



# The Weald Federation: Religious Education (RE)

*With God's Love, we grow and learn together.*

## Intent

In The Weald Federation, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing world. We are Church of England schools and our Christian values are at the forefront of everything we do, encapsulated in our intent to encourage and enable everyone in our school to think spiritually and be the best versions of themselves that they can be. Religious Education has a significant role in the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. Through quality first teaching, exposure to religious concepts and beliefs and by encouraging our pupils to think deeply and compassionately, we will provide our children with the skills, knowledge and empathy they need to become successful, creative and curious learners.

## Implementation

Our curriculum is broad, balanced, relevant and inspirational, designed to develop a love of learning which will last a lifetime. The starting point for all learning in our school is the National Curriculum, which in the case of RE, provides guidance as opposed to a statutory list of requirements. To supplement this guidance, we have adopted the new East Sussex Agreed Syllabus for Religious Education (2022-2027) 'Faith and Belief in the 21<sup>st</sup> Century' which was created as a collaborative project between members of the Standing Advisory Council on Religious Education (SACRE) and teachers from both primary and secondary phases. The syllabus is designed to engage pupils in thinking about their own beliefs and the beliefs of those around them, promoting tolerance and understanding. It offers an enquiry, exploratory approach to RE and is suitable for pupils who have religious faith of their own as well as for those who have no religious faith.

Christianity is the focus for approximately half of our lessons, with world religions and belief systems including Hinduism, Judaism, Islam and Humanism making up the rest of our RE teaching. Learning is sequenced to help pupils develop a coherent understanding of several religions by studying one religion at a time before bringing together and comparing different traditions. The syllabus focuses on the major world religions and what it means to live a life within those faiths in the 21st Century. It encourages debate and exploration of faith and beliefs in all their guises. Core concepts of religions and beliefs are thoroughly explored to help pupils understand how beliefs and practices connect, allowing them to build on prior learning as they progress through the school. We are a small, rural primary school with mixed year groups. To enable us to teach the syllabus in a way that allows for the progression of skills and knowledge, we have divided the units into Cycle A and Cycle B (details of which can be found later in this document).

Religious Education at our school:

- 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.
- Provides opportunities for pupils to learn about religions and beliefs in local, national and global contexts, and to discover, explore and consider different answers to these questions.
- Guides pupils to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Equips pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- Develops an aptitude for dialogue so that pupils can participate positively in our society, with its diverse religions and beliefs.
- Teaches pupils the skills they need to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The teaching and learning approach undertaken has three core elements, which are woven together enabling pupils to 'make sense' of the religions and beliefs studied, 'understand the impact' of these beliefs in people's lives, and to 'make connections' in their learning and their wider experience of the world. Whilst the syllabus offers clear guidance and direction, the units are flexible, encouraging and empowering teachers to develop their own lessons.

RE is taught as a discrete subject, for an hour in each class every week (occasionally, blocks of lessons may be taught together). A detailed overview of the knowledge and skills taught, and the end of phase assessment points, can be found later in this document. Assessment is flexible, assessing against end of unit outcomes and on a lesson-by-lesson basis, allowing teachers to adapt learning as additional support (or challenge) needs are identified. We have high ambitions for every pupil, including SEND, disadvantaged and vulnerable pupils. Lessons are differentiated as needed to ensure that children needing further support have appropriate resources and scaffolding to enable them to successfully access the learning. Pupils that need further challenge will be encouraged to work and think more deeply. As with all areas of learning, we will regularly review, reflect upon and evaluate our RE curriculum to ensure that it meets the needs of all the children in our school.

In addition to our regular visits to our local Church, each year group either visits a place of worship of a faith other than Christianity or is visited by a faith representative. We want our pupils to experience faith beyond the written word. To achieve this, learning experiences include:

- handling artefacts;
- exploring sacred texts;
- using imaginative play or drama to express feelings and ideas;
- responding to images, games, stories, art, music and dance;
- meeting visitors from local religious communities;
- making visits to religious places of worship where possible, and where not, making use of videos and the internet;
- participating in moments of quiet reflection;
- participating in collective worship assemblies;
- using ICT to further explore religion and belief globally; comparing religions and worldviews through discussion;
- debating religious belief, world views and philosophical ideas and answering and asking ultimate questions posed by these;
- taking part in whole school events including multi-faith days, Harvest Festival, Christingle service, Mothers' Day service, Christmas nativity, Easter production and other school performances.

In addition to the formal curriculum, our Christian values underpin everything we do at our schools. Each term, we focus on one of the following values: Respect, Perseverance, Justice, Trust, Thankfulness, Forgiveness, Service, Friendship, Truthfulness, Compassion, Generosity and Courage. The children are all tasked with exploring what this value means to them and there are opportunities each week to collectively share our thoughts on how these values can make our school, our community and our world a better place.

## Impact

We believe that the teaching of Religious Education is vital for the development of each child. Religious Education contributes to our children's development; further empowering them to become tolerant, understanding citizens, who demonstrate British Values and who are spiritually, morally, socially and culturally literate. The implementation of our curriculum ensures that when children leave our primary schools, they have the knowledge and skills in Religious Education that they need to transition successfully to the next stage of their education. They will appreciate how understanding about faith and beliefs is relevant to everyday life and they will have the foundations to make a positive contribution to society. Through their rich and varied learning experiences, pupils will be able to recall and apply their knowledge to help them understand the complexities of people's lives and the wider world. Religious Education at our school provides opportunities to explore matters of religious and non-religious beliefs, finding out what matters most to people in our country and beyond. It allows children to discern what is of value for themselves as they develop their own ideas and ways of living. Christian and moral values play an important role in all areas of learning at our school, encouraging our pupils to think deeply and with compassion when considering the lessons we may learn from events in the Bible and the world around us. Through this, and by building resilience and independence, our pupils will achieve highly and be ready to make valuable contributions to our ever-changing and diverse world.



# The Weald Federation: RE Curriculum Map

A	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	<b>Our Planet</b>	<b>Into Winter</b>	<b>China</b>	<b>Toy Stories</b>	<b>Kenya</b>	<b>On Safari</b>
	Who is a Muslim and how do they live? Pt 1 [Islamic Faith]	Why does Christmas matter to Christians? Christmas Production [Christian Faith]	Who is a Muslim and how do they live? Pt 2 [Islamic Faith]	Why does Easter matter to Christians? [Christian Faith]	What is the 'good news' that Christians believe Jesus brings? [Christian Faith]	What makes some places sacred to believers? [General Faith]
Yr 3 & 4	<b>Stone Age to Iron Age</b>	<b>Frozen</b>	<b>Robots</b>	<b>Extreme Earth</b>	<b>Ancient Egypt</b>	<b>Ancient Greece</b>
	What is the trinity and why is it important for Christians? [Christian Faith]	What do Hindus believe God is like? [Hindu Faith] <i>+ stand alone lesson on Christmas focusing on the Annunciation (e.g. art work and/or Mary's detailed diary)</i>	What does it mean to Hindu in Britain today? Trip across federation? [Hindu Faith]	Why do Christians call the day Jesus died 'Good Friday'? Demonstrate learning through Easter production to answer unit question [Christian Faith]	For Christians, when Jesus left, what was the impact of Pentecost? [Christian Faith]	How and why do people mark the significant events of life? [General Faith]
Yr 5 & 6	<b>Africa</b>	<b>Adventure</b>	<b>Courage</b>	<b>Travel Through Time</b>	<b>Coasts</b>	<b>Oceans</b>
	Creation and Science: Conflicting or complimentary? [General Faith]	Why do some people believe in God and some people not? [General Faith] <i>+ community project to bring joy to the community at Christmas time (e.g. visit old people's home, collection for foodbank)</i>	Why do Hindus want to be good? [Hindu Faith]	What do Christians believe Jesus did to save people? [Christian Faith]	For Christians what kind of king is Jesus? [Christian Faith]	How does faith help people when life gets hard? [General Faith]

B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr 1 & 2	<b>Into the Woods</b>	<b>Lighting up the Sky</b>	<b>Man on the Moon</b>	<b>India</b>	<b>Sea Explorers</b>	<b>Pirates Ahoy!</b>
	What does it mean to belong to a faith community? [General Faith]	What do Christians believe God is like? Christmas Production [Christian Faith]	Who is Jewish and how do they live? Pt 1 [Jewish Faith]	Who is Jewish and how do they live? Pt 2 [Jewish Faith] <i>+ How is Easter celebrated in our local church?</i>	Who do Christians say made the world? [Christian Faith]	How should we care for the world and for others and why does it matter? [General Faith]
Yr 3 & 4	<b>Invasion!</b>	<b>There be Dragons...</b>	<b>Fantastical Adventures</b>	<b>Chocolate!</b>	<b>Environmental Heroes</b>	<b>Rivers</b>
	What do Christians learn from the Creation story [General Faith]	What is it like for someone to follow God? + lesson on how Christmas is celebrated around the world [Christian Faith]	How do festivals and worship show what matters to a Muslim? [Islamic Faith]	How do festivals and family life show what matters to Jewish people? [Jewish Faith] <i>+ Easter production</i>	What kind of world did Jesus want? [Christian Faith]	How and why do people try to make the world a better place [General Faith]
Yr 5 & 6	<b>Rainforests</b>	<b>Potions!</b>	<b>To Infinity &amp; Beyond</b>	<b>Journeys</b>	<b>Victorians</b>	<b>Inventions</b>
	What does it mean if Christians believe God is holy and loving? [Christian Faith]	What does it mean to be a Muslim in Britain today? [Islamic Faith] <i>+ community project (e.g. older residents, foodbank collection)</i>	Why do Christians believe Jesus was the Messiah? [Christian Faith]	Why is the Torah so important to Jewish people? [Jewish Faith] <i>+ lesson on Easter focusing on the /'Stations of the Cross (e.g. art work, drama free-frames, visit to Mayfield or Frant church)</i>	Christians and how to live: What would Jesus do? [Christian Faith]	What matters most to Humanists and Christians? [General Faith]

In Green = Christian faith elements

NB: See EYFS Curriculum map to see how learning in EYFS feeds into the whole school curriculum map for RE



# The Weald Federation: RE assessment points

		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
DISCIPLINARY KNOWLEDGE	Making sense of beliefs	<ul style="list-style-type: none"> <li>Can identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>Can give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>Can give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Can identify and describe the core beliefs and concepts studied</li> <li>Can make clear links between texts/sources of authority and the core concepts studied</li> <li>Can offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>Can identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</li> <li>Can describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</li> <li>Can give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</li> </ul>
	Understanding the impact	<ul style="list-style-type: none"> <li>Can give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>Can give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Can make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>Can describe how people show their beliefs in how they worship and in the way they live</li> <li>Can identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>Can make clear connections between what people believe and how they live, individually and in communities</li> <li>Can using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</li> </ul>
	Making Connections	<ul style="list-style-type: none"> <li>Can think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>Can give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>Can make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>Can raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</li> <li>Can give good reasons for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>Can make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>Can reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</li> <li>Can consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>
SUBSTANTIVE KNOWLEDGE	<p>Can demonstrate knowledge and understanding when explaining:</p> <ul style="list-style-type: none"> <li><b>God</b> - What Christians believe God is like.</li> <li><b>Creation</b> – Who Christians say made the world.</li> <li><b>Incarnation</b> – Why Christmas matter to Christians.</li> <li><b>Gospel</b> – What the ‘good news’ is that Christians believe Jesus brings.</li> <li><b>Salvation</b> – Why Easter matters to Christians.</li> <li><b>Muslims</b> – Who are Muslims and how they live.</li> <li><b>Jews</b> – Who are Jews and how they live.</li> <li><b>Sacred places</b> – What makes some places sacred to believers.</li> <li><b>World and others</b> – How we should care for the world and for others and why it matters.</li> <li><b>Belonging</b> – What it means to belong to a faith community.</li> </ul>	<p>Can demonstrate knowledge and understanding when explaining:</p> <ul style="list-style-type: none"> <li><b>Creation</b> – What Christians learn from the Creation story.</li> <li><b>People of God</b> – What is it like for someone to follow God.</li> <li><b>Incarnation / God</b> – What the trinity is and why is it important for Christians.</li> <li><b>Gospel</b> – What kind of world Jesus wanted.</li> <li><b>Salvation</b> – Why Christians call the day Jesus died ‘Good Friday’.</li> <li><b>Kingdom of God</b> – What the impact of Pentecost was for Christians when Jesus left.</li> <li><b>Hindus &amp; God</b> – What Hindus believe God is like.</li> <li><b>Hindus in Britain</b> – What it means to be Hindu in Britain today.</li> <li><b>Muslims</b> – How festivals and worship show what matters to a Muslim.</li> <li><b>Jews</b> – How festivals and family life show what matters to Jewish people.</li> <li><b>Stages of Life</b> – How and why people mark the significant events of life.</li> <li><b>Make the world better</b> - How and why people try to make the world a better place.</li> </ul>	<p>Can demonstrate knowledge and understanding when explaining:</p> <ul style="list-style-type: none"> <li><b>God</b> – What it means if Christians believe God is holy and loving.</li> <li><b>Creation</b> – if creation and science are conflicting or complimentary.</li> <li><b>Incarnation</b> – Why Christians believe Jesus was the Messiah.</li> <li><b>Gospel</b> – How Christians decide to live (What Jesus would do).</li> <li><b>Salvation</b> – What Christians believe Jesus did to save people.</li> <li><b>Kingdom of God</b> – What kind of king Jesus is for Christians.</li> <li><b>Hindus</b> – Why Hindus want to be good.</li> <li><b>Muslims</b> – What it means to be a Muslim in Britain today</li> <li><b>Jews</b> – Why the Torah so important to Jewish people.</li> <li><b>Humanists and Christians</b> – What matters most to Humanists and Christians.</li> <li><b>Why believe in God</b> – Why some people believe in God and some people do not.</li> <li><b>Life gets hard</b> - How faith help people when life gets hard?</li> </ul>	

## RE Areas of Study - KS1: Cycle A

### What does it mean to belong to a faith community? [1.10: General Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Recognise that loving others is important in lots of communities</li> <li>Say simply what Jesus and one other religious leader taught about loving other people</li> </ul>	<ul style="list-style-type: none"> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> <li>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul>

### What do Christians believe God is like? Christmas Production [1.1: Christian Faith ]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify what a parable is</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</li> <li>Give clear, simple accounts of what the story means to Christians</li> </ul>	<ul style="list-style-type: none"> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</li> <li>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> <li>Give a reason for the ideas they have and the connections they make.</li> </ul>

### Who is Jewish and how do they live? Part 1 [1.7: Jewish Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>

### Who is Jewish and how do they live? Part 2 [1.7: Jewish Faith] + How is Easter celebrated in our local church?

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> <li>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>

### Who do Christians say made the world? [1.2 :Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1–2:3 simply</li> <li>Recognise that 'Creation' is the beginning of the 'big story' of the Bible</li> <li>Say what the story tells Christians about God, Creation and the world</li> </ul>	<ul style="list-style-type: none"> <li>Give at least one example of what Christians do to say 'thank you' to God for Creation</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about living in an amazing world</li> <li>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.</li> </ul>

### How should we care for the world and for others and why does it matter? (1.9: Christians, Jews, Non-religious)

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>

## RE Areas of Study - KS1: Cycle B

### Who is a Muslim and how to they live? Part 1 [1.6: Islamic Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> </ul>

### Why does Christmas matter to Christians? Christmas Production [1.3: Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Recognise that stories of Jesus' life come from the Gospels</li> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</li> <li>Decide what they personally have to be thankful for, giving a reason for their ideas.</li> </ul>

### Who is a Muslim and how do they live? Part 2 [1.6 Islamic Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>

### Why does Easter matter to Christians? [1.5 Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> </ul>	<ul style="list-style-type: none"> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> </ul>	<ul style="list-style-type: none"> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> </ul>

### What is the 'good news' that Christians believe Jesus brings? [1.4 Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>Recognise that Jesus gives instructions to people about how to behave</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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 about how to live, giving a good reason for their ideas.</li> </ul>

### What makes some places sacred to believers? (1.8 Christian and Muslim) [General Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least 3 objects used in worship in 2 religions and give a simple account of how they are used and something about what they mean</li> <li>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>Give simple examples of how people worship at a church, mosque or synagogue</li> <li>Talk about why some people like to belong to a sacred building or a community</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>



## RE Areas of Study – Lower KS2: Cycle A

### What do Christians learn from the Creation story? [L2.1: General Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'big story'</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</li> </ul>	<ul style="list-style-type: none"> <li>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</li> <li>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions and suggest answers about what might be important in the Creation story for Christians and for nonChristians living today.</li> </ul>

### What is it like for someone to follow God? [L2.2: Christian Faith] + 1 stand alone lesson on Christmas focusing on how Christmas is celebrated around the world

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</li> </ul>	<ul style="list-style-type: none"> <li>Make links between the story of Noah and how we live in school and the wider world.</li> </ul>

### How do festivals and worship show what matters to a Muslim? [L2.9 Islamic Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</li> <li>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.</li> </ul>

### How do festivals and family life show what matters to Jewish people? [L2.10 Jewish Faith] + Production of Easter poetry and songs

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>

### What kind of world did Jesus want? [L2.4 :Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</li> <li>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

### How and why do people try to make the world a better place? (L2.12: Christians, Muslims, Jews, Non-religious)

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>Identify some differences in how people put their beliefs into action</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</li> <li>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</li> <li>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</li> </ul>

## RE Areas of Study - Lower KS2: Cycle B

### What is the trinity and why is it important for Christians? [L2.3: Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>Offer suggestions about what texts about baptism and Trinity mean</li> <li>Give examples of what these texts mean to some Christians today</li> </ul>	<ul style="list-style-type: none"> <li>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</li> </ul>	<ul style="list-style-type: none"> <li>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</li> </ul>

### What do Hindus believe God is like? [L2.7:Hindu Faith] + At least 1 stand alone lesson on Christmas focusing on the Annunciation (e.g. art work and/or Mary's detailed diary) [Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God</li> <li>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>Offer informed suggestions about what Hindu murtis express about God</li> <li><b>Lesson on Annunciation</b> – What happened to Mary and why was she chosen by God? How did she (and her family) react to the good news?</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</li> <li>Identify some different ways in which Hindus worship</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> <li>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.</li> </ul>

### What does it mean to be Hindu in Britain today? Trip across federation? [L2.8 Hindu Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</li> <li>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> </ul>	<ul style="list-style-type: none"> <li>How Hindus show their faith within their families in Britain today</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals)</li> <li>Identify some different ways in which Hindus show their faith (e.g. different communities in Britain, or between Britain and parts of India)</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about what 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.</li> </ul>

### Why do Christians call the day Jesus died 'Good Friday'? Demonstrate learning through Easter production to answer unit question) [L2.5 Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</li> <li>What the events of Holy Week mean to Christians</li> <li>Give examples of what Christians say about the importance of the events of Holy Week</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</li> <li>Describe how Christians show their beliefs about Jesus in worship in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</li> </ul>

### For Christians, when Jesus left, what was the impact of Pentecost? [L2.6 Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</li> <li>What the events of Pentecost in Acts 2 might mean</li> <li>Give examples of what Pentecost means to some Christians now</li> </ul>	<ul style="list-style-type: none"> <li>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</li> <li>Describe how Christians show their beliefs about the Holy Spirit in worship</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

### How and why do people mark the significant events of life? (Christian, Hindu and Non-religious) [L2.11: General Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> </ul>	<ul style="list-style-type: none"> <li>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>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)</li> <li>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</li> </ul>	<ul style="list-style-type: none"> <li>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</li> <li>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>Give good reasons why they think ceremonies of commitment are or are not valuable today</li> </ul>



# RE Areas of Study – Upper KS2: Cycle A

## What does it mean if Christians believe God is holy and loving? (2b.1 old UC) [U2.1: Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</li> <li>Show how Christians put their beliefs into practice in worship</li> </ul>	<ul style="list-style-type: none"> <li>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</li> </ul>

## What does it mean to be a Muslim in Britain today? [U2.8: Islamic Faith] + community project to bring joy to the community at Christmas time (e.g. visit old people's home, collection for foodbank)

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>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)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</li> <li>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ East Sussex today</li> <li>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</li> <li>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</li> </ul>

## Why do Christians believe Jesus was the Messiah? (2b.4 old UC) [U2.3: Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Explain the place of Incarnation and Messiah within the 'big story' of the Bible</li> <li>Identify Gospel and prophecy texts, using technical terms</li> <li>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</li> </ul>	<ul style="list-style-type: none"> <li>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</li> <li>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</li> </ul>	<ul style="list-style-type: none"> <li>Weigh up how far the idea of Jesus as 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, giving good reasons for their answers.</li> </ul>

## Why is the Torah so important to Jewish people? [U2.9: Jewish Faith] + lesson on Easter focusing on the /'Stations of the Cross (e.g. art work, drama free-frames, visit to Mayfield or Frant church)

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.</li> </ul>

## How do Christians decide to live: What would Jesus do? (2b.5 old UC) [U2.4: Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify features of Gospel texts (for example, teachings, parable, narrative)</li> <li>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Articulate their own responses to the issues studied, recognising different points of view.</li> </ul>

## What matters most to Humanists and Christians? (U2.10: Christians, Muslims, Jews and Non-Religious)

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Christian and Humanist ideas about being good and how people live</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> </ul>	<ul style="list-style-type: none"> <li>Raise important questions and suggest answers about how and why people should be good</li> <li>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</li> </ul>

# RE Areas of Study – Upper KS2: Cycle B

## Creation and Science: Conflicting or complimentary? (2b.2 old UC) [U2.2: General Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify what type of text some Christians say Genesis 1 is, and its purpose</li> <li>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Genesis 1 and Christian belief about God as Creator</li> <li>Show understanding of why many Christians find science and faith go together</li> </ul>	<ul style="list-style-type: none"> <li>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</li> <li>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.</li> </ul>

## Why do some people believe in God and some people not? [U2.11: General Faith] + community project to bring joy to the community at Christmas time (e.g. visit old people's home, collection for foodbank)

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>Give examples of reasons why people do or do not believe in God</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>Make connections between belief and behaviour in their own lives, in the light of their learning.</li> </ul>

## Why do Hindus want to be good? [U2.7: Hindu Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> <li>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li> <li>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> </ul>

## What do Christians believe Jesus did to save people? (2b.6 old UC) [U2.5: Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</li> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</li> <li>Show how Christians put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</li> <li>Articulate their own responses to the idea of sacrifice, recognising different points of view.</li> </ul>

## For Christians what kind of king is Jesus? (2b.8 old UC) [U2.6: Christian Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Explain connections between biblical texts and the concept of the kingdom of God</li> <li>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li> <li>Show how Christians put their beliefs into practice in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</li> <li>Articulate their own responses to the idea of the importance of love and service in the world today</li> </ul>

## How does faith help people when life gets hard? [U2.12: General Faith]

MAKING SENSE OF BELIEFS	UNDERSTANDING THE IMPACT	MAKING CONNECTIONS
<ul style="list-style-type: none"> <li>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li>Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</li> </ul>	<ul style="list-style-type: none"> <li>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li> <li>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</li> </ul>

# National Curriculum in England: Religious Education

## The importance of RE

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

### Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

### Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

### Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion .

*The school community:* RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

*The community within which our school is located:* RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

*The UK community:* a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

*The global community :* RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

## Aims

Religious education for children and young people is not included in the National Curriculum, yet the Religious education in English Schools Non-Statutory Guidance 2010, states that the ways a well-designed syllabus will benefit children, help them to grow and understand their world in the following ways:

- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions, and, where appropriate other religious traditions and world views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Our curriculum for Religious Education aims to:

- provoke 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
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teach 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 has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses and in schools, taking into account the need to offer breadth of content, depth

## Attainment Targets

By the end of each key stage, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

\* Note: the wording of the attainment target for RE follows the same form of words found in the programmes of study of the national curriculum subjects

## RE in the Early Years Foundation Stage

Pupils should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. Religious education is a legal requirement for all pupils on the school roll, including all those in the reception year.

In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

### **Communication and language:**

- children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions;
- use talk to organise, sequence and clarify thinking, ideas, feelings and events;
- answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources;
- talk about how they and others show feelings;
- develop their own narratives in relation to stories they hear from different traditions.

### **Personal, social and emotional development:**

- children understand that they can expect others to treat their needs, views, cultures and beliefs with respect;
- work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously;
- talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable;
- think and talk about issues of right and wrong and why these questions matter;
- respond to significant experiences showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to those of others;
- have a developing respect for their own cultures and beliefs, and those of other people;
- show sensitivity to others' needs and feelings, and form positive relationships.

### **Understanding the world**

- children talk about similarities and differences between themselves and others, among families, communities and traditions;
- begin to know about their own cultures and beliefs and those of other people;
- explore, observe and find out about places and objects that matter in different cultures and beliefs.

### **Expressive arts and design**

- children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings;
- respond in a variety of ways to what they see, hear, smell, touch and taste.

### **Literacy**

- children are given access to a wide range of books, poems and other written materials to ignite their interest.

### **Mathematics**

- children recognise, create and describe some patterns, sorting and ordering objects simply.

These learning intentions for RE are developed from relevant areas of the Early Years Foundation Stage Profile (DfE 2013).

## Key Stage 1

Pupils should develop their knowledge and understanding of religions and worldviews<sup>11</sup>, 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.

More specifically pupils should be taught to:

At the end of key stage 1 pupils will be able to:

### **A: Know about & understand**

- 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.
- 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.
- A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

### **B: Express & communicate**

- 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.
- B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- B3. Notice and respond sensitively to some similarities between different religions and worldviews.

### **C: Gain & deploy skills**

- 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.
- C2. Find out about and respond with ideas to examples of co-operation between people who are different.
- C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

## Key Stage 2

### Key Stage Two

Pupils should extend their knowledge and understanding of religions and worldviews<sup>12</sup>, 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.

More specifically pupils should be taught to:

At the end of key stage 2 pupils will be able to:

### **A: Know about & understand**

- 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.
- 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.
- 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.

### **B: Express & communicate**

- 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.
- 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.
- 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.

### **C: Gain & deploy skills**

- 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.
- C2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
- 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.