

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Welcome Friendship Belonging	Myself My life Stories	People special to me My special things	Special Places Special Times Special Books	My senses The Natural World	Our community People who help us
Reception	Believing: F1 Which stories are special and why?	Expressing: F4 Which times are special and why?	Believing: F2 Which people are special and why?	Expressing: F3 Which places are special and why?	Living: F5 Where do we belong?	Living: F6 What is special about our world and why?
Year 1	Believing : Who is a Hindu and what do they believe? <i>Additional/Extension Unit</i>	Believing: 1.1 Who is a Christian and what do they believe?	Expressing: 1.5 What makes some places sacred?	Believing: 1.2 Who is a Muslim and what do they believe? (part 1)	Believing: 1.4 What can we learn from sacred books? (part 1)	Living: 1.7 What does it mean to belong to a faith community?
Year 2	Believing: 1.3 Who is a Jew and what do they believe?	Believing: 1.4 What can we learn from sacred books? (part 2) <i>Additional/Extension Unit</i>	Believing: 1.2 Who is a Muslim and what do they believe? (part 2)	Expressing: 1.6 How and why do we celebrate special and sacred times?	Believing: Who is a Buddhist and who is a Sikh and what do they believe? <i>(Additional Unit)</i>	Living: 1.8 How should we care for others and the world, and why does this matter?

Year 3	Believing: L2.1 What do different people believe about God?	Believing: L2.1 What do different people believe about God? Include Expressing: L2.4 Session 6: Diwali	Expressing: L2.5 Why are festivals important to religious communities?	Expressing: L2.5 Why are festivals important to religious communities?	Expressing: L2.4 Why do people pray?	Living: L2.7 What does it mean to be a Christian in Britain today?
Year 4	Living: Excellent RE project: What do different religions believe about how we should treat the environment?	Living: L2.8 What does it mean to be a Hindu in Britain today? (Additional Unit)	Believing: L2.2 Why is the Bible so important for Christians today?	Living: L2.8 What does it mean to be a Muslim in Britain today? (Additional Unit)	Expressing: L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	Living: L2.9 What can we learn from religions about deciding what is right and wrong?
Year 5	Believing: U2.1 Why do some people think God exists?	Expressing: U2.4 If God is everywhere, why go to a place of worship? (Part1)	Living: U2.6 What does it mean to be a Muslim in Britain today? (Part 1)	Believing U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	Expressing: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	Expressing: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?
Year 6	Living: U2.7 What matters most to Christians and Humanists?	Expressing: U2.4 If God is everywhere, why go to a place of worship? (Part 2)	Living: U2.6 What does it mean to be a Muslim in Britain today?	Believing: U2.3 What do religions say when life gets hard?	Living: U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?	Living: U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?

Downsell Primary School

Intent

The purpose of RE

- Religious Education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE, pupils learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to questions about beliefs.
- Pupils learn to evaluate wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews¹ , so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom² found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives

Implementation

Downsell Primary School will follow the London Borough of Waltham Forest's SACRE Agreed Syllabus 2021 – 2026.

This RE syllabus follows a key question approach with questions systematically building on three areas:

Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth

Expressing – Religious and spiritual forms of expression; questions about identity and diversity

Living – Religious practices and ways of living; questions about values and commitments

Key questions are given for Reception, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

The key questions centre around one or more of the six main world faiths of Christianity, Buddhism, Hinduism, Judaism, Islam and Sikhism as well as Humanism and non-faith.

Each half term every year group will follow a key question and cover 6 related questions, which enable children to develop their understanding.

For each key question and related question, detailed notes, lesson ideas and resources have been provided for teachers to develop individual lessons.

RE will be planned by the teachers in consultation with the RE lead. One teacher will plan for the whole year group in order that there is consistency.

RE planning will use the learning outcomes for each key question when deciding the learning activities for pupils. There are opportunities in each lesson of every unit for teacher assessment.

RE will be taught by teachers, where at all possible by the class teacher who knows the children best.

RE outcomes will be evident in children's books and may take a variety of forms including written work and photographic evidence.

RE planning should ensure visiting a place of worship each year and/or having a person of faith visit the school to discuss their beliefs.

RE is separate to both Collective Worship and Assemblies.

Impact

Assessment in the LBWF agreed syllabus is related to end of key stage expectations.

- In RE, at 7 and 11, pupils should show that they know, apply and understand the matters, skills and processes specified in the Programmes of Study.
- Within each key question outline within the Programmes of Study, learning outcomes are presented that relate to the end of key stage outcomes. Whilst the end of key stage outcomes are general, the key question learning outcomes are specifically related to the content (knowledge and skills) required to address the key question.
- The key question learning outcomes are expressed in terms of allowing pupils to meet the outcomes first in an emerging form, second by meeting the expectations, and then third by exceeding expectations. Time is needed for pupils to consolidate and embed their learning before moving to the next steps. There is a clear progression in understanding and skills in the Programmes of Study on pages 98-100.
- The learning outcomes in this syllabus support teachers in assessing whether pupils are on track to meet end of key stage expectations. The learning outcomes on each key question outline will help teachers to assess this, and to devise appropriate learning activities to enable pupils to secure their understanding and skills.
- The school will track the progress of pupils using the 'emerging, expected and exceeding' outcomes on each key question across a year group.
- Teachers in RE should plan their approach to the whole key stage with the learning intentions of the end of the key stage in clear view.
- As with all subjects of the curriculum, parents are entitled to expect an annual report which clearly describes the progress and achievement of each child in relation to the Programme of Study in RE. The RE reporting should be individual, positive, criterion referenced, accurate and diagnostic.

Programmes of Study: Key Stage 1 and 2 National curriculum

RELIGIOUS EDUCATION Non-Statutory Guidance 2010

In summary, religious education for children and young people:

- provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourages pupils to explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- enables pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

RE in the Nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands on activities and learning are an important part of pupils' learning at this stage. Religious Education in the nursery can include:

- Creative play, make-believe, role play, dance and drama
- Dressing up and acting out scenes from stories, celebrations or festivals
- Making and eating festival food
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- Seeing pictures, books and videos of places of worship and meeting believers in class
- Listening to religious music
- Starting to introduce religious terminology
- Work on nature, growing and life cycles or harvest
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions

RE in Reception

Non-statutory guidance for RE for all 4–5 year olds in the reception class

The approach outlined for nursery will also serve reception class teachers, especially in the earlier months of the reception year. In addition to this, there are suggestions of questions, outcomes and content that will ensure good provision for RE in reception. For teaching to be good quality the questions, learning outcomes and content need to be taught together.

Key Stage 1:

Pupils should be taught to:

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

They should use basic subject specific vocabulary.

They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to...

- A. Know about and understand a range of religions and worldviews.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews

	Learning Questions	Skills
Year 1	<p>Autumn 1: Who is a Hindu and what do they believe?</p> <ol style="list-style-type: none"> 1. What is important to Hindus? 2. Who are the Hindu Gods? 3. Where and how do Hindus worship? 4. What are important Hindu stories? (Krishna and the Butter) 5. How are Holi and Raksha Bandan important to Hindus? 6. What are the important signs, symbols and pilgrimages for Hindus? <p>CELEBRATE THE FESTIVAL OF DIWALI</p>	<p><u>Throughout KS1:</u></p> <p>Develop knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Use basic subject specific vocabulary. Ask questions about what they are learning. Express own views about the material and subject matter they are learning about.</p> <p>Beliefs and Teachings from various religions</p> <p>Children can begin to recall and name different beliefs and main festivals associated with religions. Children can recognise religious symbols, their relevance for individuals and how they feature in festivals.</p> <p>Children can:</p> <ul style="list-style-type: none"> ○ Describe the main beliefs of a religion ○ Describe the main festivals of a religion <p>Rituals, ceremonies and lifestyles from various religions</p> <p>Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.</p> <p>Children can:</p> <ul style="list-style-type: none"> ○ Recognise, name and describe religious artefacts, places and practices ○ Explain religious rituals and ceremonies and the meaning of them, including their own experiences of them
	<p>Autumn 2: Who is a Christian and what do they believe?</p> <ol style="list-style-type: none"> 1. Who is a Christian and what do they believe? 2. What do Christians believe about God? 3. What does the Bible teach Christians about God? 4. Why is Jesus important to Christians? 5. What do the miracles of Jesus teach us about what is important to Christians? 6. Why do Christians pray? <p>CELEBRATE GURU NANAK AND CHRISTMAS</p>	
	<p>Spring 1: What makes some places sacred?</p> <ol style="list-style-type: none"> 1. Where do I feel safe? Where is a sacred place for believers to go? 2. Which place of worship is sacred for Christians? 3. Which place of worship is sacred for Jewish people? 4. Which place of worship is sacred for Muslims? 5. How are places of worship similar and different? 6. Why are places of worship important to our community? 	
	<p>Spring 2: Who is a Muslim and what do they believe?</p> <ol style="list-style-type: none"> 1. What do people think about God? 2. Who was the Prophet Muhammad (PBUH) and why is he important to Muslims? 3. What stories of the Prophet do Muslims love to tell? 4. What makes a place or an object special to us? What makes a place or object special to Muslims? 5. What is a mosque, and what happens at a mosque? 6. How and why do Muslims pray and worship at the mosque? 	

	CELEBRATE EID, EASTER AND PASSOVER	<ul style="list-style-type: none"> ○ Observe when practices and rituals are featured in more than one religion or lifestyle
	<p>Summer 1: What can we learn from sacred books? (Part 1)</p> <ol style="list-style-type: none"> 1. What stories are special to us? What is a holy book? 2. What did Jesus teach about God in a story? 3. What did Jesus say about how to treat others? 4. How are holy books treated? 5. What story is special for Jewish people in the Torah? 6. Which story do Muslims tell about the Prophet Muhammad? 	<p>How beliefs are expressed</p> <p>Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life.</p>
	<p>Summer 2: What does it mean to belong to a faith community?</p> <ol style="list-style-type: none"> 1. Do we all belong to something? 2. How do Christians show they belong? 3. How do Muslims know that they belong? 4. How do Jewish people show they belong together as a community? 5. How do Christians welcome a new baby? How do Muslims welcome a new baby? 6. How do some people show they belong to one another? 	<p>Children can:</p> <ul style="list-style-type: none"> ○ Name religious symbols and the meaning of them ○ Learn the names of important religious stories ○ Retell religious stories and suggest hidden meanings in the story <p>Time to reflect and personal growth</p> <p>Children look at how an appreciation and understanding of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them.</p> <p>Children can:</p> <ul style="list-style-type: none"> ○ Identify things that are important in their lives ○ Ask questions about aspects of life they find puzzling ○ Understand that there are similarities and differences between people and their beliefs
Year 2	<p>Autumn 1: Who is a Jew and what do they believe?</p> <ol style="list-style-type: none"> 1. What is precious to us? What is precious to Jewish people? 2. What does a mezuzah remind Jewish people about? 3. Two lessons Part 1 How and why do Jewish people celebrate Shabbat? Thinking about Shabbat. Why do Jewish people have Shabbat? 4. Two lessons Part 2 How and why do Jewish people celebrate Shabbat? Part 2 – What happens on Friday night? 5. Two lessons Part 1 - What does the story of Chanukah make us think about? 6. Two lessons Part 2 - How do Jewish people think about miracles at Chanukah? <p>CELEBRATE THE FESTIVAL OF HANUKKAH/DIWALI</p>	<p>Values in your own life and that of others</p> <p>Children look at and appreciate how many people's values are an important aspect of their own lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make.</p>

	<p>Autumn 2: What can we learn from sacred texts? (Part 2)</p> <p>Additional/Extension Unit</p> <ol style="list-style-type: none"> 1. How do Muslims respect their holy book? What can we find out about a story from Islam of Muhammad (PBUH) at the Gates of Makkah? 2. What can we find out about Buddhism from quotations from Buddhist texts? What can we find out about Buddhism from the story Siddhartha and the Swan? 3. Why do Jewish people treat the Torah scroll with great respect? What does the Torah say about The Creation Story/ The Ten Commandments? 4. How is the Bible formed? Why did Jesus tell a parable about building houses/The lost sheep? 5. What religious story is told at Divali 6. How do Sikhs use the Guru Granth Sahib? What do Sikhs learn from it about God? What is similar and what is different in the sacred books and holy stories we have learned about? <p>CELEBRATE GURU NANAK AND CHRISTMAS</p>	<p>Children can:</p> <ul style="list-style-type: none"> ○ Look at how values affect a community and individuals ○ Explain how actions can affect other people ○ Understand that they have their own choices to make and begin to understand the concept of morals
	<p>Spring 1: Who is a Muslim and what do they believe? (Part 2)</p> <ol style="list-style-type: none"> 1. What are Muslim's Beliefs? (PPT) 2. Mosques near where we live: What can we find out about Mosques? 3. What can we learn from Muslim holy words? 4. What happens at the celebration of Eid-ul-Fitr, and why? 5. How and why do Muslims use the Qur'an? What do Muslims learn from the Qur'an about God? 6. Who is a Muslim, and what do Muslims believe? Final learning ideas 	
	<p>Spring 2: How and why do we celebrate special and sacred times?</p> <ol style="list-style-type: none"> 1. What do you celebrate and why? What stories do your family tell? 2. What happened at Easter and how does it make people feel? 3. How do Christians celebrate Easter? 4. What matters most at Easter? 5. Why do Jewish people tell the story of Passover (Pesach) every year? 6. What do Muslims celebrate at Id-ul-Fitr? <p>CELEBRATE EID, EASTER AND PASSOVER</p>	

	<p>Summer 1: Who is a Buddhist and what do they believe? (Additional Unit)</p> <ol style="list-style-type: none"> 1. Who is a Buddhist? 2. How is the Buddha's life important to Buddhists? 3. Why is the Eight Point Path important for Buddhists? 4. Who is a Sikh? 5. Why is Guru Nanak important to Sikhs? 6. Why are the Five Ks important to Sikhs? 	
	<p>Summer 2: How should we care for others and the world?</p> <ol style="list-style-type: none"> 1. Should we care for everyone? 2. What do Christians believe about caring for people? 3. What do some religions say about caring for other people? 4. How have some people shown they cared? How is the golden rule is an encouragement to care? 5. What stories do Christians tell about the beginning of the world and how to treat the world? (Lessons 5 is divided into two lessons Christians and Jews.) 6. What stories do Jewish people tell about the beginning of the world and how to treat the world? (Lessons 5 is divided into two lessons Christians and Jews.) 	

End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

RE at Key Stage 2:

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.

They should be introduced to an extended range of sources and subject specific vocabulary.

They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life.

Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Aims: The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

RE teaching and learning should enable pupils to...

- A. Know about and understand a range of religions and worldviews.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

	Learning Questions	Skills
Year 3	<p>Autumn 1 & 2: What do different people believe about God?</p> <ol style="list-style-type: none"> 1. 'Seeing is Believing' – is it? What do I think about believing in God? 2. What do Christians believe about God? God as Love, Father, Light, Creator, Trinity, Listener to Prayers 3. What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity? 4. What do Muslims believe about Allah? (The Arabic word for God is Allah) 5. What do Muslims believe about the Holy Quran, Allah's gift to humanity? 6. How do Hindu people show what they believe about gods and goddesses? 7. Why are three of the gods of the Hindu way especially important? <p>* Expressing L2.5 Session 6 on Diwali</p> <p>Why is Diwali significant to Hindus? (Part one of lesson) Rama and Sita</p> <p>Why is Diwali significant to Hindus? (Part two of lesson) Lakshmi-goddess of wealth and prosperity</p> <ol style="list-style-type: none"> 8. What difference does it make to life if you believe there is no God? Finding out about Humanism. 9. What are the similarities and differences between different ideas about God? 10. What have we learned about ideas of God from Hindus, Christians, Humanists and Muslims? <p>CELEBRATE THE FESTIVALS OF DIWALI , GURU NANAK AND CHRISTMAS</p>	<p>Throughout LKS2</p> <p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary.</p> <p>They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. They should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.</p> <p>Beliefs and teachings from various religions</p> <p>Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1.</p> <p>Children can:</p> <ul style="list-style-type: none"> ○ Describe the key teachings and beliefs of a religion ○ Begin to compare the main festivals of world religions ○ Refer to religious figures and holy books <p>Rituals, ceremonies and lifestyles from various religions</p>
	<p>Spring 1: Why are festivals important to religious communities?</p> <ol style="list-style-type: none"> 1. What is worth celebrating? 2. What do Christians celebrate at Easter? 3. What was the meaning of Jesus' last meal with his friends? 4. What does the crucifying of Jesus mean to Christians? 5. What do Christians believe happened on Easter Sunday morning? 6. Why do Muslims celebrate at the end of Ramadan? Making sacrifices (Part one of lesson) 7. Why do Muslims celebrate at the end of Ramadan? Celebration (Part two of lesson) 	

	<p>8. Why do Jewish people celebrate Pesach every year? Responding to the story of Passover (Part one of lesson)</p> <p>9. Why do Jewish people celebrate Pesach every year? Responding to the story every year with the Seder meal and Music. (Part two of lesson)</p> <p>10. What can we learn from celebrations and festivals?</p> <p>CELEBRATE EID, EASTER AND PASSOVER</p>	<p>Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what might be involved in different religions. Children begin to discuss and present thoughtfully their own and others' views. Children explore pilgrimages as part of a religious life.</p>
	<p>Summer 1: Why do people pray?</p> <p>1. What is prayer? Is prayer helpful? How could we answer this question?</p> <p>2. How and why do Christians like to pray?</p> <p>3. What happens in Islamic prayer? What does this show us about Muslim beliefs and ways of life?</p> <p>4. How do Hindus pray and worship at home and in the Mandir?</p> <p>5. What is similar and different in the words of three prayers (Muslim, Christian, Hindu)</p> <p>6. Reflection: What more can we discover? Does reflection matter to me?</p> <p>7. Prayer and me: why do some people pray every day, but others not at all?</p> <p>8. What have we learned from Muslims, Hindus + Christians about prayer, symbols and worship?</p>	<p>Children can:</p> <ul style="list-style-type: none"> ○ Identify religious artefacts and how they are involved in daily practices and rituals ○ Describe religious buildings and how they are used ○ Explain religious ceremonies and rituals and their importance for people's lives and sense of belonging <p>How beliefs are expressed</p>
	<p>Summer 2: What does it mean to be a Christian in Britain today?</p> <p>1. How do Christians show their beliefs in the home?</p> <p>2. What do Christians do to show their beliefs at Church?</p> <p>3. How and why do different Christians use music in worship?</p> <p>4. How and why do different Christians celebrate holy communion?</p> <p>5. How do Christians make a difference in their local community?</p> <p>6. Why do people stand up against injustice because of their religion?</p>	<p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children explore a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come.</p> <p>Children can:</p>
Year 4	<p>Autumn 1 2022 Excellent RE Project: What do different religions believe about how we should treat the environment?</p> <p>Autumn 1: Why is Jesus inspiring to some people?</p> <p>1. What does the word 'inspiring' mean? Who is inspiring?</p> <p>2. What do we know about Jesus' life story? Is his story inspiring for some people?</p> <p>3. Was Jesus inspiring because of his actions?</p> <p>4. What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?</p> <p>5. Did Jesus' teachings inspire people? How and why?</p> <p>6. Who did Jesus say he was? Why is he so important to Christians?</p>	<ul style="list-style-type: none"> ○ Begin to identify religious symbolism in different forms of art and communication ○ Look at holy texts and stories, and explain meaning in and behind they story ○ Express their beliefs in different forms, and compare beliefs with respect for other's beliefs <p>Time to reflect and personal growth</p>

	<p>Autumn 2: What does it mean to be a Hindu in Britain today? (Additional Unit)</p> <ol style="list-style-type: none"> 1. How do Hindus show their faith? Faith in what? 2. A Hindu life; what is important? 3. Why is Mahatma Gandhi a Hindu Hero? 4. What is it like to be a Hindu in Britain today? 5. Why is Diwali important to Hindus? 6. How do Hindus celebrate Diwali in Britain? <p>CELEBRATE THE FESTIVALS OF DIWALI, GURU NANAK AND CHRISTMAS</p>	<p>Children explore further how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views.</p> <p>Children can:</p> <ul style="list-style-type: none"> ○ Understand that personal experiences and feelings can influence their attitudes and actions ○ Offer suggestions about why religious and non-religious leaders and followers have acted the way they have ○ Ask questions that have no agreed answers, and offer suggestions as answers to those questions ○ Understand that there are similarities and differences between people and respect those differences.
	<p>Spring 1: Why is the Bible so important for Christians today?</p> <ol style="list-style-type: none"> 1. Do we all need wisdom on the journey of life? How do Christians find and use ancient wisdom from the Bible? 2. The Bible is a big book. How is it put together? Why is it so popular? 3. What does the Bible teach Christian people about God, life, the universe and everything? 4. How do Christians use Bible stories such as a story of creation to inspire drama, music, art or dance? 5. Why do Christians call the day Jesus died 'Good Friday' and the following Sunday his Resurrection day? 6. Is Jesus still important today? Why? Who to? How does it show? 	<p>Values in your own life and others lives</p> <p>Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values.</p> <p>Children can:</p>
	<p>Spring 2: What does it mean to be a Muslim in Britain today? (Additional Unit)</p> <ol style="list-style-type: none"> 1. How do Muslims show their faith? Faith in what? 2. What is important in a Muslim life? Is this the same for all Muslims? 3. What are some ways that Muslims follow the Prophet Muhammad (pbuh)? 4. How do British Muslims follow the Prophet? 5. What does it mean to be a Muslim in Britain today. Is this different depending on where your Muslim family originated from? 6. What is 21st century life like for Muslims? <p>CELEBRATE EID, EASTER AND PASSOVER</p>	<ul style="list-style-type: none"> ○ Make informed choices and understand the consequences of choices ○ Describe how shared values in a community can affect behaviour and outcomes ○ Discuss and give opinions on morals and values, including their own

	<p>Summer 1: Why do some people think life is like a journey?</p> <ol style="list-style-type: none"> 1. What does a journey mean to us? 2. What is the significance of Baptism to Christians? 3. How do Jewish people mark becoming an adult? 4. What ceremonies do Hindus mark in the journey of life? 5. Why do people choose to get married? 6. Are all journeys similar? Can we compare the journeys of Christians, Muslims, Jewish people and Hindus? 	
	<p>Summer 2: What can we learn from religions about deciding what is right and wrong?</p> <ol style="list-style-type: none"> 1. What rules are important? How is the Golden Rule important? 2. What important messages are in the Ten Commandments? How do they help Jewish people know how to live? 3. What does Christianity say about how to live a good life? 4. How people can decide what is right and wrong without God's help? 5. What do religious stories tell believers about temptation? 6. How have religious teachings helped to affect somebody's actions? 	
Year 5	<p>Autumn 1: Why do some people think God exists?</p> <ol style="list-style-type: none"> 1. How many people believe in God? 2. Is God Real? What do Christians think? Part 1 3. Is God Real? What do Christians think? Part 2 4. How do we know what is true? Why do people believe or not believe in God? Part 1 5. How do we know what is true? Why do people believe or not believe in God? Part 2 6. What do Christians believe about how the world began? Do they all share the same idea? <p>CELEBRATE THE FESTIVAL OF DIWALI</p>	<p><u>Throughout UKS2</u></p> <p>Pupils are engaged in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.</p> <p>Pupils should know about and understand a range of religions and worldviews.</p> <p>Pupils should increasingly express their ideas and insights about the nature, significance and impact of religions and worldviews.</p>

	<p>Autumn 2: If God is everywhere, why go to a place of worship? (Part 1)</p> <ol style="list-style-type: none"> 1. What is a place of worship? What is it for? 2. What is a Christian place of worship? What is it for? 3. What is a Hindu place of worship? What is it for? 4. What is a Jewish place of worship? What is it for? 5. Are people more important than the place? 6. What is a place of worship? What is it for? <p>CELEBRATE GURU NANAK AND CHRISTMAS</p>	<p>Pupils should deploy the skills needed to engage seriously with religions and worldviews.</p> <p>Beliefs and teachings from various religions</p> <p>Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance.</p>
	<p>Spring 1: What does it mean to be a Muslim in Britain today? (Part 1)</p> <ol style="list-style-type: none"> 1. Is God Real? Why do some people believe God exists? Why do some people believe God doesn't exist? What do Scientists think? (U2.1 Lesson 7) 2. To understand what helps you through the journey of life and what helps Muslims through the journey of life. 3. What is the key belief of Muslims? How does this affect their life? Part 1 4. What is the key belief of Muslims? How does this affect their life? Part 2 5. Why does prayer matters to Muslims? Part 1 6. Why does prayer matters to Muslims? Part 2 	<p>Children can:</p> <ul style="list-style-type: none"> ○ Recognise and explain how some teachings and beliefs are shared between religions ○ Explain how religious beliefs can shape the lives of individuals and contribute to society <p>Rituals, ceremonies and lifestyles from various religions</p>
	<p>Spring 2: What would Jesus do?</p> <ol style="list-style-type: none"> 1. Can you work out what mattered to Jesus from 10 things he said? What was his 'mission statement'? 2. What is the importance of the value of love? How did Jesus teach his followers to love? 3. What do Jesus' parables about forgiveness teach to Christians today? 4. How do Christians today try to follow Jesus' teaching about justice and fairness? The example of Mother Teresa 5. What did Jesus teach about being generous and being greedy? 6. What does the teaching of Jesus have to say about some problems people face today? What would Jesus do? <p>CELEBRATE EID, EASTER AND PASSOVER</p>	<p>Children look further at the concept of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children explore the rituals and ceremonies which mark important points in life. Children will have the opportunity to explore non-religious ways of life.</p> <p>Children can:</p> <ul style="list-style-type: none"> ○ Explain practices and lifestyles associated with belonging to a faith ○ Explain practices and lifestyles associated with belonging to a non-religious community ○ Compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles ○ Show an understanding of the role of a spiritual leader

	<p>Summer 1 & Summer 2: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <ol style="list-style-type: none"> 1. What makes a place special? What is a sacred place? Are all places sacred? What is the value of a sacred place? 2. How do mosque buildings express Islamic beliefs and values? What makes a fine mosque? 3. Muslim calligraphy, painting and poetry: what is inspiring? 4. How do Christians use art in worship and in remembering Jesus? What do you admire about some works of art? 5. Can a Christian place of worship be a building for the 'glory of God'? What does this mean? 6. How and why do Muslim charities try to change the world? 	<p>How beliefs are expressed</p> <p>Children explore the expression of beliefs through books, scriptures, art and other important means of communication, extending their understanding from LKS2. Children explore a range of beliefs, symbols and actions so that they can understand different ways of life and express meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come.</p> <p>Children can:</p> <ul style="list-style-type: none"> ○ Explore religious symbolism in literature and the arts ○ Explain some of the different ways individuals show their beliefs ○ Share their opinion or express their own belief with respect and tolerance for others
	<ol style="list-style-type: none"> 1. How and why does Christian Aid try to change the world? 2. How do synagogues express Jewish beliefs and values? What does charity mean to a Jewish person? Additional lesson 3. How do gurdwaras express Sikh beliefs and values? What does charity mean to a Sikh person? Additional lesson 4. How do non-religious groups contribute to charity? Additional lesson 5. At some point this term, visit a place of worship to look at the art and architecture. 6. What matters more to Christians & Muslims: art and architecture or generosity and charity? What matters more to you? 	<p>Time to reflect and personal growth</p> <p>Children continue to develop their understanding of how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p> <p>Children can:</p> <ul style="list-style-type: none"> ○ Recognise and express feelings about their identities and beliefs ○ Explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers ○ Explain why their answers may be different from someone else's and respond sensitively
Year 6	<p>Autumn 1: What matters most to Christians and Humanists?</p> <ol style="list-style-type: none"> 1. Do rules matter? Why? What is a code for living? 2. Who is a humanist? What codes for living do non-religious people use? 3. What can we learn from discussion and drama about good & bad, right & wrong? 4. What codes for living do Christians try to follow? 5. What can we learn from a Values Game? 6. Peace: is it more valuable than any money? <p>CELEBRATE THE FESTIVAL OF DIWALI</p>	<p>Values in your own life and others lives</p> <p>Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to</p>

	<p>Autumn 2: If God is everywhere, why go to a place of worship <small>(Part 2)</small></p> <ol style="list-style-type: none"> 1. What is a Muslim place of worship? What is it for? Additional lesson 2. What is a Sikh place of worship? What is it for? Additional lesson 3. What is a Buddhist place of worship? What is it for? Additional lesson 4. What does a place of worship mean to believers? Part 1 Christian 5. What does a place of worship mean to believers? Part 1 Hindu 6. What does a place of worship mean to believers? Part 1 Jewish <p>CELEBRATE GURU NANAK AND CHRISTMAS</p>	<p>responsibility and citizenship. Children build on their understanding of concept of shared values and how communities share values. Children begin to strengthen their capacity for moral judgements.</p> <p>Children can:</p> <ul style="list-style-type: none"> ○ Explain why individuals and communities may have similar and differing values ○ Show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences ○ Express their own values while respecting the values of others
	<p>Spring 1: What does it mean to be a Muslim in Britain today?</p> <ol style="list-style-type: none"> 1. How is charity important to? How is charity important to non-Muslims? 2. Why do Muslims fast? 3. Why do Muslims want to go on pilgrimage? 4. Where do Muslims get advice and guidance from? 5. What is a special place for Muslims? 6. Can you think of similar commitments to the five pillars in your life? What matters to Muslims? 	
	<p>Spring 2: What do religions say when life gets hard?</p> <ol style="list-style-type: none"> 1. What questions have you got about what happens when we die? 2. What do some people think carries on after we have died? What is our soul? 3. Do some people believe that you come back to life as a different thing? What is reincarnation? 4. Do you get to heaven if you do things wrong? 5. What do Christians think happens when we die? 6. What do people who don't believe in God think happens when we die? <p>CELEBRATE EID, EASTER AND PASSOVER</p>	

Summer 1 and Summer 2: What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?

1. Can we create a code for living that would help the world?
2. What can we learn from the game 'Everyone's Committed'? What does it mean for Hindus, Muslims and Christians to commit to key beliefs?
3. How do Muslim people build their community, the Ummah, by following their Prophet?
4. How does it feel to be a part of the Muslim Ummah? What difference does it make?
5. What does harmlessness mean in the Hindu religion? The example of the ways Gandhi stood up for his beliefs and commitments?
6. How do Hindus show their commitment to ahimsa through acts of service or sewa?
7. What did Jesus teach about God's grace and forgiveness?
8. Why did Jesus share bread and wine with his disciples on the night of his arrest? How did Jesus show the meaning of grace?
9. How can the life of a great Christian person show us the meaning of grace?
10. What have we learned from the Muslims, Christians and Hindus about their commitments to the Ummah, to Ahimsa and to Grace? How are these religions similar, and how are they different?
11. Which person has inspired me in my life? **Additional lesson – research.**
12. **At some point this term, visit a place of worship or have a person of faith speak with the children about their religious life and people who inspired them.**

End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.