that there are some similarities between religious and non-religious ideas about life, death and eternity</li> <li>To know that Abrahamic religions share the beliefs about Heaven, but they all relate to it in different ways</li> <li>To know that Dharmic religions share the beliefs of reincarnation and emancipation</li> <li>To know that many Humanists do not believe in a life after death; they believe that life has a beginning and an end but that they have the freedom to shape their own lives</li> </ul>
Christianity (God) - How do Christians mark 'turning points'?	<ul style="list-style-type: none"> <li>To simply retell the story of Jesus' baptism</li> <li>To know that baptism is a ceremony that symbolises a commitment to living a life as a Christian.</li> <li>To know that many Christians believe that Jesus was God incarnate (God embodied in human form) so he was without sin and therefore did not need to be baptised.</li> <li>To know that many Christians believe that Jesus was baptised to set an example for people to follow.</li> <li>To know that all Christian denominations believe in baptism but that there are differences between these sacraments (adult and infant baptism)</li> <li>To know that baptism and confirmation are 'sacraments'</li> </ul>

<p><b>Experiences</b> 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><b>SMSC</b> These units provide opportunities to promote <i>spiritual development</i> through:</p> <ul style="list-style-type: none"> <li>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)</li> <li>learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice</li> </ul>	<p><b>British values</b> <b>Tolerance and democracy</b> –this is taught through understanding the importance of the Ummah for Muslims and that this is a community of diverse members.</p>	<p><b>WPAT/school values</b> <b>Resilience</b> 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><b>Responsibility</b> is taught through the responsibilities that people of certain faiths have e.g. the ashramas, pilgrimages, duties etc.</p> <p><b>Honesty</b> is taught through the notion of the Four Nobel Truths and a discussion of how truth and honesty are linked</p>
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			<b>Humility</b> is taught through the commitment of people to their faith and how they might put their faith and others first.
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## 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.