

RE Curriculum 2023-24

Suggested activities for each unit in blue, page numbers refer to the Lincolnshire Agreed Syllabus for Religious Education (available on Sharepoint). This document should be used for medium and short term planning.

	Autumn term	Spring term	Summer term
Early Years	<i>The contribution of RE to the specific areas of the early learning goals:</i> Communication & Language, Personal, social and emotional development (PSED), Literacy, Understanding the world, Expressive arts and design Page 12		
	Myself Special people to me My Special Things Special Times for me & Others My Senses Festival of Diwali – Hinduism (November) Christmas – Christianity (December) Suggested ideas: Bring in a photograph to discuss family. Discussion about family traditions at Christmas. Bring in and talk about favourite teddy bear. * Not everyone sees the world the same way I do. * Some people belong to a group. * ‘God’ is a special word for some people. * There are people who look after us and to whom we should listen but our voices matter too.	My Friends Special Times in my Life Special Times for me & Others Our Special Places My Senses Festival of Holi – Hinduism (March) Suggested ideas: The Colour Monster story. Special places we have travelled to/visited. Wheely day. * Not everyone sees the world the same way I do. * Some people belong to a group. * ‘God’ is a special word for some people. * There are special rules and values for some people.	Our beautiful World Our living world My Life Our books are special My Senses Suggested ideas: Creation story and how we can look after our world. Use Percy the Park Keeper The Squirrels who squabbled book. Discussion about favourite books and sharing books in class. * Not everyone sees the world the same way I do. * ‘God’ is a special word for some people. * There are special rules and values for some people * There are people who look after us and to whom we should listen but our voices matter too.

	Autumn term	Spring term	Summer term
Year 1	<p>God Christianity What do Christians learn and understand about God through Old Testament Bible stories? E.g. Moses, Abraham, Jonah, etc. What do stories in the New Testament tell Christians about Jesus? (parables, miracles, followers) Pg: 15</p> <p>Community – Christianity Living What do Christians do to express their beliefs? Which celebrations are important to Christians? What are the key practices associated with these celebrations and what do they tell us about beliefs about God, humans and the world? Pg: 15</p> <p>Chris Quigley Essentials: Understand beliefs and teachings Describe some of the teachings of a religion.</p> <p>Understand practices and lifestyles Recognise, name and describe some religious artefacts, places and practices.</p> <p>Understand how beliefs are conveyed Name some religious symbols. Explain the meaning of some religious symbols.</p> <p>Reflect Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.</p> <p>Understand values Identify how they have to make their own choices in life. Explain how actions affect others.</p>	<p>God Islam How is Allah described in the Qur'an? What do Muslims learn about Allah and their faith through the Qur'an? Pg: 17</p> <p>Community – Islam Living What do Muslims do to express their beliefs? Which celebrations are important to Muslims? Pg: 17</p> <p>Chris Quigley Essentials: Understand beliefs and teachings Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion.</p> <p>Understand practices and lifestyles Recognise, name and describe some religious artefacts, places and practices. Describe some of the main festivals or celebrations of a religion.</p> <p>Understand how beliefs are conveyed Name some religious symbols. Explain the meaning of some religious symbols.</p> <p>Reflect Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.</p> <p>Understand values Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'. Suggested ideas:</p>	<p>Places of Worship LAS Additional Unit (At least 2 religions; at least one must be a religion/belief system other than Christianity or Islam) JUSAISM - Synagogue</p> <p>Choose three key objects, features or symbols and look at: - what they tell us about beliefs about God/humans/the world around them - how they are used in practice – i.e. what impact they have on the community. Pg: 37</p> <p>Chris Quigley Essentials: Understand practices and lifestyles Recognise, name and describe some religious artefacts, places and practices.</p> <p>Understand how beliefs are conveyed Name some religious symbols. Explain the meaning of some religious symbols.</p> <p>Understand values Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'. Suggested ideas:</p> <ul style="list-style-type: none"> Torah Scrolls Ark of the covenant Bimah – raised platform Compare with items found in a church <p>Key vocabulary – Torah scrolls, ark, bimah, synagogue, church, font, altar, cross.</p> <p>* Everyone has beliefs, values and ways of living,</p>

	<p>Suggested ideas:</p> <p>God Christianity</p> <ul style="list-style-type: none"> • God's encounters with people in the OT e.g. Moses, Abraham, Noah • God as a guide • God as faithful • God as protector • God has a plan • Parables of Jesus • Miracles of Jesus • Jesus's disciples <p>Community – Christianity Living</p> <ul style="list-style-type: none"> • Church meetings/services • Worship styles • Personal devotions • Harvest celebrations • Christmas celebrations <p>Key vocabulary – Bible, Old Testament, guide, faithfulness, encounter, parable, miracle, disciple, worship, prayer, baptism, confirmation.</p> <p>* Everyone has beliefs, values and ways of living, whether they are religious or non-religious.</p> <p>* People have ways of belonging to a group.</p> <p>* Religious and non-religious narratives about how the world began, beliefs about God/Ultimate Reality.</p> <p>* Religious and non-religious worldviews have ways of knowing how to live a good life.</p>	<ul style="list-style-type: none"> • Allah and the Oneness of Allah • Allah as creator • 99 names of Allah • Use story of the crying camel to reinforce the beliefs about creation. Discuss how muslims thank Allah for creation. <p>Community – Islam Living</p> <ul style="list-style-type: none"> • Examine a prayer mat. Discuss what prayer is. • Look at celebrations Eid-ul-Fitr (end of Ramadan) and Eid-ul Adha (Ibrahim's test of faith) <p>Key vocabulary – Islam, Allah, Creator, crescent, creation, Muslim, create, star, moon, Qur'an, symbol, Ibadah, Prayer beads, Prayer mats, Compass, Eid-ul-Fitr, Eid-ul-Adha, Worship</p> <p>* Everyone has beliefs, values and ways of living, whether they are religious or non-religious.</p> <p>* People have ways of belonging to a group.</p> <p>* Religious and non-religious narratives about how the world began, beliefs about God/Ultimate Reality.</p> <p>* Religious and non-religious worldviews have ways of knowing how to live a good life.</p> <p>* There are important stories and people in religious and non-religious worldviews.</p>	<p>whether they are religious or non-religious.</p> <p>* People have ways of belonging to a group.</p> <p>* Religious and non-religious worldviews have ways of knowing how to live a good life.</p>
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	Autumn term	Spring term	Summer term
Year 2	<p>Being Human – Islam Believing What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational muslims. (Muhammed) Pg: 17</p> <p>Life Journey – Islam Living What do Muslims do to celebrate birth? What does it mean and why does it matter to belong? Pg: 17</p> <p><u>Chris Quigley Essentials:</u> Understand beliefs and teachings Describe some of the teachings of a religion.</p> <p>Understand practices and lifestyles Recognise, name and describe some religious artefacts, places and practices.</p> <p>Understand how beliefs are conveyed Name some religious symbols. Explain the meaning of some religious symbols.</p> <p>Reflect Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.</p> <p>Understand values Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.</p>	<p>Being Human – Christianity Believing What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians? (Mother Theresa and Martin Luther King, the pope?) Pg: 15</p> <p>Life Journey – Christianity Living What do Christians do to celebrate birth? What does it mean and why does it matter to belong? Pg: 15</p> <p><u>Chris Quigley Essentials:</u> Understand beliefs and teachings Describe some of the teachings of a religion.</p> <p>Understand practices and lifestyles Recognise, name and describe some religious artefacts, places and practices.</p> <p>Understand how beliefs are conveyed Name some religious symbols. Explain the meaning of some religious symbols.</p> <p>Reflect Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.</p> <p>Understand values Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.</p>	<p>Thankfulness, Believing, Living, Thinking EID Al Fitr- Islam/ Harvest- Christianity/ Holi- Hinduism LAS Additional Unit (At least 2 religions; at least one must be a religion/belief system other than Christianity or Islam) HINDUISM - Holi E.g. harvest in Christianity, Eid Al Fitr in Islam, Holi in Hinduism</p> <p><u>Chris Quigley Essentials:</u> Understand beliefs and teachings Describe some of the main festivals or celebrations of a religion.</p> <p>Understand practices and lifestyles Recognise, name and describe some religious artefacts, places and practices.</p> <p>Understand how beliefs are conveyed Name some religious symbols. Explain the meaning of some religious symbols.</p> <p>Reflect Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.</p> <p>Understand values Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'.</p>

	<p>Suggested ideas:</p> <p>Being Human – Islam Believing</p> <ul style="list-style-type: none"> Look at Imam (faith) & Sha'adah (statement of faith), Akhlaq (character, moral conduct), serving others Stories of Muhammed <p>Life Journey – Islam Living</p> <ul style="list-style-type: none"> Special birth ceremony Call to prayer into baby's ear and taste of something sweet Shaving of head & weighing of hair <p>Key vocabulary – Imam, morals, Sha'adah, Akhlaq, Zakah, almsgiving, serving, aqiqah, belonging, Adhaan</p> <p>* Everyone has beliefs, values and ways of living, whether they are religious or non-religious.</p> <p>* Religious and non-religious narratives about how the world began, beliefs about God/Ultimate Reality.</p> <p>* Religious and non-religious worldviews have ways of knowing how to live a good life.</p> <p>* There are important stories and people in religious and non-religious worldviews.</p>	<p>Suggested ideas:</p> <p>Being Human – Christianity Believing</p> <ul style="list-style-type: none"> Parables Creation story Choices made by biblical characters Greatest commandment <p>Life Journey – Christian Living</p> <ul style="list-style-type: none"> Special birth ceremony – christening, dedication God parents Symbol of cross on forehead Belonging within the church <p>Key vocabulary – baptism, christening, dedication, font, parable, creator, creation, parable</p> <p>* Everyone has beliefs, values and ways of living, whether they are religious or non-religious.</p> <p>* Religious and non-religious narratives about how the world began, beliefs about God/Ultimate Reality.</p> <p>* Religious and non-religious worldviews have ways of knowing how to live a good life.</p> <p>* There are important stories and people in religious and non-religious worldviews.</p>	<p>Suggested ideas:</p> <ul style="list-style-type: none"> Celebration of Holi, celebration of spring, love and new life, festival of colour <p>Key vocabulary – Festival, Holi, India, bhang,</p> <p>* Everyone has beliefs, values and ways of living, whether they are religious or non-religious.</p> <p>* People have ways of belonging to a group.</p> <p>* Religious and non-religious narratives about how the world began, beliefs about God/Ultimate Reality.</p>
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	Autumn term	Spring term	Summer term
Year 3	<p>God Hinduism How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir? Pg: 22</p> <p>God Islam What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque? Pg: 25</p> <p>Chris Quigley Essentials: Understand beliefs and teachings Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.</p> <p>Understand practices and lifestyles Identify religious artefacts and explain how and why they are used.</p> <p>Understand how beliefs are conveyed Identify religious symbolism in literature and the arts.</p> <p>Reflect Give some reasons why religious figures may have acted as they did.</p> <p>Understand values Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>Suggested ideas: God - Hinduism</p>	<p>God Christianity (over terms 3&4) How do symbols in the Bible help Christians relate to God? What do symbols in the story of Jesus' baptism reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs? Pg: 19-20</p> <p>Chris Quigley Essentials: Understand beliefs and teachings Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.</p> <p>Understand practices and lifestyles Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p>Understand how beliefs are conveyed Identify religious symbolism in literature and the arts.</p> <p>Reflect Show an understanding that personal experiences and feelings influence attitudes and actions. Ask questions that have no universally agreed answers.</p> <p>Understand values Explain how beliefs about right and wrong affect people's behaviour.</p>	<p>Big Questions – LAS Additional Unit (At least 2 religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam). BUDDHISM – NOBLE</p> <p>EIGHTFOLD PATH HINDUISM – DHARMA, KARMA, ARTHA & MOKSHA</p> <p>What does it mean to live a good life? Opportunity to look at guidelines and laws in various religions and non-religious world views. Chance to explore whether 'good' means the same thing to everybody. <i>Questions to consider:</i> Who am I? What is a good life? Does God exist? Is there life after death? Pg: 38</p> <p>Chris Quigley Essentials: Understand beliefs and teachings Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.</p> <p>Reflect Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers.</p> <p>Understand values Explain how beliefs about right and wrong affect people's behaviour.</p>

	<ul style="list-style-type: none"> • Key scriptures – Vedas, Bhagavad Gita, Ramayana, Mahabharata • Doing the right thing & making ethical choices • Creation stories and stories about deities and key figures • Look at and discuss a puja tray <p>God - Islam</p> <ul style="list-style-type: none"> • Oneness of Allah • Imam (faith) • Five pillars • Shahadah – statement of faith • Allah's attributes • Islamic art symbolism <p>Key vocabulary – vedas, Bhagavad Gita, Ramayana, Mahabharata, puja tray, tahwid, Ibadah, Shahadah, Qur'an, messenger</p> <p>*Our ways of believing, living and thinking are influenced by our context.</p> <p>*Beliefs and concepts about ultimate purpose of life/humanity.</p> <p>*People within a worldview might listen/read/pay attention to different sources of authority.</p>	<p>Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> • Explanation of trinity • Baptism symbols e.g. dove, water • Holy communion and its symbolism • Stained glass windows and symbolism • Worship and symbols used <p>Key vocabulary – Trinity, Father, Son, Holy Spirit, baptism, holy communion (the last supper), altar, cross, psalms, worship.</p> <p>*Our ways of believing, living and thinking are influenced by our context.</p> <p>*Beliefs and concepts about ultimate purpose of life/humanity</p> <p>*People within a worldview might listen/read/pay attention to different sources of authority.</p>	<p>Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>Discuss and give opinions on stories involving moral dilemmas.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> • What does it mean to live a good life? • Opportunity to look at guidelines and laws in various religions and non-religious world views. • Chance to explore whether 'good' means the same thing to everybody. • <i>Questions to consider:</i> Who am I? <p>What is a good life? Does God exist? Is there life after death?</p> <p>Key vocabulary – faith, noble, dharma, karma, artha & moksha</p> <p>* Our ways of believing, living and thinking are influenced by our context.</p> <p>* Individuals within a group may experience things differently than others in the group.</p> <p>*Beliefs and concepts about ultimate purpose of life/humanity.</p> <p>* Individuals within worldviews may respond to ethical situations in different ways than the broader worldview community.</p> <p>*People within a worldview might listen/read/pay attention to different sources of authority.</p>
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	Autumn term	Spring term	Summer term
Year 4	<p>Community – Hindu Living How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world. Pg: 22</p> <p>Community – Islam Living How is Muslim belief expressed collectively? How does Muslim worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world. Pg: 25</p> <p><u>Chris Quigley Essentials:</u> Understand beliefs and teachings Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.</p> <p>Understand practices and lifestyles Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p>Understand how beliefs are conveyed Identify religious symbolism in literature and the arts. Reflect</p>	<p>Community – Christianity Living (over terms 3&4) How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and the natural world. Pg: 19</p> <p><u>Chris Quigley Essentials:</u> Understand beliefs and teachings Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.</p> <p>Understand practices and lifestyles Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p>Understand how beliefs are conveyed Identify religious symbolism in literature and the arts.</p> <p>Reflect Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers.</p>	<p>Pilgrimage – LAS Additional Unit (At least 2 religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam). SIKHISM – THE GOLDEN TEMPLE ISLAM – HAJJ to MECCA</p> <p>Enquiry into journeys carried out by religious people – motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey. Opportunity to include local places of pilgrimage. What is a pilgrimage? What does pilgrimage involve? Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem. Muslim pilgrimage to Makkah. Hindu pilgrimage to the Ganges, Sikh pilgrimage to the Golden Temple. Environmental impact of pilgrimage.</p> <p><u>Chris Quigley Essentials:</u> Understand beliefs and teachings Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers.</p> <p>Understand practices and lifestyles Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals.</p> <p>Understand how beliefs are conveyed</p>

	<p>Show an understanding that personal experiences and feelings influence attitudes and actions. Ask questions that have no universally agreed answers.</p> <p>Understand values Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions.</p> <p>Suggested ideas: Community – Hindu Living</p> <ul style="list-style-type: none"> • Individual rather than collective, e.g. home shrines, personal gods/goddesses • In the mandir – puja, bhajan, aarti ceremony, prahshad, murtis • Artefacts used in worship, e.g. bell, puja tray • Importance of the family and puja in the home • Home shrines, rituals, family worship • Festivals, e.g. Diwali, Holi - stories, practices, food, worship, diversity, shared experiences • Raksha Bandan (Rakhi ceremony) • Pilgrimage, sacred places, e.g. River Ganges, Varanasi, Ayodhya and associated stories <p>Community – Islam Living</p> <ul style="list-style-type: none"> • Role of the mosque and community - social, religious, educational, welfare centre • Ummah - the global community of Muslims • Sawm (Ramadan) - significance of fasting; reasons/benefits • Hajj/Umrah - significance of this 	<p>Understand values Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> • Worship in different Christian denominations, e.g. Quaker, Methodist, Evangelical, Pentecostal and globally, e.g. use of silence, music, actions, cultural traditions • Buildings, artefacts, symbols and their links to worship, rituals and ceremonies • Koinonia – one body of faith, the idea of fellowship • The role of communal celebration during worship and festivals, e.g. Holy Communion, Pentecost – what happens and why • Importance of worshipping together – singing, praying, sharing key life events such as birth and marriage <p>Key vocabulary – Denominations, church, worship, ceremony, community, koinonia, holy communion</p> <p>* Our ways of believing, living and thinking are influenced by our context.</p> <p>* Individuals within a group may experience things differently than others in the group.</p> <p>* Beliefs and concepts about ultimate purpose of life/humanity.</p> <p>* Individuals within worldviews may respond to ethical situations in different ways than the broader worldview community.</p>	<p>Identify religious symbolism in literature and the arts. (artist pictures of pilgrimage journeys)</p> <p>Reflect Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers.</p> <p>Understand values Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> • What is pilgrimage? • Twinkl powerpoints about pilgrimages • Look at and explore the Golden Temple • Look at and explore Hajj to Mecca • Discussion about what happens during these pilgrimages • Advantages and disadvantages of pilgrimage <p>Key vocabulary – pilgrimage, temple, Hajj</p> <p>* Our ways of believing, living and thinking are influenced by our context.</p> <p>* Individuals within a group may experience things differently than others in the group.</p> <p>* Beliefs and concepts about ultimate purpose of life/humanity.</p>
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	<p>journey</p> <ul style="list-style-type: none"> • Wudu (ablution) • Prayer/Salat in the mosque – symbolic actions and meaning, prayer beads (subha), Friday prayers (Jumu'ah) <p>Key vocabulary – worship, mandir, ceremony, puja tray, pilgrimage, mosque, rmmah, sawm, fasting, wudu, prayer</p> <p>* Our ways of believing, living and thinking are influenced by our context.</p> <p>* Individuals within a group may experience things differently than others in the group.</p> <p>*Beliefs and concepts about ultimate purpose of life/humanity.</p> <p>* Individuals within worldviews may respond to ethical situations in different ways than the broader worldview community.</p> <p>*People within a worldview might listen/read/pay attention to different sources of authority.</p>	<p>*People within a worldview might listen/read/pay attention to different sources of authority.</p>	<p>* Individuals within worldviews may respond to ethical situations in different ways than the broader worldview community.</p> <p>*People within a worldview might listen/read/pay attention to different sources of authority.</p>
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	Autumn term	Spring term	Summer term
Year 5	<p>Being Human – Hindu believing How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? The ways in which beliefs impact on action: expectations of behavior, ways in which people act, examples of contemporary individuals. Pg: 22-23</p> <p>Being Human – Islam believing How does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? The ways in which beliefs impact on action: expectations of behavior, ways in which people act, examples of contemporary individuals. Pg: 25-26</p> <p><u>Chris Quigley Essentials:</u> Understand beliefs and teachings Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Understand practices and lifestyles Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.</p> <p>Understand how beliefs are conveyed Explain some of the different ways that individuals show their beliefs.</p>	<p>Being Human – Christianity believing (over terms 3&4) In what ways does the Bible teach Christians to treat others? How is this expressed in practice? The ways in which beliefs impact on action: expectations of behavior, ways in which people act, examples of contemporary individuals. Pg: 19</p> <p><u>Chris Quigley Essentials:</u> Understand beliefs and teachings Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Understand practices and lifestyles Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.</p> <p>Understand how beliefs are conveyed Explain some of the different ways that individuals show their beliefs.</p> <p>Reflect Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>Expressing belief through the arts – LAS Additional Unit At least 2 religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam. HINDUISM – Painting, Sculpture & Architecture BUDDHISM - Tibetan Art How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why might some religious people not use pictorial representation to express belief e.g. Muslims? Pg:38</p> <p><u>Chris Quigley Essentials:</u> Understand beliefs and teachings Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Understand how beliefs are conveyed Explain some of the different ways that individuals show their beliefs.</p> <p>Reflect Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p>

	<p>Reflect Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p>Understand values Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful of those with different values.</p> <p>Suggested ideas: Being Human – Hindu believing</p> <ul style="list-style-type: none"> Devotion to Brahman; respect for mother and mother earth; respect for father, ancestors and family; respect and care for all living things; truthfulness and honesty Rituals in the home, e.g. puja, aarti, devotion shown to personal deities Dharma (moral values) – including duty towards self, deities, fellow human beings, other living beings, society Satsang – togetherness and strength of family/community Do their duty, respect all, aim for liberation Through yoga, meditation and renunciation Live without committing harm 	<p>Understand values Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful of those with different values.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> Ten commandments (Exodus 20:1-17, Deuteronomy 5:6-21) The Beatitudes (Matthew 5:1-12) The Sermon on the Mount (Matthew 5-7) The Greatest Commandment (Mark 12:30-31) Personal and corporate action – agencies, charities, e.g. Christian Aid, Tear Fund, CAFOD – link to Jesus' teachings Impact of the faith and actions of inspirational people, e.g. Jackie Pullinger, Archbishop Justin Welby, Mother Theresa, Gladys Aylward, Christians Against Poverty, Street Pastors <p>Key vocabulary – 10 commandments, beatitudes, charity.</p> <p>* Our ways of believing, living and thinking are influenced by our context. * Individuals within a group may experience things differently than others in the group. * Beliefs and concepts about ultimate purpose of life/humanity. * Individuals within worldviews may respond to ethical situations in different ways than the broader worldview community.</p>	<p>Understand values Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful of those with different values.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> Look at the different types of art, compare, express preferences, complete some art in the style being studied. <p>Key vocabulary – artists and art styles</p> <p>* Our ways of believing, living and thinking are influenced by our context. * Individuals within a group may experience things differently than others in the group. * Beliefs and concepts about ultimate purpose of life/humanity. * People within a worldview might listen/read/pay attention to different sources of authority.</p>
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	<ul style="list-style-type: none"> • Karma – 'action', every action has an equal reaction either immediately or in the future • Samsara – process of reincarnation • Moksha – freedom from samsara <p>Being Human – Islam believing</p> <ul style="list-style-type: none"> • Five Pillars of Islam - keeps things as Allah intended them to be; binds the global Muslim community together • Following the straight path • Family life, roles and responsibilities • Features of living in a Muslim family, e.g. prayer life, facilities for wudu, salah and dietary arrangements • Hadith – how to treat people; living Islamically • Personal and corporate action Agencies, charities, e.g. Islamic Aid <p>Key vocabulary – Brahman, puja, aarti, deity, dharma, satsang, meditation, karma, samsara, moksha, wudu, salah, hadith, charity</p> <p>* Our ways of believing, living and thinking are influenced by our context.</p> <p>* Individuals within a group may experience things differently than others in the group.</p> <p>*Beliefs and concepts about ultimate purpose of life/humanity.</p> <p>* Individuals within worldviews may respond to ethical situations in different ways than the broader worldview community.</p> <p>*People within a worldview might listen/read/pay attention to different sources of authority.</p>	<p>*People within a worldview might listen/read/pay attention to different sources of authority.</p>	
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	Autumn term	Spring term	Summer term
Year 6	<p>Life Journey, rites of passage – Islam How do Muslims show they belong? Birth and role of madrasahs. Pg: 25</p> <p>Life Journey, rites of passage – Hinduism How do Hindus show they belong? Pg: 22</p> <p>Rites of passage; include other religions e.g. Bar/Bat Mitzvah in Judaism; how we know whether religious claims are true or not – consider whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not.</p> <p>Chris Quigley Essentials: Understand beliefs and teachings Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Understand practices and lifestyles Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.</p> <p>Understand how beliefs are conveyed Explain some of the different ways that individuals show their beliefs.</p> <p>Reflect Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p>	<p>Life Journey, rites of passage – Christianity (over terms 3&4) How do Christians show they belong? Pg: 19</p> <p>Rites of passage; include other religions e.g. Amrit in Sikhism; how we know whether religious claims are true or not – consider whether their truth or otherwise actually matters – what impact does religion have on people's lives, regardless of whether they can prove their beliefs to be true or not.</p> <p>Chris Quigley Essentials: Understand beliefs and teachings Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Understand practices and lifestyles Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader.</p> <p>Understand how beliefs are conveyed Explain some of the different ways that individuals show their beliefs.</p> <p>Reflect Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions.</p>	<p>Spirituality and New Religious Movements – LAS Additional Unit At least 2 examples of spirituality/New Religious Movements. RASTAFARIANISM & THE SALVATION ARMY Exploring what is meant by the term 'Spirituality' and how this relates to religion as a formal system of beliefs and practices. Exploring examples of New Religious Movements and considering reasons for their rise in popularity in the 21st century. Opportunities to compare and contrast with other religions studies at KS2. Pg: 38</p> <p>OR</p> <p>In-depth study of another religion/belief system - SIKHISM At least one religion/belief system; must be a religion/belief system other than Christianity, Hinduism and Islam. Key beliefs, practices, festivals, symbols etc. Opportunities to compare and contrast with compulsory units. May wish to continue to deepen learning encountered at KS1.</p> <p>Chris Quigley Essentials: Understand beliefs and teachings Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities.</p> <p>Understand practices and lifestyles Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p>

	<p>Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p>Understand values Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful of those with different values.</p> <p>Suggested ideas: Life Journey, rites of passage – Islam</p> <ul style="list-style-type: none"> • Birth – choice of names, the qualities or people associated with certain names • Role of madrasahs, e.g. training to become Hafez <p>Life Journey, rites of passage – Hinduism</p> <ul style="list-style-type: none"> • Samskaras (passage of life) • Birth - namkarna (naming ceremony), jatakarma (welcoming the baby into the family) • Ear piercing (karnavedha) and first haircut (mundan) • Upananyana or sacred thread ceremony <p>Key vocabulary – madrasahs, Hafez, samskaras, karnavedha, upananyana</p> <p>* Our ways of believing, living and thinking are influenced by our context. * Individuals within a group may experience things differently than others in the group. * Beliefs and concepts about ultimate purpose of life/humanity.</p>	<p>Explain why their own answers to ultimate questions may differ from those of others.</p> <p>Understand values Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful of those with different values.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> • Outward signs of belonging - baptism, confirmation, dedication, believers' baptism, marriage - promises and vows made during these events • Symbols or actions that are an expression of belonging to the Christian faith, e.g. cross, ichthus (fish) <p>Key vocabulary – belonging, baptism, confirmation, dedication, cross, ichthus</p> <p>* Our ways of believing, living and thinking are influenced by our context. * Individuals within a group may experience things differently than others in the group. * Beliefs and concepts about ultimate purpose of life/humanity.</p>	<p>Show an understanding of the role of a spiritual leader.</p> <p>Understand how beliefs are conveyed Explain some of the different ways that individuals show their beliefs.</p> <p>Reflect Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p>Understand values Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful of those with different values.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> • Look at and explore both spiritual religious movements, compare and contrast. <p>Key vocabulary – spirituality, belief, religious movements</p> <p>* Our ways of believing, living and thinking are influenced by our context. * Individuals within a group may experience things differently than others in the group. * Beliefs and concepts about ultimate purpose of life/humanity. * Individuals within worldviews may respond to ethical situations in different ways than the broader worldview community.</p>
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KEY to Disciplinary Knowledge:

Theology Teaching: This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Human/Social Sciences: This is about living. It explores the diverse ways in which people practice their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Philosophy: This is about thinking. It is about finding out how and whether things make sense it deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence. This should be woven through all areas of RE teaching.

The Priory Federation of Academies Ambitious End Points Statements:

KEY STAGE	WORLDVIEW	CONTEXT	MEANING & PURPOSE	VALUES & MORALITY	INFLUENCE & POWER
EYFS	* Not everyone sees the world the same way I do.	* Some people belong to a group.	* 'God' is a special word for some people.	* There are special rules and values for some people.	* There are people who look after us and to whom we should listen but our voices matter too.
KS1	* Everyone has beliefs, values and ways of living, whether they are religious or non-religious.	* People have ways of belonging to a group.	* Religious and non-religious narratives about how the world began, beliefs about God/Ultimate Reality.	* Religious and non-religious worldviews have ways of knowing how to live a good life.	* There are important stories and people in religious and non-religious worldviews.
KS2	* Our ways of believing, living and thinking are influenced by our context.	* Individuals within a group may experience things differently than others in the group.	* Beliefs and concepts about ultimate purpose of life/humanity.	* Individuals within worldviews may respond to ethical situations in different ways than the broader worldview community.	* People within a worldview might listen/read/pay attention to different sources of authority.

