



RELIGIOUS EDUCATION INTENDED CURRICULUM

Our school's RE curriculum has been designed with our community and our children at the heart of it. 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 Bruche 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:

- 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)

RE is for all pupils, and every pupil has a legal entitlement to RE. At Bruche 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 Those pupils who are withdrawn from worship are cared for by a member of the school's staff.

R.E. Key Skills and Disciplinary Themes: The 4 Pillars of Disciplinary Knowledge

Shared Human Experience

This refers to those inclusive experiences, common to all human beings, which raise questions of meaning, purpose, identity, origins, destiny, value and authority. These experiences include love and loss, thankfulness and despair, community and solitude. The questions that these experiences raise for all humans, religious and non-religious, include:

Why do we look up to certain people in our society?

What would the ideal community be?

What do we mean by 'being fair'?

Is death the end?

Should death affect the way we live our lives?

Living Religious Traditions

This refers to the ways in which people who are, for example, Buddhists, Christians, Hindus, Muslims, Jews or Sikhs follow their religions and their ways of life today. While planning ask, 'How does this relate to the lives of people who follow religion and secular beliefs today?'

Beliefs and Values

This refers to the beliefs and values that lie at the heart of the ways of life and religious practices of the faiths studied – as identified by members of the faith communities. Teachers need to identify the theology that lies at the heart of this aspect of the Field of Enquiry, which is expressed by the living religious tradition. Theology enables pupils to consider where beliefs come from, how they are applied in different contexts and how they relate to each other. It involves investigating key texts, beliefs and traditions of religions and worldviews.

Search for Personal Meaning

This refers to the development of the sense of personal meaning for every pupil – how have the insights derived from the other three aspects of the field of enquiry, shared human experience, living religious tradition and their beliefs and values, aided the development of my beliefs, values and attitudes and search for meaning? This aspect of the field of enquiry will contribute to the provision of spiritual, moral, social and cultural development.

Disciplinary knowledge in primary RE is the "how" of learning about religion and non-religious worldviews. It involves teaching pupils how to think like those who study religion academically, focusing on "ways of knowing" rather than just "facts" (substantive knowledge). This includes understanding how religious and non-religious beliefs are formed, how to interpret claims, and the methods used to study them.

Disciplinary knowledge in RE refers to the methods, concepts and ways of knowing in which we understand religions.

It is process-based knowledge that helps pupils understand the context, origin, and validity of that substantive knowledge- it is the "tool kit" for analysing the "stuff" of religion.

The 'ways of knowing' can be taught through 'theology', 'philosophy' and 'human and social sciences'.

The Lancashire Agreed Syllabus further supports this by stating that the disciplinary knowledge is all about how the learning is taught, not what is taught.

Disciplinary knowledge prepares children for a diverse world equipping them to engage with a complex and multi-faith world by teaching them to think critically about different traditions and builds deeper understanding, moving beyond memorisation to build a more profound and nuanced understanding of religious and non-religious beliefs and practices.

Key Aspects of Disciplinary Knowledge in RE:

Ways of knowing: It is about developing a scholarly approach to the subject matter.

Scholarly methods: Pupils learn how to interpret information, evaluate the accuracy of claims, and understand different methods of inquiry.

Origin and validity: Instead of just learning "what" is believed, pupils learn "how" these beliefs came to be and how to assess their validity.

Interdisciplinary nature: Since RE is a multidisciplinary subject, disciplinary knowledge involves understanding how different fields like theology, philosophy, and social sciences contribute to the study of religion.

KS1, Year 1: R.E Skills Progression	
WHAT DO PEOPLE SAY ABOUT GOD?	
<u>Beliefs and Values</u> • Give an example of a key belief and/or a religious story • Give an example of a core value or commitment	<u>Living religious traditions</u> • Use some religious words and phrases to recognise and name features of religious traditions • Talk about the way that religious beliefs might influence the way a person behaves
<u>Search for personal meaning</u> • Ask questions	<u>Shared human experiences</u> • Notice and show curiosity about people and how they live their lives

KS1, Year 1: END POINTS	
Christianity (God) Why do Christians say that God is a 'Father'?	• 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) • To have a basic understanding of the parable of the Lost Son and that God represents the father in that story • 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) • To discuss that Christians might want to talk to God and they do this through prayer. One of the special prayers that Christians say is The Lord's Prayer.
Christianity (Jesus) Why is Jesus special to Christians?	• 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 • To discuss how different characters in the nativity welcomed the baby Jesus in different ways • 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. • 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. • To know how people might celebrate Christmas
Islam How do Muslims treat the world?	• To understand that many Muslims believe in one God (Allah) who they believe created the world • 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') • 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.
Judaism	• To be able to give an example of a core value or commitment.

Why might some people put their trust in God?	- To be able to use religious words and phrases to recognise and name key features of religious traditions (e.g. Sukkot, festival) - To know how religious beliefs might influence the way a person behaves. - To know that people celebrate their religion differently through different festivals and celebrations. - To know that trust is a very important part of human life.
Hindu Dharma What do Hindus believe about God?	- To know that many Hindus believe in one God in many forms. Their god is called Brahman. - To simply retell the story of the blind men and the elephant and suggest what many Hindus might learn about God from the story - To know that many Hindus use statues (murtis) and images in their worship - 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.
Christianity (Church) How might some people show that they 'belong' to God?	- 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. - To know that not all Christian communities conduct infant baptisms - To discuss that some Christian parents ask for their child to be baptised so that their child can develop a relationship with God. They believe that this will mean the baby will grow up with the support of the Church family as well as their own family. - To recognise the rituals involved in infant baptism including the role of God parents and the main features such as a font. - 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

<u>Experiences:</u> Visitors: Iman (Islam), Buddhist Monk, Open the Book. Diwali dance workshop. Celebrating different religious festivals.	<u>SMSC:</u> This year's overarching question and theme around 'What do people say about God?' particularly provides opportunities to promote social development through: - considering how religious and other beliefs lead to particular actions and concerns (e.g. humans as caretakers) - considering ways in which religion can contribute to	<u>British Values:</u> Tolerance is a continual focus throughout the year as we consider a range of different religions and understanding their practices and beliefs. Respect is taught through the notion that Muslims show respect to God when caring for the world. Individual liberty is considered through the choices that religious people have to make and how they have the freedom in their life and in their religion to make those	<u>WPAT Values:</u> Resilience is taught by exploring the work of religious people around the world who look after the planet (Islam). It is also taught through the story of Noah, who trusted God to keep his promise, he was resilient in the face of adversity. Responsibility is taught through the way that followers of religion hold their responsibilities to God and the world e.g. the responsibility to look after the
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	the community cohesion or to the common good.	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)	planet. Also, the responsibilities that come with being baptised. Honesty is taught through the idea of families and prayer within different religions e.g. how families are honest with one another. Humility is taught through the idea of loving parents and how they are compassionate and forgiving (Christianity).
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KS1, Year2: R.E. Skills Progression	
HOW DO WE RESPOND TO THE THINGS THAT REALLY MATTER?	
<u>Beliefs and Values</u> • Retell and suggest meanings for religious stories and/or beliefs • Use some religious words and phrases when talking about beliefs and values	<u>Living religious traditions</u> • Identify and describe how religion is expressed in different ways • Suggest the symbolic meaning of imagery and actions
<u>Search for personal meaning</u> • Ask relevant questions • Talk about their own identity and values	<u>Shared human experiences</u> • Identify things that influence a person's sense of identity and belonging

KS1, Year 2: END POINTS	
Christianity (God) Does how we treat the world matter?	• To simply retell the Genesis 1 story of creation • To know that many Christians think it is important to look after the world because they believe they are 'stewards' of God's creation. • 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) • To recognise that some Christian charities work to conserve the Earth and protect the environment (include Christian Aid and CAFOD)
Christianity (Jesus) Why do Christians say Jesus is the light of the world?	• 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) • 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) • To know that many Christians use light as part of their Christmas celebrations including Advent and Christingle
Hindu Dharma How might people express their devotion?	• To understand Hindus, believe in one God (Brahman) who can be worshipped in many forms. • To know that many Hindus worship (puja) every day at home and have a shrine there. • To know that a murti is a sacred statue or image of Brahman, or a deity. • To know that the Hindu building for communal worship is called Mandir (Hindu Temple). Outside India, people mainly gather at the mandir at the weekend
Islam Why do Muslims believe it is important to obey God?	• To know that Muslims follow the religion of Islam and believe in one God, Allah. • To recognise that shared rituals such as prayer unite communities • To know that many Muslims show respect to Allah by following the 5 pillars. • To know that the first pillar of Islam is the Shahadah which is the declaration of faith

	• 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 • To know that Makkah is where Islam began and is a sacred place for many Muslims
Christianity (Church) What unites the Christian community?	• 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 • 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) • To understand that many Christians' worship together in different ways including praying, singing, sharing holy communion and reading from the Bible • 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 • To recognise that churches can look very different, but they share many of the same features such as pulpits, candles, and baptismal fonts or pools. • To know that the main symbols of Christianity include a cross, a dove and a candle; these represent the main shared beliefs of Christians
Judaism What aspects of life really matter?	• To be able to retell the story of Moses being given the Ten Commandments • Know some of the commandments • To know how some of the commandments could influence the life of a believer • To know how the Sabbath is a way of making time for God and family • To know about the Jewish tradition of Friday night dinner • To discuss why some people are particularly special to us • To understand why it is important to spend quality time with those who matter

<u>Experiences:</u> Visitors: Iman (Islam), Buddhist Monk, Open the Book. Diwali dance workshop. Celebrating different religious festivals.	<u>SMSC:</u> This year's overarching question and theme around 'How do we respond to the things that really matter?' particularly provides opportunities to promote social development through: • 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	<u>British Values:</u> Tolerance is a continual focus throughout the year but we look particularly at tolerance within communities e.g. through beliefs and values that unite Christians (denominations) and through the shared rituals that unite communities in Islam. Respect is taught through the notion of worship to deities in Hinduism and considering how shrines and symbols can show respect to their God.	<u>WPAT Values:</u> Responsibility is taught through the idea of rituals around worship within different faiths. Also the responsibility to the world that people from different religions believe. Honesty is taught through worship and prayer (especially in Islam) Humility is taught through acts of submission and showing gratitude (especially in Islam)
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	• exploring how religious community life works and the contributions community living makes to human well being	Rule of law is considered through the way that people's shared rituals might unite communities	
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LKS2, Year 3: R.E. Skills Progression	
WHO SHOULD WE FOLLOW?	
<u>Beliefs and Values</u> • Show awareness of similarities in religions • Identify beliefs and values contained within a story/teaching • Identify the impact religion has on a believer	<u>Living religious traditions</u> • Identify how religion is expressed in different ways • Use religious terms to describe how people might express their beliefs
<u>Search for personal meaning</u> • In relation to matters of right and wrong, recognise their own and others' values • Discuss own questions and responses related to the question 'who should we follow – and why?'	<u>Shared human experiences</u> • Describe how some people, events and sources of wisdom have influenced and inspired others

LKS2, Year 3: END POINTS	
Christianity (God) How and why have some people served God?	• To understand that the Abrahamic faiths believe in prophets (and that many of these are shared) • 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 • To know who Desmond Tutu is and describe why and how he devoted his life to serving God • 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 • 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
Islam Why is the Prophet Muhammad (pbuh) an example for Muslims?	• To know that many Muslims believe that Islam was revealed over 1,400 years ago in Makkah, Arabia through a man called Muhammad (pbuh). • 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. • To understand the importance of Muhammad (pbuh) as a founder and leader for Islamic religious communities • To identify the beliefs and values contained in stories about the life of the Prophet Muhammad (pbuh) e.g. recap The Prophet and the Ants • 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.
Christianity (Jesus)	• To know that the word disciple means follower or learner, and to know that Jesus had 12 disciples • To retell the stories of how and why Simon Peter and Matthew became disciples of Jesus

What does it mean to be a disciple of Jesus?	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
Christianity (The Church) What do Christians mean by the Holy Spirit?	- 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 - 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. - 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) - To understand that a range of Christian denominations worship the Holy Spirit in different ways
Sikhism Why are Guru's important to Sikhs?	- To know the importance of founders and leaders for religious communities - To know Sikh beliefs and values contained within the stories of the lives of the Gurus. - To know and describe why the Guru Granath Sahib is treated with great respect - To know how Sikhs show commitment to faith - To identify people and ideas that inspire commitment - To reflect on their own commitments and the impact these have on their lives.
Hinduism Why is family an important part of Hindu life?	- To understand that following dharma (religious duty) is an important part of Hindu life - To recall the story of Rama and Sita and to identify the roles of the family members in the story - 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.

<u>Experiences:</u> Visitors: Iman (Islam), Buddhist Monk, Open the Book. Diwali dance workshop. Celebrating different religious festivals.	<u>SMSC:</u> This year's overarching question and theme around 'Who should we follow?' particularly provides opportunities to promote: - moral development through: exploring the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders - spiritual development through: discussing and reflecting on key questions of meaning and truth about such	<u>British Values:</u> Tolerance is a continual focus throughout the year but we look particularly at tolerance within the way that disciples and prophets are treated throughout history and within religious texts. Respect is taught through the study of key prophets and figures within different faiths and how people show their respect to these figures and why. Rule of law is considered through the way that Hindu people in particular follow dharma (religious duty) and how it is important within their lives.	<u>WPAT Values:</u> Resilience is taught through the exploration of people such as Muhammad (pbuh), disciples of Jesus and Guru Granth Sahib. Honesty is taught through the exploration of role models and how honesty and trust is an important attribute in the people we follow. Humility is taught through the actions and reactions of some of the key people investigated e.g. Jonah and the Prophet Muhammad.
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	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		
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LKS2, Year 4: R.E. Skills Progression	
HOW SHOULD WE LIVE OUR LIVES?	
<u>Beliefs and Values</u> - Describe what a believer might learn from a religious teaching/story - Make links between ideas about morality and sources of authority	<u>Living religious traditions</u> - Describe the impact religion has on believers' lives - Explain the deeper meaning and symbolism for specific religious practices
<u>Search for personal meaning</u> Reflect on their own personal sources of wisdom and authority	<u>Shared human experiences</u> - Consider the range of beliefs, values and lifestyles that exist in society - Discuss how people make decisions about how to live their lives

LKS2, Year 4: END POINTS	
Hindu Dharma – What might a Hindu learn from Diwali?	- To explain that Hindus believe they have a moral duty (Dharma) and a firm belief in moral virtues. - To retell the story of Rama and Sita and recognise Rama as an avatar of Vishnu (who represents goodness and protection) - To know that the story of Rama and Sita can be used for moral guidance by many Hindus - 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 - 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 - To know that light is an important symbol of Diwali as it represents good overcoming evil
Christianity (God) - How and why might Christians use the Bible?	- 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 - 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. - To know that many Christians read the Bible regularly and that most Christians will have their own Bible. Many Christians study the Bible to understand God better.
Sikhism How do Sikhs express their beliefs and values?	- To explore teachings and stories from Sikhism - Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus. - To make links between the belief, values and practices of Sikhism - To use subject specific language to describe how and why Sikhs show their religious commitments and values - To explain how clothing and behaviour might be symbolic of belief, values and commitments

	• To discuss the importance of how we view and behave towards others • To talk about how our outward behaviour reflects our inner belief, values and commitments • To reflect on their own concept of living a good life and how this influences the way that they treat others • To discuss own thoughts and feelings about equality and justice
Christianity (Jesus) Is sacrifice an important part of religious life?	• 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. • To know that during Lent, many Christians try to be more like Jesus in this story by giving something up and resisting temptation • To recognise that Shrove Tuesday is the day before Lent and Ash Wednesday is the first day of Lent • To understand that sacrifice is an important Christian value.
Islam Why do Muslims fast during Ramadan?	• To understand that each of the 5 pillars of Islam provides a guide for life for many Muslims • To recognise that the fourth Pillar of Islam is Sawm, which means 'to fast' over the month of Ramadan • To know that Ramadan remembers the month the Qur'an (the Muslim holy book) was first revealed to the Prophet Muhammad (pbuh) • 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 • 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.
Christianity (Church) What does 'love your neighbour' really mean?	• To understand that parables are simple stories from the Bible that have a religious or moral message at the end. • To retell two parables: The Good Samaritan and The Unforgiving Servant; and explore what messages/morals they might offer Christians • To know that agape means selfless love of others. Christians believe that Jesus showed agape and they should show it also. • To know who Mother Teresa was and why she is a role model to many Christians. • 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

<u>Experiences:</u> Visitors: Iman (Islam), Buddhist Monk, Open the Book. Diwali dance workshop. Celebrating different religious festivals.	<u>SMSC:</u> This year's overarching question and theme around 'How should we live our lives?' particularly provides opportunities to promote: • spiritual development through: discussing and reflecting on key questions of meaning and truth about good and evil, beliefs about	<u>British Values:</u> Tolerance is a continual focus throughout the year but we look particularly at tolerance within communities e.g. through beliefs and values that unite Christians (denominations) and through the shared rituals that unite communities in Islam.	<u>WPAT Values:</u> Resilience is taught through the parables of Jesus and the ritual of fasting or giving up something in various religions. Responsibility is taught the rituals of fasting and the importance of Ramadan in the context of the 5 pillars.
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	God and human values such as justice, integrity, honesty and truth. • moral development through: considering the importance of rights and responsibilities and developing a sense of conscience. • 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 – e.g. through Sikhism especially. Exploring how religious community life works and the contributions community living makes to human well being. • cultural development through: 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.	Respect is taught through the notion of how religious texts and individuals can be sources of authority who followers will respect. What makes them people/objects of respect? Rule of law is considered through the way that people use stories and written religious texts are a source of moral guidance. Discuss the link to law and guidance.	Honesty is taught through parables and stories/examples from Sikh Gurus Humility is taught through the story of Jesus in the desert.
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UKS2, Year 5: R.E. Skills Progression	
WHERE DO WE FIND GUIDANCE ON HOW TO LIVE OUR LIVES?	
<u>Beliefs and Values</u> • Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers • Explain the impact of beliefs and values – including reasons for diversity	<u>Living religious traditions</u> • Explain differing forms of expression and why these might be used • Describe diversity of religious practices and lifestyle within the religious tradition • Interpret the deeper meaning of symbolism – contained in stories, images and actions
<u>Search for personal meaning</u> • Discuss and debate the sources of guidance available to them • Consider the value of differing sources of guidance	<u>Shared human experiences</u> • Explain (with appropriate examples) where people might seek wisdom and guidance • Consider the role of rules and guidance in uniting communities

UKS2, Year 5: END POINTS	
Christianity (God) Why is it sometimes difficult to do the right thing?	• 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 • To simply retell the parable of The Lost Son • To compare the portrayal of God in the story of the Original Sin and in the parable of The Lost Son • To understand that many Christians believe that sin separates humans from God, but through Jesus' sacrifice, humans can be saved • To recognise that many Christians believe that everyone sins but that God is forgiving. • To analyse and interpret the Lord's Prayer • To recognise the Ten commandments as a source of guidance for Christians
Islam Why is the Qur'an important to Muslims?	• To understand that the Qur'an is the holy book for Muslims, revealed to the Prophet Muhammad (pbuh) and that these Qur'anic revelations are regarded by Muslims as the sacred word of God • To recognise that the Qur'an is treated with immense respect by Muslims because it is the sacred word of God • To know that the Night of Power (Laylat Al Qadr) is considered the holiest night in the Islamic calendar • 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
Hindu Dharma What might Hindus learn from stories of Krishna?	• To recognise that stories from Hindu literature often offer Hindus guidance on how to live their lives • 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) • To compare and contrast two stories about Krishna, investigating the guidance contained within them ('Krishna the butter thief' and 'Krishna and Sudama') • To simply retell the story of Holi and understand that the story contains messages about devotion and loyalty

	• To explain the Hindu belief that God is present in all people and this belief has an impact on their actions • To describe and explain the variety of ways that many Hindus might celebrate the festival of Holi
Christianity (Jesus) What do we mean by a miracle?	• 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 • To know that many Christians believe that the ultimate miracle was the resurrection. • To understand that some Christians choose to go on a pilgrimage to places associated with miraculous events. • To recognise that when a Christian's prayers are answered they believe a miracle has been performed • 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.
Christianity (Church) How do people decide and what to believe?	• 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' • To recognise the 'Trinity' as God the Father (the creator and sustainer of all things), God the Son (the incarnation of God as a human being) and God the Holy Spirit (the power of God, which is active in the world, drawing people towards God) • To recognise a range of symbols that can be used to represent the Trinity • To understand that the Apostles' Creed, which is often recited in worship, expresses the most important Christian beliefs. • To understand that there is one worldwide Christian church with many branches, called denominations. • 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.
Judaism Do people need laws to guide them?	• To make links between beliefs and sacred texts (Torah) including how and why religious sources are used to teach and guide believers • Explain the impact of Jewish beliefs and values- including reasons for diversity • To explain the diversity of religious practices and lifestyles within the religion • To interpret the deeper meaning of symbolism- contained in stories, images and actions. • To explain, with examples, where people might seek wisdom and guidance • To consider the role of rules and guidance in uniting communities • To discuss and debate the source of guidance available to them • To consider the value of differing sources of guidance.

<u>Experiences:</u> Visitors: Iman (Islam), Buddhist Monk, Open the Book. Diwali dance workshop.	<u>SMSC:</u> This year's overarching question and theme around 'Where do we find guidance on how to live our lives?'	<u>British Values:</u> Respect investigate how religious texts are respected and valued/treated.	<u>WPAT Values:</u> Resilience is taught through the exploration of beliefs about loyalty
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Celebrating different religious festivals.	particularly 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 e.g. through pilgrimage. Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions e.g. through exploration of denominations. • cultural development through the exploration of differences in the way that festivals (Hindu) are celebrated around the world.	Tolerance investigate how different views within religions are tolerated and valued e.g. denominations in Christianity. Rule of law explore the 10 commandments and the apostles creed in relation to laws and guidance. Individual Liberty –explore the balance of liberty and the greater good e.g. ‘the fall’. Democracy is modelled by the teacher, allowing everyone to have a say and be heard in class discussions.	and devotion across religions but specifically Hinduism. Responsibility is taught through the understanding of the role of religious texts and how they should be treated. Also, the notion of pilgrimages and the responsibility some people feel to go on them. Honesty is taught through the ideas of prayer and worship (Christian prayer and the creed). Humility is taught through the notion of worship and symbolism contained in stories, images and actions.
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UKS2, Year 6: R.E. Skills Progression	
IS LIFE LIKE A JOURNEY?	
<u>Beliefs and Values</u> - Analyse beliefs, teachings and values and how they are linked - Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life - Explain the impact of beliefs, values and practices – including differences between and within religious traditions	<u>Living religious traditions</u> - Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences - Explain differing ideas about religious expression
<u>Search for personal meaning</u> - Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments - Develop own views and ideas in response to learning - Demonstrate increasing self-awareness in their own personal development	<u>Shared human experiences</u> - Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging - Discuss how people change during the journey of life

UKS2, Year 6: END POINTS	
Christianity (God) How do Christians mark 'turning points'?	- To simply retell the story of Jesus' baptism - To know that baptism is a ceremony that symbolises a commitment to living a life as a Christian. - 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. - To know that many Christians believe that Jesus was baptised to set an example for people to follow. - To know that all Christian denominations believe in baptism but that there are differences between these sacraments (adult and infant baptism) - To know that baptism and confirmation are 'sacraments'
Hindu Dharma Is there one journey or many?	- To know that many Hindus believe in reincarnation and that this process is called 'samsara' - To understand that many Hindus believe that a person's next incarnation (life) is always dependent on how the previous life was lived (karma). - To know that karma is the belief that every action has an equal reaction either straight away or later on - To understand that moksha is liberation from the cycle of samara • To recognise that samsara, karma and moksha are linked • 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
Islam What is Hajj and why is it important to Muslims?	- 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. - To know that many Muslims follow the Five Pillars to show their submission to the will of Allah. - To know that the Ummah is the worldwide community of Muslim
Christianity (Jesus)	To know that the events leading up to and including the death of Jesus are remembered in Holy Week

Why do Christians believe Good Friday is good?	- To know that the main events of Holy Week as Palm Sunday, Maundy Thursday, Good Friday and Easter Sunday. - To know that many Christian's beliefs about the suffering, death and resurrection can guide and comfort them during difficult times - To know that many Christians celebrate the events of Holy Week through a range of different activities and rituals. - To know that Good Friday and Easter represent the Christian belief of God's power over death - 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. - To simply explain the procedures involved in the Eucharist
Buddhism What do we mean about a 'good life'?	- To analyse Buddhist beliefs and teachings about how to be content with life - Explain Buddhist beliefs and values contained within the story of Prince Siddhartha - To make links between the story of the life of Prince Siddhartha and Buddhist beliefs and teachings about the Four Noble Truths - To describe and explain what is involved in following the Eight-Fold Path of Buddhism and the impact this might have on the life of a Buddhist. - To consider the importance of daily meditation - To discuss the meaning of contentment- is it the same as happiness or is it something different? - To raise questions about the human experience of being unsatisfied- why do humans so often want more than they have? To what extent does this prevent people from ever being happy? - To ask and respond thoughtfully to questions about their own happiness- understand this is something they're in control of. - Discuss the potential barriers to their happiness and what they can do to overcome these.
Christianity (Church) If life is like a journey, what's the destination?	- To know that Christians believe that God offered salvation following the mistakes that Adam and Eve made - 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. - To know that salvation means that human souls can be saved from Hell and are allowed to enter Heaven - 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. - 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. - To recognise that many Catholic Christians seek forgiveness through reconciliation.

Experiences:

Visitors: Iman (Islam), Buddhist Monk, Open the Book.

SMSC:

These units provide opportunities to promote

British Values:

Tolerance and democracy –this is taught through understanding the

WPAT Values:

Resilience is taught through the way people of faith respond to their

Diwali dance workshop. Celebrating different religious festivals.	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 (e.g. eight-fold path, ashramas, reincarnation, death and resurrection). Learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice.	importance of the Ummah for Muslims and that this is a community of diverse members.	'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. Responsibility is taught through the responsibilities that people of certain faiths have e.g. the ashramas, pilgrimages, duties etc. Honesty is taught through the notion of the Four Nobel Truths and a discussion of how truth and honesty are linked Humility is taught through the commitment of people to their faith and how they might put their faith and others first.
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