



Harvington C.E. First and Nursery School

RE

Intent and Implementation

Progression of Knowledge and Skills for RE

Religious Education Curriculum Intent Statement:

The principal aim of Religious Education at Harvington First and Nursery school is to explore what people believe and what difference this makes to how they live so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

This also relates to our school Christian Values and Vision and we make links to this through our RE teaching.

Underlying Aims:

1. Know about and understand a range of religions and world views so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and individuals
- Identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religion 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 worldviews, so that they can:

- Explain reasonably 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:

- Find out about and 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 beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives

Religion Education also has a special role to play in the spiritual, moral, social and cultural development of our pupils. These are intrinsically important in the life of our school where we hope to develop the **whole child** and prepare our children to take their place in the world, as caring and responsible individuals.

- **Spiritual Development** considers the non-material aspects of life, focusing on the quality of one's inner life.
- **Moral Development** considers questions from a religious perspective.

- **Social Development** is concerned with human relationships dealt with mainly in **P.S.H.E.** There are implications in that views and beliefs should inevitably modify behaviour and lifestyle.
- R.E. fosters cultural development because it helps children to understand how religion and beliefs bind peoples and groups together.
- To provoke 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.
- For pupils to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- For pupils to learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- To equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- To develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.
- To offer pupils opportunities to gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. To encourage them to articulate clearly and coherently their personal beliefs, ideas, values and experience while respecting the right of others to differ.

Our curriculum intent includes planned opportunities to allow children to:

- Understand what is meant by 'religion' and engage with the range of beliefs, practices and values they will thereby encounter.
- Acquire a capacity to engage in a search for meaning and purpose in order to enhance their own spiritual and moral growth in line with our Christian Values and Vision.
- Develop knowledge and understanding of Christianity and other major world religions and value systems as outlined in the Worcestershire Agreed Syllabus and 'Understanding Christianity'
- Develop an understanding of what it means to be committed to a religious tradition.
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- Gain an understanding of the ways in which beliefs influence individuals, societies, communities and cultures in a global community.
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- Develop investigative and research skills, and make reasoned judgements about religious issues.
- Develop a positive attitude and respect for other people's views or religious beliefs whether they are similar or different to their own.

- Celebrate the diversity in society.
- Discover opportunities for personal reflection and spiritual development.
- Reflect upon their pursuit of a set of moral values which will be a guide to their behaviour.
- Develop and apply their cross-curricular skills to the study of religious beliefs and practices.
- Promote a willingness to challenge religious, racial and cultural stereotyping and prejudice.
- Encourage, support and promote good relationships within and between families, communities and religions.

Religious Education Curriculum Implementation:

- Through a weekly lesson which all children attend – no interventions take place during RE learning
- Opportunities to develop community links
- Cross-curricular learning opportunities. Clear links with art, music, DT (cooking), geography, English, Maths.
- Role play and hot seating - drama
- Stories are used from a variety of religions and to compare between religions
- Artefacts / resources
- Trips – planned for and then used upon return to school to make learning 'real'
- Opportunities to ask questions and carry out research
- Theme days are planned for each half term based around a part of the Understanding Christianity 'Big Frieze'
- 'Open the book' team and local community members lead worship and share their experiences e.g. linked to Remembrance
- Displays in classes and around school also celebrate the high standards of work within this subject.
- There is an RE display board in the main corridor where each class displays their work for half a term throughout each year. When displays are changed they pass to our local Rector and give further pleasure to our local community at St James' church

See Religious Education policy also

Assessment

Assessment is an integral part of the whole teaching process. We aim to set tasks to enable pupils to demonstrate their attainment.

In order to assess pupil progress in Religious Education we:

- understand the requirements of the aims and subject content
- define the purposes of any assessment tasks we set
- identify what we understand by progression in RE (see below)

- identify relationships between teaching, learning and attainment targets
- recognise when pupils are achieving certain levels
- understand why it is that pupils do not achieve a given level – is it the result of a conceptual misunderstanding, a failure to grasp the processes involved or a procedural difficulty
- The children in Reception will be assessed at the end of the year to say if they are emerging, expected or exceeding in 'The World' which incorporates RE based learning (see below)
- EYFS will use development matters to track progress within the EYFS curriculum
- devise learning tasks, which will enable pupils to demonstrate the level of their attainment.
- We use 'Excel' to record our assessments. Children are assessed half termly in RE. The judgements are: working below the year group, working towards, expected and greater depth. Results are monitored as part of the monitoring cycle by the subject lead.

See below for more detail

Resources:

There are a wide range of resources available and easily accessible in clearly labelled religion boxes. There are a range of books in our library as well as in the resource area to support all topic areas. We also use Purple Mash and other ICT to support with children's learning of RE.

Monitoring:

RE is monitored by the subject lead following the monitoring policy. This includes observations of lessons, discussions with children and analysing assessments. The Vision and Values Governor committee is also widely involved in the monitoring of RE and regularly join the RE lead in observation of lessons, discussions with children and analysing assessments. The RE lead is responsible for writing, updating and evaluating the action plan.

<u>Nursery</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
F2 Why is Christmas special for Christians? <u>Understanding the World</u> <u>People, Cultures and Communities</u> Begin to realise that an understanding of people, culture and communities lies in early attachment and other relationships Show curiosity about people	F3 Why is Easter special for Christians? <u>Understanding the World</u> <u>People, Cultures and Communities</u> During pretend play, imitate everyday actions and events from their own family and cultural background – eg. Making and drinking tea Learn that they have similarities and differences that connect them to, and distinguish them from, other people	F4 Being special: where do we belong? <u>Understanding the World</u> <u>People, Cultures and Communities</u> Show interest in the lives of people who are familiar to them Remember, and talk about, significant events in their own experience Recognise and describe special times or events for family and friends Show interest in different occupations and ways of life Know some of the ways which make them unique Talk about similarities and differences in relation to themselves, friends and family
<u>Vocabulary</u> Christian beliefs respect Christmas God Jesus religion Bible Church celebration worship	<u>Vocabulary</u> Christian beliefs cultures respect Easter God Jesus religion Bible cross Church celebration worship	<u>Vocabulary</u> Christian beliefs cultures respect God Jesus religion special unique Bible promises cross Church celebration worship
<u>Trips/Visitors/Outdoor Learning</u>	<u>Trips/Visitors/Outdoor Learning</u>	<u>Trips/Visitors/Outdoor Learning</u> Local church visit

<u>Reception</u>				
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer</u>
F1 Why is the word 'God' so important to Christians?	UC - Why do Christians perform Nativity Plays?	F6 Which stories are special and why?	UC - Why do Christians put out a cross in an Easter garden?	Which places are special and why? F5
<u>Understanding the World</u> <u>People, Cultures and Communities</u> Show an increased interest in the lives of people who are familiar to them Begin to understand that not everyone celebrates the same things as them Have a greater understanding about why certain events are celebrated		<u>Understanding the World</u> <u>People, Cultures and Communities</u> Recognise that people have different beliefs and celebrate special times in different ways		<u>Understanding the World</u> <u>People, Cultures and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, maps and non-fiction texts Know some similarities and differences between different religious and cultural communities in the UK, drawing on their experiences and what has been read and discussed in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, where appropriate, maps
<u>Vocabulary</u> Christian beliefs cultures respect Christmas nativity God Jesus religion special unique Bible promises Church celebration		<u>Vocabulary</u> Christian beliefs cultures respect Easter God Jesus religion special unique bible promises cross celebration		<u>Vocabulary</u> Christian beliefs cultures respect God Jesus religion special unique Bible promises Church worship
<u>Trips/Visitors/Outdoor Learning</u> Visits to the Church for different services		<u>Trips/Visitors/Outdoor Learning</u>		<u>Trips/Visitors/Outdoor Learning</u>

Year 1-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.1 What do Christians believe God is like? Identify what a parable is Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others Give an example of how Christians put their beliefs into practice in worship; by saying	1.3 Why does Christmas matter to Christians? [Incarnation] • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas.	1.8 What makes some places sacred to believers? Recognise that there are special places where people go to worship, and talk about what people do there Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue	1.5 Why does Easter matter? Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) Recognise that Jesus gives instructions about how to behave Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas	1.10 What does it mean to belong to a faith or belief community? Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. Talk about what they think is good about being in a community, for people in faith communities and for	

sorry to God, for example Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas		Talk about why some people like to belong to a sacred building or a community. Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.		themselves, giving a good reason for their ideas.
Vocabulary respect truthfulness perseverance friendship forgiveness trust prayer Harvest	Vocabulary respect truthfulness perseverance friendship forgiveness trust Christmas incarnation	Vocabulary respect truthfulness perseverance friendship forgiveness trust sacred Church Mosque Synagogue prayer	Vocabulary respect truthfulness perseverance friendship forgiveness trust Easter salvation resurrection	Vocabulary respect truthfulness perseverance friendship forgiveness trust prayer marriage Christening baptism resurrection
Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Local Church visit	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning

Year 2-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.2 Who do Christians say made the world? Retell the story of creation from Genesis 1:1–2.3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells Christians about God, Creation and the world Give at least one example of what Christians do to say thank you to God for the Creation Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	1.6 Who is a Muslim and how do they live? Recognise the words of the Shahadah and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action.	1.4 What is the ‘good news’ that Jesus brings? Tell stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians Recognise that Jesus gives instructions to people about how to behave Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn,	1.7 Who is Jewish and how do they live? Recognise the words of the Shema as a Jewish prayer Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Talk about what they think is good about reflecting, thanking, praising and	1.9 How should we care for others and the world, and why does it matter? Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories Give examples of how Christians and Jews can show care for the natural earth Say why Christians and Jews might look after the natural world. Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care	

	Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	exploring different ideas	remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	for others and look after the natural world.
Vocabulary respect truthfulness perseverance friendship forgiveness trust Creation good and bad right and wrong Genesis	Vocabulary respect truthfulness perseverance friendship forgiveness trust Five Pillars Prophet Muhammad Holy Qur'an guidance Mosque	Vocabulary respect truthfulness perseverance friendship forgiveness trust good and bad right and wrong Gospel New Testament	Vocabulary respect truthfulness perseverance friendship forgiveness trust Jewish Shabbat Synagogue Chanukah	Vocabulary respect truthfulness perseverance friendship forgiveness trust Creation good and bad right and wrong community belief compare
Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Worcester Cathedral	Trips/Visitors/Outdoor learning

Year 3-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L2.1 What do Christians learn from the Creation stories? Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' Make clear links between Genesis 1 and what Christians believe about God and Creation Describe what Christians do because they believe God is Creator (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians	L2.2 What is it like to follow God? Make clear links between the story of Noah and the idea of covenant Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make links between the story of Noah and how we live in school and the wider world	L2.4 What kind of world did Jesus want? [Gospel] - Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus - Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' - Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian - Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways - Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.	L2.7 What do Hindus believe God is like? Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today	L2.8 What does it mean to be Hindu in Britain today? - Describe how Hindus show their faith within their families in Britain today (e.g. home puja) - Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) - Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) - Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) - Raise questions and suggest answers about what	L2.11 How and why do people mark significant events in their life? Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)

			Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas	is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.	Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they think ceremonies of commitment are or are not valuable today
Vocabulary respect truthfulness perseverance friendship forgiveness trust Creation Genesis The Fall grace faith	Vocabulary respect truthfulness perseverance friendship forgiveness trust covenant incarnation religions wedding marriage	Vocabulary respect truthfulness perseverance friendship forgiveness trust Gospel disciples values outcast	Vocabulary respect truthfulness perseverance friendship forgiveness trust Hindu brahman atman dharma deity murti Svetaketu	Vocabulary respect truthfulness perseverance friendship forgiveness trust Shahadah Ibadah Hajj	Vocabulary respect truthfulness perseverance friendship forgiveness trust commitment baptism sacred thread marriage salvation ceremonies

			Ganesh Diwali shrine		
Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Hindu Mandir	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning

Year 4-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
L2.9 How do festivals and worship show what matters to Muslims? - Identify some beliefs about God in Islam, expressed in Surah 1 - Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) - Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. - Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) - Raise questions and suggest answers about the value of submission and self-control to Muslims,	L2.3 What is the Trinity and why is it important to Christians? Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter Offer suggestions about what texts about baptism and Trinity might mean Give examples of what these texts mean to some Christians today Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like	L2.10 How do festivals and family life show what matters to Jewish people? Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people Offer informed suggestions about the meaning of the Exodus story for Jews today Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities	L2.5 Why do Christians call the day Jesus died Good Friday? Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live - Offer informed suggestions about what the events of Holy Week mean to Christians - Give examples of what Christians say about the importance of the events of Holy Week - Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities - Describe how Christians show their beliefs about Jesus in worship in different ways	L2.6 For Christians, what was the impact of Pentecost? Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. Describe how Christians show their beliefs about the Holy Spirit in worship Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas	L2.12 How and why do people try to make the world a better place? Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). Make links between religious beliefs and teachings and why people try to live and make the world a better place Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action Raise questions and suggest answers about why the

and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.		Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.	• Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.		world is not always a good place, and what are the best ways of making it better Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views
Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust Trinity Threeness of God Incarnation baptism incarnation reincarnation	Vocabulary respect truthfulness perseverance friendship forgiveness trust religions festivals celebrations Jewish Exodus	Vocabulary respect truthfulness perseverance friendship forgiveness trust salvation resurrection Holy Week Easter Sunday Good Friday Palm Sunday Maundy Thursday Holy Communion betrayal	Vocabulary respect truthfulness perseverance friendship forgiveness trust Pentecost Kingdom of God Holy Spirit faith	Vocabulary respect truthfulness perseverance friendship forgiveness trust resurrection judgement heaven karma reincarnation afterlife
Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning Jewish Synagogue	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning

Year 5-RE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
U2.1 What does it mean if Christians believe God is holy and loving? Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship Weigh up how biblical ideas and teachings about	U2.3 Why do Christians believe Jesus was the Messiah? Explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible	U2.4 How do Christians decide how to live? 'What would Jesus do?' [Gospel] Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.	U2.8 What does it mean to be a Muslim in Britain today? [Tawhid/iman/ibadah] Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow example of the Prophet) Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections between Muslim beliefs studied and	U2.6 For Christians, what kind of king is Jesus? [Kingdom of God] Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.	U2.11 What does it mean to be a Humanist in Britain today? - Identify some data around numbers of nonreligious people and specifically Humanists using, for example, Census data - Identify some of the core values that motivate some Humanists to strive to make the world a better place - Give examples of reasons why Humanists value science and why they reject the existence of God - Give examples of ways in which Humanists put their beliefs and values into practice - Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others - Think, talk and ask questions about what

God as holy and loving might make a difference in the world today, developing insights of their own.	Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives	Articulate their own responses to the issues studied, recognising different points of view	Muslim ways of living in Britain/Worcestershire today Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views	Articulate their own responses to the idea of the importance of love and service in the world today	motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife • Make connections between belief and behaviour in their own lives, in the light of their learning.
Vocabulary respect truthfulness perseverance friendship forgiveness trust	Vocabulary respect truthfulness perseverance friendship forgiveness trust Incarnation Messiah prophecy Gospel saviour	Vocabulary respect truthfulness perseverance friendship forgiveness trust Gospel Parable	Vocabulary respect truthfulness perseverance friendship forgiveness trust Tawhid iman ibadah Five Pillars prayer charity Qur'an Mosque	Vocabulary respect truthfulness perseverance friendship forgiveness trust Kingdom of God problems resolve	Vocabulary respect truthfulness perseverance friendship forgiveness trust authority Humanist

Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning	Trips/Visitors/Outdoor learning
			Islamic Exhibition Centre / Mosque Visit in Birmingham		

Greater Depth - What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

See each year group skills progression information (above)

Examples of Cultural Capital in Religious Education:

- Opportunities to learn about different religions (including atheist views)
- Visitors from different religions
- Theme days to explore concepts more widely
- Opportunities for trips – synagogue, church, mandir, mosque
- Cross-curricular learning – cooking, use of IT, use of music, art and drama
- Use of the outdoor learning environment
- Use of resources and artefacts to provide 'hands on' learning
- Opportunities to ask questions and research and explore answers
- Promote enjoyment and enthusiasm for learning about the world around them from an early age
- Help children to transform into thoughtful members of society who have respect for the community and the planet
- Learn about different religions linked to their inspirational class person.
- Learn and use more religious vocabulary as this is explicitly taught.
- Range of religious visitors in school
- Range of religious trips

Examples of how RE skills are relevant for future jobs:

Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:

Learning Objective:
How you can use this learning for a job when you are older:

- Chaplain
- Primary school teacher
- Secondary school teacher
- Advice worker
- Archivist
- Charity fundraiser
- Counsellor
- Civil Service administrator
- Community development worker
- International aid/development worker
- Mediator
- Newspaper journalist
- Police officer
- Youth worker
- Missionary
- Outreach worker
- Charity worker